

Influencing **PARENTS'** Behaviors to  
Increase **Gender Equality** for **CHILDREN**



# VOICES

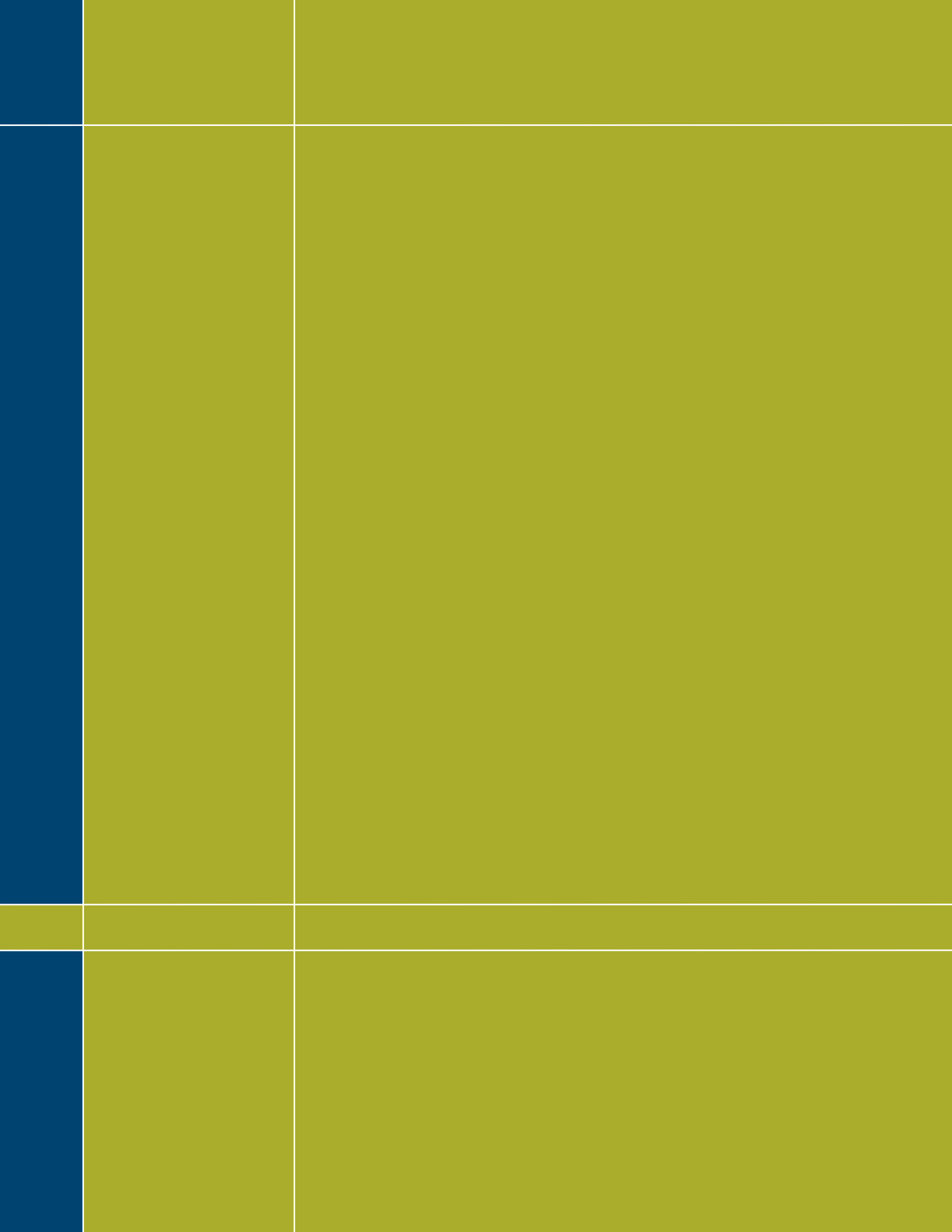
Using testimonials to influence parents' support for  
very young adolescents' gender equality in Nepal



December 2014



Save the Children



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Large cover photo: © Shashank Shrestha

Reference materials:

- (1) Our Family, Our Life, facilitators Discussion Guide, JHU CCP
- (2) Save the Children's Great Mothers - Healthy Children project: Helping Communities to Ensure that Children Reach their Full Growth Potential in Southwest Uganda; VHT discussion guides
- (3) PROMISES: Influencing Communities Behaviors to Increase Gender Equality for Children. Save the Children 2011.

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## PART I:

# BACKGROUND OF THE VERY YOUNG ADOLESCENT GENDER NORMS PACKAGE

Save the Children is the leading independent organization creating lasting change for children in need around the world. For more than 75 years, Save the Children has been helping children survive and thrive by improving their health, education, and economic opportunities and, in times of acute crisis, mobilizing rapid, life-saving assistance to offset the effects of war, conflict, and natural disaster. Save the Children uses evidence-based strategies that involve communities in changing attitudes and actions to enhance the lives of children.

In 2009, Save the Children International Nepal developed and evaluated a behavior change intervention called “CHOICES” which targeted young adolescent boys and girls with the purpose of changing gender-related attitudes, norms, and behaviors, and increasing their understanding and support for more egalitarian relationships between boys and girls. The intervention has been evaluated by the **Institute for Reproductive Health at Georgetown University** and shown to be a success. Statistically significant differences between control and experimental group participants were seen in scales measuring discrimination, social image, control and dominance, and violence in addition to girls’ education, gender roles, and acceptance of non-traditional gender norms. Qualitative results highlighted children’s ability to recognize and feel that gender inequity is unfair. Boys in the experimental group reported changing behaviors, helping their sisters with household chores, and advocating for their sisters’ education and against early marriage. Girls in the experimental group confirmed these changes and also expressed being more comfortable expressing their

opinions, hopes and dreams. The CHOICES curriculum can be downloaded at: <https://www.iywg.org/resources/choices-curriculum-siraha-nepal>

For more information, the full evaluation report, “Utilizing Participatory Data Collection Methods to Evaluate Programs for Very Young Adolescents: An Evaluation of Save the Children’s Choices Curriculum in Nepal” can be downloaded at: <https://www.iywg.org/resources/utilizing-participatory-data-collection-methods-evaluate-programs-very-young-adolescents>

In 2011, Save the Children International Nepal developed and evaluated a second behavior change intervention called “PROMISES” which targeted the general community where we implement CHOICES with the purpose of changing gender related normative values around early marriage, girls schooling, and domestic violence. These behaviors were specifically chosen as ones that would have the greatest impact on the lives of very young adolescents. A process evaluation of the PROMISES approach highlighted that reported behavioral changes occurred mainly “due to

advice from people they liked.” A second catalytic factor for change was the fear of scarcity or realization of what will be lost, i.e., girls missing out on feeling confident, forming friendships, learning skills, and being economically independent. The findings suggest that the project’s use of evidence-based influence principles, specifically the principles of scarcity, likability, and subjective authority, were effective. Findings also suggested that the occurrence of message diffusion within a short time-frame of two months was effective. There was evidence of both horizontal and vertical diffusion as the Influential Community Members transferred messages to life partners, children, and other community members. After the intervention, husbands became more positive than wives in their views of their daughters’ “ability to contribute to the community in the future” and “understanding the need for daughter’s physical maturity before marriage.” Children also self-reported an increase in optimism towards education and identified an increase in love and openness from both parents in discussing the children’s hopes and dreams. The PROMISES manual can be downloaded at:

<https://www.iywg.org/resources/promises-communication-approach-targeting-parents-and-community-members-nepal>

The positive impact of CHOICES and PROMISES led to the development of VOICES, an approach that uses the voices of mothers and fathers through testimonials to influence changes among other parents in the community so they are more supportive of the gender norms changes very young adolescents are making due to their participation in CHOICES. Testimonials are an important influence tool because experiences and opinions of people who “walk in their shoes” are very influential when people are deciding how to act. The development of VOICES is a significant addition to Save the Children’s Very Young Adolescent Gender Norms package, which will work along the ecological model, including Very Young Adolescents, their parents, and the community, to catalyze normative change about gender roles and expectations of adolescent boys and girls. VOICES uses community based videos shown through small hand-held LCD projectors as a platform for reflection and dialogue among small groups of parents who are parenting Very Young Adolescents.

## PART 2:

# OVERVIEW

### TARGET AUDIENCE

VOICES seeks to change gender related behaviors of parents who have very young adolescents, ages 10 to 14 years old. Ideally, the parents of very young adolescents who are participating in CHOICES will be targeted to participate in VOICES, although any parent of early adolescents can benefit from viewing the VOICES testimonials and participating in the group dialogues.

### KEY BEHAVIORS

Mothers and Fathers will...

1. Evenly divide household work and responsibilities between girls and boys.
2. Support both girls and boys to complete homework each day by providing equal amounts of time off from household work to complete homework.
3. Allow girls to attend school until age 18 and commit to not discussing their daughters marriage with potential husbands and their families until she has completed her education.
4. Ask both daughters and sons to share their hopes and dreams for their lives and support them equally in achieving these hopes and dreams.
5. Provide equal amounts and same quality of food for daughters and sons.
6. Bring hope equally to their daughters and sons by:
  - Smiling at them to show encouragement and appreciation;
  - Setting high aspirations and expectations for their lives and educational achievement;
  - Telling them they are proud of them and praising their achievements;
  - Listening to what they say and feel with their full attention;
  - Believing they have the ability to make their community a better place;
  - Encouraging girls to enjoy going to school, continue going to school even after menstruation begins and do homework, regardless of what others say.

### USING TESTIMONIALS AS THE BEHAVIOR CHANGE APPROACH

Adults learn and remember more when they have a chance to actively discuss what they see and hear. Yet this does not always lead to behavior change. Group dialogue and reflection can help in changing behaviors, especially when deep rooted community gender and social norms are the focus of change, such as early marriage, taking girls out of school, and valuing boys over girls. Group dialogue and reflections can be enhanced through a behavior change lens by:

- using stories and testimonials of people who have successfully tried and adopted the key behaviors;



- when these stories are coming from people who “walk in their shoes” (i.e. look, act, and talk like them);
- when the people telling the testimonials seem nice and likable and genuinely speak from their hearts;
- when they share how the changes they made solves a problem in their lives.

But hearing these testimonials is only one part of the behavior change approach. The testimonials must be accompanied by carefully crafted group dialogues by facilitators who can get people to share unmet needs as the core part of the discussion and reflection. It is this discussion that will have great power and influence to change both individual behaviors and social norms. Some typical unmet needs that will emerge from parents that can contribute to their behavior changes are:

- Having status in the community;
- feeling smarter than others;
- being recognized by others for being a great parent.

When people discuss the desired behavior changes and connect them to achieving their unmet needs and trigger emotions, like the desire for status and recognition, these discussions can be very powerful.

Also, unlike children who are used to learning through structured curriculum taught by trained facilitators, adults need a learning that is more interactive and suited to adult learning styles. Most importantly, parents are busy and do not have the luxury of attending long programs that require regular attendance. In such situations, fathers will most likely not attend at all. Thus, the use of powerful and influential testimonials to stimulate a group discussion can quickly catalyze reflection and lead to change in a shorter amount of time. When focused on one or two behavior change(s) that participants could realistically accomplish after just one session which focuses less on learning and more on doing, the changes are more likely to happen. Testimonials can also be used in a less structured way, building on community platforms that already exist, like school management committees or farmers associations, so parents, especially men, do not feel they are part of a formal program.

Typically used in commercial marketing, testimonials consist of a personal statement from ordinary people extolling the virtue of a product. Testimonials are seen to enhance people’s decision to use the product by capitalizing on two evidence based influence principles:

- (1) consensus (i.e. making people feel that everyone is using the product);
- (2) likability (i.e. we tend to listen to people who seem nice and are perceived to be of similar social and cultural background).

