

**Malawi Violence Against Women and Girls
Prevention and Response Programme**

Women's Economic Empowerment Beneficiary
Cohort Study Design

March 2021

Investigators and their qualifications:

Name of investigator	Role	Institution of affiliation
Danielle Stein, MSc	Principal Investigator	Tetra Tech International Development, UK
Lindsay MacLean, DPhil	Co-Principal Investigator	Tetra Tech International Development, UK
Stella Makhuva-BSc	Co-Investigator	Tetra Tech International Development, Lilongwe, Malawi
Elita Chamdimba, MSSc	Co-Investigator	Centre for Social Research, University of Malawi
Tawonga Mwase-Vuma, MPH	Co-Investigator	Centre for Social Research, University of Malawi

Submitted to UNIMAREC:

Chancellor College

P.O. Box 280

Zomba

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Acronyms

CSR	Center for Social Research
DHS	Demographic and Health Survey
FCDO	Foreign, Commonwealth and Development Office
GBV	Gender Based Violence
IGA	Income Generating Activities
IPV	Intimate Partner Violence
MLA	Monitoring, Learning and Adaptation
SDD	Social Development Direct
MO	Moyo Olemkezeka
TN	Tithetse Nkhanza
VAWG	Violence Against Women and Girls
WEE	Women's Economic Empowerment

Summary

The Women's Economic Empowerment (WEE) intervention in Malawi is being implemented by Tetra Tech International Development as part of the UK's Foreign, Commonwealth and Development Office (FCDO) funded Tithetse Nkhanza! Programme in the country in partnership with the Centre for Social Research (CSR), University of Malawi. The programme team will implement a WEE intervention based on the Zindagii Shoista programme implemented in Tajikistan and a similar version in Nepal, as part of the FCDO What Works programme. This intervention reduces Intimate Partner Violence (IPV) and improves both women's and men's economic and social status. The Malawi adaptation is known as Moyo Olemekezeka (MO)¹ and will be implemented in Lilongwe, Mangochi and Karonga Districts. MO aims to reduce Intimate Partner Violence (IPV) and improve both women and men's social and economic statuses as well as reduce violence against women and girls (VAWG). In order to understand whether and how the lives of the beneficiaries have changed as a result of MO and provide guidance for programme adaption and scale up, the programme will conduct a WEE beneficiary cohort study. Data for this study will be collected using interviews with MO family beneficiaries (females and their male partners), MO Facilitators and Programme field staff. Thematic analysis will be used to analyse data in this study and NVIVO software will support data analysis.

¹ Zindagii Shoista and Moyo Olemekezeka both mean Living with Dignity in local languages Tajik and Chichewa.

1. Introduction

1.1 Background

The Women's Economic Empowerment (WEE) intervention in Malawi is being implemented by Tetra Tech International Development as part of the UK's Foreign, Commonwealth and Development Office (FCDO) funded Tithetse Nkhanza! Programme in partnership with the Centre for Social Research (CSR), University of Malawi. The programme team will implement a WEE intervention based on the Zindagii Shoista programme implemented in Tajikistan and a similar version in Nepal, as part of the FCDO What Works programme, which reduces Intimate Partner Violence (IPV) and improves both women's and men's economic and social status. The Malawi adaptation is known as Moyo Olemkezeka (MO).

MO's adapted curriculum includes a package including social/gender empowerment (manual 1, covering 10 sessions) and economic empowerment with Income Generating Activity (IGA) (manual 2, covering 12 sessions). The 22 session curriculum is available [here](#) and includes two Modules and eleven workshop sessions of approximately 2.5 hours each.

The workshop series focuses on the family level, where family members are split into four groups: young men, young women, old men and old women. There are also three peer group sessions where participants all come together in mixed groups to discuss issues raised in the previous sessions, two in the Social Empowerment Manual and one in the Economic Empowerment Manual.

In Session 1 of the second IGA support module, all family members will take part. From Session 2 onwards, families will identify their possible IGAs and two representatives from each family will take part in the module going forward while the rest of the family members will not participate. The selection of family representatives must take into account personal skills and work experience that will be useful in the running of selected IGAs. The attendance of young married women in the IGA support module is essential for ensuring the EE of women.

MO was adapted from Zindagii Shoista for the Malawian context with the support of a specialist technical advisor and originator and the Tithetse Nkhanza programme team. TN will support a total of 60 families/couples, 20 per TA in 1 TA per district. All of these three TA are locations where SASA! Together is being implemented and in each TA, half of the targeted families (10 families) will be chosen. MO will be implemented by existing partners in each district. 4 facilitators per NGO will be trained (2 male and 2 female). After the 14 sessions, the couples will be supported to select IGAs and receive a package of resources relevant to their chosen IGA. The IGAs will then continue for around 9 months and would be monitored and supported by partner NGOs and TN staff. This will include a district market assessment, providing the basis from which IGAs will be prioritized, based on cost and risk.

The intervention will cover 60 families in total (20 per district), and all these families will be included in the study.

1.2 Literature

Violence against women and girls (VAWG) is a human rights violation and a public health issue with severe consequences for the physical, mental and reproductive health of women (Ellsberg et al., 2008). In addition, VAWG has been documented as exhibiting negative consequences towards children, families, communities and the national economy (What Works Programme, 2020). According to the UN Convention of the Elimination of all Forms of Discrimination against Women (1979), violence against women is defined as "any act of gender-based violence (GBV) that results in, or is likely to result in, physical, sexual, or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life" (World Bank, 1993).

Building on this definition, literature shows that Intimate Partner Violence (IPV) is the most common form of VAWG globally and also in Malawi. Analysis of data from the most recent 2016 Demographic and Health survey (DHS) showed that 42% of ever-married Malawian women experienced sexual, physical or emotional intimate partner violence (Chikhungu et al., 2019). There are multiple factors that drive IPV some of which include rigid norms around expected gender roles, economic stress on households, and poor relationship skills (Fulu and Heise, 2015).

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Over the last two decades, a range of programmes have been developed and implemented to prevent VAWG and several interventions have proven effective in multiple countries in reducing levels of IPV (Kerr-Wilson et al., 2020). One of these approaches that has produced desirable results, combines economic and social empowerment interventions working with women and often also with their intimate partners and families. A number of programmes that combine economic and social empowerment have achieved reduction in IPV as well as having positive effects on family relationships and household livelihoods, including in Africa (Kerr-Wilson et al., 2020; The Prevention Collaborative, 2020).

