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4/18/2023

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An assessment of the monitoring plan of a social and behavior change communication  
program in Nepal.

By  
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An assessment of the monitoring plan of a social and behavior change communication program  
in Nepal.

By

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B.S.

Drexel University

2019

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An abstract of

A thesis submitted to the Faculty of the

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2023

## **Abstract**

An assessment of the monitoring plan of a social and behavior change communication program in Nepal.

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**Background:** In Nepal, about one quarter (26%) of ever-married women have ever experienced physical, sexual, or emotional IPV. *Change Starts at Home* is a social and behavioral change communication (SBCC) intervention utilizing intimate partner violence (IPV) prevention strategies aimed at transforming negative gender norms and diffusing new norms and behaviors through movement building across rural communities in Nepal. Using radio edutainment, couple's and family engagement in listening and discussion groups (LDAGs), and community mobilization, the Change project has been designed to decrease women's exposure to IPV.

**Objective:** The goals of this thesis are to quantitatively analyze monitoring data and assess the monitoring strategy utilizing different implementation science frameworks and models to provide recommendations to EAI to enhance best-practice project monitoring.

**Methods:** Monitoring data is collected primarily by field monitors to capture progression of weekly listening and discussion group sessions. Similarly, the project uses IVR to raise awareness of the radio program but also receive feedback and engage respondents. These are monthly outgoing calls and monthly incoming calls collected by an in-country contractor. The Six Steps for Quality Intervention Development (6SQuID) framework was used to evaluate the formative work; the UN Women Monitoring and Evaluation Framework was used to evaluate the theory of change; and the VAWomen framework was utilized to analyze the logical framework. Descriptive statistics using SAS and Excel software were generated to quantitatively analyze monitoring data.

**Results:** Among the 6567 calls that have been pushed out between March-July 2022, 89.9% of calls were hung up after the welcome message. Similarly, monitoring data analysis showed that only 43 out of 151 monitoring sessions indicated that there were no concerns of personal safety or violence of a group member at home and only 33 out of 151 monitoring sessions indicated that there were no concerns of personal safety or violence.

*The Change Starts at Home Project* had conducted intensive formative work before the start of the project. However, *the Change Starts at Home* project lacks a theory of change that is specific to the current phase of the project. Likewise, the current logical framework is missing many critical components. Indicators and frequency for some levels are missing in the established matrix. A monitoring plan has been provided using sample project data to aid in addressing these deficiencies.

**Recommendations:** It is recommended that EAI review and adopt the monitoring plan outlined in this thesis. Monitoring and evaluation will allow EAI to ensure that their programs are working efficiently.

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## **Acronym List**

EAI: Equal Access International

HIV: Human Immunodeficiency Virus

IPV: Intimate Partner Violence

IVR: Interactive Voice Response

LDAG: Listening and Discussion Group

LMIC: Low- and middle-income countries

RCT: Randomized Control Trial

SBCC: Social Behavioral Change Communication

UNAIDS: Joint United Nations Programme on HIV/AIDS

VAWG: Violence against women and girls

VDRC: Vijaya Development Resource Centre

## **Chapter 1: Introduction**

### **1.1. Intimate Partner Violence**

Intimate partner violence (IPV), defined as emotional, physical, and sexual violence and controlling behaviors perpetrated by an intimate partner, is a significant public health and human rights issue ([WHO, 2021](#)). IPV is the most common form of violence; however, it can be a preventable health issue ([Catherine L. Wisner et al., 1996](#)). It is the leading cause of mortality and morbidity of women around the globe. People of all genders, sexual orientation, race, socioeconomic class, cultures can experience IPV ([Ellsberg et al., 2015](#)). IPV affects 30% of women at some point of their lives worldwide. In Nepal, about one quarter (26%) of ever-married women have ever experienced physical, sexual, or emotional IPV ([Ministry of Health - MOH/Nepal et al., 2017](#)).

### **1.2. Monitoring and Evaluation**

A program or project-level monitoring and evaluation (M&E) is a systematic process that organizes the collection, analysis, dissemination to measure achievements against objectives, and targets as well as assess the impact of the interventions. M&E is “systematic, planned and purposeful” and can vary in scope and uses by project ([Neumann et al., 2018](#)). Proper monitoring systems help programs understand what is working and what isn’t working and identify areas of improvement. Programs seeking to challenge and change gender and social norms require a flexible and evolving monitoring and evaluation system to account for the nonlinear and complex change of such programming ([Haylock & Miller, 2016](#)). However, willingness to engage at various levels, political barriers, fear of negative outcome are some potential challenges to program evaluation ([Neumann et al., 2018](#)).

### **1.3. Change Starts at Home Project**

*Change Starts at Home* is a social behavioral change communication (SBCC) intervention utilizing IPV prevention strategies aimed at transforming negative gender norms and diffusing new norms and behaviors through movement building across rural communities in Nepal. The long-term goal of the intervention is for couples, household, communities and government entities in Nepal to uphold and promote positive gender norms rooted in dignity, equality and safety for all women and girls. Emory University is collaborating with Equal Access International (EAI) to evaluate a 40-week curriculum alongside a dramatized radio program for this program (Table 1). The curriculum draws from other existing curriculums, most notable SASA! Approach to Preventing Violence Against Women and HIV ([Carlson, 2021](#)) and Stepping Stones: A Training Package on HIV/AIDS, Communication and Relationship Skills ([Hope, 2023](#)).

There are five main activities in the project:

1. Curriculum Digitization: Digitization of 40-week BIG Change Curriculum + 12 session Diffusion booster.
2. Trained facilitators conduct weekly facilitated LDAG meetings for 40 groups of 10 couples (4 groups per community site) for 40 weeks (about 9 months). Meetings will follow the digital curriculum, last 2 hours and include listening to pre-produced audio (Change edutainment drama series), critical reflection, group activities and a take home task. Every quarter session includes additional family members.
- 3 Organized Diffusion: Following the 40 weeks of intensive sessions, facilitators will conduct a further 12 monthly sessions of the Diffusion Booster curriculum for their groups. Meetings will

focus on organized diffusion and social movement building, based around the idea of a violence-free community campaign. Interactions will include ward level officials and key influencers.

4. Media Mobilization: Supporting the diffusion efforts, weekly radio programs will be broadcast by local FM stations, alongside a social media campaign promoting the movement for violence free communities across Nepal.

5. Integration of programming with local government structures through training, sharing or resources and meetings.

#### **1.4. Problem Statement**

Data analysis and systematic assessment of the current monitoring and evaluation plan had previously not been conducted. Therefore, to identify gaps, highlight strengths as well as provide recommendations, an evaluation of the current monitoring plan of *Change Starts at Home* project was prompted.

#### **1.5. Purpose**

The goals of this study are:

1. To quantitatively analyze the monitoring and IVR data to inform the evaluation of the monitoring plan of the *Change Starts at Home* project.
2. To analyze the monitoring plan of the *Change Starts at Home* project utilizing different implementation science frameworks and models
3. To highlight the strengths and identify gaps of the monitoring plan of the *Change Starts at Home* project.

4. To provide recommendations to EAI for the *Change Starts at Home* project.

## **Chapter 2: Literature Review**

### **2.1. Purpose and Benefits of Monitoring and Evaluation**

While public health programs have existed for many years, monitoring and evaluation (M&E) has become a common term only in the past two decades. Herb Turner was the first individual to emphasize the importance of assessing a project's performance throughout its duration rather than just assessing its success or failure ([Crawford & Bryce, 2003](#)). Program monitoring and evaluation is a crucial step of a project, as it eliminates uncertainty and provides valuable data and assessment of effectiveness of the program ([Robson, 2002](#); [Rossi et al., 2018](#); [Russ-Eft & Preskill, 2009](#)). Crawford & Bryce (2003) identified accountability and performance to be two dimensions that are critical for the success of any non-governmental organization (NGO) success (Fig 1). These dimensions are promoted by transparency, efficiency and effectiveness, that can be enabled by the establishment of a proper monitoring and evaluation information system ([Crawford & Bryce, 2003](#)) (Fig 1).