In the social sector, the use of videos and storytelling has been used as a teaching tool to help stimulate discussion. Viewers are much more likely to feel that information is relevant to their lives when they see others like them experiencing the same struggles and trying to make the same life decisions. In VOICES, we use testimonials (i.e. parents who extol the virtue of trying a new behavior) as a way to influence other parents to adopt similar behaviors, which in turn will lead to pro-social community change, such as equal treatment of girls and boys. While less studied, evidence of testimonies suggest that they could be just as powerful to change behavior as they are to sell a product.

## WHAT WILL VOICES LOOK LIKE WHEN IMPLEMENTED?

The basis of the VOICES intervention will be carefully facilitated group dialogues with parents (both fathers and mothers) of very young adolescents, 10 to 14 years old, to tap into powerful emotional drivers of behaviors and lead people to make gender equality changes in their homes. These dialogues will follow the viewing of testimonial videos, described in the next section.

### Using Testimonial Videos

To enhance the influential power of the dialogues, we will use short emotional videos with testimonials of people who “walk in their shoes” and have recently adopted the targeted behaviors in their families. We have created 6 videos to correspond to our target behaviors featuring respondents who have adopted the target behaviors.

### Using Photographs and Written Testimonials

In case the video equipment does not work in the field, we have developed a backup method to use testimonials during our group dialogues. For each of the 6 behaviors, we have created a series of photographs with written testimonials, bound in a flipchart, which can be read to the group.

## Using an Interactive Voice Response (IVR) System

A third component, called Interactive Voice Response, is being tested out in Nepal to see if it can be easily used by community members and if it contributes to behavior change. Short audio recordings (MP3) of about 2–3 minutes each from the videos will be placed on an IVR system, based on a server in our national office. To hear these testimonials, community members will be encouraged to call into a toll-free number during the group dialogues (which will be demonstrated to the group and the group will all try to call in at the same time). On the system, they will be prompted to hear stories of people just like them who did specific behaviors, and they can choose from the list of six behaviors by pressing 1 through 4. Callers will also have the option of leaving their own recorded testimonial of change by pressing number 5, for example. All recorded testimonials will be stored on the server at the national office and Save the Children staff will be able to screen the recordings. When there is a moving and influential testimonial, it can be placed back up on the system for all to hear. This innovation is particularly of interest to Save the Children as it is one way to give voice to illiterate community members and improve social inclusion. This is the first time that this IVR system has been tested in Nepal as part of a behavior change program. In rural areas where there is not an available phone network, this component will not be used.

## The six videos developed with the desired behavior change in green

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
Features fathers and mothers who <b>evenly divided household tasks.</b>	Features fathers and mothers who <b>made the decision to keep their daughters in school.</b>	Features fathers and mothers who <b>have committed to not discussing marriage for their daughter</b> until after she completes school.	Features fathers and mothers who <b>ask boys and girls to share their hopes and dreams.</b>	Features fathers and mothers who <b>provided equal and same quality food for boys and girls.</b>	Features fathers and mothers who <b>equally bring hope to girls and boys</b> with small but significant actions.
Features boys who have participated in CHOICES and have helped with household chores and parents were supportive.	Features older girls still in school (secondary) and can thank her parents for the gift of education.	Features a mother who was married early and discusses how it limited her opportunities.	Features girls who have participated in CHOICES and have shared their hopes and dreams with their parents and the parents have been supportive.		

## PART 3:

# A GUIDE TO COLLECTING INFLUENTIAL TESTIMONIALS IN THE COMMUNITY

## WHAT MAKES TESTIMONIALS MEMORABLE AND ACTIONABLE?

Collecting boring testimonials in the community that have no emotion will not lead to the behavior change you are hoping to see. People will only be motivated to make a change in their life if they remember the story they heard, as it gets them talking to others and discussing how making a change in their lives will solve a problem they have and benefit them emotionally! People will only be motivated to make gender-related changes when the behaviors tap into something important to them, triggers emotions, clearly present how taking the desired action will meet unmet needs and identify the community support for this change to happen.

## STEPS FOR IDENTIFYING AND CHOOSING THE RIGHT PEOPLE WHO WILL SHARE EMOTIONAL TESTIMONIALS

Read through all these steps before heading to the field to identify potential respondents. The more time and effort you take to understand this section, the better you will be at identifying great people to interview and the less time it will take when you start videotaping.

When selecting respondents for the testimonials, you are actually selecting campaign spokespeople and champions for the target behaviors. This can only be achieved by identifying respondents who have past success with the behavior(s) and believe the change was important to their life. In addition, the best respondents will also have a personality and characteristics that come across well on camera, allowing viewers to feel their pride, excitement, or happiness about adopting the behavior.

### Note:

This section describes the steps used in Nepal to create the testimonials videos and can be used by other countries seeking to adapt the VOICES approach as a part of their larger gender norms work with Very Young Adolescents. Part 4 (Tips for Interviewers Collecting Testimonials) will help the actual people chosen to go to the field to collect interviews.

## KEY POINTS THAT MAKE TESTIMONIALS MEMORABLE AND ACTIONABLE

- Emotions make stories memorable, especially when the stories target a powerful emotion in the listeners heart. Examples of the emotional triggers we seek from viewers when they think about adopting one of our target behaviors include:
  - feeling like a better parent;
  - having increased status and respect with their family and community;
  - feeling an increased sense of nurturing their child;
  - feeling happy about the harmony they are bringing to their home;
  - feeling happy when they see their children smile;
  - feeling they are making their family or community a better place to be.
- People are more likely to act on stories that clearly identify “what’s in it for me to change?” and solve a problem in their life, for example:
  - feel in control, but also loved and respected in my home;
  - educating my daughter will financially benefit our family in the future;
  - protecting my daughters future;
  - being a good role model for my son.
- People prefer stories that make them happy or surprise them.
- People are more likely to act on stories from those who share their background or values.
- People are more likely to act on stories if the featured person comes across as likable.

### Step 1:

Inform the community leaders that you are coming into the community to identify parents who do certain behaviors that are also being promoted in the CHOICES curriculum. You can give them a list of the target behaviors if needed. They might also be able to pre-identify people for you.

### Step 2:

- Start by talking with parents of children who have gone through CHOICES.
- Ask the guiding questions below to lead to productive conversations that may show if they are

excited and passionate about adopting these, can easily talk about it, and feel like they want to share their story in the community. (Note: You are looking for people who have had positive experiences with the target behaviors, so starting with parents of children who went through CHOICES may be a good place to start. If needed, you can also talk to other parents in the community.)

- Start the conversation by saying you are trying to identify parents who do certain behaviors so we can learn more about how others can also do these behaviors.

- Think about the consideration questions below (step 3) to know if you have identified your ideal candidate. Most of this will be intuitive and you will know if you have found the right people to interview.
- After talking to someone, do not tell them that they have been selected to be interviewed and videotaped unless you are completely sure they are perfect. If you know at this point they are not the right choice, you can just thank them for their time. This should not be a problem since you did not tell them that we were looking for people to videotape.

### Guiding questions to identify influential parents

- How do you feel about your daughters and sons being in CHOICES?
- What changes have you seen in your daughters and sons as a result of their participation in CHOICES? Have you seen changes in the interaction between your daughters and sons?
- How has your child's participation in CHOICES changed you? Your wife/spouse?
- Have you had conversations in your home as a result of CHOICES that have changed the way you believe girls and boys should be treated?
- Have you or your wife made any changes in the way you treat your children in the past years that surprised or delighted you? How did those changes make a difference in your life?
- Tell me about a change your family has made in the past year on how to treat your sons and daughters? How has that changed how you feel about yourself as a father/mother? What would you say to another father/mother considering that change?
- Specifically we are looking for parents who have done these behaviors (read the list below). Are you one of them? Do you know others that have made these changes?
  - (1) Evenly divide household work and responsibilities between girls and boys.

- (2) Decide to keep girls in school and allow girls to attend school until 18.
- (3) Commit to not discussing a daughter's marriage with other families until she has completed her education.
- (4) Ask both daughters and sons to share their hopes and dreams for their lives and support them equally in achieving these hopes and dreams.
- (5) Provide equal amounts and same quality of food for daughters and sons.
- (6) Bring hope equally to their daughters and sons by:
  - Smiling at them to encourage and appreciate them;
  - Setting high aspirations for their lives and educational achievement;
  - Telling them they are proud of them and praising their achievements;
  - Listening to what they say and feel with their full attention;
  - Believing they have the ability to make their community a better place;
  - Encouraging them to enjoy going to school, continue going to school even after menstruation begins and do homework, regardless of what others say about them.

### Step 3:

Consider the questions below after talking to each parent in order to make a final decision if they will be selected as a respondent.

### Considerations

- Is the person open to talking about the behavior changes in a positive way?
- Can she/he clearly articulate how the change impacted his/her life in a meaningful way?

- Does the potential respondent come across as authentic, caring, compassionate, wise, fun and compelling with positive change? Note: They should not come off as aggressive, negative or arrogant.
- Is her/his demeanor pleasing—like someone you would like for a friend?
- Are his/her responses profound and deep—something that you will never forget?
- Did you feel touched emotionally when you talked to them, feeling like you will never forget them or their words?
- Is the potential respondent one who “walks in the shoes” of the target audience? Respondents should closely match the target audience in age, income, occupation, etc. If they can’t be matched with the community, go a bit “higher” in socio-economic-cultural group rather than lower.

#### Step 4:

- Find 3–5 respondents for each of the behaviors below and write in their names, communities’ location and a phone number if they have one.
- Remember the desired respondents will mostly be fathers or mothers with children around 10–14 years old.
- It is likely that one respondent may be able to speak to multiple behaviors. If so, put their name under each behavior they successfully tried and are able to talk about. Having one respondent that has done multiple behaviors will also save you time when you come back to videotape and interview respondents.

<b>BEHAVIOR 1</b>	A father or mother who evenly divided household tasks.
<b>BEHAVIOR 2</b>	A father or mother who provides equal amounts of time off for homework and has made the decision to keep their daughters in school.
<b>BEHAVIOR 3</b>	A father who has not discussed or has committed to not discuss marriage for his daughter until after she completes school.
<b>BEHAVIOR 4</b>	A father or mother who ask boys and girls to share their hopes and dreams.
<b>BEHAVIOR 5</b>	A father or mother who provided equal food for boys and girls.
<b>BEHAVIOR 6</b>	A father or mother who equally honor girls and boys with small but significant actions (see list).

#### Step 5:

Also identify about 2 boys and girls that can be interviewed with the criteria below. (Sample questions have not been provided to identify these potential respondents. They can be identified through parents, community leaders, or CHOICES facilitators.)

<b>BEHAVIOR 1</b>	A CHOICES girl who has shared her hopes and dreams with her parents and the parents have been supportive.
<b>BEHAVIOR 2</b>	A CHOICES boy who has helped with household chores and has helped his sister with homework and parents were supportive.
<b>BEHAVIOR 3</b>	An older girl still in school (maybe secondary school or a girl who has finished secondary school) and can thank her parents for the gift of education. A boy (younger or elder brother) who supports both education for girls and decisions made by his parents.
<b>BEHAVIOR 4</b>	A 17–20 year old girl whose parents did not arrange an early marriage.

### Step 6:

While identifying who will be interviewed in the community, take note of any other community leader or supporter you might want to interview as well.

### Step 7:

- After identifying all the people to be filmed, work on all the logistics of where all the respondents live and how best to organize the time in the field so you are filming people who live close to each other on the same day (as opposed to filming all the people for one of the behaviors).
- Return back to the community or call to inform the respondent of the day and time you will be returning.
- Make sure they know (as well as the community leaders) that you are coming with a video team and that their videos will be used to help change the behaviors of others.
- Tell them that there is absolutely no preparation they need to do for your arrival. Encourage them to dress as they normally would, in everyday clothing, rather than their best clothes.