2. Problem Statement

Despite the previous number of economic projects with households in Malawi as well as some work on women's empowerment, a mapping undertaken by *Tithetse Nkhanza* revealed a limited number of VAWG prevention programmes in Malawi, but more critically, none of these programmes combined the approaches that are being proposed in this programme. (Tithetse Nkhanza, 2019). Furthermore, an independent baseline report and formative research conducted by the Tithetse Nkhanza (TN) programme found that amongst the challenges to women's economic empowerment were men/ husband's controlling behaviour leading to restrictions on women's movement and the length of time that they are allowed to spend on economic activities, as well as husbands' control of income (Chinsinga et al., 2019). This suggests that any economic empowerment model that is applied needs to specifically address gender inequitable attitudes and behaviours in the household, particularly as they relate to the control of financial resources in order to be effective. More so, the empowerment models ought to provide a platform to increase the woman's/ household's income.

In addressing the gap, the *Tithetse Nkhanza!* programme has therefore developed a social and economic empowerment intervention Moyo Olemekezeka (MO) to pilot in three TAs in Malawi with the aim of reducing IPV. Moyo Olemekezeka is an adaptation of the Zindagii Shoista model used in Tajikistan and adapted for Nepal that was funded through the UK What Works programme. This programme was rigorously evaluated and shown to reduce IPV and improve both women and men's social and economic status and reduce VAWG (Mastonshoeva et al., 2018). This model used a family based social empowerment as well as economic empowerment curriculum plus income generating activities (IGAs) (International Alert 2018).

The proposed research is designed to assess the results of implementing Moyo Olemekezeka in the Malawi context. In particular, the focus will be on how the programme impacts women, their partners and their families. The impact and significance of the study will be the generation of important evidence to support family wellbeing and the prevention of violence against women and girls in Malawi and globally.

3. Objectives of the study

3.1 Overall objective

The purpose of this study is to understand whether and how the lives of the beneficiaries [will] have **changed as a result of MO**. The study will focus on key expected changes in attitudes and practices anticipated in the curriculum, and also provide space to explore unexpected changes, both positive and negative.

In addition to providing important information to guide programme adaption as well as scale up, this study will also inform the *Tithetse Nkhanza!* Programme log frame indicator outcome 3.1: that is the percentage of couples reporting increases in joint decision making over familial financial decisions. The calculation approach for this indicator is provided in Annex C (page 26).

3.2 Specific objectives

Specifically, this study will aim to address the following objectives:

1. To assess the extent to which engaging families in the MO Economic Empowerment programme affect outcomes related to gender and VAW:
 - Women's experience and men's perpetration of Intimate Partner Violence?

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- Family dynamics, including treatment of and attitudes toward children
 - Men and women's knowledge, attitudes and perceptions of social norms around gender relations and violence against women?
 - Relationship and household gender roles, decision-making and communication skills?
2. To assess the extent to which engaging families in the MO Economic Empowerment programme affect outcomes related to individual and household economic empowerment:
- Understanding of household financial planning and budgeting
 - Spending and saving habits
 - Decision-making over the generation and use of income and assets
 - Attitudes and practices around women working
 - Knowledge of how to develop and sustain an income-generation activity (IGA)
 - Establishment and growth of an IGA
 - Levels of income, expenditure and savings
 - Individual and household economic wellbeing
3. To determine the aspects of the programmes which were the most effective in producing positive changes.
- Which activities of the MO programme were the most transformative and why?
 - Which works less well? Why? How could they be improved?
 - Where possible, how do participants with disabilities experience the programme?²

4. Methodology

4.1 Study design, sites and participants

In order to address the study objectives (in section 3 above), the study will adopt primarily a qualitative, longitudinal cohort approach with repeated interviews with men and women partners in the 60 couples families targeted by the MO economic empowerment programme across the three target TAs, namely Mwakaboko (Karonga), Chinsapo (Lilongwe) and Makanjira (Mangochi). Data will be collected at three points in time:

- At baseline before the MO EE curriculum starts
- Directly after the completion of the MO EE curriculum
- 12 month follow up as after completion of the MO EE curriculum

Both members of each couple will be interviewed separately at each interval using a common set of questions. Data collection tools will be primarily qualitative in nature, though may include quantitative measures of changes in key areas, where appropriate. The tools for this study are primarily question guides, following a semi-structured format that will gather qualitative, narrative data. These are to be implemented as KIIs. These guides do include a few questions related to income earning and assets, which are quantified and will be analysed quantitatively.

² This will depend largely on the nature of the cohort and the extent to which individuals with disabilities are selected to participate.

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In addition, regular interviews will be undertaken with MO trainers and field staff and Community Leaders/Community Activists and field staff to gain their perspectives on how the interventions are working individually and in combination and provide additional insights into implementation experiences that may provide further valuable information on the dynamics of change process.

The study may also draw on data collected as part of MO monitoring processes, including session observation tools.

4.2 Scope of the study and sample size

MO EE will be implemented in one TA per district with 60 families total, 20 per TA. There will also be 12 facilitators in total, 4 per TA.

We will request the programme team to ask permission from all MO families for them to participate in the research study, as an extension of the intervention. Of those who consent, participants will be purposefully selected to provide a mix of demographic, economic, educational backgrounds, disability status, and other key characteristics. We will interview 20 male partners and 20 female partners in each of these families in separate interviews.

Table 1: Overview of study respondent figures

	Baseline			Midline – after MO EE curriculum			Endline - 12 month follow up		
	Mwakaboko Karonga	Chinsapo Lilongwe	Makanjira Mangochi	Mwakaboko Karonga	Chinsapo Lilongwe	Makanjira Mangochi	Mwakaboko Karonga	Chinsapo Lilongwe	Makanjira Mangochi
<i>Male partner MO Families</i>	20	20	20	20	20	20	20	20	20
<i>Female partner MO Families</i>	20	20	20	20	20	20	20	20	20
<i>MO Facilitators</i>	4	4	4	4	4	4	4	4	4
<i>Programme field staff</i>	2	2	2	2	2	2	2	2	2
TOTALS	46	46	46	46	46	46	46	46	46

As illustrated above, overall, 138 individuals will be involved in the study, visited at baseline, midline and endline. As this covers all MO participants, individuals/couples who drop out of the programme will only be substituted if they are replaced with new individuals/couples in the programme.

In each intervention site, data will also be gathered from 4 facilitators and 2 programme field staff through individual interviews, making a total of 18 interviews.

4.3 Research tools

Data will be collected through individual interviews using semi-structured research tools (interview guides). One tool has been developed for male and female partners / adults; one tool has been developed for facilitators and field staff (see separate attachments). These tools are based on analysis of the MO Curriculum (See annex A) and existing MO monitoring tools. Interview guides (in English, Chichewa, Ngonde and Yao) and observation checklist are provided in Annex D.

They are also based on tools used to research similar programmes that work with couples and families, for example, the FCDO's 'What Works' programme.