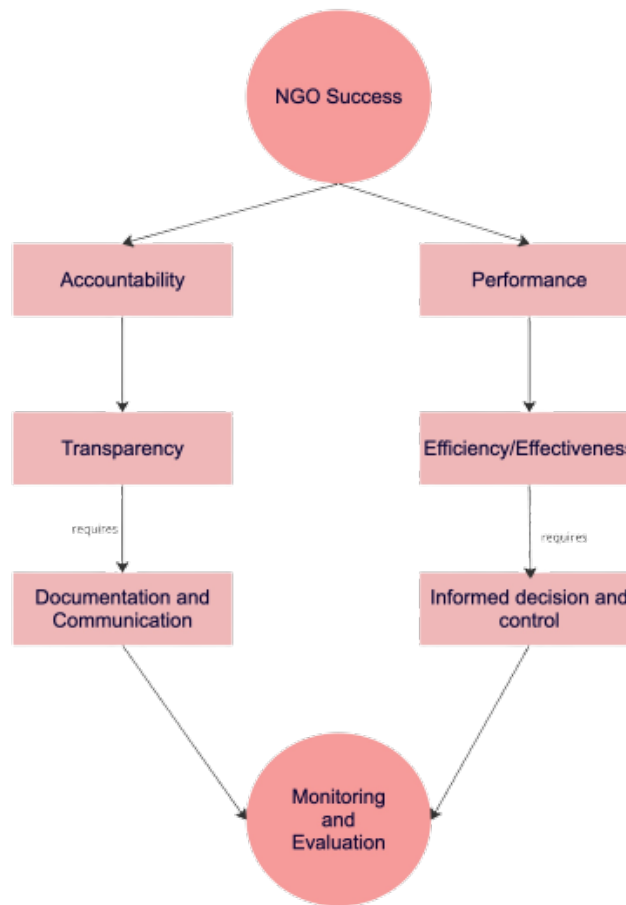


Figure 1. Mind map of the NGO operating environment.  
Adapted from ([Crawford & Bryce, 2003](#))

Proper program and evaluation can enhance understanding among various stakeholders involved in a project. Evaluation can facilitate “learning [of] what works and what does not work, greater organisational understanding, how to improve actions and activities in the workplace, providing new or alternative insights into change programme implementation” ([Neumann et al., 2018](#)). If planned and organized well, M&E systems can inform the shortcomings and the successes of a program. A strong monitoring and evaluation plan should be set during the initial stages of program design.

## **2.2. Challenges of Monitoring and Evaluation**

Effective establishment and deployment of monitoring and evaluation (M&E) requires individual and organizational willingness. The complexity of program implementation, placing importance on implementation than evaluation, fear of negative outcomes, lack of standard indicators and lack of experience and skills are some challenges and barriers faced during the setup of a program ([Neumann et al., 2018](#)). A study conducted on Mfolozi municipality in South Africa identified that local government had failed to set up a proper M&E system, although much had been achieved ([Jili, 2016](#)). The study also highlighted inadequate funding and lack of skilled workforce to be a barrier to M&E. Likewise, during the implementation of a program, willingness to monitor and evaluate and politics and hidden agendas can be barriers during the implementation of a program. Similarly, fear of dealing with negative outcomes, challenging findings and insufficient communication are some challenges after implementation of a program ([Neumann et al., 2018](#)). The absence of a clear purpose and objective can also impact the execution of a proper M&E system. Most importantly, inadequacies in program management can greatly hinder effective change evaluation ([Neumann et al., 2018](#)).

Addressing these challenges requires a strong commitment from the implementers and stakeholders, adequate resources and clear program goals and objectives. A study analyzing monitoring and evaluation for development in peace-precarious situations noted four features that should be common in all M&E efforts: “1) flexible approach of the use of both qualitative and quantitative data, 2) dialogue and feedback about generated information 3) integration of M&E perspective 4) frequent data collection” ([Elkins, 2006](#)).

### 2.3. Monitoring and Evaluation of Intimate Partner Violence Project

Given the high prevalence and detrimental consequences of IPV prevention programs, it is essential that a strong monitoring and evaluation system is established. Less than a decade ago, a few interventions to prevent violence against women and girls (VAWG) in LMIC were shown to be effective in reducing violence ([Ellsberg et al., 2015](#); [Fulu et al., 2014](#)). Over the last few years, funding streams have increased to find ways to prevent violence. Social norms projects are difficult to measure, and such programs are nonlinear, complex and often comprise multiple components interacting together. On top of that, there is very little guidance on how to evaluate such programs ([Makleff et al., 2021](#)). The evaluations that do exist use “linear, measurable and causative tools” that might not be the most appropriate ([Lacayo et al., 2008](#)).

There is strong evidence that complex interventions such as social norms programs greatly benefit if rooted in theory of change ([Bonell et al., 2012](#); [Howarth et al., 2016](#)). Developing culturally and contextually appropriate theories of change is critical in social norms projects, especially gender based and IPV prevention projects. A meta-analysis on five different IPV projects including *Change Starts at Home* highlighted the importance of “deep local knowledge of all relevant aspects of the intervention and underlying assumptions and designed around a well-conceived theory of change” ([R Jewkes, 2020](#)). The study found that the most successful intervention either had 1) pedagogical approach as an important aspect, 2) support for survivors, 3) a greater number of community activists deployed than the population, 4) and, careful selection and training of staff. Additionally, one of the ten elements of the design and implementation of more effective interventions to prevent VAWG. Jewkes et al. (2020) includes a robust theory of change rooted in knowledge of local context Studies have shown that prevention interventions based on gender and

social empowerment theories and focusing on collective change rather than individual change are greatly successful ([Campbell & Jovchelovitch, 2000](#); [Wingood et al., 2000](#)).

The use of qualitative longitudinal methods to understand sociocultural context and capture and contextualize change over time ([Makleff et al., 2021](#)). A thematical analysis of four different IPV programs in Ghana, Rwanda, South Africa and Tajikstan further highlighted three pathways of change in IPV: “learning and applying relationship skills to support equitable, non-violent relationships; 2) participatory approaches to challenge harmful gender norms and allow for group rapport; 3) economic empowerment activities to reduce drivers of IPV and conflict and promote participants’ self-confidence and status” ([Stern et al., 2021](#)).

## **Chapter 3: Methodology**

### **3.1. Setting**

The project was set in 13 toles in Hupsekot (N=5 toles) and Binayi Tribeni (N=8 toles) rural municipalities in Nawalpur District (Fig 2). Study sites were in Gandaki Province in the Terai region, which is a region with an elevated risk of IPV compared to other regions ([Ministry of Health - MOH/Nepal et al., 2017](#)).



Figure 2. Political map of Nepal.

The study district (Nawalpur) is indicated in blue.

Project sites were purposively selected within the Nawalpur District with the help of the local implementing partner, Vijaya Development Resource Center (VDRC). A total of 200 married couples were recruited for the study. Toles that met the following eligibility criteria were selected (Fig 3).

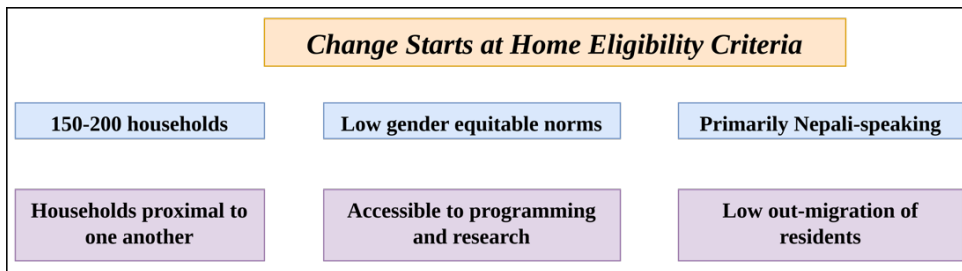


Figure 3. *Change Starts at Home* Eligibility Criteria

## **3.2. Data Sources**

### ***3.2.1. Interactive voice response (IVR)***

One of the tools that the project employs to engage listeners is IVR. Using this technology, the project can push out content to raise awareness of the radio program to encourage listenership but also receive feedback and engage respondents. The dataset was available via an excel sheet downloaded from Viamo, the in-country contractor collecting this form of data. The first data set is the promotional calls that were sent out in December 2021 to promote the radio program. These phone numbers were collected during the baseline survey conducted in October 2021 in Nawalpur district. The purpose of these calls was to inform the respondents about the radio program and when and where they could listen to the radio program. After listening through a brief welcome and consent message, they could listen through the promotional message.

The second data set includes responses to monthly promos pushed out to study baseline respondents. These phone calls are sent out to the same respondents listed in dataset 1. These promotional calls are more comprehensive than the ones sent out in December. Overall, calls were sent out 5 times in January and once a month after that. The callers were prompted to choose between providing feedback or listening to the promotional message. If the first option is chosen, respondents can provide feedback on listenership frequency and provide open-ended feedback.

The third data set is weekly incoming calls. These calls are from the radio listeners, including the LDAG members and other listeners of the radio program. These calls started coming in the week of 13th December 2021. Anyone who knows the toll-free number can call in. The toll-free number is advertised through the radio program itself and through social media including Facebook and YouTube.

After listening through the welcome and consent message, callers can choose among five options:

feedback on the radio program, information on the Samajhdari radio program, listen to the week's radio program, information on the Samajhdari radio program and how to take part in it, and providing services for individuals affected by issues raised in the program.

#### *3.2.1.1. Analysis*

Descriptive analysis was performed utilizing SAS Studio and Excel. This involved describing, aggregating, and presenting the associations between these constructs.

### **3.2.2. Monitoring Data**

Monitoring of the sessions started week 10. The form collects information on attendance, personal safety concerns among group and community members, group behavior ratings and facilitator ratings. The monitoring sessions are conducted primarily by three field monitors (FM) assigned by Vijaya Development Resource Center (VDRC). EAI hasn't set a definite number of monitoring sessions that need to be captured but expects FM to attend every session. The monitoring checklist is filled in real time but offline using Kobo. A monitoring form capturing facilitator and participant ratings is utilized. Monitoring data was downloaded from Kobo Toolbox for analysis.