## PUTTING TOGETHER THE VIDEO INTERVIEWING AND PRODUCTION TEAM

### Step 1:

If you are not going to be shooting the videos yourself, make sure you have an experienced videographer (or two) hired and briefed on the project before you are ready to go to the field. [See Annex 2: TOR for videographers.] If you choose a videographer who does not speak the local language of the community where you are going to film, a staff person will have to spend more time during the editing period helping the videographer choose the right testimonials.

### Step 2:

Identify who will be on the interview team. Ideally, you will have two interviewers working with each videographer.

### Step 3:

Prepare for the logistics by looking at the final list of people to be interviewed and group them together by village and proximity. Good planning will save a lot of time in the field when filming, since you will be collecting many interviews. [See Annex 3: Logistic table.]

### Step 4:

Conduct a two day workshop with the core interview team AND the videographers to help discuss and identify what makes an influential, memorable, and actionable testimonial. [See Annex 4. Workshop guide.] During the workshop:

- Watch and critique pre-identified testimonials on YouTube;
- Review tips that make good interviews and practice probing questions;
- Role play using the interview guides [See Annex 5: Interview Guides.];
- Prepare for each day by reviewing the appropriate interview guide the night before.

## Entering the community respectfully and preparing to film testimonials

DO'S	DON'TS
<p>When arriving in the community, <b>park the car at the edge of the village and walk in quietly and respectfully.</b> It will help draw less attention to the group of outsiders and the fact that there is a video camera. It will also help the respondent connect better with the group, who also is walking into the community, as they do every day.</p>	<p>When arriving in the community, <b>do not drive right up to a person's home or straight into the middle of the village</b> in a large land cruiser. When we do this, it puts off the person being interviewed and people tend to get out of the car loudly, not aware of their surroundings.</p>
<p><b>Select a filming location that is away from community view.</b> No one will reveal their true emotions with other community people watching. Villagers will naturally be very interested in coming to see the video cameras and NGO staff.</p>	<p><b>Do not cause harm to women.</b> Use local sensitivity when asking husbands to leave while the wife is being interviewed so husbands are not suspicious of what is being talked about. If you sense that the husband is too suspicious and he will be upset with his wife later, no need to ask him to leave.</p>
<p>During this process one should be careful to <b>respect the views and cultural norms and values of the community.</b> It would be good if someone from the community is with the team to guide and explain the local context.</p>	<p>Do not film right in the middle of the village or in the front of the house where everyone can see. Instead, you can allow time for community members to interact with you after the filming is complete <b>so don't rush out when the interview is finished.</b></p>
<p><b>Make sure the background where you are filming represents the community.</b> If it's a farming community, perhaps film on a big rock near a field. The background helps communicate that the respondent "walks in their shoes."</p>	<p><b>Don't go into a village without the leaders knowing</b> you are coming and giving their opinions of what you are filming and how you are behaving while in the community.</p>
<p>Set the stage for success by <b>talking with the respondent in a casual, comfortable way as soon as you arrive,</b> including your body language. You can't "turn on" a different conversation style once you begin to record.</p>	<p><b>Don't film all the interviews in the same location, or in a school.</b> Adults do not spend time in schools and filming in schools does not speak to how that person lives. It is most appropriate to film adults in their homes or in the compounds around their homes or in front of their fields, if they are farmers.</p>
<p><b>Give the respondent a general overview of the topic before starting.</b> You can say something like: "Thank you for allowing us into your home to ask you questions about how you have made changes in your life. It means a lot to us that you are willing to do this."</p>	<p><b>Don't act more powerful or superior to the people in the community.</b> Be compassionate and a good listener once the interview begins. If you do this, community members will see you are not authentic and they will not trust you and share true life experiences with you.</p>
<p>You likely will be filming several people from the same family (mother, father, children). <b>Keep the family members separate during their interviews,</b> if possible, in different locations and don't share what each says.</p>	<p><b>Don't tell them any of the questions before you start filming</b> and using the interview guides.</p>
<p><b>Take photographs after the video testimonials.</b></p>	<p><b>Taking photos before people share their stories</b> might make respondents more nervous about what is to come.</p>
<p>Before starting the interviews, <b>ask respondents to sign Save the Children's photo and video release form.</b> If they cannot read, read it to them. Be sure to get the permission of parents for the minors you will be interviewing.</p>	<p><b>Don't start a video without consent</b> and explaining how the videos will be used. Make sure they understand that other community members in the district will be watching the videos.</p>
<p>START THE INTERVIEW, using the appropriate interview guide developed for the behavior. [See Annex 5: Interview Guides.]</p>	



## DECIDING WHICH TESTIMONIALS YOU WILL USE AFTER THE FILMING IS COMPLETED

After using your emotion-based interviewing skills, it is time to review the videos and decide which testimonials you will use (i.e. or have an editor use in the final production). Note that you might not use all the testimonials in the final videos. Even though we carefully selected the respondent to be filmed, it depends on how the final testimonial turned out on camera. Watch the videos and answer these questions after each testimonial to decide if they will be used or not:

- Is the person providing the testimonial likable? Do they seem genuine and kind?
- Do you trust the speaker? Does it seem real?
- Does the person providing the testimonial “walk in the shoes” of our target audience? To figure this out, look at what they are wearing (confirm if it suits local situation or not), what is in the background and listen to the words they are using.
- Does the person talk from the heart about feelings and come across as vulnerable and authentic? (People will not be emotionally moved by someone who seems to be hiding their true self. This can also happen if it seems like they are just repeating something they heard or learned from others or in an NGO sponsored workshop, for example.)
- Does the speaker say his/her truth in a powerful, memorable way?
- Do you have an emotional reaction from watching the testimonials?
- Are the words actionable and do they provide practical advice to others on what to do, how to start, who to talk with, and what they might feel the first time they try the behavior?
- Does the testimony target feelings that are important to the target audience? Some examples that would work for gender norm change are:
  - Reinvention: A new way of living life that elevates their family and community;
  - Status: Being perceived as better than other fathers/mothers/families because they stand up for what they believe and invest in their children so they can have happy, better lives;
  - Nurture: Showing a different way to nurture girls, instead of the perceived protection of early marriage, might touch the feeling that early marriage isn't relevant anymore.

Working with the videographers or the people putting together the interview in the beginning and letting them know which testimonials you feel will really work with the community members will help speed along the post-production of the videos (and save money on the post-production timeline).

## POST-PRODUCTION: DEVELOPING THE FINAL VIDEOS

If using an external consultant, either the initial videographer or another post-production firm, they should be given a clear Terms of Reference that clearly explains expectations on the number of videos desired and the length of each video. [See Annex 2: TOR for Videographers.]

In Nepal, we chose to use our videographers to do the post production work. This was the best option since they were a part of the initial workshop and in the field with the research team so they knew our objectives and heard first-hand the interviews with the community, making it much easier to pick and choose which “sound-bites” would be a part of our final video. In Nepal, we created 6 videos (one per key behavior) which were each about 8 to 10 minutes each in length (see chart on next page). During production, the interview team reviewed each draft video and provided suggestions to the videographers on how to improve the video or highlight a person or statement they remembered hearing during the actual interviews that would work better.

## The six videos developed with the desired behavior change in green

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
<p>Features fathers and mothers who <b>evenly divided household tasks.</b></p> <p>Features boys who have participated in CHOICES and have helped with household chores and parents were supportive.</p>	<p>Features fathers and mothers who <b>made the decision to keep their daughters in school.</b></p> <p>Features older girls still in school (secondary) and can thank her parents for the gift of education.</p>	<p>Features fathers and mothers who <b>have committed to not discussing marriage for their daughter</b> until after she completes school.</p> <p>Features a mother who was married early and discusses how it limited her opportunities.</p>	<p>Features fathers and mothers who <b>ask boys and girls to share their hopes and dreams.</b></p> <p>Features girls who have participated in CHOICES and have shared their hopes and dreams with their parents and the parents have been supportive.</p>	<p>Features fathers and mothers who <b>provided equal and same quality food for boys and girls.</b></p>	<p>Features fathers and mothers who <b>equally bring hope to girls and boys</b> with small but significant actions.</p>

## PART 4:

# TIPS FOR INTERVIEWERS COLLECTING TESTIMONIALS

## HOW TO BE A GREAT INTERVIEWER!

Conducting an interview to gather a testimonial is very different from conducting qualitative research. At Save the Children, we have highly trained qualitative research staff who understand how to stay neutral when conducting focus group discussions and in-depth interviews so as not to influence the respondent's answers. Conducting interviews to gather testimonials is a bit different and the technique is unique. The following tips will help you think about your technique so you get the best testimonials possible from respondents.

- You can help the person being interviewed to feel very comfortable by being very comfortable yourself. The respondent should feel like he or she is having an conversation with a good friend so they do not feel they are being interviewed on camera. This means you start the process of helping the interviewee become very comfortable about 15 minutes before the interview begins. Offer the respondent a beverage. Ask if his or her seat is comfortable. Sit in a relaxed way so the respondent sees how relaxed you are. Dress casually in a way that reflects what the respondent will wear.
- Be fully present. Look deeply into the respondent's eyes and listen with your body and mind rather than being distracted by your question sheet or the camera. It is best to have the questions memorized so you don't have to refer to paper. If that is not possible, it is fine to have your question sheet, but make sure you are fully present and listening when they are speaking. It is ok to pause between questions if you need to read the next question. You don't have to ask the questions in the exact same way or order. Just know what you are trying to find out from the respondent and that you are trying to get real emotional feelings from the respondent. Keep the conversation authentic to you and how you would ask the question. That will make you more comfortable.
- It may help to have two interviewers. One can watch and mentally note what was missing and jump in at the end and capture the missing questions or ask the respondent to elaborate on specific responses.

### Note:

This section is for the people who will be in the community conducting interviews to collect emotion based testimonials. This section should be printed and reviewed by all interviewers during the interview training workshop and the night before conducting the interviews.

- Laugh and enjoy the conversation. That allows the respondent to do the same—and their enjoyment will show up on camera. The people watching the videos will not want to change a behavior if the advice is coming from someone who seems forced, stressed, uncomfortable, or fake. Telling the interviewee that they are doing great between questions and making a joke will make the respondent more relaxed.
- Be authentic and real. Don't hide behind the fact that you are an interviewer and there is a camera. Come out from behind the camera or your interview guide and have the courage to be a real person who is experiencing life's most precious moments. Give the respondent the gift of listening from your heart and don't act as you are only there to get a great interview and don't care about what they are saying.
- Explain that there is no right or wrong answers. Whatever they say is perfect. We know that we will not be using every part of the interview.
- Be relaxed and flexible. The interview may be 20–40 minutes but only a few minutes will be used in the video!! If you need to restate a question or start over, that is fine as only the GREAT moments in the interview will be kept in the final video. Your voice will never be heard on camera, so don't be self-conscious of how you sound or if you need to restate a question.
- While the respondent is speaking, make sure to not acknowledge them with sounds as these sounds will be picked up on video. Just nod and smile but work hard at not making any noise.
- Expect powerful emotions and aim for the deep emotional moment. Your role is to create such a trusting, powerful interview experience that the respondent answers with comments that cause people to really be emotionally drawn into the interview when they watch it later.
- **VERY IMPORTANT: Ask the person being interviewed to restate each question as part of their answer.**

**Example:** Your question: “How do you feel when your son started helping his sister with the household work? Answer: “When my son started to help

his sister with the household work, I felt awkward at first but started to appreciate how he was helping to make the household a better place to be.”

