

Evaluation of the Meena Communication Initiative

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Preface

The “Meena Communication Initiative”(MCI) is a 13 episode animated film series. The heroine, Meena, is shown as a *role model* for girl children as well as a catalyst for reflection and discussion on gender discrimination in childhood. The MCI is coordinated by the UNICEF Regional Office for South Asia and developed with the active involvement of Bangladesh, India, Nepal and Pakistan. The purpose of the MCI is to promote the transformation of the lives of girls and their families through the development of decision-making, problem solving, and communication skills.

In Nepal, "Meena" was officially launched in September 1998 and since then it has covered 42 districts and around 874 Village Development Committees (VDCs) and municipalities. The goal of reaching 800 villages by the end of 2001 has been exceeded. At least 250,000 people have participated in the viewing of Meena and a high degree of acceptance of Meena is leading to changes in the attitudes and behavior of community people in matters relating to hygiene, sanitation and girls' rights.

The present evaluation study has been undertaken to ascertain the impact of the MCI on the lives of children and communities in the program areas. Eleven districts (5 from the hills and 6 from terai) were selected to collect necessary information. Information was collected from children aged 8-16 years, their parents and schoolteachers in the study areas. The districts represented both ecological and development regions. A total of 1,421 children (675 girls and 746 boys), 880 parents (440 fathers and 440 mothers) and 44 schoolteachers from the selected districts were interviewed to generate information required for the study.

VaRG would like to extend its sincere thanks to all the respondents who cooperated with us by providing faithful and true answers to our questions when our field teams visited them at their doorsteps. Similarly, we would like to thank the teachers for their kind cooperation and useful information.

Last but not the least, we are grateful to UNICEF for entrusting us this study. Technical inputs in different stages of the study were obtained from Ms. Dinita Chapagain, MCI Coordinator for which VaRG remains grateful to her. We would also like to extend our special gratitude to Ms. Wing-Sie Cheng, Chief, Communication, Advocacy and Life Skills (CALs) section, Ms. Cai Cai UNICEF's Life Skills Consultant, Ms. Eriko Onoda, Program Officer and the entire CALs team for their continued support and encouragement in the conduction of this study. VaRG would also like to thank Mr. James Wicken for his editorial help without which this report would not have taken its present shape.

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Study Area

Evaluation of the Meena Communication Initiative



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Abbreviations

BBC	British Broadcasting Corporation
CAP	Community Action Process
CBO	Community Based Organization
FCHV	Female Community Health Volunteer
HP	Health Post
IEC	Information, Education and Communication
MCI	Meena Communication Initiative
NGO	Non-governmental Organization
ORS	Oral Rehydration Solution
ORT	Oral Rehydration Therapy
SD	Standard Deviation
SHP	Subhealth Post
SLC	School Leaving Certificate
TV	Television
UNICEF	United Nations Children Fund
VaRG	Valley Research Group
VDC	Village Development Committee

Chapter 1

Introduction

1.1 Background

The “Meena Communication Initiative” (MCI) is a 13 episode animated film series. The heroine, Meena, is shown as a *role model* for girl children as well as a catalyst for reflection and discussion on gender discrimination in childhood. The issues covered in the "Meena" series include son preference, unfair treatment of girls in the family, access to health and education, harmful traditional practices such as early marriage and the dowry system, and sexual abuse. The MCI is coordinated by the UNICEF Regional Office for South Asia and developed with the active involvement of Bangladesh, India, Nepal and Pakistan.

The purpose of the MCI is to promote the transformation of the lives of girls and their families through the development of decision-making, problem solving, and communication skills. Through the MCI UNICEF is collaborating closely with government and NGO partners to engage in “rights-based programming” where messages are supported by policies and programs.

The MCI has an ever-increasing audience. The television episodes have been created and dubbed in as many as 30 languages. In Nepal, "Meena" was officially launched in September 1998 and since then it has covered 42 districts and around 874 Village Development Committees (VDCs) and municipalities. "Meena" films were broadcast on Nepal Television with footage of Nepali children. The BBC World Service Radio developed a weekly radio "Meena" series in 1998 that is now broadcast by Radio Nepal and Radio Sagarmatha FM. In addition, UNICEF Field Offices and NGO partners are using "Meena" educational kits which include "Meena" posters, comic books, flip charts, pins and other support materials. "Meena" has been adopted by many local organizations as an effective training tool for Gender and Development training courses. The goal of reaching 800 villages by the end of 2001 has been exceeded. "Meena" has now reached 874 villages, where at least 250,000 people have participated in the viewing. A high degree of acceptance of Meena is leading to changes in the attitudes and behavior of community people.

Since the intervention, no assessment has been made to measure its effectiveness. It is in this context that UNICEF decided to carry out an evaluation study to measure the changes brought about by the program intervention in the lives of children and villagers. Valley Research Group (VaRG) carried out this assessment for UNICEF.

1.2 Objectives of the study

The overall objective of the evaluation study was to ascertain the impact of the MCI on the lives of children and communities in the program areas. The evaluation is concerned with the impact of the MCI on influencing attitudes and bringing about behavioral changes. Particularly, the study focussed on:

- Exposure of children and parents to the MCI
- School enrolment of girl children
- Hand washing practices before meals and after defecation
- Behavioral changes brought by the Meena program in various aspects of community life, particularly in the lives of girl children.

1.3 Methodology of the study

This study was based on primary sources of information. Information was collected from children aged 8-16 years, their parents and schoolteachers in the study areas. Eleven districts representing both ecological as well as development regions were selected at random. A total of 1,421 children (675 girls and 746 boys), 880 parents (440 fathers and 440 mothers) and 44 schoolteachers from 11 study districts were interviewed to collect the necessary information.

Selection of districts

Since its inception in Nepal in September 1998, the MCI has been launched in 874 VDCs and Municipalities of 42 districts all over the country. Out of the 42 districts, 11 districts were selected at random for this study. Of the 11 districts, 5 were from the hills and 6 from the terai. Two districts were selected from each development region with the exception of the eastern region where 5 districts were selected. Greater weightage was given to the eastern region because comparatively more outreach activities were carried out in this region. The districts selected for the purpose of the present study were as follows:

Table 1.1 Distribution of study districts by ecological and development regions

Region	Mountain/Hills	Terai	Total
Eastern	Ilam and Dhankuta	Morang Sunsari and Saptari	5
Central	Kavrepalanchowk	Parsa	2
Western	Tanahu	Nawalparasi	2
Mid/Far western	Dandeldhura	Kanchanpur	2
Total	5	6	11

Selection of Village Development Committees (VDCs) and Wards

A complete list of the VDCs in the study districts where Meena has been screened at least twice was obtained from UNICEF. All these VDCs are Community Action Process (CAP) VDCs. From this list, two VDCs were selected at random from each of the study districts. Following this, two wards were selected from each of the sampled VDCs using random selection. In this way a total of 22 VDCs and 44 wards were identified for data collection.

Selection of respondents

The households residing in each sampled ward formed the sampling unit in the final stage of selection. The field team prepared a sketch map of the sampled ward delineating the public places, temples, VDC offices, forests, fields, etc. A list of household heads was prepared in consultation with key informants of the respective wards. Twenty households were selected from each of the previously identified ward. For this purpose, all the households from each of the selected clusters were listed separately and the required number of households was selected randomly from each ward. Households having at least one child between 8 and 16 years of age were considered eligible for the study. If a household did not have a child between 8 and 16 years old then the neighboring household was selected to replace that particular household.

One parent (father or mother) and 1-2 children in the age group of 8-16 years were interviewed from each sampled household. The choice of father or mother was alternated between households selected. If there were more than two children in a household, only two children were selected randomly. Interviews were conducted only with the persons who were present in the households at the time of the survey. A total of 880 parents (440 fathers and 440 mothers) and 1,421 children were interviewed from 880 households. On average 2.6 persons were interviewed from each household.

At least one teacher was interviewed from each sampled ward. A total of 44 teachers were interviewed. The purpose of selecting teachers was to understand the role of teachers in using MCI to promote gender equality and to improve the lives of children, particularly girls.