#### *3.2.2.1. Analysis*

Descriptive analysis was performed utilizing SAS Studio and Excel. This involved describing, aggregating, and presenting the associations between these constructs.

### **3.3. Evaluation of Monitoring Plan**

Formative work conducted prior to the start of the project, the theory of change and the logical framework of the project will be evaluated using the frameworks detailed below.

Formative work

Steps for Quality Intervention Development (6SQuID) framework was used to evaluate the formative work conducted for this project. The six steps included in the framework are:

1. Define and understand the problem and its causes.
2. Clarify which causal or contextual factors are malleable and have greatest scope for change.
3. Identify how to bring about change: the change mechanism.
4. Identify how to deliver the change mechanism.
5. Test and refine on a small scale.
6. Collect sufficient evidence of effectiveness to justify rigorous evaluation/implementation ([Wight et al., 2016](#)).

A variety of interventions have been developed using the 6SQuID framework, such as family-based HIV testing intervention and kinship care intervention ([Hartley et al., 2019](#); [Van Rooyen et al., 2016](#)). In addition to the six steps mentioned above, the 6SQuID framework also includes three crucial considerations: stakeholder involvement, acknowledgement of the system within which the intervention is developed, and consideration of the evaluation phase from the beginning ([Tirman et al., 2021](#)).

### ***3.3.1. Theory of Change***

Theory of change provides a hypothesis on how change happens over time. Theory of change are based on several models and frameworks such as social cognitive theory, health belief model, diffusion of innovations theory, etc. Theory of Change isn't linear; rather, it is rather a complex system where change can occur through feedback loop and reversals ([Ferguson](#)). UN Women Monitoring and Evaluation Framework was used to evaluate the theory of change for *Change Starts at Home* project. According to UN Women Monitoring and Evaluation Framework, theory



of change 1) demonstrates the pathway of how to achieve program goals, 2) requires underlying assumptions to be detailed out in a way that they can be tested and measured and 3) puts the emphasis first on what the organization wants to achieve rather than on what the organization is doing ([DeGue et al., 2014](#)).

### ***3.3.2. Logical Framework***

Logical frame (log frame) is a systematic, visual approach to designing, executing and evaluating a project. To analyze the logical framework, VAWomen framework was utilized. The framework provides guidance on how to integrate gender equality into development programming, including how to ensure that gender analysis is integrated into all aspects of project design and implementation. Likewise, UNAIDS provides detailed information on the characteristics of a good indicator; therefore, it was used to analyze the existing indicators for this project. Although the UNAIDS Indicator checklist is usually utilized to evaluate the effectiveness of indicators in HIV/AIDS programs, it can also be utilized to evaluate indicators used in other projects. The UNAIDS indicator checklist consists of six criteria: relevance, validity, reliability, sensitivity, specificity and feasibility (UNAIDS)

## **Chapter 4: Results**

### **4.1. Interactive voice response**

The radio program was promoted 5 times in the month of December 2021. A total of 2867 calls were sent out to baseline study participants, of which, 77.7% listened through the welcome message, 22.3% hung up after the welcome message and 49.5% listened to both welcome and promotion messages. Figure 3 shows detailed information on the number of calls.

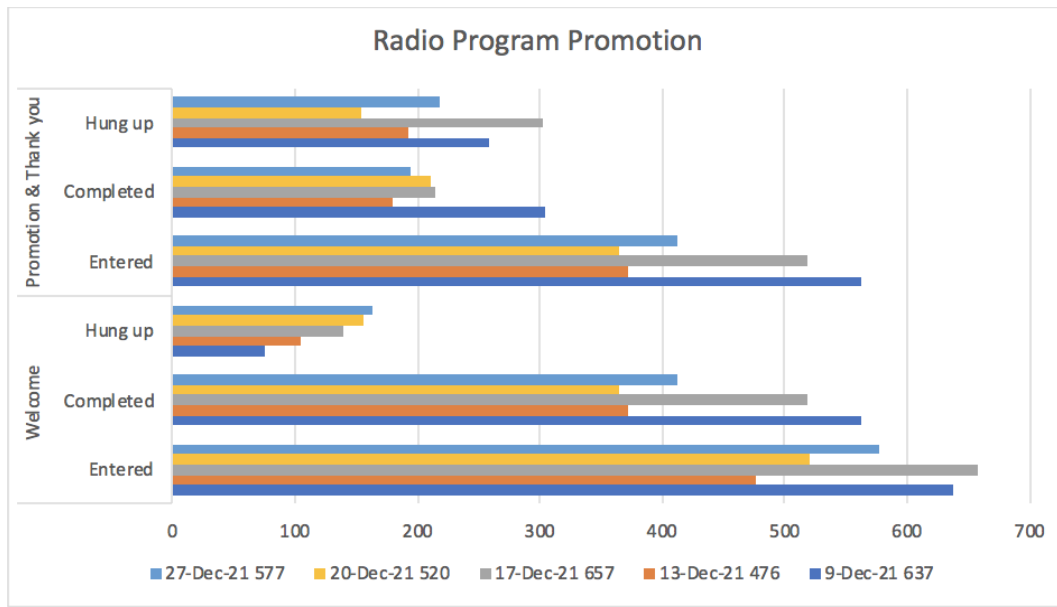


Figure 4. Radio Program promotion in December 2021

Furthermore, on average, 815 promotional calls have been sent each month between March-July 2022. Among the 6567 calls that have been pushed out, 89.9% of calls have been hung up after the welcome message (fig 5). Comparing this number to dataset 1 with only 22.3% overall hung-up percentage, we can assert that people are already aware of the program and are less responsive to it over time. However, these outgoing calls not only promote the radio program but also give respondents the opportunity to provide feedback to the radio program.

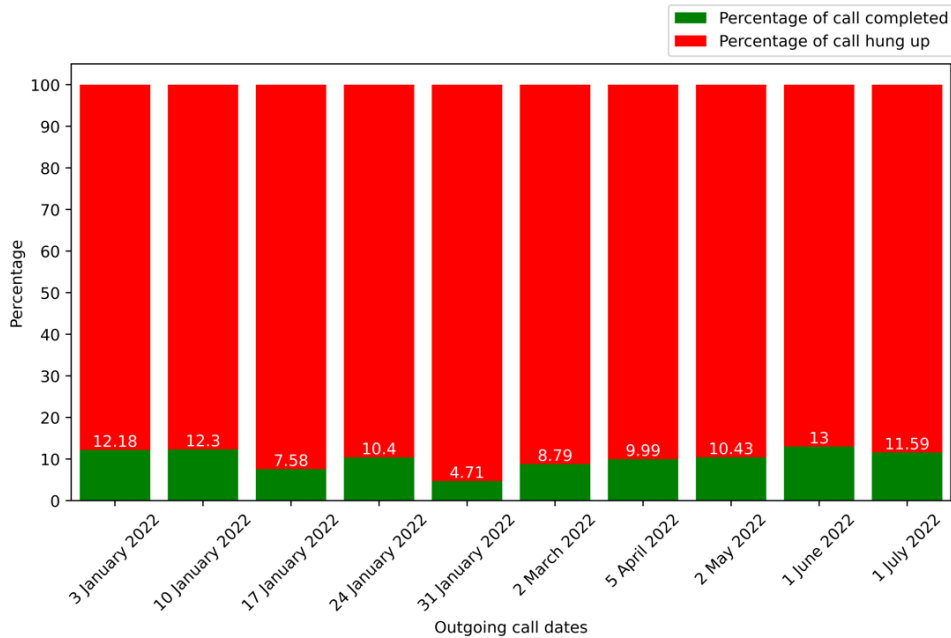


Figure 5. Outgoing call hung up percent between January-July 2022

On average, 115 calls come in each week with a range of 59 to 290 overall. A total of 3208 incoming calls were received until July 9<sup>th</sup>, 2022. Among these, 10.3% of callers have called for promotional information, 12.7% for listenership assessment, 60.5% to listen to the weekly radio program, 11.4% to provide input on what “Samajhdari Jodi” means, and 4.8% to get information on services. There seems to be high interest in the radio program as most of the callers choose to listen to the radio program through IVR (Fig 6). Among respondents who stated that they had not listened to an episode of the radio program, 102 were provided with information on when and how to listen to the Samajhdari radio. Likewise, there seems to be a higher number of calls from males than females. 634 respondents entered and 504 completed the question on gender. Among the callers, 58.5% callers were male, 37.1% female, 2.7% non-binary and 6.3% chose not to disclose (Appendix 2).