4.4 Data management methods

Qualitative data will be voice recorded and later transcribed and translated into English in MS Word processing software. All respondents shall have unique identifiers and will be tagged to each individual, with corresponding information that link the two stored in separate secure locations. This will ensure that data gathered from the same respondent over time can be matched and analysed longitudinally. Data will be tagged with a unique identifier linked to each individual, with corresponding information that link the two stored in separate secure locations.

Following the baseline, all data should be stored anonymously with a codebook connecting respondents (names, community area, phone number) with unique identifiers so that these can be matched in the following study iterations. All data should be stored on secure servers and transferred to the TN team upon completion of the analysis. TN should store the data in ways consistent with FCDO data privacy provisions.

4.5 Analysis methods

Findings from the pre-implementation data collection will be analysed to provide an overview of the characteristics of the study population and variations between groups. Successive intervals of data collection will be compared with baseline data to identify changes over time at both an individual, household and community levels. This process will aim to look across the sample for patterns of change while at the same time building up case studies of change.

Analysis will be carried out using an a-priori coding framework that will seek to identify key themes and areas of change at the individual and group levels. Researchers will apply this framework to each transcript using Nvivo 12.0. These findings will also be compared within each respondent segment across community areas as well as with the wider set of respondents within each community area. Once data is coded, it will be analyzed using analysis matrices, which may also serve as the basis of thematic summaries.

4.6 Outputs

An overview report will be produced after each interval data collection. This will provide an overview of the study population at each stage. Each report will have a different purpose, including:

- Following the pre-implementation study, findings may be workshopped with the TN implementation team to jointly develop recommendations for programme refinements early on. These findings may also be of wider interest in terms of collating the views and experiences of couples
- Following the midline study, findings will be shared with the implementation team, with the aim of supporting programmatic adaptation.
- Following the endline study, findings will be also shared with the IE team to inform the overall evaluation design and ensure that any unintended results are included in the IE data collection tools

5. Research dissemination plan

The primary audience of this study is the TN programme implementers and programme management, and FCDO who will use the study findings to inform the MO design, adaptation, as well as wider decisions related to programme scale up. Findings will be shared with these stakeholders in the form of workshops and evidence briefs.

Study findings are also intended to inform the wider community of researchers and practitioners working on the field of violence prevention and women's economic empowerment in Malawi and globally. Research briefs will also be disseminated with these groups, with dissemination activities such as workshops and conference presentations developed based on interest and demand.

6. Ethical considerations

Standard ethical research procedures will be followed in this study, including informed consent and the right to withdraw from the research at any time without penalty. While respondents will not be compensated for their participation, the research should not impose undue cost or inconvenience on participants. For this reason, the research interactions should be held in respondent's homes or a location selected by respondents.

Respondents should be compensated appropriately for transport costs incurred related to their participation and should be provided a drink and/or snack during interactions.

Furthermore, conducting a study around gender norms and violence against women and girls, involving community members and survivors requires careful consideration of the potential benefits and harms that may be caused for those involved in the research. TN has developed an overall ethical framework to guide research and data collection throughout the programme – including the formative research, ongoing monitoring, and impact evaluation. This covers protocols on risk analysis, informed consent, confidentiality and anonymity, and the safety of participants and researchers. It also covers data storage and use. All researchers should follow the TN safeguarding protocols.

In this specific study, we will be interviewing male and female partners from the same families. This approach is only considered ethically appropriate when couples are participating in an intervention that considers gender roles and family dynamics such as Moyo Olemekhezeka or SASA! and has precedent for both programmes (see [Starmann et al 2016](#), [Stern et al 2019](#)). Such data from couples is extremely valuable to gain a comprehensive understanding of the impact family focused interventions as it allows comparison of data from an adult male and female from the same family.

Consistent with this protocol, trained counsellors should accompany each research team in the event that for any reason, participants express a need for these services following the research interaction. This will be supported by the TN in-house psychotherapist, drawing on the Malawi Association of Counsellors. Researchers and counsellors will also provide all participants with referral cards noting the local services available to support survivors (as is best practice, the details of specific VAWG services will be listed as part of a longer list of local services).

The protocol shall be submitted for ethical approval from the University of Malawi Research Ethics Committee.

6.1 COVID-19 prevention on EE beneficiary cohort study

The proposed data collection approaches will require that the research team be physically present in the community. To ensure the safety of the project staff and the study participants from COVID-19 infection and transmission, specific measures will be instituted, and the research team will be required to adhere to and enforce while preparing to go to the field and when in the field

- Safety considerations which include sanitizing, hand washing and respiratory hygiene including wearing of masks and social distancing.
- Frequent temperature checks of participants and research assistants will be conducted at daily intervals during data collection.
- While the training of research assistants for this study, the facilitators will be encouraged to also include certain aspects of Covid-19 preventative measures in the module so as to orient research assistants on personal safety plans and to help mitigate Covid-19 risk in the community during field work.

7. Research team

The study will be implemented by the TN Monitoring, Learning and Adaptation (MLA) team based in Malawi in collaboration with CSR researchers. The TN MLA team, Deputy Team Leader and researchers (either TN district researchers or others contracted directly to TN) will be engaged throughout. The CSR researchers will be engaged periodically as highlighted below.

Specific roles and responsibilities for this study are as follows:

Key roles and responsibilities for the baseline study include:

- **Study design:** Led by two independent researchers (Danielle with Lyndsay supporting), with significant input from the TN team. Draft tools to be shared with CSR and other members of the team and finalized jointly.
- **Researcher recruitment:** In total, two senior researchers will be required per district, one male one female. These may be drawn from district researchers, or recruited separately.
- **Researcher training:** Designed by Danielle, delivered by the TN team in conjunction with CSR. Minimum three days expected, plus pilot. Where possible, district researchers may also join the MO facilitator training.
- **Data collection:** Data collection based on agreed tools and protocols will be led by TN. CSR may make additional monitoring visits, as appropriate.
- **Transcription and Translation** – This will be led by TN team immediately following the data collection period.
- **Coding framework development** – Lyndsay and Danielle will develop an a-priori coding framework ahead of data collection based on anticipated key themes. This will then be refined following inputs from CSR and a review of a sample of transcripts to identify codes that should be added or removed.
- **Data coding** – Coding will be carried out by district researchers, using the agreed coding framework. The TN team will review a sample of the coded transcripts for quality of coding and to identify any differing interpretations of the codes across coders. Feedback will be provided in written form and may be discussed on a call, at which time any transcripts where inaccurate coding was identified will be re-coded.
- **Data analysis** – Once coding is complete, Danielle will lead the data analysis process, working in collaboration with the CSR team. This is expected to include the development of a number of analysis tables and may also include written thematic summaries. This is expected to follow a collaborative process with CSR researchers.
- **Report writing** – A brief report at baseline is expected to summarise overall findings. More detailed reports at midline and endline are envisioned to detail and explore changes.