1.4 Survey instrument

Three sets of questionnaires were developed, pre-tested and administered for collecting information to meet the objectives of the study. The first set of questionnaire was administered to the parents; the second set was administered to children and the third set to the schoolteachers. The following components were included in the survey instruments:

- Characteristics of the respondents
- Exposure to the Meena program
- Understanding of the messages given in the Meena series
- Communication on Meena
- Defecation practices
- Hand washing practices
- Attitudes towards girl children
- School enrolment of girls

A set of draft questionnaires (child, parent and teacher questionnaire) was prepared and sent to UNICEF, Kathmandu, for comments and review. The comments and suggestions received were reviewed and incorporated. The questionnaires were translated into Nepali and pre-tested in two districts (Kaski and Mahottari). The purpose of pre-testing was to determine whether the respondents understood the questions and to check whether the interviewers would be able to understand the questionnaire properly. Fifty respondents of different categories (20 children, 20 parents and 10 teachers) were interviewed to pre-test the questionnaires. Necessary modifications to the questionnaires were made based on the pre-test results. In this way the final questionnaire used in the survey was developed (Annex 1).

1.5 Field organization and data collection

The study was conducted under the overall supervision of the senior members of the study team. They were assisted by field supervisors and interviewers.

Five supervisors and 11 interviewers were recruited and trained on conducting the survey. A total of 5 teams each consisting of 1 supervisor and 2-3 interviewers were formed. Each team covered 2-3 districts depending on the sample size. The fieldwork was carried out during the months of August and September 2002. The senior members of the team visited some of the study sites to supervise fieldwork and to get first hand information.

Prior to data collection the field workers were trained in interview techniques, selection of individuals and administration of questionnaires. The training methods used included lectures, interviews, demonstrations, role-play exercises, and field practice. The duration of training was one week.

1.6 Data checking and analysis

The initial data checking and editing of the completed questionnaire was done in the field by the supervisors themselves. All the completed questionnaires were again edited for a second time at VaRG, and coded for computer entry. The data were entered into computers and validated by a computer processing team, which consisted of a computer programmer and data entry personnel. After entering data, a printout of raw data was generated and verified with the questionnaire to detect data entry errors. In the second stage, a computer program was developed in FOXPRO software to generate a clean data set. The clean data set was transferred to SPSS PC+ and a SPSS system file was prepared for output generation such as frequencies, crosstabs and graphics.

Simple statistical tools such as ratios, percentages, and rates have been used in the analysis. Based on the findings and the analysis, the study has generated recommendations, which could be utilized for improving the program activities.

1.7 Limitation of the study

While selecting districts, some districts were excluded from the sampling frame due to security reasons. Therefore one should be cautious while interpreting the findings.

Chapter 2

Characteristics of the Respondents and their Exposure to Meena

This chapter presents the characteristics of the respondents included in the study. Eight hundred and eighty parents, 1,421 children aged 8-16 years and 44 schoolteachers were interviewed. In this chapter the characteristics of individual respondents, such as sex, age, literacy status, caste, and occupation, and household characteristics, such as drinking water source, existence of latrines, and possession of household items are discussed.

2.1 Characteristics of children

Age, ethnicity and education

Of the 1,421 children included in the study, slightly over half (52.5%) were boys and the rest girls (47.5%). Overall, 3 in every 10 children were between 8 and 10 years of age, followed by 27 percent between 11 and 12 years old and 23 percent between 13 and 14 years old. Nearly one-fifth (18.4%) of the children were between 15 and 16 years of age (Table 2.1). Overall, the mean age of the children was 11.9 and was slightly higher for girls (12.1 years) than for boys (11.7 years).

Table 2.1 Percent distribution of children by age and ethnicity

Description	Boys (N=746)	Girls (N=675)	Total (N=1421)
Age of respondent (in years)			
8-10	35.0	28.1	31.7
11-12	26.9	25.9	26.5
13-14	22.5	24.3	23.4
15-16	15.5	21.6	18.4
Mean (SD)	11.7 (2.3)	12.1 (2.3)	11.9 (2.3)
Caste or ethnicity			
Brahmin	13.9	13.0	13.5
Chhetri	15.4	19.0	17.1
Occupational caste	15.1	16.1	15.6
Rai/Limbu	9.4	9.5	9.4
Tharu	7.1	6.4	6.8
Newar	5.5	6.2	5.8
Yadav/Ahir/Raya	5.1	4.7	4.9
Tamang	4.6	3.1	3.9
Muslim	3.8	4.0	3.9
Magar	2.7	2.5	2.6
Gurung	1.6	1.6	1.6
Koiri/Kanu	1.3	1.6	1.5
Danuwar	1.6	1.8	1.7
Other*	12.9	10.4	11.7

* Other includes: Yakha, Thakur, Kurmi, Gupta, Harijan, Das, Goswami, Mali, Sanyasi, Agrawal, Kumal, Mahato.

Overall, 31 percent of the children were Brahmin or Chhetri. About 16 percent were Dalit (occupational castes) and 10 percent were Rai or Limbu. The other ethnic groups represented in the study were Newar, Magar, Tamang, Gurung, Tharu and Muslim. There is not much variation in ethnic and caste representation among boy and girl respondents.

Overall, 93 percent of the children (96.1% boys and 89.9% girls) were found to be able to read or write a simple letter in their own language. Almost the same proportion (92.2%) of the children reported that they had studied in school at some time. The proportion of children reporting having studied in school is much higher among boys (95.7%) than their girl counterparts (88.3%) (Table not shown). About 8 percent of the children were reported to be illiterate. A higher proportion of girls (11.7%) compared with boys (4.3%) was reported to be illiterate. Nearly half (46.4%) of the respondents had completed primary level education and one-third (33.5%) had completed lower secondary level education. Nearly 1 in every 10 children had completed secondary level education (Table 2.2).

Table 2.2 Percent distribution of children by literacy status

Description	Boys	Girls	Total
Highest grade completed			
Illiterate	4.3	11.7	7.8
Just literate	5.0	2.1	3.6
Primary	48.8	43.7	46.4
Lower secondary	34.0	32.9	33.5
Secondary	7.6	9.3	8.4
SLC and above	0.3	0.3	0.3
Total	746	675	1421
Currently studying			
Yes	96.4	94.3	95.4
No	3.6	5.7	4.6
Total	714	596	1310
Current grade			
Primary	56.5	51.8	54.4
Lower secondary	36.2	37.2	36.6
Secondary	7.3	10.9	6.5
SLC and above	-	0.2	2.5
Total	688	562	1250

The 1,310 children who had studied in school at some time were further asked if they were currently studying. In response to this question, 96 percent of boys and 94 percent of girls were reported to be currently enrolled in school. Over half of the students (56.5% boys and 51.8% girls) were enrolled in grades 1-5 and 37 percent in grades 6-8. Seven percent of the children were currently studying in grades 9 or 10 (Table 2.2).

Occupation of parents

Information regarding the occupation of children's parents was collected. About 6 in every 10 children of both sexes, reported that their fathers' main occupation was agriculture. More than one quarter of the children said that their fathers were engaged in service (16.5%) or business (11.1%). Less than 10 percent of the children's' fathers were reported to be engaged in wage labor (Table 2.3).

Table 2.3 Percent distribution of children by occupation of their parents

Father's* occupation	Boys	Girls	Total
Agriculture	61.8	59.3	60.6
Service	15.7	17.3	16.5
Business	10.9	11.4	11.1
Wage labor	7.6	8.1	7.9
Skilled (sewing/ washing/ carpentry)	2.1	1.6	1.9
Other**	1.9	2.2	2.0
Total	746	675	1421

* If the children did not have a father the mother's occupation was recorded

** Other includes: priest, fishing, rickshaw puller, driver.

Possession of household items

Information regarding the possession of household items such as radio, TV, bicycle, or other means of transport was collected from the children. The results are presented in Table 2.4. About 60 percent of the children reported that their household had a radio. Similarly, more than 4 in every 10 children said that they had a bicycle in their household. Slightly over a quarter of the children also said that they have a TV set in their household. A very small proportion of the children mentioned that the household had a tractor or a car, a motorbike, or a bullock cart.

Table 2.4 Percent distribution of children by household possession of different items (% yes only)

Household possessions	Boys (N=746)	Girls (N=675)	Total (N=1421)
Radio	60.1	61.8	60.9
TV	27.2	29.9	28.5
Bicycle	44.1	42.1	43.3
Bullock cart	6.2	6.4	6.3
Motorbike	3.8	4.4	4.1
Tractor/car	1.2	1.6	1.4

Latrines and places for defecation

Overall, more than half (52.9%) of the children interviewed reported that they had toilets in their houses. A slightly higher proportion of girls (55.0%) than boys (51.1%) reported having toilets in their houses. Those respondents who reported having toilets were further asked whether they use the latrines or not. In response to this, almost all (98.9%) the respondents reported affirmatively i.e. they were using the latrines (Table 2.5).