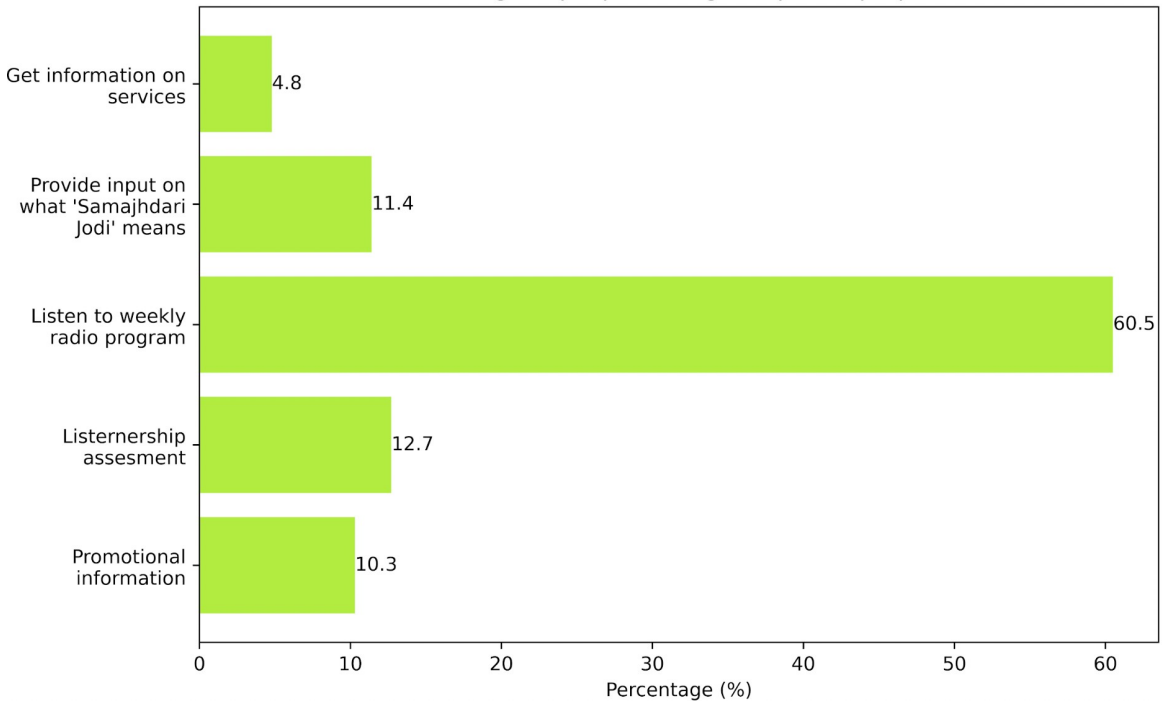


Figure 6. Breakdown of incoming call by purpose

#### 4.2. Field Monitoring Data

Overall, 151 monitoring sessions had been completed by the three field monitors by July 25, 2022 (Fig 7). Among those monitoring sessions, 52 have been completed by FM 2, 62 sessions by FM 1 and 50 by FM 3. There is a huge difference between captured sessions among the groups (Appendix 1).

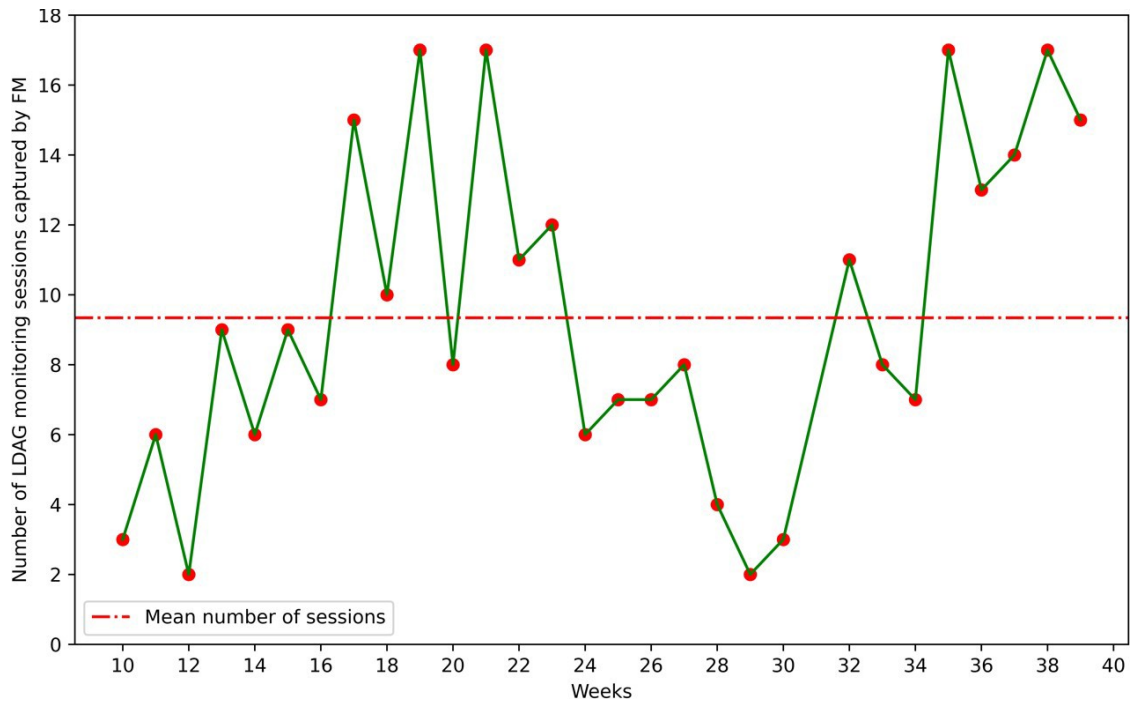


Figure 7. Total number of monitoring observations each week.

The average time of sessions among groups is 1.86 hours (Fig 8). There has been some error in reporting time which has led to 4 outliers. Likewise, on average, 9 individuals attend the male/female sessions, and 17 individuals attend couple/family sessions.

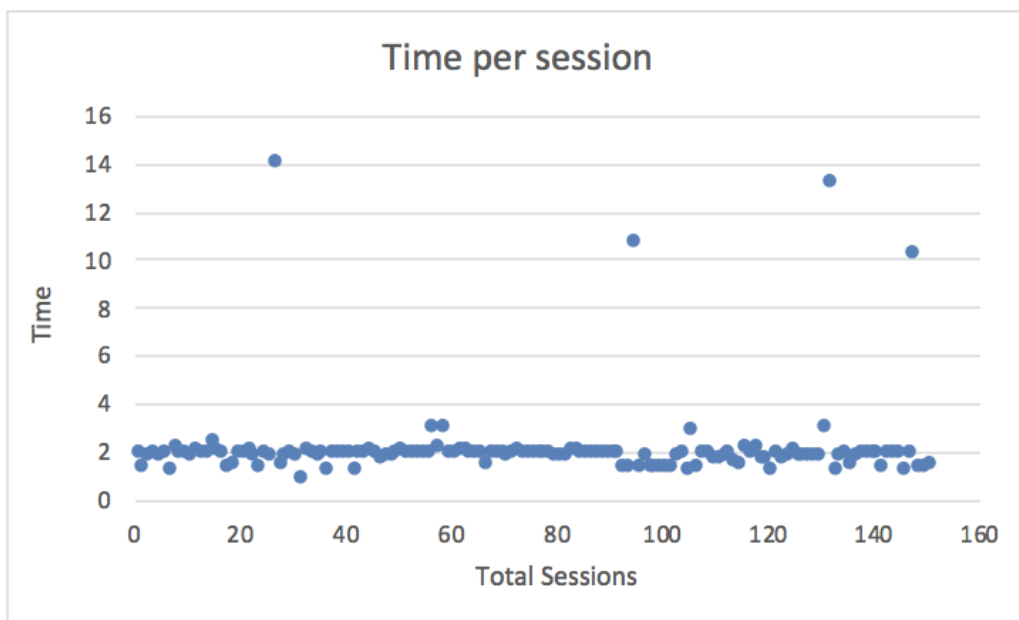


Figure 8. Total Time per session

The most concerning variable dealt with personal and safety concern of an LDAG member or a community member. 43 out of 151 monitoring sessions indicated that there were no concerns of personal safety or violence of a group member at home. All of these reports were filled by FM 2. The rest of the 108 monitoring sessions indicated concerns of person safety or violence of a group member. Similarly, 33 out of 151 monitoring sessions indicated that there were no concerns of personal safety or violence. All of these reports were filled by FM 2. The rest of the monitoring sessions indicated concerns of person safety or violence at home of a community member.

### **4.3. Formative work**

Utilizing the six essential Steps for Quality Intervention Development framework, it can be confirmed that an in-depth analysis was performed before the start of the project. Table 1 summarizes the extensive research and scientific papers that were published by the research team before the start of the project.

Findings from the Change trial highlight positive shifts among couples involved in the intervention, an overall growing acceptability and practice of more gender equitable relationships in their marriages, and a reduced acceptability and perpetration of IPV as a result of their involvement in the groups. ([Cardoso et al., 2019](#); [Clark, Cheong, et al., 2019](#); [Clark, Ferguson, et al., 2019](#); [Clark et al., 2018](#)) indicates that the research team had a comprehensive understanding of the issue of IPV in Nepal. Paper by ([Kalk et al., 2021](#)) examined and identified factors that could be changed to have the most potential for addressing IPV in Nepal. The third step is to identify how to bring about change through the project. ([Cislaghi et al., 2019](#)) discusses the importance of organized diffusion for scaling for community health promotion interventions, a new adaptation to *Change Starts at Home* project. After seven years of implementation, the research team gathered

enough evidence of the effectiveness of the intervention. ([Clark et al., 2020](#); [Kalk et al., 2021](#); [McGhee et al., 2019](#)) provide robust evidence of the effectiveness and impact of this intervention.