Responsibilities for successive intervals of the study are expected to follow a similar approach to that outlined above.

8. Fieldwork schedule

Assuming that four- five interviews can be completed per day by each researcher, the team of two researchers will need approximately 4-5 days in each TA. A possible schedule for the lead researchers could be:

- Day 1 – Protocol / check in with local leaders; 2 interview x 2 = 4 Interviews with MO facilitators
- Day 2 – 4/5 interviews with adult men; 4/5 interviews with adult women in MO families
- Day 3 – 4/5 interviews with adult men; 4/5 interviews with adult women in MO families
- Day 4 – Remaining interviews with adult men and women; interviews with programme staff; wrap up session with field staff and facilitators.
- Day 5 – Any additional follow ups or data collection activities required

9. Indicative work plan and time frame

Key activities (2021):

- March 1 – Protocol submission for IRB approval by CSR
- March 1-5 – development of training materials; researcher recruitment finalized
- March 8-11 – receipt of ethical approval; researcher training; deadline for receipt of participant list
- March 12 – training pilot
- March 15-22 – Data collection
- Other key activities to follow:
 - Transcription and translation
 - Coding
 - Analysis
 - Draft findings

2022+:

- MO cohort midline – TBC
- MO cohort endline – TBC, following completion of all MO activities

10. Total budget for the cohort study

The total budget for the WEE Cohort Study is MK7,229,600.00 (Attached as a separate excel file).

11. Declaration of source of funding

The Women's Economic Empowerment (WEE) intervention being implemented as part of the *Tithetse Nkhanza!* Programme in Malawi, which is being implemented by a consortium of Tetra Tech International Development Limited, Social Development Direct (SD Direct) and Plan Malawi and it is being funded by UK's Foreign, Commonwealth & Development Office (FCDO).

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Annex A: Overview of Moyo Olemekezeka Curriculum Content

Module / session	Purpose / content	Possible research questions
Module 1: Household focus		
<p>Session 1: Understanding our household inputs and income</p> <p>(Four separate groups - young men, young women, old men, old women)</p>	<p>Purpose: For participants to gain an understanding of their household inputs and income.</p> <p>Exercise 1 The work we do - To raise awareness about the actual contributions to the household – some of these are financial but there are many other important contributions that are sometimes not taken into account.</p> <p>Exercise 2 Household income - To allow participants to understand what makes up their household income; to examine the value of subsistence agriculture and the value of paid and unpaid work.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Shifts in household gender roles • Appreciation of the work that each member of the couple does (unpaid and paid work) • Understanding that income into the home comprises money and goods (e.g. subsistence crops) • Shifts in couples communication skills
<p>Session 2: Our household budget and how we spend money</p> <p>(Four separate groups - young men, young women, old men, old women)</p>	<p>Purpose: to help participants understand household budgeting and planning, while also raising awareness about unwise spending.</p> <p>Exercise 1 Household budgeting: To help participants understand their household budget; to raise awareness about household budgeting including planning for short- and long-term expenditure through savings.</p> <p>Exercise 2 How we can spend unwisely : To create awareness about ways in which we spend money unwisely, thereby putting ourselves under financial stress.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Better understanding of income into HH • Shifts in spending habits (e.g. lower debt, ability to cover all essential items) • Shifts in decision making about how money is spent and on what (see appendix of curriculum on areas of decision making) • Marital / family disharmony • Increase in amount saved

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Module / session	Purpose / content	Possible research questions
		<ul style="list-style-type: none"> • Change in household economic wellbeing
<p>Session 3: How we can save money and insure our future</p> <p>(Four separate groups - young men, young women, old men, old women)</p>	<p>Purpose: to understand household budget planning and also raises awareness about behaviours of people, in order to be able to save successfully and think about ways in which to insure our future.</p> <p>Exercise 1 Coping with financial crises - To educate participants about how saving can help prepare them for financial crises.</p> <p>Exercise 2: How we can save money - To show participants the behaviours of people who save successfully.</p> <p>Exercise 3: Paid work and gender - To allow participants to learn about the barriers to acquiring paid work, especially for women.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Understanding the importance of saving • Improving decision-making about whether and when to buy goods • Knowledge of how and where to save / savings options and risks • Increases in amount saved • Understanding of practical and social barriers to women working and how these can be addressed
<p>Session 4: Peer group meeting (All 4 groups)</p>	<p>Purpose: To share ideas and promote conversation and empathy.</p>	
Module 2: Income generating activities focus		
<p>Session 1: Opportunities for income generating activities (IGAs)</p> <p>(All family members – young man, young woman, old man, old woman)</p>	<p>Purpose: to explain what an IGA is, to allow participants to start thinking about how they might develop their own IGAs, to highlight what an IGA can provide to families to improve their living conditions, and to outline what tools are necessary to start an IGA.</p> <p>Exercise 1 Overview of IGAs - To get participants thinking about what IGAs are and the potential benefits they have for participants' lives; to set the stage for participants to think about viable business opportunities.</p> <p>Exercise 2 Identifying opportunities for IGAs - To get participants to choose an IGA; to match their choice of IGA with the talents, skills and individual interests of family members; to help participants identify the</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Understanding what makes a successful IGA (e.g. profits, relationships, learning) • Understanding how to build an IGA (skills, assets, market gap) • How helpful were the business advisors? Providing materials? Business development, TA / . Training?

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Module / session	Purpose / content	Possible research questions
	<p>skills they need for their IGA.</p> <p>Exercise 3 What Moyo Olemekezeka IGA support can offer - To explain what the project is offering to participants, its processes and required contributions.</p>	
<p>Session 2: How to initiate IGAs</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: To provide participants with the basic necessary economic knowledge to start an IGA and to explain to them what assessing the market means by doing a practical activity. The participants will also learn how the project will assist them during the entire period of IGA development and implementation</p> <p>Exercise 1 What is needed to initiate an IGA? To get participants thinking about what is necessary to set up an IGA.</p> <p>Exercise 2 Forming common IGA teams - To group participants according to common IGAs.</p> <p>Exercise 3 'Cooking' a <i>plov</i> - To get participants to learn how to work well together in their common IGA teams by playing a game.</p> <p>Exercise 4 Potential risks of teamwork</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Importance of analyzing the market? • Importance of planning activities • Role of supportive groups working on same IGAs • Elements of successful group work e.g. trust, negotiation, communication
<p>Session 3: Assessing the market for IGAs</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to allow participants to evaluate the viability of their chosen IGAs by assessing the local market.</p> <p>Exercise 1 Anticipating the market - To compel participants to imagine and anticipate what they need to do for their IGA by assessing the market.</p> <p>Exercise 2 Task division and fieldwork - To allocate tasks to common IGA teams for conducting a market assessment; for teams to conduct fieldwork as part of carrying out the market assessment in order to find out the viability of running their IGAs; to help participants make decisions about their IGAs.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • How to analyse the market? Potential customers, competitors, suppliers, location, pricing