Those children who did not have latrines in their houses were asked about the places they go for defecation. More than one-third of the children of both sexes said that they go to the fields for defecation. Some children also said that they go to the riverside (29.1%), forest (19.8%) and behind bushes (14.0%) for defecation.

Table 2.5 Percent distribution of children by existence of latrines in their houses and their use

Description	Boys	Girls	Total
Existence of latrine in the household			
Yes	51.1	55.0	52.9
No	48.9	45.0	47.1
Total	746	675	1421
Use of latrine			
Yes	99.0	98.9	98.9
No	1.0	1.1	1.1
Total	381	371	752
Places for defecation			
Field	35.2	35.1	35.2
Riverside	29.0	29.2	29.1
Forest	19.8	19.8	19.8
Bush	14.4	13.6	14.0
In the courtyard	0.3	-	0.1
Other*	1.4	2.3	1.8
Total	369	308	677

* Other includes: river, in school for children, neighbor's house, and relatives' home.

2.2 Characteristics of parents

Age, ethnicity, education and occupation

Of the 880 parents interviewed, 440 were male and 440 female. Table 2.6 shows the age and ethnic composition of the parents. Nearly two-thirds (63.8%) of the parents were between 30 and 44 years of age. Over one quarter of the respondents was 45 years of age or older and about 8 percent were less than 30 years of age. Overall, the mean age of the parents was 40 years. The mean age of fathers was higher (42.8 years) than that of mothers (37.1 years).

As in the case of children, a high proportion (29.3%) of the respondents were Brahmin (13.3%) or Chhetri (16.0%) followed by occupational castes (16.4%) and Rai/Limbu (9.1%). About 7 percent of the respondents were Newar and Tharu. The other ethnic populations represented in the study were Magar, Tamang, Gurung, Muslim, Yadav/Ahir/Raya, Koiri/Kanu and Danuwar.

Table 2.6 Percent distribution of parents by their age and ethnicity

Description	Father (N=440)	Mother (N=440)	Total (N=880)
Age of the respondents (in completed years)			
20-24	0.2	0.5	0.3
25-29	4.1	11.6	7.8
30-34	12.3	25.9	19.1
35-39	22.5	27.0	24.8
40-44	22.0	17.7	19.9
45-49	15.7	10.7	13.2
50-54	11.6	4.3	8.0
55 and above	11.6	2.3	6.9
Mean (SD)	42.8 (9.1)	37.1 (7.1)	40.0 (8.6)
Caste or ethnicity			
Brahmin	14.5	12.0	13.3
Chhetri	14.3	17.7	16.0
Occupational caste	17.5	15.2	16.4
Rai/Limbu	9.3	8.9	9.1
Newar	6.6	6.6	6.6
Tharu	5.0	8.2	6.6
Yadav/Ahir/Raya	4.8	5.2	5.0
Tamang	4.1	4.8	4.4
Muslim	3.6	4.1	3.9
Koiri/Kanu	2.7	2.7	2.7
Magar	4.3	0.9	2.6
Danuwar	2.7	2.0	2.4
Gurung	0.7	2.3	1.5
Other*	9.8	9.3	9.5

* Other includes: Yakha, Thakur, Kurmi, Gupta, Harijan, Das, Goswami, Mali, Sanyasi, Agrawal, Kumal/ Mahato.

About 71 percent of fathers and 33 percent of mothers said that they could read or write a simple letter in their own languages. Sixty-two percent of fathers and 21 percent of mothers had studied in school at some time (Table not shown). Table 2.7 presents the educational status of parents included in the study. Overall, 59 percent of the respondents were illiterate. The proportion of illiterate mothers was much higher (78.9%) than fathers (38.2%). More than a quarter (25.1%) of the respondents had completed either primary or lower secondary level education. Twelve percent of the respondents had completed SLC or a higher level of education. A higher proportion of fathers (20.0%) compared with mothers (4.1%) had passed SLC or a higher level of education. The Demographic and Health Survey (DHS), 2001, reveals that 65 percent of women and 30 percent of men are illiterate. The present survey finding show a slightly higher literacy rate when compared to the DHS findings.

Table 2.7 Percent distribution of parents by literacy status and level of education

Level of education	Father	Mother	Total
Illiterate	38.2	78.9	58.5
Primary	18.9	8.0	13.4
Lower secondary	15.7	7.7	11.7
Secondary	7.3	1.4	4.3
SLC and above	20.0	4.1	12.0
Total	440	440	880

The majority (62.5%) of respondents reported agriculture to be the main occupation of the head of the household, followed by service (15.8%) and business (10.5%) (Table 2.8). Nearly 1 in every 10 respondents also reported that the household heads were engaged in wage labor.

Table 2.8 Percent distribution of respondents by occupation of the household heads

Occupation of the household head	Father	Mother	Total
Agriculture	65.5	59.5	62.5
Business	12.7	8.2	10.5
Service	10.5	21.1	15.8
Wage labor	6.6	8.4	7.5
Skilled (sewing/ washing/ carpenter)	2.5	1.8	2.2
Other*	2.3	0.9	1.6
Total	440	440	880

* Other includes: priest, fishing, rickshaw puller, driver.

Possession of household items

All respondents were asked about the household items they possess. Over three-fifths of the respondents had a radio set in their houses, followed by 42 percent owning a bicycle and 29 percent a TV (Table 2.9). Only a few respondents said that they have a bullock cart (6.4%), a motorbike (4.1%) and a tractor or a car (1.7%) in their houses. This information was compared with DHS, 2001, where it was found that 44 percent of the households have a radio, 13 percent have a television and 26 percent have bicycles. The observed figures in the present survey are higher than those reported in DHS, 2001.

Table 2.9 Percent distribution of parents by possession of household items (% yes only)

Household possession	Boys (N=440)	Girls (N=440)	Total (N=880)
Radio	63.4	58.6	61.0
TV	29.8	28.0	28.9
Bicycle	44.3	40.2	42.3
Motorbike	4.8	3.4	4.1
Bullock cart	7.0	5.7	6.4
Tractor/car	1.8	1.6	1.7

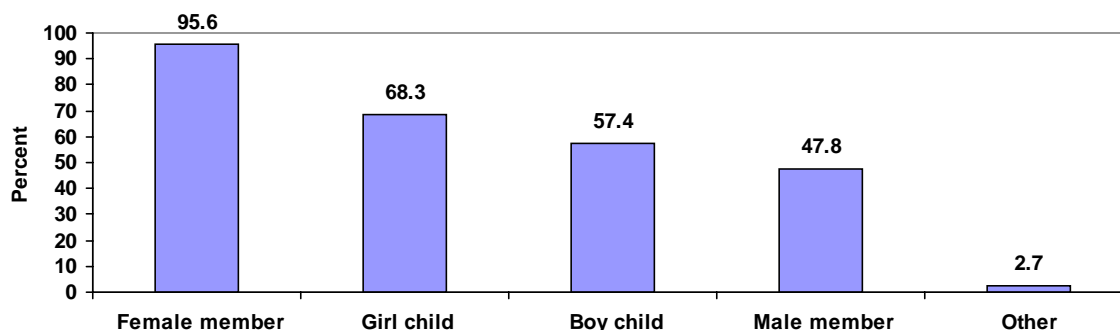
Source of drinking water

The main sources of drinking water for the majority of the households were reported to be either piped water (40.1%) or hand pump (40.0%). About one in every seven respondents reported a spring or *kuwa* as their source of drinking water (Table 2.10). The findings of the present survey are consistent with DHS, 2001, findings. For instance, DHS, 2001, reports the source of drinking water as piped water (35%), tubewell (37%), surface water (23%) and well (5%). Overall, the majority (76.0%) of households have access to drinking water within a walking distance of less than 5 minutes. About one-fifth of them have to walk 5-15 minutes to get drinking water. Only a small proportion (6.2%) of the respondents reported that they have to walk for more than 15 minutes to fetch drinking water.