Table 1. Summary of the evidence supporting formative work

|                                                                                                     | Status of completion | Evidence                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define and understand the problem and its causes.                                                | Yes                  | ( <a href="#">Cardoso et al., 2019</a> ; <a href="#">Clark, Cheong, et al., 2019</a> ; <a href="#">Clark, Ferguson, et al., 2019</a> ; <a href="#">Clark et al., 2018</a> ) |
| 2. Clarify which causal or contextual factors are malleable and have the greatest scope for change. | Yes                  | ( <a href="#">Kalk et al., 2021</a> )                                                                                                                                       |
| 3. Identify how to bring about change: the change mechanism.                                        | Yes                  | ( <a href="#">Cislaghi et al., 2019</a> ; <a href="#">Clark et al., 2021</a> ; <a href="#">Francis et al.</a> )                                                             |
| 4. Identify how to deliver the change mechanism.                                                    | Yes                  | ( <a href="#">Cislaghi et al., 2019</a> ) ( <a href="#">Clark et al., 2021</a> )                                                                                            |
| 5. Test and refine on a small scale.                                                                | Yes                  | ( <a href="#">Clark et al., 2021</a> ) ( <a href="#">Clark, McGhee, et al., 2019</a> )                                                                                      |
| 6. Collect sufficient evidence of effectiveness to justify rigorous evaluation/implementation.      | Yes                  | ( <a href="#">Kalk et al., 2021</a> ; <a href="#">McGhee et al., 2019</a> ) ( <a href="#">Clark, McGhee, et al., 2019</a> ; <a href="#">Clark et al., 2020</a> )            |

#### 4.4. Theory of Change

The original *Change* communication and mobilization intervention relies on several theoretical models including: the Socio-Ecological Model to conceptualize the multiple contexts and factors that influence behavior change, the Steps to Behavior Change Framework, and the Integrative Model of Behavior Prediction to anchor project activities and curriculum to particular stages and entry points toward behavior change. Collectively, the theoretical underpinning of the project

recognizes that change is a process, although not necessarily linear, that occurs within embedded contexts of interpersonal, social and political context.

However, a theory of change specifically designed for the *Change Starts at Home* project isn't present (Fig 9). Even though this project has been running for about seven years now, with new adaptations, it is essential that a new theory of change is established. This will help EAI, and the research team understand why and how change is expected to happen through this specific project. Figure 9 is the current theory of change being used for the project. While it contains some critical components of the theory of change, it lacks clear and defined pathways of change specific to the project as well as underlying assumptions.

#### **4.5. Logical Framework**

*Change Starts at Home* has established a matrix (Appendix 3). However, it is lacking some critical components:

1. Indicator, frequency and responsible party is missing for all outcomes.
2. The listed frequency is vague. For example: an indicator may be listed as 'quarterly'. Does this mean it will be collected every quarter or every quarter after the first year?
3. Some of the parties listed for data collection are not relevant.
4. Indicator for the goal level is missing.
5. Frequency for many indicators is missing.

Table 2 summarizes the status of all indicators used in the project. All of the indicators listed in the matrix lack clarity and specificity in various areas. The title, purpose, method of measurement aren't clearly defined. Similarly, there is no information on the strengths and weaknesses of indicators and the challenges associated with them. In summary, besides listing the indicators in



the matrix, there is no additional information on the indicators. There is some information regarding the frequency of data collection; however, it isn't clearly stated throughout the matrix (Appendix 3).

Table 2. Indicators Checklist

|                                                                                                                                                            | Status of completion |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| Does the indicator have a clearly stated title and definition?                                                                                             | No                   |
| Does the indicator have a clearly stated purpose and rationale?                                                                                            | No                   |
| Is the method of measurement for the indicator clearly defined, including the description of the numerator, denominator and calculation, where applicable? | No                   |
| Are the data collection methodology and data collection tools for the indicator data clearly stated?                                                       | Partial              |
| Is the data collection frequency clearly defined?                                                                                                          | Partial              |
| Is any relevant data disaggregation clearly defined?                                                                                                       | No                   |
| Are there guidelines to interpret and use data from this indicator?                                                                                        | No                   |
| What are the strengths and weaknesses of the indicator and the challenges in its use?                                                                      | No                   |
| Are relevant sources of additional information on the indicator cited?                                                                                     | n/a                  |

## Chapter 5: Discussion

### 5.1. Interactive voice response

IVR seems to be an effective method to collect feedback on the radio program. However, outgoing monthly promotional calls seem to be ineffective as most of the calls are hung up soon after the welcome message. EAI team must re-focus and reconsider their investment on this type of IVR. Similarly, the hung-up percentage for the radio program option is high. This could be because

callers are hanging up the call between or around the end of the radio program. There seems to be a low number of incoming calls from individuals 50 and above. This could be because they do not have access to a mobile phone or have difficulty interacting with IVR.

## **5.2. Monitoring Data**

EAI should set a definite number/percent of sessions that need to be captured for each group, if possible. Likewise, underreporting is a huge limitation as not all the monitoring that is being done is being captured. A clear expectation of the percent of LDAG groups should be set which could be monitored to establish if that minimum expectation was achieved. Also, expectations about more frequent visits to poorly performing groups should be discussed. Data has shown that some groups have been heavily monitored while some have only been monitored once or twice. Poor performing groups would be expected to be monitored more heavily to reinforce corrective measures and ensure quality standards are being met. An important adjustment that needs to be made in the monitoring tool is a clear definition of what 1-5 represent. These values are being interpreted differently, making them less informative. Anchors for what each of the ratings means might be added or the items changed to be very specific behaviors that are either observed or not observed.

Also, it is not clear that the safety flags are being interpreted the same. It will be important to clarify how the safety items are being interpreted and make sure that safety flags are meaningful. It will also be important to document what has been done about the safety flag in addition to the flag itself.

## **5.3. Evaluation of the monitoring plan**

The research team has utilized different implementation science frameworks such as CFIR for the *Change Starts at Home* Project. Using such models and frameworks has strengthened the project

and increased the likelihood of successful implementation. Additionally, previous adaptations of the project ensured that the program was designed with much evidence and research. However, this evaluation shows that EAI needs to revise and establish a proper monitoring plan. Currently, it lacks an updated theory of change, a logic model and a log frame. Even though components of theory of change and log frame are present, it isn't complete. As an M&E officer was present at the beginning of the project, these components should have been reviewed properly.

The theory of change requires a detailed pathway that is needed to achieve the goal of the project. One suggestion is to clearly define what positive outcomes for couples and community are. Additionally, assumptions and risks must be included. These components are critical to building a strong foundation. Likewise, the *Change Starts at Home* project currently lacks a logic model. While it is not necessary, having a logical model will ensure all stakeholders (funders, researchers, implementers) have a clear understanding of the project. Additionally, the log frame of the project is very weak and has many missing components. Revision of the log frame is necessary.

## **Chapter 6: Recommendations**

Based on the analysis of this paper, it is recommended that EAI follow the process listed below to generate a monitoring plan that is aligned with best practices.

### **6.1. Project Summary**

Project summary provides a brief overview of the project and ensures that everyone involved in the project is aware of the entirety of the project. Table 3 includes the title of the project, starting date, partners, duration, goal, etc. Overall, a project summary provides clarity and provides a roadmap of the project. Looking at Table 3, we can quickly tell when the project started, when it

will end, who the stakeholders are, what the goal of the project is, and how much funding went into the project.

Table 3. *Change Starts at Home* Program Summary

|                |                                                                                                                                                                                                                            |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title          | Change Starts at Home - Organized Diffusion for Intimate Partner Violence Prevention                                                                                                                                       |
| Starting Date  | January 2020                                                                                                                                                                                                               |
| Duration       | 2.5 years                                                                                                                                                                                                                  |
| Partners       | EAI: Equal Access International<br>VDRC: Vijaya Development Resource Center                                                                                                                                                |
| Target Area    | 10 communities in Nawalpur, a district in the Terai region of Nepal                                                                                                                                                        |
| Beneficiaries  | 400 Listening and Discussion Group (LDAG)                                                                                                                                                                                  |
| Cost           | 750K USD                                                                                                                                                                                                                   |
| Funding Source | Anonymous Donor                                                                                                                                                                                                            |
| Goal           | The long-term goal of the intervention is for couples, household, communities and government entities in Nepal to uphold and promote positive gender norms rooted in dignity, equality and safety for all women and girls. |

## 6.2. Theory of Change

Theory of Change helps to ensure that public health programs are evidence-based, culturally appropriate and aligned with the overall goal of the project. The theory of change currently being used could be adapted to the project by adding assumptions and risks and addition of Phase 3: diffusion activities.

