



Ethiopian Society of Sociologists, Social Workers and Anthropologists (ESSWA)

CALL FOR PAPERS (TOR)

Background

ESSWA is looking for the contribution of professionals in the three disciplines of Sociology, Social Work and Anthropology to take stock of context specific socialization practices in Ethiopia. The main objective will be to make an inventory of folklores and story-telling traditions that can pass to the next generation. The whole effort is to identify 'positive' and 'negative' social norms to make it part of ESSWA's Brand of a Parenting Skill Training Manual, which is work in progress.

Different studies within ESSWA and elsewhere revealed that 'social norms' are major contributory factors for most of our social problems such as child marriage, child abuse and neglect and all the deviant behaviors like juvenile delinquency, disrespect to elders, work discipline and the like.

According to Young Lives Studies (Yirak Tafere, 2015), children have been increasingly exposed to external influences, mainly through contacts with peers and education, and consequently, their relationship with adult generations have been altered. Socialization, which inherently considers adults as socializers and children as recipients, has gradually been challenged, giving place to negotiations between generations. In our fast-changing world, relationships are also becoming dynamic and a 'life course' study by tracking changing social norms seems timely and appropriate to grasp and capture intergenerational changes. Thus, the family, where context-specific socialization and parenting styles are exercised, would be an ideal point of entry to take stock of such life course perspectives.

Major Tasks:

- i. To make an inventory of folklores and story-telling traditions that can pass to the next generation,
- ii. To identify 'positive' and 'negative' social norms, that contributes to positive and negative socialization,
- iii. To identify context-specific child rearing and parenting practices in the form of folklores and storytelling practices found in diverse socio-cultural settings,
- iv. To Identify major barriers in inculcating discipline, social norms and values in the socialization process of Ethiopian children,
- v. Reviewing existing books and other relevant literature for reference,



- vi. To identify cases of positive deviants in parenting and
- vii. To provide compiled report on positive and negative parenting types to be part of the new ESSWA's Parenting Skill Training Manual (planned to be developed).

Proposed composition of the study

Part I

This section will provide background information such as Demographic, Economic and Socio-cultural practices of the study area (not more than 3 pages). In addition this, the section should show lessons taken by reviewing available literatures in local languages.

Part II

This section will

- Assess the 'positive' and 'negative' social norms that contribute to positive and negative socialization of children.
- Explore context-specific child rearing and parenting practices in the form of folklores and storytelling practices found in diverse socio-cultural settings.
- Examine major barriers in inculcating discipline, social norms and values in the socialization process of Ethiopian children.
- Use guide questions to assess the positive and negative disciplines in the study area. For example:

What +ve discipline is	What –ve discipline is
✓ About long term solution that develop your child's own self discipline	X permissive parenting
✓ About clear communication of your expectations and limits	X letting your child to do whatever s/he wants
✓ About building a mutually respectful relationship with your child	X having no rules, limits or expectations,
✓ About teaching your child life-long skills	X short-term reactions or alternative punishments to slapping or hitting
✓ About teaching your child's competence and confidence to handle challenging situation	
✓ About teaching courtesy, non-violence, empathy, self-respect, human rights and respect for others.	



Part III

The focus of this section will be on providing context-specific reference material in the form of refined inputs to make it part of the planned Parenting Skill Training Manual. This should **not be more than 10 pages** each translated in to **English and the main local language**.

The following are proposed methodologies,

- ✓ Analysis of books written in local languages, documentary videos (if available) and widely known socialization practices in the area,
- ✓ Focus group discussions using key informants selected on the basis of their rich indigenous knowledge. This discussion should also capture folklores, stories, obligations of parents and their expectations from female and male children.
- ✓ Focused group discussion **MUST** be conducted with rural and urban female and male children to understand their expectation from their parents' role in socialization as well as their obligations to be a disciplined child.
- ✓ Consulting NGOs engaged in Early Childhood Development (ECD)

Final product requirements:

The results of the study should be submitted to ESSWA in the form of a comprehensive document including the narrative/analytical part (approximately **25 pages** in two languages) and annexes presenting the identified parenting practices and interviews. Detailed description of the methodologies and sources of information/data used in the study is required. The document should be submitted in the hard copy and in electronic form (Word).

Time schedule:

- Reviewing available resources / identifying the gaps in required information / preparing a refined version of the study outline (3 days)
- Conducting the actual data collection (5 days)
- In-depth analysis of information gathered/documentation / sources and preparation of the first draft (5 days)
- Validation and Preparation of the final draft (3 days)

Therefore, the study is supposed to be completed within 2 weeks starting from the beginning of the contract with ESSWA. At the end of each stage, discussions about the progress with ESSWA will be held in order to assure that the work is progressing in the agreed direction and necessary amendments/additions are incorporated into the text in due time.



Professional Fee

This task is basically considered as a professional contribution of members. However, expenses related to travel and accommodation (up on submission of official receipt) and DSA will be paid to each principal investigator. Moreover, based on the quality of the reports, which will be decided by independent reviewers, qualified reports will be paid up to Birr 10,000.00 to encourage researchers.

Note: Expression of interest with concrete plan of action containing field plan, DSA, and one paragraph indicating that you are the right person to undertake this assessment should be submitted to ESSWA within 15 days.

ESSWA

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