Table 2.10 Percent distribution of respondents by source of drinking water

Source of drinking water and collection times	Father (N=440)	Mother (N=440)	Total (N=880)
Main source of drinking water			
Piped water	40.0	40.2	40.1
Hand pump	40.0	40.0	40.0
Spring/kuwa	15.5	14.5	15.0
Well water	2.7	3.4	3.1
River/stream	1.1	0.7	0.9
Other (stone tap)	0.7	1.1	0.9
Distance to the water source (One way walking distance in minutes)			
Less than 5 minutes	76.6	75.5	76.0
5-15 minutes	17.3	18.4	17.8
15-30 minutes	5.0	4.3	4.7
More than 30 minutes	1.1	1.8	1.5

Data presented in Figure 2.1 show that usually female members of the households and girl children are responsible for fetching water. For instance, 96 percent and 68 percent of the respondents reported that female members and girl children usually fetch water respectively. Nearly three-fifths (57.4%) of the respondents also said that boy children are also responsible for fetching water and similarly, about half (47.8%) of the respondents also reported that male members fetch water for household consumption. The above findings indicate that female members and girl children are the primary water carriers.

Figure 2.1 Percent distribution of respondents by type of family member fetching water

Note: Total % exceeds 100 as figures relate to multiple responses.

The practice of treating drinking water is not widespread - only 13 percent of respondents said that they treated water for drinking. Boiling (8.0%) was the main way of treating water followed by filtering (2.3%) and decantation (2.0%). A very small proportion (<1%) of the respondents treated water by adding chemicals or by boiling and filtering (Table 2.11). The above information indicates that people in the study areas are still unaware of the need for treating water in order to prevent water-borne/communicable and other diseases.

Table 2.11 Percent distribution of respondents by ways of treating water for drinking

Ways of treating water for drinking	Father	Mother	Total
Boiling	8.4	7.5	8.0
Filtering	2.3	2.3	2.3
Decantation	1.6	2.5	2.0
Boiling and filtering	0.2	0.7	0.5
Adding chemicals	-	0.2	0.1
Do nothing	87.5	86.8	87.2
Total	440	440	880

Existence of latrines

Of the 880 parents interviewed, over half (52.6%) reported that they had a toilet in their house (Table 2.12). Among those having toilets in their houses (N=463), about half (46.0%) had traditional pit latrines, 37 percent had a latrine with a pan, and 16 percent had ventilated improved pit latrines. A very small proportion (<1%) of the households had a flush toilet. In the DHS 2001, the proportion of households with latrines was 30 percent; the present survey figure is much higher than the DHS 2001 results.

Table 2.12 Percent distribution of parents by existence of latrines in their houses

Description	Father	Mother	Total
Existence of latrines in the household			
Yes	53.9	51.4	52.6
No	46.1	48.6	47.4
Total	440	440	880
Type of latrine			
Traditional pit toilet	43.0	49.1	46.0
Pan	39.2	35.4	37.4
Ventilated improved pit	17.7	15.0	16.4
Flush toilet	-	0.4	0.2
Total	237	226	463

2.3 Characteristics of teachers

Of the 44 schoolteachers included in the study, 36 were male and 8 were female. Table 2.13 presents the characteristics of these teachers. About half (50.0%) of the teachers were between 30 and 39 years of age, followed by 21 percent less than 30 years old. Nearly one-fifth (18.2%) were 45 years of age or older. One in every 10 was aged between 40 and 44 years. The mean age of the teachers was 36.6 years with the standard deviation 8.7. About 39 percent of the teachers had passed bachelor level or above and around 36 percent had passed SLC. One quarter of the teachers had completed intermediate level education. The majority of the teachers were either Brahmin (34.1%) or Chhetri (22.7%).

Table 2.13 Percent distribution of schoolteachers by age, education and ethnicity

Description	Number	Percent
Age of respondents (in completed years)		
<30	9	20.5
30-34	12	27.3
35-39	10	22.7
40-44	5	11.4
45 and above	8	18.2
Mean (SD)	36.6	(8.7)
Total	44	100.0
Highest grade completed		
SLC	16	36.4
Intermediate level	11	25.0
Bachelors level or above	17	38.6
Total	44	100.0
Caste or ethnicity		
Brahmin	15	34.1
Chhetri	10	22.7
Newar	3	6.8
Tamang	3	6.8
Rai/Limbu	2	4.5
Occupational caste	2	4.5
Tharu	2	4.5
Koiri/Kanu	2	4.5
Other	5	11.4
Total	44	100.0

2.4 Exposure and Non-exposure to Meena

The children, parents and teachers who are the respondents of this evaluation survey were categorized in terms of their exposure to the Meena series. If the respondents have *heard and seen* the Meena series (irrespective of the number of shows) they are regarded as the exposure group. If the respondents *have not heard or have heard but not seen* the Meena series, they are regarded as the non-exposure group.

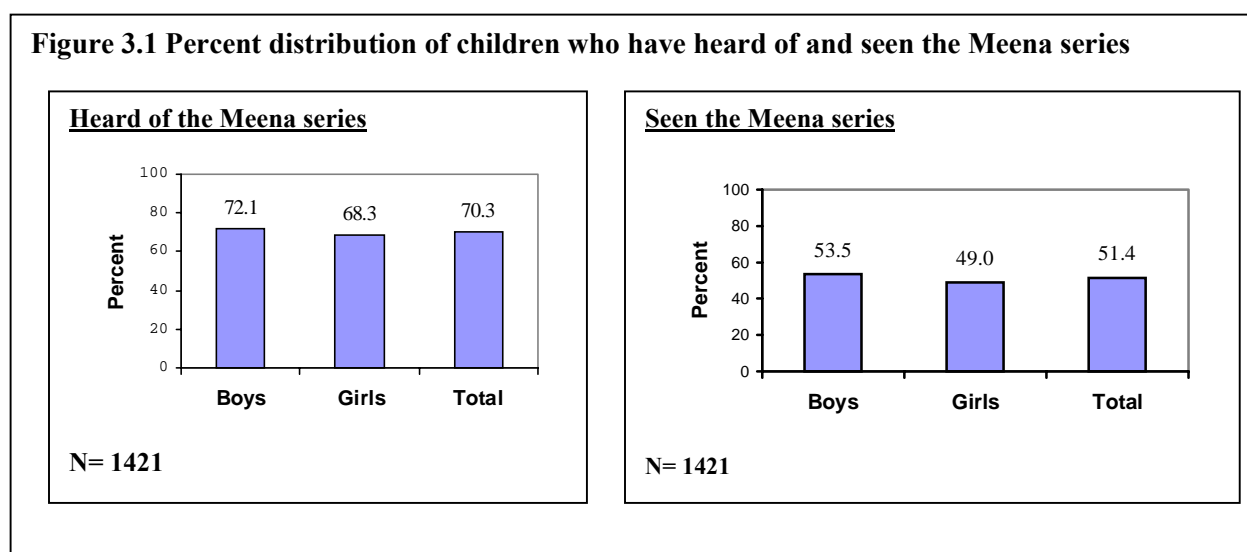
Chapter 3

Findings regarding Children

This chapter presents findings regarding the exposure of children to the Meena program, their understanding of the messages, communication about Meena and behavioral changes brought about by the Meena Communication Initiative (MCI). Wherever possible comparisons are made between the children who were exposed to the Meena series and those who were not.

3.1 Exposure to the Meena program

All the children included in the study were asked whether they had heard about the Meena series. Overall, 70 percent of the children said that they had heard about it. A slightly higher proportion of boys (72.1%) compared to girls (68.3%) had heard about the Meena series (Figure 3.1).



Respondents' exposure to the Meena series by selected characteristics are presented in Table 3.1. Overall, 51 percent of the 1,421 children reported that they had seen the Meena series. A slightly higher proportion of boys (53.5%) compared with girls (49.0%) had been exposed to the series. Age-wise data indicated that a higher proportion of children between 13 and 16 years of age had been exposed to Meena compared with children of younger age cohorts. Boys of various age groups had more exposure to the Meena series than girl of similar ages. A positive relationship between the literacy status of children of both sexes and their exposure to Meena was observed. For instance, 16 percent of *illiterate* children compared with 33 percent *just literate* and 46 percent *primary level* school children reported that they had seen the series. This figure increased to 83 percent among children who have completed *secondary level education*.