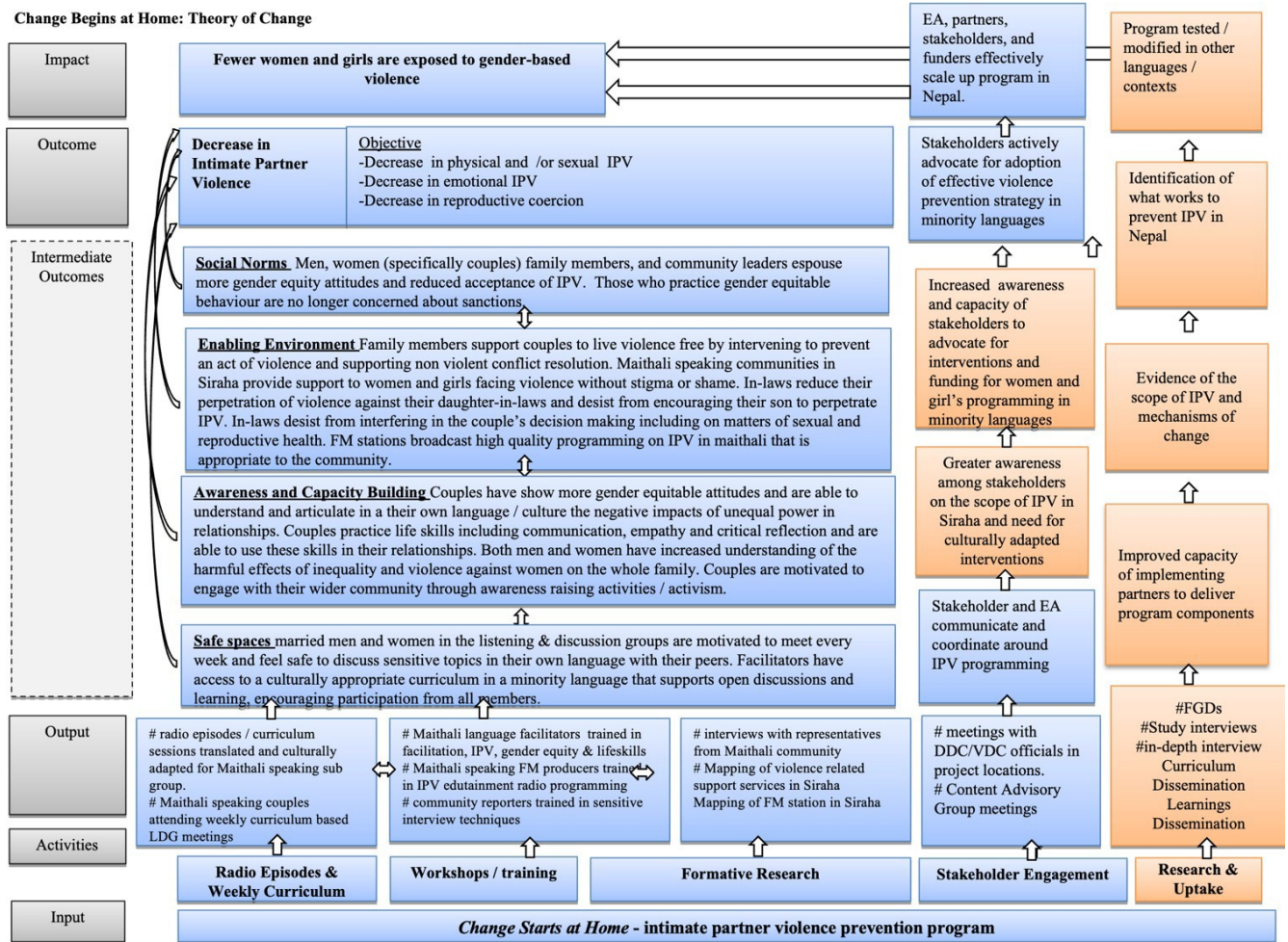


Figure 9. *Change Starts at Home* Theory of Change

### 6.3. Logical Framework

Logical framework is a systematic way to identify and define project goals, outcomes, outputs, and activities. It is a structured approach to project design, communication and M&E. It ensures that all aspects of a project are considered during project design. During project implementation, it helps keep track of project activities and measure outcomes and outputs.

Table 4 is a brief example of how a logical framework (log frame) for this project can look like.

Please note that this isn't a complete logic model for this project. In this log frame, we see four

columns. The first column labelled as ‘narrative summary’ provides a space to list our intended goals, outcomes, outputs, activities for the project. The second column allows us to include the indicators we will be using to collect data at each level. The third column lists the means of verification needed to collect data for those indicators. This column should also include the frequency of data collection. Lastly, the fourth column is used to list the assumptions and risks associated with each level.

Table 4. *Change Starts at Home* Logical Framework

| Narrative Summary                                                                                                                                                                                 | Indicators                                                                                       | Means of Verification                                                                           | Assumptions/Risks                                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Goal</b><br/>Couples, households, communities and government entities in Nepal uphold and promote positive gender norms rooted in dignity, equality and safety for all women and girls.</p> | <p>(Identified by evaluation team)</p>                                                           | <p>Evaluation findings (Baseline, Midline, Endline)<br/><br/>(Performed by evaluation team)</p> | <p><b>Assumptions:</b><br/>Positive gender norms changes achieved by the end of the program will be maintained over time</p>                                                          |
| <p><b>Outcome</b><br/>1. Diffusion of intervention uptake and impact (on attitudes, norms and IPV prevalence) within the core communities and neighboring communities</p>                         | <p>1a. No. of diffusion activities held within core communities and neighboring communities.</p> | <p>1a. Diffusion phase monitoring report</p>                                                    | <p><b>Assumptions:</b><br/>Ward Chairs will support the program diffusion activities in their ward.<br/><br/><b>Risks:</b><br/>LDAG members/facilitators have violent households.</p> |
| <p><b>Outputs</b><br/>1.1 Facilitators and LDAG members promote positive gender norms and the need for a</p>                                                                                      | <p>1.1a. No. of group members following positive gender norms and attitudes</p>                  | <p>1.1a. IVR with community members, case stories</p>                                           | <p><b>Assumptions:</b><br/>LDAG members are able to retain the information discussed during LDAG sessions.</p>                                                                        |

|                                                                                                               |                                                                                                                 |                                                                                                                     |                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| violence free home/<br>community                                                                              |                                                                                                                 |                                                                                                                     | <b>Risks:</b><br>LDAG members have violent households themselves.                                                                                                                                                                                                 |
| <b>Activities</b><br>1.1.1 Facilitators trained on the subject matter<br>1.1.2 Weekly LDAG sessions conducted | 1.1.1 a. No. of facilitators trained on the subject matter<br><br>1.1.2 a No. of weekly LDAG sessions conducted | 1.1.1 a. Training attendance records<br><br>1.1.1 b. Pre and posttest after training<br><br>1.1.2 a. Big Change app | <b>Assumptions:</b><br>Facilitators are able to retain the information provided in the training<br><br>Facilitators are committed and motivated to volunteer and carry the LDAG sessions.<br><br><b>Risks:</b><br>Facilitators have to move or leave the program. |

**6.4. Indicators**

It is critical to have clearly defined indicators. It ensures that a project’s performance is properly tracked and evaluated i.e, it provides a clear understanding of what is being measured and how progress will be evaluated. Additionally, it allows transparency on key indicators to all stakeholders. To properly capture the impact of a project, progress against key indicators can be evaluated. For each indicator listed in the logical framework, a detailed description of the indicator must follow. An example is provided in Table 5.

Table 5. *Change Starts at Home* Indicator Description

|           |                         |
|-----------|-------------------------|
| Indicator | LDAG session attendance |
|-----------|-------------------------|

|                 |                                                                                                                                       |
|-----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| Definition      | Number of LDAG sessions conducted per week for 40-weeks.                                                                              |
| Purpose         | Attendance can help us gauge the level of engagement and help us add contextual information to other data collected.                  |
| Baseline        | n/a                                                                                                                                   |
| Target          | >=80%                                                                                                                                 |
| Data Collection | Data will be collected at the beginning of each LDAG session                                                                          |
| Tool            | Big Change App                                                                                                                        |
| Frequency       | Weekly                                                                                                                                |
| Responsible     | Field facilitators                                                                                                                    |
| Reporting       | The data will be reported to EAI and Emory via the Big Change app.                                                                    |
| Quality Control | The M&E Officer will analyze the attendance data as they come in. If any case is flagged/highlighted, the M&E manager will follow up. |

### 6.5. Roles and Responsibilities

To maintain accountability and to ensure efficiency, a section detailing roles and responsibilities is critical. Table 6 is an example that can be utilized. The table defines tasks and duties for each stakeholder, improving communication among all stakeholders. With clearly defined tasks and responsibilities, all stakeholders can work together to ensure that the project is completed successfully.

Table 6. *Change Starts at Home* Roles and Responsibilities

| <b>Role</b>                               | <b>Responsibility</b>                   | <b>Frequency</b>         |
|-------------------------------------------|-----------------------------------------|--------------------------|
| Monitoring Data Supervision               | VDRC Program manager/EAI<br>M&E manager | Weekly                   |
| <b>Monitoring Data Collection by Type</b> |                                         |                          |
| Field Monitoring Data                     | EAI M&E Manager                         | Weekly                   |
| IVR Data                                  | EAI M&E Manager                         | Weekly                   |
| Diffusion Phase Monitoring Data           | EAI M&E Manager                         | Weekly (Diffusion phase) |
| Decisions made on data and adaptations    | EAI M&E manager and Project Manager     | Ad Hoc                   |
| Data Management                           | EAI M&E Manager                         | Monthly                  |
| Data Analysis                             | M&E Manager                             | Bi-Monthly               |
| Quarterly Monitoring Reports              | M&E Manager                             | Quarterly                |



## **6.6. Data Flow and Management**

Data Flow is a critical component of any project. It holds parties responsible and ensures that necessary information is shared among all stakeholders. Critical information might not be passed on to relevant stakeholders if a proper data flow isn't set up. On the long run, with proper access of timely information, informed decisions can be made.