If the respondent just answers without restating the question, that remark can't be used in the video, as it will not make sense out of context because when the testimonial is edited, you will be editing out all the questions by the interviewer.

**Example** of a statement that would not make sense or be usable on video: “I felt awkward at first but started to appreciate how he was helping to make the household a better place to be.”

If the respondent forgets to restate the question in the response, wait for her to finish her thoughts and then prompt her to restate the question and answer again. Don't interrupt her when she is talking to ask her to restate the question. That's rude and diminishes future responses. What you can do is wait for them to finish and then say: “That was a great answer. Can you start it by first repeating my question like this: ‘when my son started to help his sister with the household work, I felt awkward because...’” After providing this example, let them try to repeat the answer again on camera.

For this to be successful, start the interview by giving an example of how this interview style will work. In the interview guides, we have developed this script for you to help ensure that you ask the participants to restate the questions.

- Remind the respondent that they can start over on responses at any time. Giving respondents permission to start over on any response at any time creates a more comfortable filming process. There are no mistakes. When they start over, remind them to restate the question again so their remarks can stand alone in the video.
- Don't forget to provide sincere thanks for the interview, assuring the respondent that what they said was great and it will help others make great changes in their lives just as the respondent has.

## HOW TO USE PROBES EFFECTIVELY WHEN CONDUCTING INTERVIEWS

While interview guides have been developed, a key part of conducting good emotion-based interviews is in the clarifying questions that you ask so the respondent can go deeper in their thoughts and feelings. We call these probing questions. Here is a list of sample probing questions that will help you get emotion-based responses and get them to share the bolded emotions. [Note: Specific interview guides included in Annex 5.]

**Fears/concerns** when they first heard about the target behaviors.

- Example interview question:
  - What did you first feel when you heard about key behavior they tried?

**Struggles they felt** when considering to try (or not try) the behaviors.

- Example interview questions:
  - How did you feel when you first considered the impact that the behavior would have on your family?
  - What made you happy about the new behavior?
  - What surprised you about the new behavior?
  - What made you excited about the new behavior?
  - What made you hesitant about the new behavior?
  - What caused you to go ahead and try the new behavior change even when you had hesitation or concerns?
  - What did you feel—deep in your soul—about how people would view you as a father/husband/man?

**Surprises** when they first tried the new behaviors.

- Example interview questions:
  - What surprised you when you first tried the new behavior?
  - What made you happy?

- How did you start to feel differently about who you were as a father/mother because of these surprises?

**Reactions of their children** when they tried the new behavior.

- Example interview questions:
  - What was the reaction of your son/daughter when you tried the new behavior? How did they start to feel differently about themselves as a young woman/man?
  - How did they start to feel differently about you as a father?

**Conversations** they had with their spouse and others about the importance of the behavior.

- Example interview questions:
  - We often talk to our spouses about what's going on inside our hearts. What did your spouse say to you about the new behavior? How did that make you feel?
  - How did it impact your relationship as husband/wife? How did the change impact how you both feel as parents?

**Reactions** of community members.

- Example interview questions:
  - What was the reaction of your extended family to you and the changes you made?
  - What was the community reaction to your changes?
  - Do you feel they thought differently (better, wiser, etc.) of you for making those changes? (Probes: Better as a father/mother? Better as a community member?)
  - When community members started to feel differently about you as a parent, how did that make you feel?

**Recommendations** for others who might be considering the behavior change.

- Example interview questions:
  - Suppose someone watching the video is unsure if they should start the new behavior. What would you say to them to encourage them to try the behavior?
  - Imagine that person was sitting here—where I am now—and you have one chance to change that person’s mind forever. What would you say to that resistant person that would absolutely change their heart and mind?

The influence of “**framing the loss**”—i.e. thinking about the things we miss out on in life or do not get to experience in life when we do not do the behavior.

- Example interview questions:
  - What will a mother/father MISS if they don’t make this change (state exact change)?
  - What feelings will they miss having if they don’t try the new behavior?
  - What will their child miss?

**Advice** they would give others who are considering trying the new behavior.

- Example interview questions:
  - It always helps to have some practical tips or insights to help people once they decide to try a new behavior. What tips do you have for someone who is willing—excited and committed—to try the new behavior?
  - Imagine your daughter was sitting right here. What exactly would you say to her to encourage her?

- What exactly would you say to your son when you want him to help with household tasks?
- What exactly would you say to your husband when he protests these changes?
- What exactly would you say to community members who wonder why you are making these changes?

How the actions **changed their life**.

- Example interview questions:
  - Although the new behavior may seem like a small change, how has it impacted your life?
  - Talk to me about how it makes you feel! (Probes: Does the change make you feel smarter? Happier? etc.)

How the actions could **change the future of their community and country**.

- Example interview questions:
  - Communities and countries change when people change. How could this new behavior forever change the future of your community or Nepal?

How the actions could **change their legacy** (i.e. how people think of them now and in the future, even after death).

- Example interview questions:
  - What did people feel about you before you adopted the new behavior and how do they feel differently about you now?

## PART 5:

# USING THE VIDEOS IN THE COMMUNITY

This section starts the implementation of VOICES after all the videos have been developed. It explains the process of using the videos and facilitating dialogues with groups of parents. It also talks about how VOICES is used in relation to CHOICES and PROMISES.

## HOW OFTEN WILL WE HAVE GROUP DIALOGUES?

Once the videos are completed, the intervention is ready to begin. Remember, this intervention is based around groups of parents watching the videos and having a dialogue. In Nepal, it is anticipated that you will invite groups of up to 50 people (probably in two different groups since there are approximately 25 child club members who are participating in CHOICES) for a group discussion three times during the course of a few months. The schedule can be determined by local implementing partners to fit in with the CHOICES roll out plan. At each group dialogue, you will show two videos. It is anticipated the meeting will take 60–90 minutes.

How VOICES might fit into the full gender norms package implementation

MONTH	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
CHOICES				x	x	x	x	x	x	x	x	x
VOICES					Session 1			Session 2			Session 3	
PROMISES						x	x	x	x	x	x	x

An example of how the Nepal team will roll out VOICES: breaking up parents into three groups of 20–25 people since that is all the space people's homes will accommodate. For each video session, the implementation team will spend three days in the community showing the videos so parents can be in smaller groups of 20 people for about 90 minutes.

During each video session, two videos will be shown with a facilitated group dialogue after the video. The Nepal team has chosen to do these sessions in the early evening when parents are available and the sun has started to set making it easier to see the videos.

VDC I	SESSION I		SESSION 2		SESSION 3		
GROUP A	Video 1 & 2	Day 1	Video 3 & 4	Day 1	Video 5 & 6	Day 1	20 parents
GROUP B	Video 1 & 2	Day 2	Video 3 & 4	Day 2	Video 5 & 6	Day 2	20 parents
GROUP C	Video 1 & 2	Day 3	Video 3 & 4	Day 3	Video 5 & 6	Day 3	20 parents

## STRUCTURE OF THE GROUP DIALOGUE SESSIONS

Each group session will follow a structured format. [See page 22 for the structured interview guide.] In general, the structure of each session will be as follows:

1. Opening question, per the discussion guide.
2. Introduction to the video.
3. Play 1 video.
4. 20 minute discussion.
5. Repeat this structure for the 2nd video to be watched during the group session.

## WHERE AND WHEN WILL THE GROUP DIALOGUES BE HELD?

Since we will be using mini pico-projectors in the community, [See page 21 for an explanation and picture of the pico projectors.] the dialogues should be held in late afternoon when the sun is not so bright and people are home from their daily tasks. Ideally, we would have the dialogue session at someone's house or in the local school. An indoor space without many windows is preferable so everyone can see the images that will be projected on a wall or a sheet. But, most importantly, decide the time based on what the community proposes so parents will be available and ready to participate in the discussions.

## ROLE OF THE FACILITATOR

The facilitator's role is to be likable, engage the community in positive, focused conversation, identify

specific actions participants can take that allow unmet needs to be met, and end the conversation with a positive tone and feeling that encourages people to want to return to the next discussion.

Some of the issues that will be raised during the viewing of the videos and during the discussion might be personal and go against long standing community norms about what is expected of boys and girls, as well as what is expected from parents. Each participant will bring their own experiences to the discussion and participants may have different opinions. In this situation, it is important for the facilitator to make sure that:

- o participants respect each other's opinions and comments (which they are likely to do since they all come from the same community);
- o each participant feels comfortable to speak freely;
- o people feel that his or her comments are valued and appreciated.

This is what will lead to a real dialogue and help people reflect on their past and current behaviors and what it would be like to try new behaviors like they saw in the videos.

The facilitator is also tasked with making sure the video equipment is working and ready before people arrive. The group starts when the first person arrives and it is the facilitator's task to greet participants and welcome them warmly. That means the facilitator needs to make sure the video equipment is working and ready before the first person arrives. Participants won't feel welcome if the facilitator is tinkering with equipment instead of engaging in warm and comfortable conversation.





**Facilitators should prepare in the following way:**

- Make sure all the equipment is running properly and the projector battery and mini speaker are fully charged. This can be done using the solar panels that come with mini-protectors. (if purchased through OMPT, see annex I.)
- Assemble all of your equipment including:
  - The pico-projector;
  - The battery pack;
  - The tripod;
  - The large solar panel to charge the projector battery;
  - The electric charger in case there is electricity;
  - The mini speakers;
  - The mini-solar panel to recharge the speakers;
  - The scan disk or thumb drive with the videos preloaded.
- Double check and make sure the videos are properly loaded on the scan disk or thumb drive.
- When you arrive, test the equipment and the power source and make sure you remember how to load the videos.
- Arrange the meeting space in a way that the group can have a meaningful conversation (even though you might have up to 50 people).
- Adjust exposure to light so that everyone can view the videos comfortably. Play the video and move around the viewing areas to ensure it is easy to see and you can hear the sound.
- Before the audience arrives, reset the video and turn off the equipment to save the battery.

## TIPS FOR BEING A SUCCESSFUL FACILITATOR

- Read through the facilitation guide and prepare for the discussion ahead of time. Watch the videos a few times before your first group discussion. Anticipate what the reaction will be like from parents in the community.
- Suggest behavioral recommendations rather than dictating or telling how they should act. This might sound like:
  - Have you considered...
  - Would you like to try....
  - You know best for your life. How would you like to make that happen?
  - How do you feel about doing stated behavior?
  - Would you be willing to try...
- DO NOT give advice in a directive way, meaning...do not tell people what to do! This might sound like:
  - You need to...
  - You should....
  - Go and do....
  - It's important to...
  - Why don't you....
- Engage participants in interactive and engaging conversations that are fun and stimulating rather than lecturing. Be real and authentic, but also make it fun.
- Don't point out what parents are doing wrong. Instead, point out those participants that have also made changes or intend to make changes and praise them.
- Follow the group video discussion guide on 22, so that participants leave group conversations feeling happy and successful and perhaps even surprised at how easy it is to be great parents.
- Thank the participants for coming and tell them that we can meet 1 or 2 more times since you have more videos people can watch. Set a date and time for that discussion. Choose 2 or 3 people you can contact before the meeting to remind them of the time so they can also remind the rest of the community.

## VIDEO DISCUSSION GUIDES

### Step 1:

#### Setting the tone of the meeting

The purpose of this activity is to get people talking in the first five minutes of the session and make them feel comfortable in sharing their feelings. To accomplish this, ask these questions at start of the each video:

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
What is your favorite childhood memory when you were growing up around the age of 12?	What was your favorite thing to learn about when you were growing up around the age of 12?	What hopes and dreams did you have when you were 12 years old? What role did school and marriage have in those hopes and dreams?	Who do you remember supporting your hopes and dreams?	What was your favorite food to eat when you were 12? Was food an important part of your family's traditions and daily culture?	Think back to a time when you were young and you felt someone treated you with great respect and love. Please share an experience you remember

### Step 2:

#### Showing the Video

(**Note:** If the video equipment is not working, use the set of pictures in the flipbook that corresponds to each video and read each testimonial while displaying the pictures.)