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Module / session	Purpose / content	Possible research questions
	<p>Exercise 3: Market assessment debrief - To encourage participants to share their experiences of conducting their market assessments.</p> <p>Session 3.1 Try Again - To give participants whose IGAs were found to be not viable another opportunity to select an IGA.</p>	
<p>Session 4: Planning and budgeting IGAs</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to provide participants with the practical skills they need to start planning their IGAs. The planning process includes identifying the characteristics of the product, and pinpointing the human resources, equipment and raw materials needed. This session also aims to provide participants with the skills to create budgets for their IGAs, and understand the cost and pricing of products/services.</p> <p>Exercise 1 Drafting a plan and budget for your IGA - To allow participants to learn how to draft a business plan for their IGAs.</p> <p>Exercise 2 Let's bake a cheesecake - To allow participants to learn how to calculate the cost of a product/service and how to determine its pricing.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Drafting a business plan – product characteristics, human resources, equipment needed, how to price
<p>Session 5: Costing and pricing</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to provide participants with the practical skills they need to have regarding the cost and pricing of a product/service.</p> <p>Exercise 1 Costing and pricing - To allow participants to learn how to calculate the costing and pricing of a product or service for their IGAs.</p> <p>Exercise 2 Taking control - To explore ways of taking control or feeling in control.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • How to calculate expenditure, net income and profit • How to deal with challenges, solve problems
<p>Session 6: Planning and budgeting IGAs game</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to engage participants in a practical exercise through which they will learn how to manage an IGA, do bookkeeping and work in a team.</p> <p>Exercise: running a hat making business - to allow participants to understand how IGAs work in real life; how money comes in and goes out;</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • How to plan an IGA • How to budget for an IGA

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Module / session	Purpose / content	Possible research questions
	and why budgeting and planning are important in order not to create a deficit.	
<p>Session 7: Finalising IGA plans</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to get common IGA teams to revise and finalise their business plans and budgets.</p> <p>Exercise 1 How to improve your IGA plan - To give participants an opportunity to present their business plans and budget; to assess participants' business plans and budgets, and adjust them where necessary. (SWOT analysis)</p> <p>Exercise 2 The magic box - to help participants build their self-esteem.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • How to write a business plan
<p>Session 8: Bookkeeping and marketing</p> <p>(Young married woman + one other family member)</p>	<p>Purpose: to provide participants with additional and useful tips for starting their IGAs and to verify the degree to which participants are prepared.</p> <p>Exercise 1 The importance of record keeping - To get participants to appreciate and learn about the importance of record keeping when running a business.</p> <p>Exercise 2 The fundamentals of bookkeeping - To familiarise participants with bookkeeping and to teach them how to use bookkeeping tools.</p> <p>Exercise 3 Marketing your IGA - To allow participants to gain some experience in marketing and promoting products.</p> <p>Exercise 4 Working together: To develop the framework for how a common IGA network will work.</p> <p>Exercise 5 A gift from the heart - To build relations among group members through positive interactions and to increase self-esteem through the receipt of thoughtful gifts from others.</p>	<p>Ask questions about:</p> <ul style="list-style-type: none"> • Recordkeeping – tracking activities • Book-keeping – sales, expenditures, debts, loans • Marketing your product – packaging, price, advertising

Annex B – Proposed Data Collection Tools

Tithetse Nkhanza: MO Economic Empowerment Cohort Study

In-Depth Interview Guide for Adult Women and Male (Partners) In Target Families

Topic area	Pre-curriculum	Immediately post-curriculum	12 month Follow up
Introduction + consent	<i>Note to facilitator: Use the information note provided to explain the purpose of the study. Use the consent form to ask for consent to participate in the research and for audio recording.</i>	<i>Note to facilitator: Refer to the information note shared previously to explain the purpose of the study. Use the consent form to ask for ongoing consent to participate in the research and for audio recording.</i>	<i>Note to facilitator: Refer to the information note shared previously to explain the purpose of the study. Use the consent form to ask for ongoing consent to participate in the research and for audio recording.</i>
Introduction	<p>Thank you for agreeing to speak with me. Please tell me:</p> <ul style="list-style-type: none"> • Your name • In which VH do you live? • Who lives in your house? ○ How many adults? Does this include your spouse / partner? If so, how long have you been married/ living together? ○ How many children? Boys / girls – what ages? ○ Is there anyone else living with you? Who? 	<p>Have there been any changes to the composition of your household since we last spoke?</p> <ul style="list-style-type: none"> • Who lives in your house? ○ How many adults? Does this include your spouse / partner? If so, how long have you been married/ living together? ○ How many children? Boys / girls –what ages? ○ Is there anyone else living with you? Who? 	<p>Have there been any changes to the composition of your household since we last spoke?</p> <ul style="list-style-type: none"> • Who lives in your house? ○ How many adults? Does this include your spouse / partner? If so, how long have you been married/ living together? ○ How many children? Boys / girls –what ages? ○ Is there anyone else living with you? Who?
Participation in MO EE		You recently completed the MO programme. How many of the sessions	

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<p>programme activities</p>		<p>were you able to attend? Which ones did you miss?</p> <p>What about your husband/wife/family member? Do he/she miss any sessions? Which?</p> <p>What are your overall impressions of the MO programme?</p> <p>Which sessions or activities did you find most useful? Why?</p> <p>Was there anything in the sessions or activities that you did not like or did not agree with? What? Why?</p>	
<p>Household livelihood</p>	<p>At present, what are the main sources of income for your household?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Paid work? Who does this? What? • Selling vegetables or other goods? • Contributions from other family members? • How does this vary by season? 	<p>Since we last spoke, have your sources of household income changed? If so, how?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Paid work? Who does this? What? • Selling vegetables or other goods? • Contributions from other family members? • How does this vary by season? 	<p>Since we last spoke, have your sources of household income changed? If so, how?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Paid work? Who does this? What? • Selling vegetables or other goods? • Contributions from other family members? • How does this vary by season?
<p>Household assets</p>	<p>At present, what are your main household assets (something that is valuable and can be sold to make money if needed)?</p>	<p>Since we last spoke, have your household assets changed (something that is valuable and can be sold to make money if needed)?? If so, how?</p>	<p>Since we last spoke, have your household assets changed (something that is valuable and can be sold to make money if needed)?? If so, how?</p>