Table 3.1 Percent distribution of children who had seen the Meena series by selected characteristics

Exposure to Meena	Boys (N= 746)			Girls (N= 675)			Total (N=1421)		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Age of respondents (in years)									
8-10	46.4	53.6	100.0	32.1	67.9	100.0	40.4	59.6	100.0
11-12	51.7	48.3	100.0	49.7	50.3	100.0	50.8	49.2	100.0
13-14	59.5	40.5	100.0	59.8	40.2	100.0	59.6	40.4	100.0
15-16	63.8	36.2	100.0	58.2	41.8	100.0	60.7	39.3	100.0
Education									
Illiterate	12.5	87.5	100.0	17.7	82.3	100.0	16.2	83.8	100.0
Just literate	35.1	64.9	100.0	28.6	71.4	100.0	33.3	66.7	100.0
Primary	48.6	51.4	100.0	43.4	56.6	100.0	46.3	53.7	100.0
Lower secondary	61.4	38.6	100.0	59.0	41.0	100.0	60.3	39.7	100.0
Secondary	82.5	17.5	100.0	82.5	17.5	100.0	82.5	17.5	100.0
SLC and above	100.0	0	100.0	100.0	0	100.0	100.0	0	100.0
Currently studying									
Yes	56.0	44.0	100.0	53.0	47.0	100.0	54.6	45.4	100.0
No	24.1	75.9	100.0	29.2	70.8	100.0	27.5	72.5	100.0
Ethnicity									
Brahmin	67.3	32.7	100.0	62.5	37.5	100.0	65.1	34.9	100.0
Chhetri	67.8	32.2	100.0	57.0	43.0	100.0	62.1	37.9	100.0
Newar	70.7	29.3	100.0	59.5	40.5	100.0	65.1	34.9	100.0
Mongoloid*	51.3	48.7	100.0	51.3	48.7	100.0	46.2	53.8	100.0
Occupation caste	45.1	54.9	100.0	34.9	65.1	100.0	43.2	56.8	100.0
Other	53.5	46.5	100.0	42.1	57.9	100.0	43.8	56.2	100.0
Total	53.5	46.5	100.0	49.0	51.0	100.0	51.4	48.6	100.0

* Gurung, Magar, Rai, Limbu, Tamang.

Those children who were currently enrolled in school had more exposure to Meena than those who were not currently studying. For instance, more than half (54.6%) of the children of both sexes who were currently studying compared with only 28 percent who were not currently enrolled said that they had seen the series. From an ethnicity perspective, Brahmin, Chhetri and Newar children had more exposure to the Meena series compared with other ethnic populations such as Mongoloid, Dalits and others (Table 3.1).

The 399 boys and 332 girls who had seen the Meena series were further asked about the lessons they had learnt from Meena. The results are recorded in two categories: whether the respondents said "yes" spontaneously or "yes" after probing and are presented in Table 3.2. The great majority (>90%) of children of both sexes reported that they had learnt the following lessons from the Meena series:

- Girls are also to be provided education (96.0% boys and 97.6% girls)
- Girls are to be given equal treatment (95.2% boys and 94.8% girls)
- Need for proper hand washing (97.0% boys and 97.3% girls)
- Construction of latrines (95.0% boys and 95.5% girls)
- Should wear sandal or shoes while going to the toilet (90.9% boys and 93.3% girls).

Other messages learned by the majority of the children were: giving more fluid during diarrhea (83.0% boys and 90.1% girls), and the need for exclusive breastfeeding (72.4% boys and 81.0% girls). Keeping the village and environment clean and delaying marriages were also messages reported as learned by some children (<10%).

Table 3.2 Percent distribution of children by lessons learned from the Meena series

Lessons learned	Boys (N=399)			Girls (N=332)		
	Spontaneous	After probing	Total	Spontaneous	After probing	Total
Girls are also to be provided education	44.4	51.6	96.0	58.9	38.7	97.6
Need for proper hand washing	65.7	31.3	97.0	69.5	27.8	97.3
Construction of latrines	33.6	61.4	95.0	39.9	55.6	95.5
Girls are to be given equal treatment	38.6	56.6	95.2	48.3	46.5	94.8
Should wear sandal/shoes while going to the toilet	16.5	74.4	90.9	18.1	75.2	93.3
More fluid should be given during diarrhea	6.3	76.7	83.0	7.6	82.5	90.1
Need for exclusive breastfeeding	1.5	70.9	72.4	0.9	80.1	81.0
Should keep village and environment clean/should not defecate anywhere	3.3	-	3.3	8.2	0.3	8.5
Should discard early/child marriage	3.3	0.8	4.1	3.6	0.3	3.9
Should control dowry system	1.3	-	1.3	0.9	-	0.9
Other*	15.5	0.3	15.8	12.1	0.3	12.4

* Other includes: about AIDS, not to have many children, love to sick and AIDS patient, clean drinking water, obey elders, help neighbor, help mother, share workload between brothers and sisters, share food, eating green vegetables.

When asked the question *do you like the Meena series?* all 730 children who had seen the series responded affirmatively i.e. they liked the Meena series (Table not shown). The messages shown in the Meena series - *equality between sons and daughters, no discrimination between daughters and sons in education, constructing toilets, hand washing after defecation, and keeping the environment clean* - were liked by over one-fifth of the children (Table 3.3). The proportion of children liking these messages was slightly higher among girl children than boy children. Some other messages shown in the series and liked by a sizeable proportion of the respondents were: *washing hands with soap and water after defecation* (14.0%), *role of parrot in the series or parrot's marriage* (14.9%), *the scene of Meena going to school with her brother* (12.9%) and *using slippers while going to the toilet* (6.2%).

Table 3.3 Percent distribution of children by types of information or messages the children liked in the Meena series

Things liked about the Meena series	Boys	Girls	Total
Sons and daughters are equal/ equal treatment/ equal food to sons and daughters/ daughters can also be brave	20.6	27.8	23.8
Education to daughters as sons/ send daughters to schools without discrimination	20.8	26.9	23.6
Give attention to cleanliness/ keeping environment clean/ not to use unclean water/ to drink clean water	20.1	26.3	22.9
Constructing toilets/ hand washing after defecation/ not defecate anywhere	19.3	22.7	20.8
Parrot's marriage/ Parrot's help/ Parrot's teaching to Meena and Raju/ Meena cartoon and parrot	16.3	13.3	14.9
Wash hands with soap and water after defecating	17.0	10.3	14.0
Meena going to school/ Meena taking brother to school/ Meena loving brother	15.8	9.4	12.9
Should use slippers while going to the toilet	5.8	6.6	6.2
About health and family planning/ Meena encouraging others regarding the importance of health and education	4.0	2.1	3.2
Meena counting chickens	2.8	0.9	1.9
Meena caught the thief	2.8	0.9	1.9
Meena's courage/ Meena's good behavior	0.3	2.4	1.2
Saving the goods by sending money to mother through parrot when the money lender wants to take things/ freeing the father from debt/ two falling from bicycle while going to get loan refunded/ Meena's cycling/ Meena going to sell milk riding the bicycle	3.0	2.4	2.7
Other*	18.8	20.2	19.5
Total	399	331	730

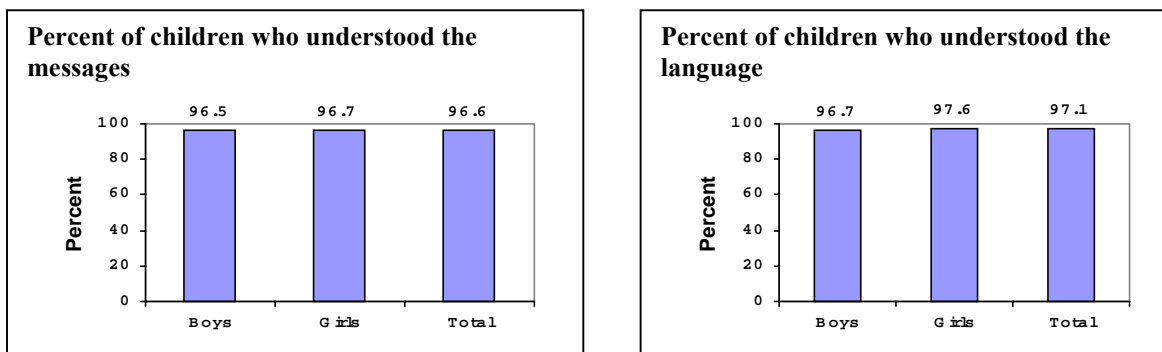
* Other includes: giving ORS during diarrhea, taking to health post, small child teaching others, not troubling others, not to hate AIDS patient, not giving dowry in Rita's marriage, child should be breast fed, against child marriage, preventing disease, money lenders changing 8000 to 800 and Meena detecting, against girls trafficking.

Note: Total % exceeds 100 as figures relate to multiple responses.

3.2 Understanding of the messages

All children who had seen the Meena series were also asked about their ability to understand the messages and language used in the series. Nearly 97 percent of the boys and girls said that they clearly understood the messages presented in Meena (Figure 3.2). Likewise, almost the same proportion (97.1%) of children had understood the language used in the series. This information indicates that the messages presented and language used in the Meena series was understandable to adolescent boys and girls in the study communities.