- Introduce the video with the opening statement below;
- Show the video.

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
Today, we're going to watch people like us talk about how they divide household tasks between sons and daughters.	Today we're going to watch people like us talk about how they decided to encourage their daughters to attend school rather than pulling them out of school for marriage.	Today, we're going to watch people like us who do not arrange marriages for their daughters until they are 18.	Today, we're going to watch people like us who reflect back on the hopes and dreams they had growing up.	Today, we're going to watch people like us reflect on how they divide up food at meal time.	Today, we're going to watch people like us reflect on the small but powerful things they do to bring hope equally to their daughters and sons.

### Step 3:

#### Facilitate the Discussion

After the video is finished ask questions to stimulate a discussion in the group on the topic in the video. The kinds of questions to ask include:

#### General Questions for all videos

- What about the video made you happy?
- What things surprised you most about what the people said in this video?

- Every day, we have the choice and opportunity to be a really good person—a person of high moral courage and character. How did the actions of the people in the video demonstrate their character? What do people in their community feel about them because of their courageous actions?
- What did you learn that was new to you?
- What are the things that the community members were talking about in the videos that you agreed with?
- How could you be like the parents in the video? What would you first do?

**Use these specific questions for the video being watched:**

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
<p>Help me understand why something simple like household duties between sons and daughters was so important to these people?</p> <p>How would your sons' and daughters' lives be better if they had equal responsibility for housework?</p>	<p>How would your life be different—better—if both your daughters and sons had equal time for homework, play and life because housework was equally divided?</p> <p>What can we all learn and do from parents like you who are keeping their girls in school?</p>	<p>Help me understand why not marrying your daughter before age 18 would change her life for the better?</p> <p>How can some parents do this but others find it hard?</p>	<p>How have you shared some of the same hopes and dreams for your children?</p> <p>How have you shown your children that their hopes and dreams matter to you?</p>	<p>Help me understand why providing girls and boys with an equal amount and same quality food can make a big difference in their lives?</p> <p>When girls get less and poor quality food than boys, how do they feel about their place in the family and community?</p>	<p>How does showing boys and girls that you care about their hopes and dreams change their lives?</p> <p>How can parents actually help make hopes and dreams come true for their children?</p>

**Step 4:**

**Share Ideas for Moving Forward and Making Commitments**

Now that we watched the video and had a really great discussions, let's talk about behaviors we can now do as parents.

The people in the video talked about a lot about things they did, treating their daughters and sons equally. Which of their ideas would you consider doing?

- We also discussed our reaction to the videos and had a really great discussion. What might you plan on doing differently as a result of this discussion time together?
- While we all might have different things we want to try in our own home after watching these videos and having this discussion, is there one small thing we can all decide on trying together in our homes that will continue to bring hope to sons AND daughters and show that we treat them equally? (Do not tell them what the commitment should be. It must come from the participants and agreed upon by them all without being forced by the facilitator.)
- Suppose a friend or relative asked you about the benefits to you and your children of these actions that you will try out at home, such as sharing work load, keeping girls in school, or providing equal amounts and same quality food to sons and daughters. What would you say?

**Ask** parents to share what they learned with their spouse, neighbor or friend, especially someone who was not able to be at the gatherings. (Note to the facilitator: This step serves several purposes. The participants receive recognition

in their community when they share this information. They will restate the key behavioral messages which will help them to retain them. They will help to create community consensus regarding how to treat boys and girls equally.)

## Step 5:

### Introducing the IVR System

Before we close our session today, I want to show you something really exciting that will help you hear more stories of people just like you and the ones you saw in the videos when you are back home. We have compiled some of these testimonies and you can call in to hear them from anywhere for free. The call is completely free and no cost to you. If you have a phone, please take it out and we will call in together to try it out.

When you call in, you will be prompted with 5 choices and you can choose which choices by pressing 1,2,3,4 or 5 on your phone. Let's try it together.

**(Note to facilitator:** Have the phone number for the IVR system up on a flip chart and read it out loud to everyone slowly so they can dial it at the same time.)

#### Ask:

- How did that work for you?
- Could you hear the testimonials?

#### Explain:

- You can call into this line at any time to listen and the call is free.
- You can share this with your family and friends and have a discussion about what you hear.
- You can even choose the last option and leave a recording of your own testimonial after making changes in your life.
- We want to hear from you more...please call in and leave us your testimonials. (Hand out several small cards with the telephone number to each person so they can share them in the community.)

## Step 6:

### Closing the Session

- What is one thing we discussed tonight that you will never forget?
- How would it make a difference in the life of our community if we were actually able to change the lives of our children forever—based on small actions today?
- Please come to the next session where we will discuss other life changing actions that bring joy to your life—and your family.
- Mention the date and time of the next session. Ask for three volunteers whom you can call to remind them of the next session and they can help gather the other parents.
- Say something encouraging like “I hope that you enjoyed this session and will come to another one where we will be sharing a different video. I had so much fun hearing everyone’s thoughts and idea. I know together we can make our community a better place for our children”.

## PART 6:

# USING THE INTERACTIVE VOICE RESPONSE SYSTEM (IVR) IN THE COMMUNITY

## WHAT IS INTERACTIVE VOICE RESPONSE SYSTEM?

Interactive Voice Response is a telephone system from which callers can hear an automated menu of options and choose which option they are interested in. It is most often used by private companies to help direct customers to the right department based on the purpose of their call. In the social sphere, IVR systems has been used as a way to disseminate information. For example, it has been used for community health workers as a way for them to gain more information after a training. In such systems, they can choose which information they want to hear.

## HOW WILL INTERACTIVE VOICE RESPONSE SYSTEM BE USED AS A PART OF VOICES?

The IVR system will be used to enhance the behavior change process and help with diffusion of the messages into the community. Small samples of audio taken from the videos that will be shown to parents will be placed on the system for callers to listen to. At the end of the video sessions with parents, the facilitator will demonstrate how to call into the system and hear some of the messages and changes parents have made in their lives. The toll free number will be provided to parents on a small card and they will be provided with many cards so they can share them with other parents in the community. Parents will be encouraged to tell their neighbors and friends about the videos they watched and use the IVR system to prompt discussions with their neighbors.

## RECORDING THEIR OWN TESTIMONIALS

Callers will also have the option to record their own testimonials. These testimonials will be stored on the system which will be monitored by Save the Children. If there are testimonials that are particularly good and influential, Save the Children can put them up on the IVR system for others to hear.

## WHAT ARE THE LISTENING OPTIONS THAT CALLERS CAN CHOOSE?

When parents call into the toll free system, they will be prompted with the follow options:

**Welcome message:** Introduction speaker about why it is important to treat boys and girls equally and how so many people across Nepal are doing actions in their own homes that show they treat boys and girls equally.

**Press 1** to hear stories of parents who have kept their girls in school and not arranged their marriage

Press 1 Voices of mothers  
Press 2 Voices of fathers  
Press 3 Voices of girls

**Press 2** to hear stories of parents who equally divide household task between boys and girls

Press 1 Voices of mothers  
Press 2 Voices of fathers  
Press 3 Voices of girls and boys

**Press 3** to hear stories of parents who provide equal time for homework for girls and boys

Press 1 Voices of mothers  
Press 2 Voices of fathers  
Press 3 Voices of girls and boys

**Press 4** to hear stories of parents who bring hope to girls

Press 1 Voices of mothers  
Press 2 Voices of fathers  
Press 3 Voices of girls

**Press 5** to leave your own story of how you treat your sons and daughters equally.

When you hear the tone, we will record your story. Please start talking after the beep. We will record only 5 minutes of your story. Press 1 to stop recording and finish.

## HOW WAS THIS DEVELOPED IN NEPAL?

Save the Children partnered with an organization called **DevKalpana Technologies** based in the US & India to develop the IVR System. The founder of the company is: Shib Shankar Dasgupta ([shibshankar.dasgupta@gmail.com](mailto:shibshankar.dasgupta@gmail.com)). To see details on our agreement with DevKalpana and the hardware and software requirements for the system, see **annex 6**.

### Note:

The addition of the IVR system to VOICES in Nepal is an extra innovation for which Save the Children received extra funding. We will be testing the value add of this system to the video discussions and behavior change inspired in parents. For adaptations of VOICES in new countries, it is not necessary to include this IVR system from the outset. It can be an additional components added after the VOICES videos are completed, based on the availability of funding.

## ANNEX I:

# ONE MOBILE PROJECTOR PER TRAINER



### Introduction

OMPT envisions a world where electricity, illiteracy, location, language, and materials are no longer barriers to positive social change. Our capacity-building program gives organizations the skills and equipment necessary to create simple videos shown on cordless projectors. This messaging accelerates behavior change, knowledge transfer, and learning outcomes in a variety of sectors like agriculture, economic development, education, civic engagement and health. The cordless projection of locally produced video is specifically designed for low-resource areas.

Our workshops and alternatively powered equipment packages are a turn-key solution to improve mediated facilitation with locally appropriate, consistent content and illustrated concepts.



OMPT has a network of  
**1,500** Local Video  
Trainers in 55 countries.

### Video Education Workshop (VEW):

VEW involves several sessions over four days including:

We manage more than 100  
members of Videomakers  
Without Borders.

- Introduction to Video, Audio & Lighting
- Field Work - Content Creation
- Basic Video Editing
- Operation of Projection Equipment
- Content Dissemination Techniques

OMPT believes in experiential training when it comes to video. Participants gain hands-on experience with the equipment and editing software during our workshops. They also create content that is ready to use in the field.

After the workshop, OMPT provides organizations with follow-up technical and creative support as well as the ability to scale-up projects with additional equipment.

Previous OMPT Partners



### Equipment:

OMPT provides equipment to implement video production and dissemination programs. They are broken up into three kits:



**Camera Kit:** One camera kit can support hundreds of projector kits with community driven media.



**Projector Kit:** As many as 30 - 50 people can be served at each viewing.



**Recharging Kit:** For equipment that lacks consistent access to electricity. Mobile recharging solutions harness solar energy or motorcycle batteries.

For more information contact:

Claire Pelley  
Program Coordinator  
cpelley@ompt.org  
+1-530-774-3919

## ANNEX 2:

# TERMS OF REFERENCE FOR HIRING VIDEOGRAPHERS

## VIDEO PRODUCTION FOR “VOICES”

### Required Qualifications and Experience of the Consultancy Firm or Individual

- The videographer will be able to provide high quality, professional video production services using up-to-date equipment and methods.
- Five or more years of experience creating high-quality, creative, engaging, entertaining and powerful videos.
- Experience producing commercial videos is a plus but not required.
- Willing to be flexible as the videos are being created. Each final 10–minute video may be the result of a full day of shooting. Our goal is to make sure the people are comfortable and their resulting video is authentic and powerful and this will likely take lengthy taping and skilled editing.
- Local knowledge and cultural sensitivity for the Kapilvastu or Terria region a plus but not required.
- Excellent technical capacities (state of art filming equipment preferably High Definition) to ensure smooth and high quality production.