Figure 2 is an example of how the data flow can be set up for the project. Here, we can see that the data collected from facilitators and field monitoring through VDRC go to the EAI Nepal Team. Any information or concerns flagged by VDRC will be forwarded to EAI. Information will also regularly flow back to the field (VDRC/field facilitators and field monitors) through the EAI M&E Manager. A formal structure for both information dissemination and quality control should be set up. This feedback and frequent communication will allow necessary improvements and adjustments to improve program implementation. Additionally, feedback on program performance can also enhance collaboration and communication among several stakeholders.

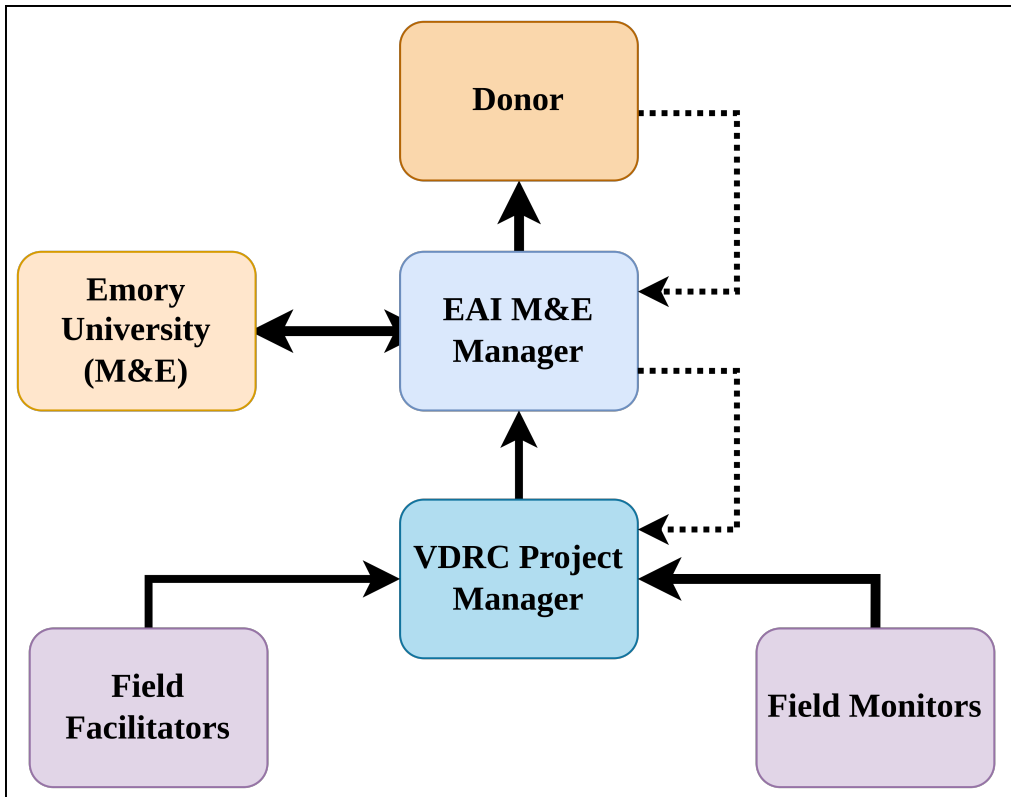


Figure 10. *Change Starts at Home* Data Flow

A system to assess progress toward project objectives should be developed before the start of the project. This plan would identify the format that the analysis will take by indicator and could include a reporting template. This level of preparation will allow the team to identify potential challenges in indicator definition and data collection processes. Adjusting the analysis plan over time to incorporate learnings will be useful to ensure that best practices are being followed and that the project has a well-tuned data analysis strategy and reporting format for future project deployment. The template below can be used to organize and present data in a structured and clear way.

Table 7. Analysis and Reporting Template

| Objectives | Indicators | Data Sources | Analysis Strategy | Reporting Format | Dissemination Frequency |
|------------|------------|--------------|-------------------|------------------|-------------------------|
|            |            |              |                   |                  |                         |
|            |            |              |                   |                  |                         |

Data Management allows proper collection, storage and analysis of information. Proper data management allows organizations to monitor progress and make informed decisions; increases operational efficiency; and properly translate research findings. A section informing storage, analysis and privacy is critical to strong and ethical data management.

## **Chapter 7: Conclusion**

*Change Starts at Home* is an evidence-based intervention that has been positively impacting different communities in Nepal. However, the lack of standardized and strong monitoring and evaluation system can impact the proper assessment of this impact. Even though monitoring and evaluation can be challenging for a complex social change project, it is important for EAI to set up a flexible and evolving M&E plan to capture the complex and non-linear form of social change. This monitoring plan will allow EAI to monitor the impact of their activities, appeal to funders and ensure best practices are being followed. With a proper M&E system, EAI will be able to achieve their long-term goal of couples, households and communities upholding and promoting positive gender norms rooted in dignity, equality and safety for all women and girls. It should be noted that the evaluation portion of the M&E wasn't included here.

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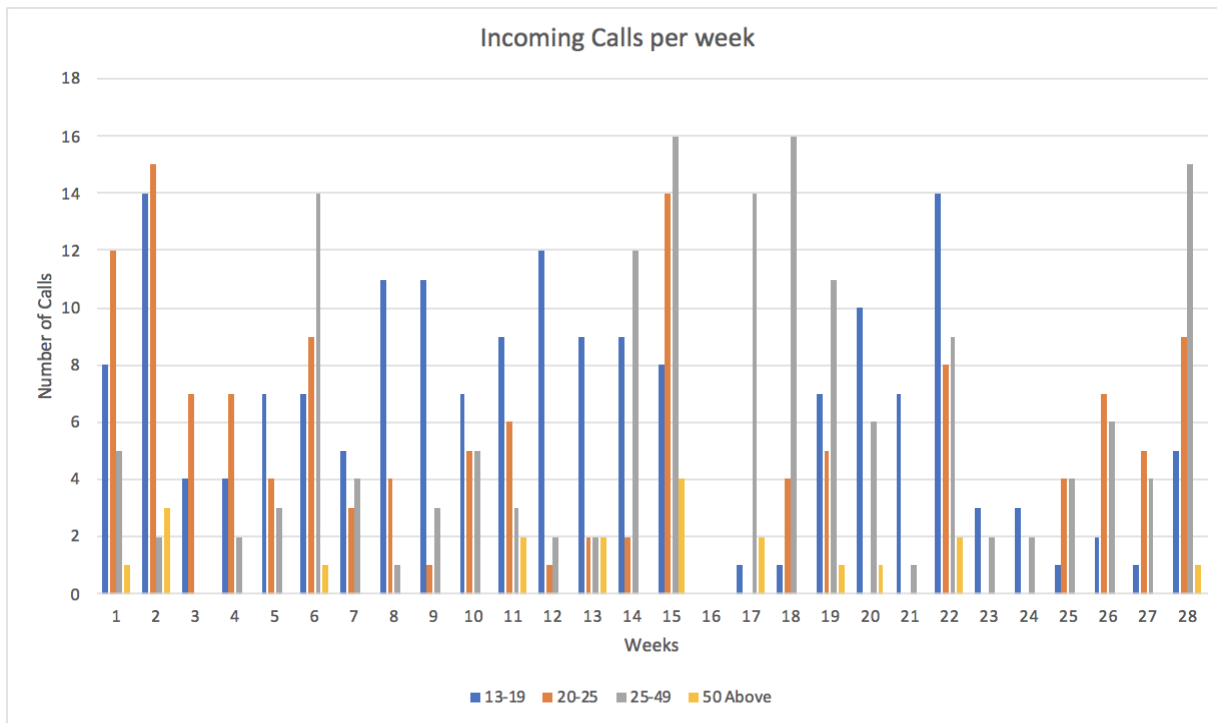


