



## Research stay form // mobility window

<b><u>Host institution</u></b>	Uganda Christian University
<b><u>Topic - research question/title research project</u></b>	CONSPIRACY BELIEFS AND COVID-19 VACCINATION HESITANCY IN UGANDA
<b><u>Mobility window supervisor</u></b>	Kukunda Elizabeth Bacwayo (PhD)
<b><u>Description of the research project</u></b>	<p>The primary outcome of this study will be to understand how conspiracy theories affect the individual willingness to get vaccinated, which is influenced by a number of factors like the nature of vaccine perceptions, level of knowledge of the population, culture, personal background, religion, and political leanings which all shape people's reactions to facts supplied to them (Cooper et.al 2021). The negative reactions and attitudes towards Covid 19 vaccines are due to lack of sufficient knowledge or awareness concerning the vaccine, which is made worse by the various conspiracy theories spreading on social media and other communication channels (Carrieri et.al 2019). Therefore, understanding the nature of information that the community knows concerning the vaccine has a strong effect on clarifying the existing misunderstandings that make them confused, (Loomba 2020). Findings in this study will enable us clarify the misunderstandings of the Covid 19 vaccine among specific populations especially women and mothers who live in constant fear of becoming infertile after getting vaccinated or their children developing fertility problems in the future. A study in USA showed that despite the various efforts to correct this myth there is evidence to show that many unvaccinated women and those unwilling to get vaccinated have heard about it (Fossett, 2021). A sustained presence of existing misinformation influences its acceptance and increases unfounded fears about the vaccine. Findings from this study will be used to improve on the efforts geared towards pro-vaccine attitudes and an interest in Covid 19 vaccination reaching herd immunity. The main outcome will be a change in behaviour towards vaccination for covid-19 despite the existence of conspiracy theories. Specifically, this study intends to address the following objectives:</p> <ul style="list-style-type: none"><li>(i) To measure the extent of the spread of conspiracy beliefs regarding vaccination against Covid-19 among Ugandans</li><li>(ii) To establish the relationship between conspiracy belief and vaccination hesitancy in Uganda;</li></ul>

	<p>(iii) To explore the interaction between exposure to COVID-19 conspiracy theories and individual vaccination decisions;</p> <p>(iv) To examine the gendered impact of conspiracy belief on vaccination hesitancy; and</p> <p>(v) To examine how the conspiracy beliefs of adults are likely to affect decision to vaccinate children for COVID-19.</p>
<b><u>Methodological approach used in the research project</u></b>	<p>To address the objectives of the study, a quantitative survey and inductive qualitative study research approaches will be adopted to explore conspiracy beliefs and vaccination hesitancy. Therefore, a mixed method design is adopted to find answers to various study objectives. It will be a sequential mixed method approach that starts with a survey and ends with in-depth interviews. The quantitative approach will adopt a cross sectional survey method and will collect self-reported survey data through both an online questionnaire and physically administered questionnaires for recruited participants. The choice of an online survey is consistent with COVID-19 operating procedures that require limiting direct contact while the physical survey is in line with inclusion requirements to ensure those without access to online resources are still consulted. Participation in this study will be voluntary.</p>
<b><u>Research stay description</u></b>	
<b><i>Tasks to be implemented by the intern (= IOB student)</i></b>	<div> <input type="checkbox"/> Literature review  <input type="checkbox"/> Field work: data collection  <input type="checkbox"/> Field exposure (not really data collection, but rather visit)  <input checked="" type="checkbox"/> Data analysis  <input checked="" type="checkbox"/> Writing of report  <input checked="" type="checkbox"/> Literature review </div>
<b><i>Final product</i></b>	<p><b>X</b> For all students: Research stay report: reflection on the role of research for development (from the research stay experience)</p> <p><b>X</b> For all students: presentation of results in a final workshop at university</p> <p><input type="checkbox"/> a leaflet/poster should be designed with the methodology and most important findings of the study to be provided to community</p> <p><input type="checkbox"/> policy brief/ blog/ report</p> <p><input type="checkbox"/> other output, ....</p>

<b>Modality of insertion within the research group</b>	<input type="checkbox"/> Paired-work with local pre/postgraduate student. <input type="checkbox"/> Paired-work with local young researcher <input type="checkbox"/> Individual work  <i>IOB pays per diem + transportation costs for the local person who accompanies the student (max. of 20 days)</i>
<b>Timeline Mobility window</b>	The IOB student will start in mid-November, 2023 and run until around 22 of December. Ideally during the first days, a workshop will be organized with the IOB student and his twin partner and the local supervisor, to discuss the content of the project, the hypotheses, etcetera.
<b>Location and planning</b>	
<b>Office</b> <i>(is there an office space/ work place the student could use?)</i>	<i>Shared space may be available in the directorate.</i>
<b>Field</b> <i>(if field activities are included, what is the location)</i>	<i>This period, the remaining field activity include qualitative interviews which the student may not get involved in. However, there is data analysis and report write up and a need for further literature to augment the literature.</i>
<b>Profile of the student</b>	
<b>Language requirements</b> <i>(e.g. proficiency in English, Spanish would be an asset)</i>	<i>English is a requirement</i>
<b>Required research skills</b> <i>(e.g. quantitative research skills/ qualitative analysis)</i>	<i>The quantitative aspect of the research is over. We need qualitative analysis skills and report writing.</i>
<b>Required content/ theoretical knowledge expertise</b> <i>(e.g. knowledge on gender topics is an asset)</i>	<i>Policy analysis and knowledge of gender is an asset</i>

**Services arranged by the local counterpart** ( e.g. office space, accommodation, access library, ...)

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*Not sure about this. I need to be updated about this.*