### Purpose and Objective of the project:

The purpose of the consultancy is to provide technical assistance to film emotion-based testimonials that will support behavior change among parents around the following behaviors:

1. Evenly divide household work and responsibilities between girls and boys.
2. Support both girls and boys to complete homework each day by providing equal amounts of time off from household work to complete homework.
3. Allow girls to attend school until age 18 and commit to not discussing their daughters marriage with potential husbands and their families until she has completed her education.
4. Ask both daughters and sons to share their hopes and dreams for their lives and support them equally in achieving these hopes and dreams.
5. Provide equal amounts of food for daughters and sons.
6. Bring hope equally to their daughters and son by:
  - Smiling at them;
  - Setting high aspirations for their lives and educational achievement ;
  - Telling them they are proud of them and praising their achievements;
  - Listening to what they say and feel with their full attention;
  - Believing they have the ability to make their community a better place;
  - Encouraging girls to enjoy going to school, continue going to school even after menstruation begins and do homework, regardless of what others say about them.

Following the filming of the testimonials, the videographers will produce videos that will be a



powerful force for moving parents to these new actions. Because the videos are intended to **transform** rather than **inform** parent's behaviors, they need to be creative, fresh, and memorable, inspiring positive discussions, reflections and change.

The objectives are:

- To work with a passionate, collaborative videographer who will be a creative force for amazing videos. The VOICES team will respect the video team at all times and listen to their input but reserves the right to make final decisions.
- To produce videos that will inspire personal and community action through authentic, highly personal testimonials with parents from the districts of Kapilvastu.
- To shoot on location in this district and feature a variety of backgrounds that allow for authentic images of people of this district.
- To feature the testimonials of real parents (and some children) living in the districts, whom will all be pre-identified by Save the Children.
- To find ways to create short videos that can be used for a unified campaign yet keep each video engaging and unique and inspire a group discussion.
- To produce final videos of broadcast quality both technically and creatively.
- To feature parents speaking the local language
- To produce videos that showcase the desirable behaviors of the selected parents and children who will have been identified by the VOICES project staff.
- To create a separate video file with subtitles.

## Methodology and Technical Approach

- The VOICES team will be responsible for identifying interviewees in each community based on qualifiers for each behavior and the proposed story boards. Final selection of those to be interviewed will be based on articulation, personal story power, language, etc. This work will be phased; completion of a set of

videos from start to finish will be rolled out in one district first to evaluate and improve upon the process, if needed.

- Save the Children will be responsible for organizing the shooting with parents and children. The Videographers will be responsible for accompanying the team for 1 full week in Kapilvastu and be responsible for determining the best places to shoot the testimonials in the community. The VOICES team and the videographer will brainstorm ways to frame the behavior in the video during the first day of the week. The videographer and VOICES team will review behavioral objectives and their assignment to specific videos.
- The VOICES Team will develop questions for the testimonial interviews and two teams will be formed and practice the interviews on the first day of the week. Save the Children staff will be the interviewers. The videographer will be responsible for capturing the videos/ testimonies.
- Interviews may be 30–45 minutes each before editing. Families may also be taped doing chores and other activities on the same day for video variety and to establish credibility/authenticity.
- Some testimonials will be from people who have been successful at the target behaviors, others will be from people who struggled and found ways to be successful and a few testimonials will feature women who have regrets about their past behaviors and will share their losses related to key behaviors.
- Videos will be run in local language of the specific district and will be captured from homes or communities of selected people. Note: the consultant or the video crew may be required to go the field as early as 7 am to be able to capture the daily activities and record the practices of the selected people.
- Save the Children will contact family and selected members for the written consent to be part of the video. Written consent will be secured for all forms of visual sharing including the internet.

Editing of Videos:

- Create an 8–10 minute video as guided below (6 videos in total).
- Start each video with a short montage/ B-roll of people and scenery from the villages to quickly help people identify that this was filmed in a community like theirs and that these are people who “walk in their shoes”.

**Deliverables:** 6 videos of about 10 minutes each.

VIDEO 1	VIDEO 2	VIDEO 3	VIDEO 4	VIDEO 5	VIDEO 6
<p>Features fathers and mothers who evenly divided household tasks.</p> <p>Features boys who have participated in CHOICES and have helped with household chores and parents were supportive.</p>	<p>Features fathers and mothers who provide equal amounts of time off for homework.</p> <p>Features boys who have helped sisters with homework and parents were supportive.</p>	<p>Features fathers and mothers who encourage their daughters to attend school in the same way they do boys AND have committed to not discuss marriage for their daughter until after she completes school.</p> <p>Features older girls still in school (secondary) and can thank her parents for the gift of education.</p> <p>Features a girl whose parents did arrange an early marriage.</p>	<p>Features fathers and mothers who ask boys and girls to share their hopes and dreams.</p> <p>Features girls who have participated in CHOICES and have shared their hopes and dreams with their parents and the parents have been supportive.</p>	<p>Features fathers and mothers who provided equal food for boys and girls.</p>	<p>Features fathers and mothers who equally bring hope to girls and boys with small but significant actions.</p>

## EXTRA VIDEO

We are interested in a short video for our own purposes to show the other staff in the Save the Children office what our videos are like (they will never watch all 6 of our videos). The video should include transition shots that show the behaviors per video, followed by testimonials from each behavior. If you have any shots of the team working to create the videos, that would be fun to show how these were testimonies were collected in the field.

**Deliverable:** one video about 10–15 minutes long that introduces the 6 behaviors/videos of interest with testimonials per behavior/testimonials.

## PAPER BASED TESTIMONIALS

In case our video equipment does not work in the field, we want a backup way to use testimonials during our group dialogues. For each of the 6 behaviors, we will want 3 adult and 1 child (per video/behaviors) still photos of the respondents and we will write out a 1—page transcript of the testimonial from the video.

**Deliverable:** Photos of those in the videos, organized into folders per video.

## AUDIO FILES

Once the videos are completed, we will need 2–3 minute audio files based on our 6 behavior. We will want 3–5 testimonials (2–3 minutes each) of the 6 behaviors. These should be saved in MP3 format and we will use them on our call-in Interactive Voice Response System.

## DURATION OF THE ASSIGNMENT AND LEVEL OF EFFORT

The assignment is expected to start on Sunday May 11th and finish by June/ July.

7 DAYS	for field work with the Save the Children VOICES team which will include 1 day of workshop and 4 days of interviews and filming of testimonials.
25 DAYS	for editing and initial production of videos for review.
15 DAYS	to produce final videos.
<b>TOTAL NUMBER OF DAYS: 42</b>	

## ANNEX 3:

# SAMPLE SCHEDULE FOR FILMING/ INTERVIEW LOGISTIC

### Day 1:

Workshop and practice using interview guides (this could be expanded to 2 days if need).

### Day 2:

Depart Taulihawa to Haripur VDC- 7:30 am

	GROUP 1: BEHAVIOR 7		GROUP 2: BEHAVIOR 4	
	WARD NO.	NAME	WARD NO.	NAME
9:00 - 9:30	2	Father	2	Father
9:30 - 10:00	3	Mother	3	Mother
10:30 - 11:00	4	Mother	6	Child (behavior 1)
11:00 - 11:30	4	Child (behavior 3)	6	Father
12:00 - 1:00	<i>lunch</i>			
1:30 - 2:00	9	Father	8	Mother
2:00 - 2:30	9	Community Leader	8	Father

### Day 3:

Depart Taulihawa to Buddhi VDC- 7:30 am

	GROUP 1: BEHAVIOR 3		GROUP 2: ALL CHILDREN	
	WARD NO.	NAME	WARD NO.	NAME
9:00 - 9:30	2	Father	2	Child (behavior 4)
9:30 - 10:00	3	Mother	3	Child (behavior 4)
10:30 - 11:00	4	Mother	6	Child (behavior 1)
11:00 - 11:30	4	Father	6	Child (behavior 3)
12:00 - 1:00	<i>lunch</i>			
1:30 - 2:00	9	Father	8	Child (behavior 3)
2:00 - 2:30	9	Community Leader	8	Teacher
<b>RAJPR VDC</b>				
	BEHAVIOR 1		BEHAVIOR 6	
3:30 - 4:00	1	Mother	3	Mother
4:00 - 4:30	1	Father	3	Father
4:30 - 5:00	2	Father	4	Father

## Day 4:

Depart Taulihawa to Rajpr VDC- 7:30 am

	GROUP 1: BEHAVIOR 1		GROUP 2: BEHAVIOR 6	
	WARD NO.	NAME	WARD NO.	NAME
9:00 - 9:30	2	Father	2	Mother
9:30 - 10:00	3	Mother	3	Mother
10:30 - 11:00	4	Mother	6	Father
<b>TRAVEL TO LALPUR VDC</b>				
11:30 - 12:30	<i>lunch</i>			
	BEHAVIOR 5		BEHAVIOR 2	
1:00 - 1:30	9	Father	8	Mother
1:30 - 2:00	9	Mother	8	Father
2:00 - 2:30	1	Mother	3	Mother
2:30 - 3:00	1	Father	3	Father
3:00 - 3:30	2	Father	4	Father

# ANNEX 4:

## WORKSHOP GUIDE

### 1. Ice breaker:

- Ask everyone to find someone they don't typically talk with every day.
- After they move to that person, ask them to share a photo from their smart phone (or wallet/purse) and tell the story of that photo.
- After they have shared photos and stories, ask each person to introduce their partner and say something that made their partner's photo sharing memorable?

### 2. Introduction:

This training will focus on these two things:

- What makes stories memorable?
- What makes stories actionable?

Discuss what makes stories memorable and actionable.

To spur discussion, ask them to think of a story they will never forget, tell the group the story and then dissect the story to determine what made it memorable and actionable. (Have a backup story ready in case they don't have one to share.)

#### Key points:

- Emotions make stories memorable, especially when the stories target a powerful emotion in the listener or readers heart. Memorable stories are important because people can't act on stories they don't remember.
- Emotion-based stories that solve a problem in their life (emotional desires or physical needs) are actionable.
- People prefer stores that make them happy or surprise them.

- People are influenced more by stories from people who "walk in their shoes" than people who don't share their background or values. This answers this question for the listener: "Why should I believe you?"
- People are more likely to act on stories if the featured person is likable.
- People are more likely to act on stories that clearly identify "what's in it for me to change?"

### 3. Transition to training purpose:

The purpose of this training is to prepare team members to capture memorable and actionable stories which we call testimonials. These stories will be used to influence behavior change of parents of children who attended CHOICES—or any parent in the community. Transition to specific behavior changes you will try to influence next.

### 4. Behavior change focus:

Highlight the pre-identified behaviors we have chosen to focus on, displaying the behaviors in a power point. Explain that the project team needed to pre-identify the behaviors in order to select parents in the communities who were already doing these behaviors. Discuss how the chosen behaviors will help very young adolescents, 10–14 years old, have more gender equitable lives.

### 5. Why use stories (testimonials)? Highlight influence principle of consensus and likeability

Provide a quick review of influence principles and why testimonials are an effective behavior change strategy. Hence, the name VOICES for this behavior change campaign.

- Influence principle of consensus. When in doubt on how to act, people look to others LIKE THEMSELVES to decide what to do.
- Influence principle of likeability: People don't act on advice from people they don't like

## 6. Testimonial. What makes a testimonial effective?

Rather than answer the question for participants, give each team of two or three written testimonials and ask them to answer the questions below for each testimonial OR show a few video testimonials from YouTube and answer the questions as a group:

- Is the person providing the testimonial likable? (No one acts on advice from people they don't like.)
- Is the person providing the testimonial “walk in their shoes?” (Restate Influence principle of consensus. When in doubt on how to act, people look to others LIKE THEMSELVES to decide what to do.)
- Does the person talk from the heart about feelings or hide behind a mask, pretending to be someone he really isn't? (Testimonials are most effective when the speaker appears vulnerable and authentic, not fake.)
- Does the speaker say his/her truth in a powerful, memorable way?
- Do you trust the speaker? (Testimonials are effective only when the viewer TRUSTS the speaker.)
- Do you have an emotional reaction from watching the video?
- Are the words actionable? (We want to inspire them AND provide practical value that includes what to do, how to start, who to talk with to cement the action, etc.)
- Does the testimony target emotions (feelings) important to the target audience? Here are the emotional buttons to suggest:
  - **Reinvention:** A new way of living life than the past that elevates humanity—including the speaker,

his family, his daughter/son, etc. (Also a tiny dose of reinventing Nepal.)