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	<p>Probes:</p> <ul style="list-style-type: none"> • Land? How much? • Animals – cows, goats, chickens etc? • High value goods (e.g. bicycle, TV, other?) 	<p>Probes:</p> <ul style="list-style-type: none"> • Land? How much? • Animals – cows, goats, chickens etc? • High value goods (e.g. bicycle, TV, other?) 	<p>Probes:</p> <ul style="list-style-type: none"> • Land? How much? • Animals – cows, goats, chickens etc? • High value goods (e.g. bicycle, TV, other?)
Individual income	<p>How much was your personal cash income in the last month (MKw)?</p> <p>How much was your personal cash income in month before that (MKw)?</p> <p>Thinking back to the previous few years, are these monthly income levels lower / higher / about the same?</p>	<p>Since we last spoke has your personal monthly cash income increased or decreased or stayed about the same?</p> <p>How much was your personal cash income in the last month (MKw)?</p> <p>How much was your personal cash income in the month before that (MKw)?</p> <p>(If personal income has changed) Why in your view has your income changed?</p>	<p>Since we last spoke has your personal monthly cash income increased or decreased or stayed about the same?</p> <p>How much was your personal cash income in the last month (MKw)?</p> <p>How much was your personal cash income in the month before that (MKw)?</p> <p>(If personal income has changed) Why in your view has your income changed?</p>
Income of other household members?	<p>Does anyone else earn income in your household? Your spouse/partner? Another adult? An older child?</p> <p>How much was their cash income in the last month (MKw)?</p> <p>How much was their cash income in month before that (MKw)?</p>	<p>Who else earns income in your household? Your spouse/partner? Another adult? An older child?</p> <p>Since we last spoke has their monthly cash income increased or decreased or stayed about the same?</p> <p>How much was their cash income in the last month (MKw)?</p> <p>How much was their cash income in the month before that (MKw)?</p>	<p>Who else earns income in your household? Your spouse/partner? Another adult? An older child?</p> <p>Since we last spoke has their monthly cash income increased or decreased or stayed about the same?</p> <p>How much was their cash income in the last month (MKw)?</p> <p>How much was their cash income in the month before that (MKw)?</p>

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<p>Decision-making over income</p>	<p>Who decides how the money that you personally earn is spent? What is it normally spent on?</p> <p>Who decides how the money that your partner / other adults earn is spent? What is it normally spent on?</p>	<p>Since we last spoke, have there been any changes in how decisions are made over your income or the income of others in the house?</p> <p>Please give examples.</p>	<p>Since we last spoke, have there been any changes in how decisions are made over your income or the income of others in the house?</p> <p>Please give examples.</p>
<p>Household expenditure</p>	<p>At present, what are the main types of regular monthly expenses for your household?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Food? • School fees? • Other costs related to schooling? • Health care? • Other? 	<p>Since we last spoke, has the way you spend your household income changed? What are your main types of regular monthly expenses now?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Food? • School fees? • Other costs related to schooling? • Health care? • Other? 	<p>Since we last spoke, has the way you spend your household income changed? What are your main types of regular monthly expenses now?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Food? • School fees? • Other costs related to schooling? • Health care? • Other?
<p>Decision-making over expenditure</p>	<p>Who makes decisions about these regular household expenses?</p> <p>What about larger expenses such as buying animals or furniture?</p>	<p>Since we last spoke, have there been any changes in how decisions are made over regular household expenses (e.g. food, school fees) or larger expenses?</p> <p>Please give examples.</p>	<p>Since we last spoke, have there been any changes in how decisions are made over regular household expenses (e.g. food, school fees) or larger expenses?</p> <p>Please give examples.</p>
<p>Individual savings</p>	<p>At present, are you saving money regularly individually?</p>	<p>At present, are you saving money regularly individually?</p>	<p>At present, are you saving money regularly individually?</p>

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	<p>Probes:</p> <ul style="list-style-type: none"> • Where / how do you save? • Approximately how much do you save each month? 	<p>Since we last spoke, have you made any changes in where / how you save or how much you save?</p> <p>Please give examples.</p>	<p>Since we last spoke, have you made any changes in where / how you save or how much you save?</p> <p>Please give examples.</p>
Household savings	<p>Is anyone else in your household saving money regularly?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Where / how? • Do you know approximately how much? 	<p>Since we last spoke, has anyone else in your household made any changes in where / how they save or how much they save?</p> <p>Please give examples.</p>	<p>Since we last spoke, has anyone else in your household made any changes in where / how they save or how much they save?</p> <p>Please give examples.</p>
Household debts	<p>Do you or anyone in your household, current owe money to anyone else?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Who? • Do you know approximately how much? 	<p>Since we last spoke have you borrowed more money from others or have you paid back money owed?</p> <p>Please give details.</p>	<p>Since we last spoke have you borrowed more money from others or have you paid back money owed?</p> <p>Please give details.</p>
Financial planning and budgeting	<p>At the moment do you do any financial planning or budgeting in your household?</p> <p>If so, please give examples? Who does this?</p> <p>If not, do you know how to do this?</p>	<p>Since we last spoke, have you been doing any financial planning or budgeting in your household?</p> <p>If so, please give examples? Who does this?</p> <p>If not, do you know how to do this?</p>	<p>Since we last spoke, have you been doing any financial planning or budgeting in your household?</p> <p>If so, please give examples? Who does this?</p> <p>If not, do you know how to do this?</p>

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<p>Developing an income generating activity (IGA)</p>	<p>(If not already discussed) Have you ever tried to set up an income generating activity or small business (e.g. selling vegetables, goods like phone credit or clothing, services like sewing or hairdressing or carpentry)?</p> <p>If so, Please tell me about this?</p> <ul style="list-style-type: none"> • Who was involved? • Was / is it successful? • Do you know how to make it more successful? <p>If not, why not?</p> <ul style="list-style-type: none"> • Would you know how to do this? • What would you need to learn to do this? 	<p>Since we last spoke, what have you learned about setting up a new income generating activity or small business?</p> <p>How confident do you feel about the following:</p> <ul style="list-style-type: none"> • Deciding what to do / make / sell • Record-keeping • Book-keeping • Marketing <p>Have you started this activity? If so, Please tell me about this?</p> <ul style="list-style-type: none"> • Who is involved? • Is it successful? • Do you know how to make it more successful? 	<p>Since we last spoke, have you been engaged in an income generating activity or small business?</p> <p>If so, please tell me about this?</p> <ul style="list-style-type: none"> • Who is involved? • What have you liked about running this IGA? Why? • What did you not like? Why? • Do you intend to continue with this IGA? Why/ why not? <p>How confident do you feel about the following:</p> <ul style="list-style-type: none"> • Deciding what to do / make / sell • Record-keeping • Book-keeping • Marketing
<p>Changes at household level</p>			<p>Overall, what have been the changes for your household since the start of the MO programme? Please give examples?</p> <p>How has the economic condition of your household changed? Please give details.</p> <p>Do you feel that the position of your family in the community has changed? Please give details.</p>