Figure 3.2 Percent distribution of children by opinion regarding the messages presented and language used in Meena



Respondents were further asked to enumerate the messages given in the Meena series. Nearly three-quarters of the children were able to recall two main messages from the Meena series: *girls are to be given education* (71.2%) and *need for proper hand washing* (72.7%). Six in every 10 children also recalled the message *no discriminating between boys and girls*. Only about one fifth of the children were able to recall the message *take more fluid during diarrhea* (Table 3.4). Some other messages mentioned by a small proportion of the children were: *need for exclusive breast feeding, delaying girls' marriage, construction and use of latrines, keeping village and environment clean and using slippers while going to the latrine*.

Table 3.4 Percent distribution of children by their ability to recall the messages given in the Meena series

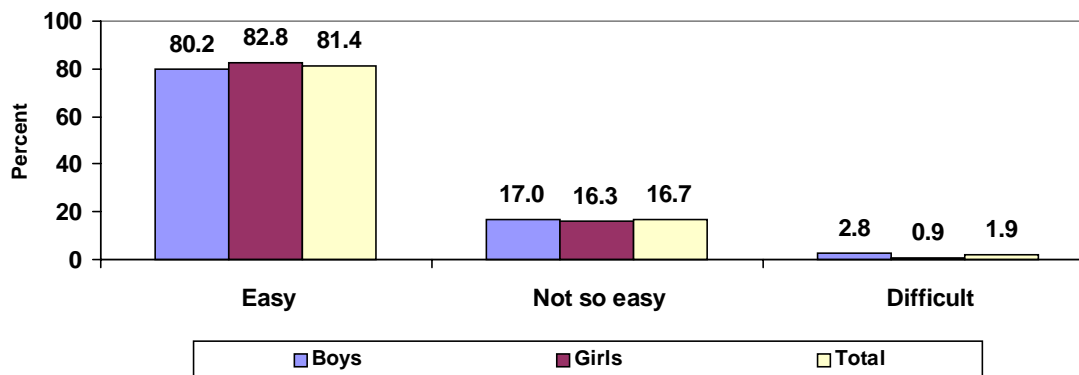
Messages presented in the Meena series	Boys	Girls	Total
Need for proper hand washing	73.9	71.3	72.7
Girls are to be given education	69.4	73.4	71.2
No discrimination between boys and girls	57.9	65.9	61.5
More fluid should be taken during diarrhea	17.3	19.6	18.4
Message regarding latrine construction/ use of latrine	10.0	8.5	9.3
Need for exclusive breastfeeding	4.0	5.1	4.5
Using slippers while going to the toilet	2.8	6.6	4.5
Keeping the village and environment clean	2.5	6.3	4.2
Delaying girls' marriage	1.5	5.7	3.4
Other*	8.5	8.2	8.4
Do not know/ can not say	1.5	1.5	1.5
Total	399	331	730

* Other includes: abolishing dowry, respect to elders, not to quarrel with friends, eating green vegetables, giving nutritious food to children, should not drink unclean water, sending brothers and sisters to schools, equal rights, equal treatment.

Note: Total % exceeds 100 as figures relate to multiple responses.

Respondents were also asked about the dialogue used in Meena. Over 80 percent of the children (80.2% boys and 82.8% girls) found the dialogue *easy to understand*. About 17 percent of the children *did not find the dialogue so easy* and 2 percent found it *difficult to understand* (Figure 3.3).

Figure 3.3 Percent distribution of children by their ability to understand the dialogue in Meena



3.3 Communication about Meena

Children were asked with whom they usually go to watch the Meena series. Nearly half (45.3%) of the boys and girls said that they usually go to watch Meena with their family members (father, mother, brothers and sisters). Thirty-six percent said that they went to watch Meena with friends and 5 percent said that they went alone. Just over a quarter (22.6% boys and 30.2% girls) said they watched Meena on TV at home. Twenty-five percent of boys and 19 percent of girls watched the Meena series in their schools (Table 3.5).

Table 3.5 Percent distribution of children by persons with whom they watched the Meena series

Person with whom children watched the Meena cartoon	Boys	Girls	Total
Friends	37.3	33.5	35.6
At homes on TV	22.6	30.2	26.0
Sisters	9.3	17.2	12.9
Mothers	11.0	13.3	12.1
Brothers	10.3	11.8	11.0
Fathers	9.0	9.7	9.3
Alone	6.8	3.3	5.2
Other*	0.5	2.1	1.2
Shown in the school	25.1	19.0	22.3
Total	399	331	730

* Other includes other family members, on video at home, with brother's wife.

Information regarding the sharing of information about the Meena series by children was collected during the interviews. Nearly three-quarters (70.3%) of the children said that they discussed Meena with others (Table 3.6). The majority (86.5%) of the children had discussed Meena with their friends. A sizeable proportion of the boys and girls also reported that they discussed Meena with their family members, such as father, mother, brother and sister. Girl children are more likely to discuss Meena with family members than boy children. For instance 31 percent of girls as against 25 percent of boys said they discussed Meena with their fathers.

Similarly, 37 percent of girls as against 28 percent of boys discussed Meena with their mothers, and 35 percent of girls compared with 23 percent of boys discussed Meena with their sisters.

Table 3.6 Percent distribution of children by discussions about Meena with others

Description	Boys	Girls	Total
Discussed Meena with others			
Yes	70.9	69.5	70.3
No	29.1	30.5	29.7
Total	399	331	730
Person with whom they discussed Meena*			
Friends	87.6	85.2	86.5
Mother	28.3	36.5	32.0
Sister	23.3	35.2	28.7
Father	25.1	30.9	27.7
Brother	22.3	25.2	23.6
Other family members	5.3	6.5	5.8
Other**	4.9	5.7	5.3
Total	283	230	513

* Total % exceeds 100 as figures relate to multiple responses.

**Other includes: uncle, auntie, neighbor, teacher, villagers.

The majority of children expressed their desire to watch the Meena series in the future. All the girls and almost all (98.7%) the boys expressed that they would like to see Meena again. Ninety-eight percent of the boys and girls also said that they would recommend others to watch the series (Table not shown).

Those children who reported having heard of Meena series but not having been exposed to it were asked about the reasons for not watching the series. Of the 269 children, about one-third of the children gave the reason that they were not informed of the time of the show. Nearly 3 in every 10 children did not see the series due to lack of time (23.7% boys and 33.8% girls) and about a quarter of the children did not see the series because it was not shown in their schools. About one-fifth of the children said that the series was not shown in a nearby place. Some children also complained that their parents did not allow them to go to watch the series (Table 3.7).

Table 3.7 Percent distribution of children by reasons for not watching Meena

Reasons for not being exposed to the Meena show	Boys	Girls	Total
Did not know that there was a Meena show	36.0	30.0	33.1
No time	23.7	33.8	28.6
Not shown in the school	27.3	25.4	26.4
Not shown in a nearby place	19.4	16.2	17.8
Did not go to school on that day	6.5	3.1	4.8
The show place was far away	2.9	4.6	3.7
Parents did not allow	2.2	4.6	3.3
Program was shown at night	2.9	2.3	2.6
Have to pay money/ no money	1.4	-	0.7
Not allowed by teachers	-	0.8	0.4
Other*	7.9	13.8	10.8
Total	139	130	269

* Other includes: show time not known, due to illness, parents did not send to school on that day, not shown in the school, not in home.

Note: Total % exceeds 100 as figures relate to multiple responses.

3.4 Behavioral changes brought about by Meena

This section examines the behavioral changes brought about by the MCI in the children, specifically in relation to defecation, hand washing practices and educating others. Comparative analysis among the exposed and non-exposed children was carried out in order to assess the changes brought about by the program.

Defecation practices

Overall, 96 percent of exposed and about 95 percent of non-exposed children said that they used water for anal cleansing after defecation (Table 3.8). A slightly higher proportion of girls of both categories used water for anal cleansing compared with their respective boy counterparts. Some children (3.3% - 4.6%) said that they used leaves for anal cleansing. Almost all (>99%) of the children of both categories reported that they washed their hands after defecation, this figure is slightly higher among exposed children than non-exposed children. The majority of children of both categories washed their hands using soap and water, followed by those using water only and those using ash and water. More than 91 percent of exposed children compared with only 80 percent of non-exposed children wash their hands with soap and water. Forty-six percent of exposed and 34 percent of non-exposed children used ash and water, and 35 percent of exposed and 48 percent of non-exposed children used water for cleaning their hands. The practice of using soap and water for cleaning hands is more prevalent among girls than boys of both categories indicating that girl children are more concerned with hand washing than boys.

