

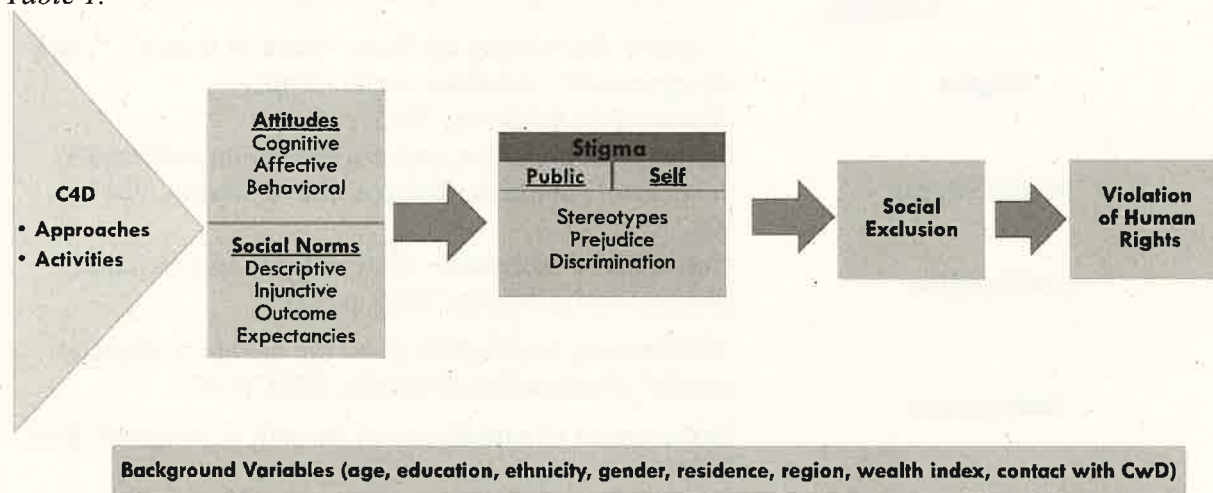
**Annex 1:**

**APPENDIX A: CONCEPTUAL MODEL**

A conceptual model is a visual representation of the **causal pathway for change**. In other words, it identifies key constructs and lays out how these constructs will work together to bring about desired individual and/or social change. The utility of a conceptual model doesn't stop there; the information it contains serves as a blueprint to plan C4D strategies and interventions. What is outlined in a conceptual model should be reflected in the goals, objectives, intended audiences, communication channels, messages, and specifically the monitoring and evaluation framework of C4D efforts.

The conceptual model guiding this project is depicted in *Table 1*. It shows how C4D approaches and activities can influence negative attitudes and social norms that contribute to prevailing stereotypes, prejudice, discrimination, and even self-stigma of children with disabilities, which together result in social exclusion at different socio-ecological realms (e.g. home, school, community, system, policy) and ultimately the dehumanization of children with disabilities. The conceptual model also takes into account key background variables such as age, education, ethnicity, gender, residence, region, wealth index, and contact with children with disabilities.

*Table 1.*



**CONCEPTUAL MODEL ON DISCRIMINATORY ATTITUDES AND SOCIAL NORMS TOWARDS CHILDREN WITH DISABILITIES**

Any model that is designed to fulfil monitoring and evaluation needs has to consider the role of interventions in facilitating change. The first component of the conceptual model therefore focusses on C4D Approaches and Activities, which are specifically designed to foster individual behaviour and social change.

The conceptual model emphasizes the role of attitudes and social norms. To truly unpack the role of these multi-dimensional constructs, it is essential to measure all of their individual and interrelated dimensions. For attitudes, this means measuring the cognitive, affective, and behavioural components, and for social norms, this means measuring descriptive norms, injunctive norms, and outcome expectations, both rewards and sanctions.

| <b>Definitions of Key Constructs and Measurement Sub-constructs</b> |  |
|---|--|
| <b>Construct/Sub-construct</b>                                      | <b>Definition</b>  |
| <b>Attitudes</b>  | "An idea charged with emotions which predisposes a class of actions to a particular class of social situations" (Triandis, 1971, p.2)  |
| Cognitive   | People's beliefs and knowledge about others  |
| Affective   | People's feelings and emotional reactions to others  |
| Behavioural   | People's intended behaviour towards others   |
| <b>Social Norms</b>   | The unwritten rules that guide behaviour (WHO, 2005)   |
| Descriptive   | Beliefs about what others do   |
| Injunctive  | Beliefs about what others approve of or think people should do   |
| Outcome Expectancies - Rewards                                      | Beliefs about the perceived benefits or rewards to oneself or others as a result of complying with norms   |
| Outcome Expectancies - Sanctions                                    | Beliefs about the perceived sanctions or punishments from performing or not performing a behaviour   |
| <b>Stigma</b>   | A deeply discrediting attribute; "mark of shame"; "mark of oppression"; devalued social identity (Pescosolido & Martin, 2015, p. 92)   |
| <b>Public Stigma</b>  | Stereotypes, prejudice, and discrimination endorsed by the general population (Pescosolido & Martin, 2015, p. 92)  |
| <b>Self-stigma</b>  | "Internalized acceptance of stereotypes and prejudice" (Pescosolido & Martin, 2015, p. 92) <sup>6</sup>  |
| <b>Stereotypes</b>  | "Collectively held beliefs about the members of social groups" (Pescosolido & Martin, 2015, p. 92)<br>Endorsement of stereotypes of the self. (Corrigan & Rao, 2012)   |
| <b>Prejudice</b>  | A negative emotional response towards a stereotyped group or an individual who is part of that group (Allport, 1954; Eagly & Chaiken, 1993)<br>Negative emotional reactions based on internalization of negative stereotypes, Low self-esteem and poor self-efficacy are primary examples of these negative emotional reactions (Corrigan & Rao, 2012) |
| <b>Discrimination</b>   | Unfair treatment based on personal characteristics or group membership (Williams, Yu, Jackson, & Anderson, 1997)<br>Self-imposed isolation (Corrigan and Rao 2012)   |