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<p>Changes at individual level</p>		<p>What do you feel have been the main changes for you personally – your attitudes and behaviours – since we last spoke?</p> <p>Probe – autonomy, inclination to seek help, act independently, etc</p> <p>Do you think that your husband/wife has changed his/her attitudes or behaviours since we last spoke? Please give examples?</p>	<p>What do you feel have been the main changes for you personally – your attitudes and behaviours – since we last spoke?</p> <p>Probe – autonomy, inclination to seek help, act independently, etc</p> <p>Do you think that your husband/wife has changed his/her attitudes or behaviours since we last spoke? Please give examples?</p>
<p>Changes at relationships level</p>		<p>How have the relationships in your household changed since we last spoke?</p> <ul style="list-style-type: none"> • Between you and your husband/wife? • Between you and your children? • Between your husband/wife and your children? • Between other family members? 	<p>How have the relationships in your household changed since we last spoke?</p> <ul style="list-style-type: none"> • Between you and your husband/wife? • Between you and your children? • Between your husband/wife and your children? • Between other family members?
<p>Gender expectations</p>	<p>How long have you been together with your current partner / husband / wife?</p> <p>Are there certain things you expect your husband/wife/partner to do because he/she is your husband/wife/partner? Can you give me examples?</p> <p>What expectations does he/she have of you because you are his/her husband/wife? Can you give me examples?</p>	<p>Since we last spoke, have you changed your expectations of your husband/wife's behaviour? Please give examples?</p> <p>Do you think he/she has changed his/her expectations of you? Please give examples?</p>	<p>Since we last spoke, have you changed your expectations of your husband/wife's behaviour? Please give examples?</p> <p>Do you think he/she has changed his/her expectations of you? Please give examples?</p>

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	<p>Probes:</p> <ul style="list-style-type: none"> • Bringing in income to the family? • Household responsibilities? • Childcare • Sexual relations? • Obedience? • Behaviour with other women / men? <p>Do you feel that he/she lives up to your expectations? Why or why not?</p> <p>Do you feel that you live up to his/her expectations? Why or why not?</p> <p>Do you feel these expectations are fair/ reasonable? Why or why not?</p>		
Gender roles and responsibilities	<p>In your household, who takes care of the following roles and responsibilities? You? Your husband/wife/partner? Others?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Bringing in income for the family? • Growing subsistence crops? • Looking after your children? • Cooking? 	<p>Since we spoke last time, have there been any changes in your household in terms of the roles and responsibilities or you and your spouse/partner?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Bringing in income for the family? • Growing subsistence crops? • Looking after your children? • Cooking? 	<p>Since we spoke last time, have there been any changes in your household in terms of the roles and responsibilities or you and your spouse/partner?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Bringing in income for the family? • Growing subsistence crops? • Looking after your children? • Cooking?

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	<ul style="list-style-type: none"> • Cleaning and washing? • Fetching water or wood? • Shopping for food / household goods? 	<ul style="list-style-type: none"> • Cleaning and washing? • Fetching water or wood? • Shopping for food / household goods? 	<ul style="list-style-type: none"> • Cleaning and washing? • Fetching water or wood? • Shopping for food / household goods?
Relationship dynamics	<p>Are there things that you find difficult about being a relationship with your husband/wife? Can you give me examples?</p> <p>Do you share your thoughts and feelings with your husband/wife? Do you feel like he/she listens to you?</p> <p>How are decisions about issues related to your family/in your partnership usually made?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • Who normally makes decisions about household purchases, raising the children, his work or your work? <p>What happens when you have a disagreement? Do you frequently argue?</p> <p>Can you describe to me a time that you and your husband/wife had a disagreement or fought over something important?</p>	<p>Since we last spoke, have there been changes in the how you and your partner communicate?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Have you changed the way you share your thoughts and feelings? • Can you give examples? <p>Since we last spoke, have there been change around how you and your partner make decisions?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • In what areas do you observe changes? (e.g. Household purchases, raising the children, his work or your work) • Which areas of decision making haven't changed or have changed less? <p>Has your involvement in the MO programme affected how you and your partner handle disagreements or conflict? In what way?</p>	<p>Since we last spoke, have there been changes in the how you and your partner communicate?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Have you changed the way you share your thoughts and feelings? • Can you give examples? <p>Since we last spoke, have there been change around how you and your partner make decisions?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • In what areas do you observe changes? (e.g. Household purchases, raising the children, his work or your work) • Which areas of decision making haven't changed or have changed less? <p>Has your involvement in the MO programme affected how you and your partner handle disagreements or conflict? In what way?</p>

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	<p>Probes:</p> <ul style="list-style-type: none"> • What was the cause of the disagreement? • What happened? • What strategies, if any, did you use to try to resolve things? <p>What happens usually when you disagree or fight? Does he/she ever frighten you?</p>	<p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example of something you have started doing differently? <p>Have there been any changes in what happens when you and your partner fight?</p> <p><i>Of those who said at based that their partner sometimes frightened them, ask:</i></p> <p>Probes:</p> <ul style="list-style-type: none"> • Are you more or less frightened of your partner now than before? Can you give me an example of this? 	<p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example of something you have started doing differently? <p>Have there been any changes in what happens when you and your partner fight?</p> <p><i>Of those who said at based that their partner sometimes frightened them, ask:</i></p> <p>Probes:</p> <ul style="list-style-type: none"> • Are you more or less frightened of your partner now than before? Can you give me an example of this?
<p>If SHE mentions violence</p>	<p>I know it can be difficult to talk about, but can you tell me what happened the last time he hurt you—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did you get any help or support afterwards? From who / where? <p>How frequently does your husband hit or hurt you?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to 	<p>I know it can be difficult to talk about, but can you tell me what happened the last time he hurt you—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did you get any help or support afterwards? From who / where? <p>How frequently does your husband hit or hurt you?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to trigger your husband to hit or hurt you? 	<p>I know it can be difficult to talk about, but can you tell me what happened the last time he hurt you—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did you get any help or support afterwards? From who / where? <p>How frequently does your husband hit or hurt you?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to trigger your husband to hit or hurt you?