Table 3.8 Percent distribution of children by anal cleansing and hand washing practice after defecation

Description	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Way of anal cleansing after defecation						
Using water	94.7	97.9	96.2	92.2	97.1	94.6
Using paper	-	0.3	0.1	0.9	-	0.4
Using leaves	4.5	1.8	3.3	6.6	2.6	4.6
Stone	0.8	-	0.4	0.3	0.3	0.3
Total	399	331	730	347	344	691
Washing hands after defecation						
Yes	99.5	100.0	99.7	98.6	99.4	99.0
No	0.5	-	0.3	1.4	0.6	1.0
Total	399	331	730	347	344	691
Ways of washing hands*						
Using water	35.8	34.1	35.0	51.5	44.4	48.0
Using soap and water	89.2	94.0	91.3	77.8	81.6	79.7
Using ash and water	46.3	45.6	46.0	30.1	37.7	33.9
Using mud and water	11.1	4.8	8.2	18.4	16.7	17.5
Others	0.5	-	0.3	0.3	0.3	0.3
Total	397	331	728	342	342	684

* Total % exceeds 100 as figures relate to multiple responses.

All the children of both categories (exposed and non-exposed) expressed that it is necessary to wash hands after defecation (Table not shown). When asked to enumerate the reasons for saying so, 40 to 50 percent of the children (40.7% exposed and 49.6% non-exposed) said that one might

contract various diseases if hands are not washed after defecation (Table 3.9). Other reasons given by a sizeable proportion of the children were:

- To be clean and tidy (15.9% exposed and 19.4% non-exposed)
- Dirt and bacteria may stick to fingers or nails (29.3% exposed and 18.7% non-exposed)
- To be safe from diseases or to remain healthy (28.2% exposed and 15.8% non-exposed)
- Foul smell (12.3% exposed and 14.6% non-exposed)
- May cause diarrhea, dysentery or cholera (11.8% exposed and 4.9% non-exposed)

The above findings clearly show that a higher proportion of exposed children were able to enumerate various reasons for washing hands after defecation compared with those who did not have exposure to Meena, with the exception of the reason *may contract various diseases*. Specifically, the proportion of children who were exposed to Meena and reported that not washing hands may cause diarrhea, dysentery or cholera was found to be significantly higher than those children who were not exposed to Meena (11.8% vs 4.9%). Sex-wise data indicate that in general, a higher proportion of boys compared with girls in the exposed category, and a higher proportion of girls compared with boys in the non-exposed category, were able to enumerate such reasons.

Table 3.9 Percent distribution of children by reasons for washing hands after defecation and source of information

Description	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Reasons for washing hands						
Otherwise may contract various diseases	35.1	47.4	40.7	45.8	53.5	49.6
To be clean and tidy	15.0	16.9	15.9	18.7	20.1	19.4
Dirt and bacteria may stick to fingers and nails	30.8	27.5	29.3	17.9	19.5	18.7
To be safe from diseases/to remain healthy	30.3	25.7	28.2	17.9	13.7	15.8
Causes foul smell	12.0	12.7	12.3	13.8	15.4	14.6
May cause diarrhea, dysentery or cholera epidemic	11.0	12.7	11.8	5.2	4.7	4.9
Bacteria may enter the body with food	5.3	4.8	5.1	3.2	2.3	2.7
Other*	0.5	0.9	0.7	0.9	1.7	1.3
Do not know	0.3	-	0.1	0.6	0.9	0.7
Total	399	331	730	347	344	691
Source of information						
Parents	91.2	89.7	90.5	91.1	92.4	91.8
School	90.0	85.8	88.1	76.4	68.9	72.6
Meena cartoon	36.3	39.0	37.5	-	-	-
Radio	28.1	34.7	31.1	16.7	19.8	18.2
TV	19.8	26.0	22.6	7.2	5.5	6.4
Family members (sisters/ brothers/ uncles/ grandfather)	9.8	10.9	10.3	15.6	14.2	14.9
Friends	7.5	10.6	8.9	8.1	10.2	9.1
IEC materials	4.8	8.2	6.3	2.9	1.5	2.2
Health workers/ HP/FCHV/mobile camp	2.3	3.0	2.6	3.2	3.5	3.3
Other persons/observing others	2.0	1.2	1.6	2.6	1.5	2.0
Other**	1.3	1.8	1.5	1.7	0.9	1.3
Total	399	331	730	347	344	691

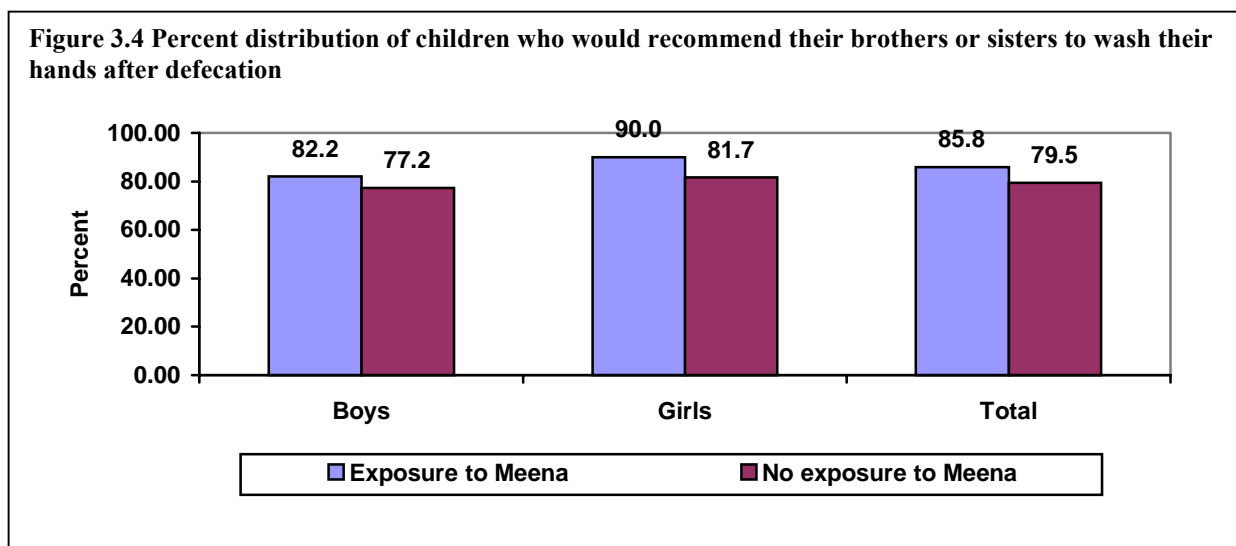
* Other includes: one should not do dirty things, vomiting, malnutrition, stomach pain, influenza, blisters.

** Other includes: newspaper, seminar, Nepal Red Cross, scout, cleanliness program.

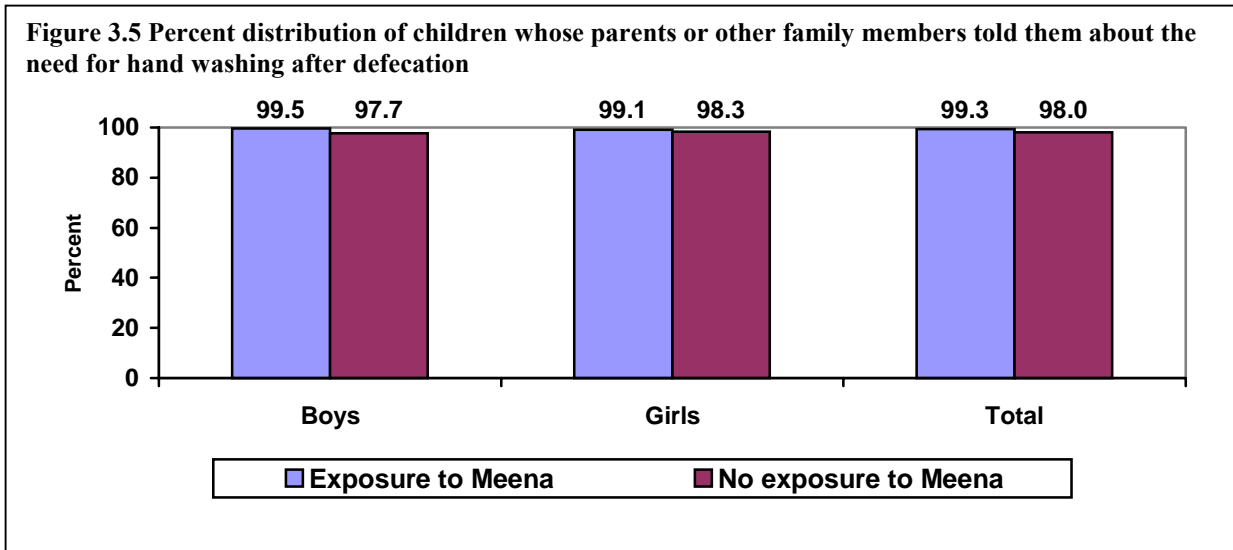
Note: Total % exceeds 100 as figures relate to multiple responses.