- **Status:** Being perceived as better than other fathers/mothers/families because they stand up for what they believe and invest in their children so they can have a happy, better life;
- **Nurture:** Protection and planning ahead is a big part of nurturing. (Parents in Nepal feel that early marriage is a form of nurturing because they are protecting their daughters' futures and planning ahead for them.) This project shows a different way to nurture children by protecting them from ways that aren't relevant anymore and investing in behaviors at home that help them plan for a better future.

## 7. How to capture testimonials that will change gender-related behaviors in Nepal

Review the interview guides, highlighting these areas:

- Practical tips on selecting speakers who can provide effective testimonials on page 7–11.
- Selecting speakers for each of the behavior categories and audience segment—primarily parents and a few CHOICE participants.
- Selecting locations for shooting/taping. (Video person will likely have guidelines for the visual aspects.)
- Legal requirements for informed consent. (Review consent forms.)
- Timeline. (Note: They can canvas the community to identify potential respondents in advance—maybe a day or two—but the interviews are best done on the same day in each community so people don't talk and come up with canned responses.)

- Setting the stage for successful interviews on page 12:
  - Creating trust with the respondent;
  - Explaining desire for authenticity and truthful emotional responses rather than “look good” statements;
  - Highlight the need for full sentence statements to interview questions. (Show one or two testimonials that have full sentence statements and note how different it would be if the respondent didn’t repeat the question in their answer.)
- Interview discussion guides (annex 5):
  - Ask all interviewers to read one guide. (To keep things simple, everyone should read the same guide.) After reading the guide, explain that the goal is not to memorize the questions but to have them memorize the INTENT of the questions and where the guide leads them. Ask them to reread the same guide once more and then turn to another training participant and ask the questions in a way that’s natural to them. Provide feedback on how the questions were asked, focusing on how comfortable the respondent was, how clear the questions were, how authentic and likeable they were as an interviewer, etc.
- Assign (or decide) interviewers to specific audience segments:
  - Who will interview fathers? Likely a man will be best.
  - Who will interview mothers? Likely a woman will be best. (Address who will be present with women being interview to prevent domestic violence later.)
  - Who will interview young women? (Likely a woman will be best.)
  - Who will interview young men? (Likely a skilled woman would be best.)
  - Ask interviewers to read discussion guides relevant to their audience segment with a focus on intent and direction rather than memorizing questions. Ask them to practice their discussion guide without notes (if possible) with people doing interviews with other audience segments. Discuss challenges and tweak weak the guides as necessary.
- Review travel specifics, interview order/times and assignments. (Make sure advance scouts have consent forms.)



## ANNEX 5:

# INTERVIEW GUIDES FOR COLLECTING TESTIMONIALS

### Note:

For countries using this guide to adapt VOICES in another setting, you must first identify the behavioral outcomes you want to change, then create interview guides to fit those outcome.

## BEHAVIOR #1: Evenly divided household tasks

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "How did you feel when you first heard about dividing household tasks equally between your sons and daughters?" And I want you to start your answer like this: "When I first heard about dividing household tasks equally between my sons and daughters, I felt confused but interested." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. How did you feel when you have first heard about dividing household tasks equally between your sons and daughters?
2. What was your first feeling about the idea of girls and boys equally sharing household tasks?
3. What prevented you from equally dividing the tasks between girls and boys in the pas. What convinced you this was a good time to divide the household tasks?
4. What was the moment or thing that convinced you to actually do it?
5. What was the reaction of your daughter to the equally divided task. What was the reaction of your son?
6. How did you feel about yourself as a father/mother when you made the change?
7. How did your spouse feel about the change? How did you handle her/his concerns or challenges?
8. What did you feel—deep in your heart—about the changes that you were makin. What did you feel—deep in your soul—about how people would view you as a father/husband/man?
9. What was the reaction of your relatives, cousins, and other family members to you after you made changes to equally divide the household tasks between your son and daughte. What was the community reaction to your changes?
10. What will other fathers/mothers not get to experience in life if they don't make this change and equally divide household tasks between their sons and daughters?

11. What advice do you have for someone who is willing to equally divide household tasks between their sons and daughter. What exactly should they say to their daughter or so. What exactly do you say to your husband/wife when he/she protested these change. What exactly to do you say to community members who wonder why you are making this change?
12. How could equally divided tasks between daughters and sons forever change the future of your community or our country?
13. What did people think of you before you made the change to an equal division of household tasks between girls and boys? How do they feel differently about you now?

## BEHAVIOR #2: Equal amount of time for both sons and daughters to complete homework

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "How did you feel when you have first heard about allowing equal time for both your sons and daughters to complete their homework?" And I want you to start your answer like this: "When I first heard about allowing equal time for both my sons and daughter to complete their homework, I felt confused but interested." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. How did you feel when you first heard about allowing equal amount of time for both your sons and daughters to complete their homework?
2. What changed—if anything—after you thought about that change for a while?
3. What prevented you from allowing your daughters to have equal amount of time for homework as you give your son. What convinced you this was a good time to provide equal support and time for both your sons and daughters related to homework?
4. What was the moment or thing that convinced you to actually do it?
5. What was the reaction of your daughter when you allowed her time to do homework instead of only household task. What was the reaction of your son?
6. How did you feel about yourself as a father/mother when you made the change?
7. How did your spouse feel about the change? How did you handle her/his concerns or challenges?
8. What did you feel—deep in your heart—about the changes that you were making. What did you feel—deep in your heart—about your feelings towards your son/daughter. What did you feel—deep in your soul—about how people would view you as a father/husband/man?
9. What was the reaction of your relatives, cousins and other family members about the changes you made to allow equal time for both your daughter and son to complete their homework. What was the community reaction to your changes?
10. Suppose someone watching this video—a father/ mother, just like you—is unsure if they should change their practices and support and encourage their daughters to do homework in the same way they do their son. What would you say to them to encourage them to do so?
11. What will a father or mother NOT get to experience in life if they don't make this change, resulting in girls who are always doing household chores while the boys have time to study?

12. What advice do you have for someone who is willing to support and encourage homework time for both his or her sons and daughter. What exactly should they say to their daughter to encourage her to complete her homework when she completed tasks in the past. What was your own daughter's reaction to your support and encouragement?
13. What exactly did you say to your husband/wife when he/she protested these changes, especially if it meant more work for the parents so both daughters and sons could do homework. What exactly do you say to community members who wonder why you are making this change?
14. Small change can make a big difference in life. Although providing equal time for both sons and daughters to complete their homework may seem like a small change, how has it impacted your life? Talk to me about how it makes you feel? (Probes: Does the change make you feel smarter? Happier? etc.)
15. The change to allow daughters equal time to do homework may seem like it benefits daughters alone but did the change also benefit your sons in some way?
16. What did people think of you before you made the change your home routines so both girls and boys have time to do homework instead of just the boys? How do they feel differently about you now?

### BEHAVIOR #3: Encourage girls to attend school in the same way they do boys

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show

you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "What is the message that girls receive when parents value education for boys more than girls?" And I want you to start your answer like this: "The message that girls receive when parents value education for boys more than girls is that boys are more important than girls." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. What is the message that girls receive when parents value education for boys more than girls? How does this impact the hopes and dreams of girls like your daughter?
2. How would your daughter's life be forever changed if she felt you valued her education as much as your son's education?
3. Why do you believe it's important for daughters to continue in school in the same way boys do?
4. Complete this sentence: Girls who are allowed to complete school (to age 18) will be forever changed by \_\_\_\_\_.
5. What will girls NOT get to experience in life if their parents don't encourage and support them to attend school until age 18? How do you feel about that?
6. What would you say to the parent who does not want to send his girls to school? How would his life be forever changed if he encouraged school for his daughter?
7. They say that the entire family changes when one family member is lifted up. How will your life be better if your daughter continues in school instead of staying home to do household tasks? How will your family reputation be better when your daughter attends school?

8. How will your actions today with your daughter change the future of your family for generations to come?
9. How will Nepal be forever changed because of your actions today with your daughter—to allow and encourage her to stay in school?

## BEHAVIOR #4: Don't discuss marriage until after girl completes school

### Note:

This guide can be used with the same respondents as Behavior #3 after the first discussion guide. This may not be an independent behavior change but rather one that can be woven into #3. It seems appropriate to talk about both marriage and education as they often conflict.

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "How does keeping your daughter in school instead of arranging her marriage show that care about her?" And I want your answer to start like this: "When a father keeps his daughter in school rather than arrange a marriage for her, this shows her I care about her by respecting her as a real person." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. How does keeping your daughter in school instead of arranging her marriage show that you care about her?
2. When your daughter finishes school (secondary school), what will you say to yourself about the opportunity you gave her to have a full education instead of marriage?
3. How will education (instead of an early marriage) forever change your daughter's future?
4. What would you say to someone who asks you why you chose to give your daughter the gift of education rather than early marriage?
5. What will a girl NOT get to experience in life if she isn't able to complete her education?
6. What will a girl NOT get to experience in life if she is married at an early age before finishing her education?
7. How will an educated woman be a better wife and mother?
8. How will community members view you when you give your daughter the gift of education? How will you view yourself?
9. What would you say to a friend or neighbor who is struggling with the decision to keep his daughter in school or arrange her marry at an early age?

## BEHAVIOR #5: Ask boys and girls to share their hopes and dreams

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: “How would you have felt if your father or mother took the time to ask you your hopes and dreams?” And I want your answer to start like this: “If my father or mother took the time to ask me my hopes and dreams, it would have made me feel so special.” Don’t worry if you don’t do it perfectly. I will help you along the way. OK, let’s begin.

1. Think back to when you were a young girl or boy. Did your parents ask to hear your hopes and dreams and try to discover who you were and what made you a unique and wonderful person?
2. How would you have felt if your father or mother took the time to sit down with you, look into your eyes and discover what your hopes and dreams were for your life? How would that have made a difference in your life?
3. How would knowing your daughter’s hopes and dreams impact the decisions you make for her?
4. How would knowing your son’s hopes and dreams impact the decisions you make for him?
5. How does listening to your daughter and son’s hopes and dreams prove your fatherly love for your children?
6. How will knowing your child’s hopes and dreams help your own hopes and dreams or the hopes and dreams you have for your family come true?

## BEHAVIOR #6: Provide equal food for boys and girls

### Note:

The phrase “equal food” may be misleading. The behavioral message isn’t that daughters and sons get the exact same amount of food. Growing boys often need more food than growing girls because of physical stature and caloric needs. *The concept is that both boys and girls be offered the amount of food needed to prevent hunger and obtain growth without favoritism toward and that the food provided to girls is equally as nutritious as what is given to boys.*

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: “How are you showing you care when you provide equal food to both your daughters and sons?” And I want your answer to start like this: “I am showing I care when I provide equal food to both my daughters and sons because it shows I care for them both equally.” Don’t worry if you don’t do it perfectly. I will help you along the way. OK, let’s begin.

1. For many, sharing of food is a form of sharing love. How are you showing you care when you provide equal food to both your daughters and sons?
2. How do daughters feel when they are hungry but their brothers are offered more food than them?