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	<p>trigger your husband to hit or hurt you?</p> <ul style="list-style-type: none"> • Can you give me some examples? 	<ul style="list-style-type: none"> • Can you give me some examples? 	<ul style="list-style-type: none"> • Can you give me some examples?
<p>If HE mentions violence</p>	<p>Can you tell me what happened the last time an argument became violent—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did she get any help or support afterwards? From who / where? <p>How frequently have you hit or hurt your wife during one of your arguments?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to trigger this? • Can you give me some examples? • Does she ever hit back? 	<p>Can you tell me what happened the last time an argument became violent—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did she get any help or support afterwards? From who / where? <p>How frequently have you hit or hurt your wife during one of your arguments?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to trigger this? • Can you give me some examples? • Does she ever hit back? 	<p>Can you tell me what happened the last time an argument became violent—or if not the last time, another time that you remember?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What started the fight/violence? • Did she get any help or support afterwards? From who / where? <p>How frequently have you hit or hurt your wife during one of your arguments?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Are there certain situations or reasons that are more likely to trigger this? • Can you give me some examples? • Does she ever hit back?
<p>If HE/SHE does not mention violence</p>	<p>Is it ever legitimate, in your mind, that a husband hits his wife?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What might be a legitimate reason? 	<p>Is it ever legitimate, in your mind, that a husband hits his wife?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What might be a legitimate reason? 	<p>Is it ever legitimate, in your mind, that a husband hits his wife?</p> <p>Probes:</p> <ul style="list-style-type: none"> • What might be a legitimate reason?

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	<ul style="list-style-type: none"> • What might be a reason that you don't agree with? • Does this depend on how severe the hitting is? 	<ul style="list-style-type: none"> • What might be a reason that you don't agree with? • Does this depend on how severe the hitting is? 	<ul style="list-style-type: none"> • What might be a reason that you don't agree with? • Does this depend on how severe the hitting is?
Intimate relations	<p>Sometimes sexual relations can cause tensions for couples. If your husband wants sex and you don't, what generally happens?</p> <p>Probes:</p> <ul style="list-style-type: none"> • In your experience, do men generally respect women's wishes if they say no to sex? • Are there reasons for not having sex that men will accept? • If a man physically forces his wife to have sex, is this acceptable, in your opinion? Why or Why not? 	<p>Sometimes sexual relations can cause tensions for couples. If your husband wants sex and you don't, what generally happens?</p> <p>Probes:</p> <ul style="list-style-type: none"> • In your experience, do men generally respect women's wishes if they say no to sex? • Are there reasons for not having sex that men will accept? • If a man physically forces his wife to have sex, is this acceptable, in your opinion? Why or Why not? 	<p>Sometimes sexual relations can cause tensions for couples. If your husband wants sex and you don't, what generally happens?</p> <p>Probes:</p> <ul style="list-style-type: none"> • In your experience, do men generally respect women's wishes if they say no to sex? • Are there reasons for not having sex that men will accept? • If a man physically forces his wife to have sex, is this acceptable, in your opinion? Why or Why not?
(If he/she has children) Parenting	<p>As a parent, what do you think are the most important things you can do for your children?</p> <p>Do you think that you and your wife/husband have different roles? Can you describe these?</p> <p>If your children are disobedient or behave wrongly, what do you do to get them to change behaviour?</p> <p>Probes</p>	<p>Since we last spoke, have there been any changes in the way you or your husband/wife parent your children?</p>	<p>Since we last spoke, have there been any changes in the way you or your husband/wife parent your children?</p>

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	<ul style="list-style-type: none"> Do you think this is effective? What else could you do? 		
<p>(if he/she does not have children)</p> <p>Parenting</p>	<p>Thinking about being a parent, what do you think are the most important things are that a parent can do for their children?</p> <p>Is this different for mothers and fathers? Why?</p> <p>If children are disobedient or behave wrongly, what do you think is the most effective way to get them to change their behavior?</p>	<p>Thinking about being a parent, what do you think are the most important things are that a parent can do for their children?</p> <p>Is this different for mothers and fathers? Why?</p> <p>If children are disobedient or behave wrongly, what do you think is the most effective way to get them to change their behavior?</p>	<p>Thinking about being a parent, what do you think are the most important things are that a parent can do for their children?</p> <p>Is this different for mothers and fathers? Why?</p> <p>If children are disobedient or behave wrongly, what do you think is the most effective way to get them to change their behavior?</p>
<p>Expectations for the MO programme</p>	<p>What do you hope to gain from the MO EE programme?</p> <p>Probes:</p> <ul style="list-style-type: none"> What motivated you to accept being part of MO? What do you think your partner hopes to gain from the programme? 		
<p>Accounting for change</p>		<p>How much do you think these changes are due to the MO programme? Please give details and examples?</p> <p>Do you think your participation in the ST activities has also contributed to these changes or any others? Please give details and examples?</p>	<p>How much do you think these changes are due to the MO programme? Please give details and examples?</p> <p>Do you think your participation in the ST activities has also contributed to these changes or any others? Please give details and examples?</p>

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		What other factors might have contributed to this? Please give details?	What other factors might have contributed to this? Please give details?
	I've asked you a lot of questions and I thank you for your patience. Before I go, is there anything I haven't asked that you think is important for us to know around the topics we have discussed today?	I've asked you a lot of questions and I thank you for your patience. Before I go, is there anything I haven't asked that you think is important for us to know around the topics we have discussed today?	I've asked you a lot of questions and I thank you for your patience. Before I go, is there anything I haven't asked that you think is important for us to know around the topics we have discussed today?

Annex C – Indicator Calculation Approach

3.1: % of couples reporting increases in joint decision making over familial financial decisions

Covered in the following section on relationship dynamics – responses to be quantified based on the response to the below questions. TBC if couples may only be counted if both report improvement.

<p>Are there things that you find difficult about being a relationship with your husband/wife? Can you give me examples?</p> <p>Do you share your thoughts and feelings with your husband/wife? Do you feel like he/she listens to you?</p> <p>What happens when you have a disagreement? Do you frequently argue?</p> <p>How are decisions about issues related to your family/in your partnership usually made?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • How normally makes decisions about household purchases, raising the children, his work or your work 	<p>Since we last spoke, have there been changes in the how you and your partner communicate?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Have you changed the way you share your thoughts and feelings? • Can you give examples? <p>Since we last spoke, have there been change around how you and your partner make decisions?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • In what areas do you observe changes? (e.g. Household purchases, raising the children, his work or your work) • Which areas of decision making haven't changed or have changed less? 	<p>Since we last spoke, have there been changes in the how you and your partner communicate?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Have you changed the way you share your thoughts and feelings? • Can you give examples? <p>Since we last spoke, have there been change around how you and your partner make decisions?</p> <p>Probes:</p> <ul style="list-style-type: none"> • Can you give me an example? • In what areas do you observe changes? (e.g. Household purchases, raising the children, his work or your work) • Which areas of decision making haven't changed or have changed less?
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