<sup>6</sup> The literature reviewed does not include discrimination in definitions of self-stigma. However, we would argue that experiences of discrimination can contribute to low self-esteem and thus self-stigma.

|                         |                |  |
|-------------------------|----------------|--|
| <b>Social Exclusion</b> |                | The denial of resources, rights, goods, and services and the inability to participate fully in basic economic, social, political and cultural activities of society thus leading to marginalization (Levitas et al., 2007) |
| <b>Human Rights</b>     | Dehumanization | "Psychological process through which others are derogatively likened to 'animal' and perceived as 'less human'" (Costello & Hodson, 2014, p.176)   |

**Annex 2:**

**CHECK LIST FOR STRONG RESEARCH REPORTS:**

| <b>Report Component</b>                   | <b>Description</b>   |
|---|--|
| <b>Summary of research findings</b>       | Clean, concise, and well-organized summary of the research findings  |
| <b>Background &amp; Rationale</b>         | Literature review summarising extant theory, practice and robustness of existing research. Explanation of why the research was carried out, the context in which it was undertaken, what it contributes to existing knowledge, what potential impacts it will have, how it advances work in this field of inquiry, information on ongoing or similar research, the added value of this particular research/study, and who will utilize these findings. Description of research aims and objectives, hypotheses and related research questions, conceptual frameworks and theories of change.   |
| <b>Research Methodology</b>               | Information and justifications covering research approach and methodology including research design, sampling strategy (sampling frame and units of measurement, calculations, sample size, populations, and discussion around representativeness of sample), definition of key variables and concepts, inclusion and exclusion criteria for respondents, participant recruitment strategy and length of involvement, data source or data collection methods, data analysis methods and ability to disaggregate data to show differences between group where applicable, discussion of strengths and weakness of research/study and other relevant methodological issues.<br>For quantitative research, explanation of statistical models and power calculations with justification of sample size<br>For qualitative research, explain data analysis approach and linkages to theoretical framework<br>Inclusion of study/research timeline (e.g., Gantt chart) |
| <b>Ethics</b>                             | Discussion of issues related to research ethics, human rights, gender and privacy, how study applied the "do no harm" principle, how risks were mitigated through mechanisms put in place and inputs from various stakeholders, how data collection processes considered cultural, ethnic, and legal concerns.<br>Information on how ethical approval was obtained (e.g. through IRB), use of consent/assent forms, and provision of information for respondents to contact the research team for follow-up  |
| <b>Evidence, Analysis, &amp; Findings</b> | Information is presented, analysed and interpreted in a systematic and logical manner with clear linkages back to the research questions,  |

|                                |  |
|--------------------------------|--|
|                                | <p>hypotheses, frameworks and theory of change. Data is disaggregated where appropriate to indicate impact or effects across groups.</p> <p>Transparency with sources and quality of data, data is sufficiently triangulated, clear connection are made between the evidence, findings, and recommendations/conclusions</p> <p>Findings consider context, provide insights into cross-cutting issues, consider issues of attribution and contribution, and are tailored for useful for a wide range of end users. Unintended and unexpected findings are identified.</p> <p>Recommendations are concrete and sufficiently detailed to be operationally applicable. Lessons contribute to general knowledge and are useful, valid, and reflect interests of different stakeholders.</p> |
| <b>Structure &amp; Clarity</b> | <p>Logical structure, succinct</p> <p>Accessible and digest content and format for the intended audience (e.g., free of jargon, plain English, logical use of chapters, appropriate use of tables, graphics diagrams and other visuals, balanced across chapters, reasonable length).</p> <p>Explanation of review process if applicable</p> <p>Who carried out research is clearly denoted with appropriate acknowledgement of partners and advisory boards</p> <p>Mention of any conflicts of interest</p> <p>Annexes increase usefulness of report and contain original ToR, protocol/inception report, research framework (with research questions), and bibliography</p>  |

## REFERENCES

- Barr, J. J., & Bracchitta, K. (2015). *Attitudes toward individuals with disabilities: The effects of contact with different disability types*. *Current Psychology*, 34(2), 223-238.
- Brown, M., Duff, H., Karatzias, T., & Horsburgh, D. (2011). *A review of the literature relating to psychological interventions and people with intellectual disabilities: Issues for research, policy, education and clinical practice*. *Journal of Intellectual Disabilities*, 15(1), 31-45.
- Drexell University (2017). *Developing a monitoring and evaluation framework to track and assess results of interventions aiming to change discriminatory attitudes and social norms toward children with disabilities. Operational research protocol, validation protocol, summary of the research documents, etc.*