3. What does serving more food to sons than daughters show your children? How does this message of inequality (superiority of boys) impact a daughter's life?
4. What would you say to a family that offers more food to boys than girls?
5. What will the parents NOT experience in life if girls aren't allowed to be fulfilled at mealtime to the same level as boy. What will the impacts be on the community and country?

## BEHAVIOR #7: Equally provide hope to girls and boys with small but significant actions

### Note:

Because there are so many small but important ways to provide hope to both boys and girls, you may want to stop random people on the way to the field or in their kitchen and ask them how they show love and hope to their daughters and sons. (It may be helpful to give a few examples from the list below. This allows them to select and talk one of the behaviors, even if they haven't done it before.)

These are examples of ways to honor both boys and girls:

- Smiling at them;
- Setting high aspirations for their lives and educational achievement;
- Telling them they are proud of them and praising their achievements;
- Listening to what they say and feel with their full attention;
- Believing they have the ability to make their community a better place;

- Asking about their hopes and dreams for their futures and taking steps to help them come true;
- Promising them a full education until 18 and encouraging them to do well in school;
- Encouraging them to enjoy going to school, continue going to school even after menstruation begins and do homework, regardless of what others say about them.

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this: I will ask you: "How did it make you feel to convey love and hope for your daughter?" And I want you answer to start like this: "When conveying love and hope to my daughter, I feel like such a great parent." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. How did it make you feel to convey love and hope for your daughter in this way?
2. How do you think your words changed her life?
3. What would you say to parents who feel they don't need to show honor to their daughters with kind words and loving support?
4. How did lifting up your daughter feel good for you and help life you up as well?

## DISCUSSION GUIDE FOR BOYS AND GIRLS

### Behavior #1:

#### A girl who participated in CHOICES and has parents who support her hopes and dreams

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant and make sure you also get parental consent.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this: I will ask you: “How did your participation in CHOICES impact how you think of yourself?” And I want you answer to start like this: “Participating in CHOICES impact how I feel about myself by making me feel more happy.” Don’t worry if you don’t do it perfectly. I will help you along the way. OK, let’s begin.

1. How did your participation in CHOICES impact how you think of yourself and your place in your family, community and even your country?
2. What changes have you made?
3. What changes have your parents made?
4. How is your life better because your parents made that change?
5. How do you view your parents—and their love for you—as a result of that change?
6. What do you want to say to your parents for making that change?
7. How will those changes help your hopes and dreams for your life come true?

8. Do you feel your hopes and dreams are more likely to come true because of the changes your parents made?
9. What will you do when you grow up and have a family related to this change?
10. What would you say to someone who says this change is too small to make a difference?
11. What would you say to encourage a young girl whose parents have not made this change yet?
12. Imagine your life 20 years from now. How will your life be different because of your parents actions today?

### Behavior #2:

#### A CHOICES boy who has helped with household chores and has helped his sister with homework and parents were supportive

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant and make sure you also get parental consent.]

Before we begin, I have one request of you. This is a special kind of interview where I want your to repeat every question when you give your response. It will sound something like this. I will ask you: “How did your participation in CHOICES impact how you think of yourself?” And I want you answer to start like this: “Participating in CHOICES impacts how I feel about myself by making me feel more happy.” Don’t worry if you don’t do it perfectly. I will help you along the way. OK, let’s begin.

1. Tell me how household tasks are divided between you and your sisters at home.
2. How is this different than the past?
3. How is this better than the past, when you did less work and your sister did more?
4. How is this worse than the past, when you did less work and your sister did more?
5. In what ways do you view your sister and her life differently based on this one change—shared and more equal way to divide tasks?
6. In what ways does your sister view you differently because you do more household tasks?
7. Someday, you'll grow up and be a father. How will you divide the tasks between your sons and daughters?
8. What would you say to a father or mother who doesn't like the idea of equally divided tasks between sons and daughters?
9. What will parents miss if they don't equally divide tasks between daughters and sons?

**Behavior #3:**  
**An older girl still in school (maybe secondary school or a girl who finished secondary school) and can thank her parents for the gift of education**

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also

show you a final copy of the videos. [Read consent form to the participant and make sure you also get parental consent.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "How are you different than girls who didn't get to finish their schooling?" And I want your answer to start like this: "I am different than girls who didn't get to finish their schooling because I had the encouragement from my father." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. How are you different than girls who didn't get to finish their schooling?
2. What do girls who don't get to finish school miss in their lives?
3. What would you say to your father or mother for giving you the gift of education?
4. What would you say to a father or mother who wasn't sure girls needed to go to school?
5. What will PARENTS not get to experience in life if they don't allow their daughters to go to school?
6. What would you say to a father or mother who is hesitant to let their daughter go to school because they are worried their marriage chances may be less?
7. How will education allow your hopes and dreams to come true?
8. How can educated girls change the world?
9. It's been said that educating a girl makes the family stronger and the community a better place. What do you feel about this statement. How does education do this?



## Behavior #4:

### A girl whose parents did not marry her off

**Opening script:** Thank you for agreeing to talk to me today. We will be filming this interview because we intend to make a short video of the thoughts of many parents in the community to help other parents like you to make changes in their lives. Before we begin, I want to read to you this consent form so I have your permission to use your pictures and videos and show them to others in the community. We will also show you a final copy of the videos. [Read consent form to the participant and make sure you also get parental consent.]

Before we begin, I have one request of you. This is a special kind of interview where I want you to repeat every question when you give your response. It will sound something like this. I will ask you: "How did your participation in CHOICES impact how you think of yourself?" And I want your answer to start like this: "Participating in CHOICES impacts how I feel about myself by making me feel more happy." Don't worry if you don't do it perfectly. I will help you along the way. OK, let's begin.

1. Everybody has hopes and dreams. How will having time for education before marriage help your hopes and dreams to come true?
2. How do you feel about your parents because they gave you the gift of time to mature and be educated before marriage?
3. How has more time to grow before marriage changed who you are and what you will be able to do with your life?
4. What would you say to a father and mother who feels rushed to marry his/her daughter?
5. What would you say to a father and mother who feels allowing a young girl to mature before marriage is best BUT feels pressured by the community to rush his/her daughter into marriage?
6. What will a girl NOT get to experience in life if she isn't able to mature and be educated before marriage?
7. What will the marriage and a relationship between a husband and wife NOT be like if the girl is married too young?
8. What will the family NOT experience in life if the girl is married too young?
9. What will the country NOT experience if girls are rushed into marriage rather than allowed to mature before marriage?

## ANNEX 6:

# IVR SYSTEM TERMS OF REFERENCE

## DEVELOPMENT AND INSTALLATION OF AN INTERACTIVE VOICE RESPONSE (IVR) SYSTEM FOR SAVE THE CHILDREN IN NEPAL'S VOICES PROJECT

### Project Overview:

Save the Children will launch a project to collect testimonials from parents on the behavioral changes of their children after attending an adolescent program in Nepal. This collection of testimonials will be done through Swara Sanjog, a mobile phone initiative developed by DevKalpana Technologies.

### Project Scope:

Save the Children has already disseminated information on some behavioral change issues to selected adolescent girls and boys in Nepal through one of their adolescent programs. Parents of these children will now listen to testimonials in the IVR System by pressing few buttons in their mobile phones. The parents will then get an option to record their testimonials in the IVR system based on the behavioral changes that they observe among their daughters. The IVR system is called Swara Sanjog and offered by DevKalpana Technologies, who will develop the software and handle all these information dissemination and recording of testimonials. The system will overcome challenges like literacy divides, language divides, technology (digital) divides and many other socio-political divides in integrating these parents into the system.

This mobile phone intervention will have two main functions:

#### o Dissemination of testimonials:

Save the Children will use a multi layered testimonial dissemination system in Swara Sanjog for the parents.

Swara Sanjog will be installed with informational messages in a multi layered format in Nepali and other local languages Swara Sanjog will not only give the freedom and privacy to a listener, it will also give the opportunity of listening to the messages any number of times through their mobile phones.

#### o Testimonial Recording:

Parents of the adolescent girls and boys who had already participated in Save the Children CHOICES program will be able to record their personal narratives on behavioral changes they have made to support gender equality for their children. The idea is to understand the real life experiences of parents as told through their own voices. As such, Save the Children has identified the IVR map they are interested in using. [See next page.]

### Hardware Requirements:

1. Min. Intel Core 2 Duo, 4GB RAM, 320GB HDD. Monitor, USB Keyboard and mouse.
2. Proper UPS backup (depending on availability of power).
3. Internet is must. [The PC should be able to connect through LAN to internet by providing any internal/ external IP. The Photon Dongle connection will not do.]
4. PRI Phone line with hunting facility (for supporting multiple lines).
5. Digium Cards needs to be installed (for multiple telephone lines).

## IVR Map

<p><b>MP3 #1:</b> Introduction speaker about why it is important to treat boys and girls equally and how so many people across Nepal are doing actions in their own homes that show they treat boys and girls equally. Hear their stories.</p>	<p><b>MP3 #1:</b> Press 1: To hear stories of parents who have kept their girls in school and not arranged their marriage.</p>	<p><b>MP3 #7:</b> Voices of Mothers.</p>
		<p><b>MP3 #8:</b> Voices of Fathers.</p>
		<p><b>MP3 #9:</b> Voices of girls.</p>
	<p><b>MP3 #3:</b> Press 2 to hear stories of parents who equally divide household task between boys and girls.</p>	<p><b>MP3 #7:</b> Voices of Mothers.</p>
		<p><b>MP3 #8:</b> Voices of Fathers.</p>
		<p><b>MP3#10:</b> Voices of girls and boys.</p>
	<p><b>MP3 #4:</b> Press 3 to hear stories of parents who provide equal time for homework for girls and boys.</p>	<p><b>MP3#7:</b> Voices of Mothers.</p>
		<p><b>MP3 #8:</b> Voices of Fathers.</p>
		<p><b>MP3 #10:</b> Voices of girls and boys.</p>
	<p><b>MP3 #5:</b> Press 4 to hear stories of parents who bring hope to girls.</p>	<p><b>MP3 #7:</b> Voices of Mothers.</p>
		<p><b>MP3 # 8:</b> Voices of Fathers.</p>
	<p><b>MP3 #9:</b> Voices of girls.</p>	
<p><b>MP3 #6:</b> Press 5 to leave your own story of how you treat your sons and daughters equally.</p>	<p><b>MP3 #11:</b> When you hear the tone, we will record your story. Please start talking after the beep. We will only record the 5 minutes of your story.</p>	

## Software Requirements:

- Client needs to have Ubuntu 11.10 downloaded and installed in their PC. (Ubuntu 11.10 can be downloaded from <http://releases.ubuntu.com/11.10/> and the following ISO (image) file has to be downloaded to install Ubuntu 11.10):  
[ubuntu-11.10-desktop-i386.iso](#)
- Remote access software Teamviewer needs to be installed in the PC on Ubuntu. (IP address of a PC is required when we are inside the LAN or in client office. In case the client is in remote location [i.e. when Dev Kalpana is supporting a client who is outside our office, be it in Kolkata or Bangalore or Senegal], we need to have remote access to the PC through Teamviewer software [<http://www.teamviewer.com>]. After downloading the required Teamviewer software, client needs to install it on Ubuntu and let us know the Teamviewer user-id and password. We can access the PC then.

- Save the Children will arrange and purchase PRI lines and Digium Cards from local service providers. The Digium Cards will be configured at DevKalpana office in Kolkata and sent back to New Delhi for installation in a SAVE THE CHILDREN computer.

**Solution Training:** DevKalpana Technologies will prepare a full length installation and training manual of Swara Sanjog delivered to Save the Children. DevKalpana Technologies will provide a standard one-day solution training program for Save the Children Team. This will be a customized training program conducted online from DevKalpana Technologies facilities at Kolkata.

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