## Chapter 9: Appendices

### Appendix 1: Captured percentage for each group

| Group | Field Monitor | Captured Percentage | Field Monitor | Captured Percentage |
|-------|---------------|---------------------|---------------|---------------------|
| A     | 1             | 3.3%                | 1             | 2.6%                |
| G     | 1             | .6%                 | 1             | 1.9%                |
| G/S   | 1             | 1.9%                | 1             | 1.3%                |
| JB    | 1             | 1.9%                | 1             | 1.3%                |
| JB/M  | 1             | 1.3%                | 1             | .6%                 |
| PB    | 1             | 2.6%                | 1             | 1.3%                |
| S     | 1             | 3.3%                | 1             | 1.3%                |
| SG    | 1             | 1.9%                | 1             | 1.9%                |
|       |               |                     |               |                     |
| C     | 2             | 1.3%                | 2             | 1.9%                |
| H/C   | 2             | .6%                 | 2             | 1.3%                |
| CD    | 2             | 1.9%                | 2             | .6%                 |
| P/CD  | 2             | 1.9%                | 2             | 3.3%                |
| P     | 2             | 2.6%                | 2             | 1.9%                |
| MS    | 2             | 1.9%                | 2             | 1.9%                |
| SL    | 2             | 3.3%                | 2             | 3.9%                |
| K     | 2             | .6%                 | 2             | 1.3%                |
| PN    | 2             | 1.9%                | 2             | .6%                 |
| SF    | 2             | .6%                 |               |                     |
|       |               |                     |               |                     |
| AN    | 3             | 1.9%                | 3             | 1.9%                |
| E     | 3             | 4.6%                | 3             | 1.9%                |
| SH    | 3             |                     | 3             | .6%                 |
| DD    | 3             | 1.9%                | 3             | 1.9%                |
| MK    | 3             | .6%                 | 3             | .6%                 |
| LG    | 3             | 3.9%                | 3             | .6%                 |
| MB    | 3             | 3.3%                | 3             | 2.6%                |
| SV    | 3             | 3.3%                | 3             | 1.3%                |
| SR    | 3             | 1.3%                | 3             | .6%                 |

## Appendix 2: Incoming calls per week



**Appendix 3: *Change Starts at Home* Logical Framework**

|             | <b>Statement</b>                                                                                                                                                           | <b>Indicators</b> | <b>Means of verification</b>                     | <b>Frequency</b>           | <b>Responsible</b>        |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------------|----------------------------|---------------------------|
| <b>Goal</b> | Couples, households, communities and government entities in Nepal uphold and promote positive gender norms rooted in dignity, equality and safety for all women and girls. |                   | Evaluation findings (Baseline, Midline, Endline) | Baseline, Midline, Endline | External Research Partner |
|             |                                                                                                                                                                            |                   |                                                  |                            |                           |

|                     |                                                                                                                                                                                                        |                                                                      |                                         |                      |                                                         |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------|----------------------|---------------------------------------------------------|
| <b>Outcome 1</b>    | Implementation of the complete Change + Diffusion program, including a couple's intervention and a community level diffusion strategy, supports movement building against IPV in communities in Nepal. |                                                                      |                                         |                      |                                                         |
| <b>Intervention</b> | 1.1. Curriculum Digitization                                                                                                                                                                           |                                                                      |                                         |                      |                                                         |
|                     | 1.2. Trained facilitators facilitate weekly LDAG meetings                                                                                                                                              | No. of weekly meetings carried out by the group facilitators         | Quarterly report; Bigchange application | Quarterly; Real time | Data entry: Group facilitator; Data review: MEL Manager |
|                     | 1.3. Organized Diffusion:                                                                                                                                                                              |                                                                      |                                         |                      |                                                         |
|                     | 1.4. Media Mobilization                                                                                                                                                                                | No. of audiences reached through social media                        | Social media analytics                  | Monthly basis        | ICT4D Officer; MEL Manager-EAI                          |
|                     | 1.5. Integration of programming with local government structures                                                                                                                                       | No. of activities carried out in coordination with local authorities | Quarterly report                        | Quarterly            | Program Manager-VDRC                                    |
|                     |                                                                                                                                                                                                        |                                                                      |                                         |                      |                                                         |
| <b>Outcome 2</b>    | Study generates novel evidence and insights to inform and refine implementation                                                                                                                        |                                                                      |                                         |                      |                                                         |

|                     |                                                                                                                                                                                          |                                                  |              |         |                  |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|--------------|---------|------------------|
|                     | n strategies, intervention design and research tools for more scalable and sustainable social norms programming                                                                          |                                                  |              |         |                  |
|                     |                                                                                                                                                                                          |                                                  |              |         |                  |
| <b>Intervention</b> | 2.1. Obtain the necessary Government and ethical approvals to conduct the study and ensure a robust safety plan is in place.                                                             |                                                  |              |         |                  |
|                     | 2.2. In partnership with our research team hire and train the enumerators sourced from data collection teams identified through previous iterations of the Change and Diffusion studies. | No. of enumerators trained on the research tools | Event report | Monthly | EAI- Manager MEL |
|                     | 2.3. Mobilize teams to conduct the qualitative and quantitative formative and baseline assessment in 3 of the 10 intervention communities and 3                                          |                                                  |              |         |                  |

|                  |                                                                                                                                                                                                                                      |                                                                                |               |  |                              |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|---------------|--|------------------------------|
|                  | neighboring communities.                                                                                                                                                                                                             |                                                                                |               |  |                              |
|                  | 2.4. The research team will analyze the data to examine individual and community associations of attitudes, norms and IPV exposure. EAI will use the formative findings to inform the intervention roll out and implementation plan. |                                                                                |               |  |                              |
|                  | 2.5. The research team and EAI will jointly publish findings from the data in peer reviewed articles.                                                                                                                                | No. of joint publications from EAI and research team in peer reviewed articles | Peer articles |  | EAI-Gender and SBCC Director |
|                  |                                                                                                                                                                                                                                      |                                                                                |               |  |                              |
| <b>Outcome 3</b> | Couples in core communities exposed to the Change intervention (40 groups across 10 communities) form "mini norms incubators", adopting positive changes in gender norms and behaviors and report a reduction in                     |                                                                                |               |  |                              |

|                     |                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------|
|                     | IPV in their relationships.                                                                                                                  |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
|                     |                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
| <b>Intervention</b> | 3.1. Roll out intervention with 200 couples across 10 sites.                                                                                 |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
|                     | 3.2. Measure and assess changes in couples                                                                                                   | % of women and men reporting positive changes in gender norms and behavior after their association in Change intervention (disaggregated by sex; disaggregated by change-change in themselves, relationship, their children) | Couple feedback form, IVR with LDAG after end of each phase of curriculum; Case stories | Feedback form: after each couple session: IVR after end of each phase; case stories: quarterly | EAI- MEL<br>Manager  |
|                     |                                                                                                                                              |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
| <b>Outcome 4</b>    | Diffusion of intervention uptake and impact (on attitudes, norms and IPV prevalence) within the core communities and neighboring communities |                                                                                                                                                                                                                              |                                                                                         |                                                                                                |                      |
| <b>Intervention</b> | 4.1. Facilitators trained by EAI on Diffusion                                                                                                | No. of facilitators trained on                                                                                                                                                                                               | Quarterly Report                                                                        | Quarterly                                                                                      | Program Manager-VDRC |

|  |                                                                                                                                                                                                 |                                                                                                                   |                                          |                                                            |                                                                     |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------|
|  | booster (12 monthly sessions), which they roll out with their groups                                                                                                                            | Diffusion booster                                                                                                 |                                          |                                                            |                                                                     |
|  | 4.2. Local partner (VDRC), facilitators and group members facilitate sessions with community members                                                                                            | No. of sessions facilitated by VDRC, facilitators and group members with community members (disaggregated by sex) | Quarterly Report                         | Quarterly                                                  | Program Manager-VDRC                                                |
|  | 4.3. Facilitators and group members promote positive gender norms and the need for a violence free home / community                                                                             | No. of group members following positive gender norms and attitudes                                                | IVR with community members, case stories | IVR survey-after end of each phase; case stories-quarterly | IVR- MEL Manager; Case stories: Senior Program Officer, M&E officer |
|  |                                                                                                                                                                                                 | No. of facilitators following positive gender norms and attitudes                                                 | Internal assessment with staffs          | Baseline, Midline, Endline                                 | MEL Manager-EAI                                                     |
|  | 4.4. Facilitators and group members hold regular appreciation meetings for households deciding to publicly pledge to live violence free, hoist a flag and follow the new positive gender norms. | No. of participants in the appreciation meetings held by facilitators and group meetings                          | Quarterly Report                         | Quarterly                                                  | Program Manager-VDRC                                                |



|  |                                                                                                                                                                                                                           |                                                                                                                                                                                                   |                  |           |                                                   |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----------|---------------------------------------------------|
|  |                                                                                                                                                                                                                           | No. of community people hoisting a flag reflecting a violence free environment at home.                                                                                                           | Quarterly Report | Quarterly | Program Manager-VDRC                              |
|  |                                                                                                                                                                                                                           | No. of community people following positive gender norms and attitudes                                                                                                                             | Case stories     | Quarterly | Case stories: Senior Program Officer, M&E officer |
|  | 4.5. Government officials, GBV watch group members and other key influential leaders / bridges hold exposure visits, meetings and interactions with their peers, colleagues, and networks in the neighboring communities. | No. of actors and influencers participating in the exposure visits and meetings in the neighbouring communities (disaggregated by government official, GBV watch groups, key influential leaders) | Quarterly Report |           | VDRC                                              |
|  | 4.6. Social media campaign launched and managed to ensure broad public awareness on the issue, provide online access to the intervention tools and impacts and amplify the call for violence free                         |                                                                                                                                                                                                   |                  |           |                                                   |

|  |                            |  |  |  |  |
|--|----------------------------|--|--|--|--|
|  | households/<br>communities |  |  |  |  |
|--|----------------------------|--|--|--|--|