All children were asked about the sources of their information regarding the need for hand washing after defecation. The results are presented in Table 3.9. The majority of the respondents of both categories (90.5% exposed and 91.8% non-exposed) obtained information about hand washing from their parents, followed by from schools (88.1% exposed and 72.6% non-exposed). About 38 percent of the children who had exposure to the Meena series reported that they got information about hand washing from the Meena cartoon. Thirty-one percent of the children who had exposure to Meena and 18% who did not have exposure to Meena reported that they got the information from the radio. Similarly, about a quarter of the exposed children and 6 percent of non-exposed children got information from television. A very small proportion (<10%) of both exposed and non-exposed children reported that they got information regarding hand washing from their friends.

All 1,421 children were asked whether they had encouraged their younger brothers and sisters to wash their hands after defecation. A higher proportion of exposed children (85.8%) than non-exposed children (79.5%) reported that they had recommended their brothers and sisters to wash their hands after defecation (Figure 3.4). A slightly higher proportion of girls of both categories compared with boys had made recommendations, indicating that girls were more concerned about hand washing than boys.



The survey results indicate that the majority of children were informed about the need for hand washing after defecation from their parents or other family members. For instance, almost all the exposed (99.3%) and 98 percent of non-exposed children said that their parents or other family members had informed them about the need for hand washing after defecation (Figure 3.5).



Hand washing practices

Almost all (99.9%) the children of both categories (exposed and non-exposed) said that they wash their hands before meals (Table 3.10). Children of both categories had good knowledge about the need for hand washing before meals. According to them, hands need to be washed to prevent bacteria and diseases. The main reasons the children gave for washing hands before meals were as follows:

- Will become sick if hands are not washed properly (30.2% exposed and 35.9% non-exposed)
- To wash away dirt (22.5% exposed and 20.0% non-exposed)
- Bacteria sticks in the nails and on fingers and while sweating it sticks to other parts of the body which may cause disease (29.5% exposed and 19.6% non-exposed)
- To be safe from diseases or diarrhea (28.5% exposed and 16.5% non-exposed)
- To remain clean/to keep hands clean and tidy (15.1% exposed and 15.9% non-exposed)
- To prevent stomach related diseases caused by dirty nails (11.5% exposed and 15.4% non-exposed)

The above findings showed that there are no marked differences in the children's knowledge regarding the need for washing hands before meals by their exposure status to the Meena series.

Table 3.10 Percent distribution of children by reasons for washing hands before meals

Description	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Whether wash own hands before meals						
Yes	100.0	99.7	99.9	99.7	100.0	99.9
No	-	0.3	0.1	0.3	-	0.1
Total	399	331	730	347	344	691
Reasons for washing hands before meals*						
Will become sick if hands not washed	26.6	34.5	30.2	35.0	36.9	35.9
To wash away dirt	20.1	25.5	22.5	20.5	19.5	20.0
Bacteria sticks in the nails and on fingers/ and while sweating it sticks to everything	28.3	30.9	29.5	18.8	20.3	19.6
To be safe from diseases	30.8	25.8	28.5	20.5	12.5	16.5
To remain clean and to keep hands clean and tidy	17.0	12.7	15.1	15.9	16.0	15.9
To prevent stomach related diseases	12.5	10.3	11.5	15.3	15.4	15.4
Other**	2.3	1.5	1.9	0.9	0.3	0.6
Do not know	0.3	-	0.1	0.3	0.6	0.4
Total	399	331	730	347	344	691

*Note: Total % exceeds 100 as figures relate to multiple responses.

** Other includes: vomiting, common cold, cholera, dysentery, can not be involved in work if not clean, may even die because of illness.

All the children agreed on the fact that it is necessary to wash hands before meals (Table not shown). More than 90 percent of the children got information about the need for washing hands before meals from their parents. Similarly, the second most important source of information about the need for washing hands before meals was schools for both exposed (87.8%) and non-exposed (72.1%) children (Table 3.11). More than one-third of the children who had exposure to the Meena series said that they got this information from the Meena cartoon. Nearly a quarter (23.0%) of exposed children compared with only 6 percent non-exposed children reported that they got the information from television. Other sources of information mentioned were: brothers or sisters (23.4% exposed and 21.4% non-exposed), radio (30.7% exposed and 16.5% non-exposed) and friends (11.9% exposed and 9.6% non-exposed).

Table 3.11 Percent distribution of children by source of information about the need for washing hands before meals

Source of information	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Parents	93.5	94.0	93.7	91.6	94.2	92.9
School	88.5	87.0	87.8	75.5	68.6	72.1
Brother/sister	20.6	26.9	23.4	21.0	21.8	21.4
Meena cartoon	33.8	34.1	34.0	-	-	-
Radio	29.6	32.0	30.7	15.9	17.2	16.5
TV	20.3	26.3	23.0	7.2	5.2	6.2
Friends	12.0	11.8	11.9	9.8	9.3	9.6
IEC materials	6.3	7.6	6.8	2.9	3.2	3.0
Observing others	1.3	1.8	1.5	1.2	0.9	1.0
Seminar/workshop/ meeting/ child club/ Red Cross	0.8	0.9	0.8	0.3	0.6	0.4
Self	0.3	0.6	0.4	1.2	0.6	0.9
Neighbor/ villager	1.5	0.9	1.2	1.4	-	0.7
Health worker	0.3	2.1	1.1	0.3	1.2	0.7
Other family members	1.3	0.9	1.1	2.6	2.9	2.7
Total	399	331	730	347	344	691

Note: Total % exceeds 100 as figures relate to multiple responses.

All the 1,421 children included in the study were asked how they wash their hands before meals. Over 80 percent of the children of both categories said that they wash their hands with water (Table 3.12). About two-thirds of the exposed and half of the non-exposed children wash their hands using soap and water and about 10 percent wash their hands using ash and water. This information clearly indicates that children with exposure to the Meena series are more likely to use soap and water for hand washing before meals compared to those who are not exposed to the series.

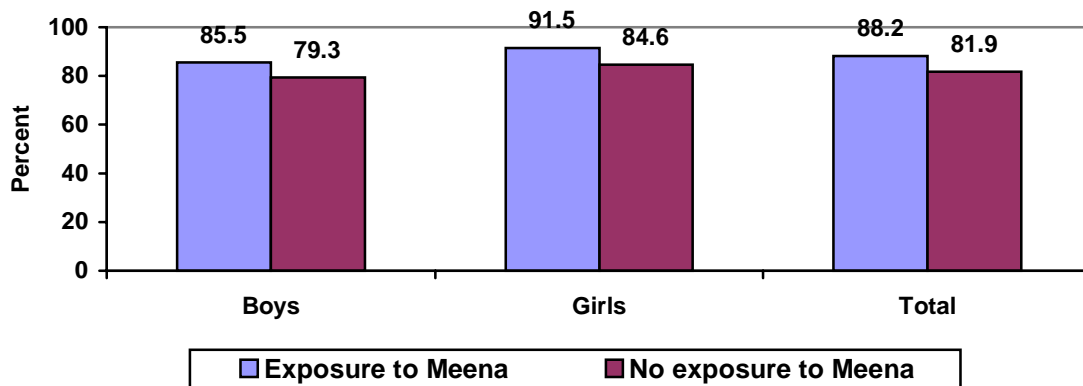
Table 3.12 Percent distribution of children by ways of washing hands before meals

Ways of washing hands	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Using water	80.5	81.0	80.7	85.9	77.6	81.8
Using soap and water	65.2	67.1	66.0	47.3	58.4	52.8
Using ash and water	10.5	10.0	10.3	7.5	11.6	9.6
Using mud and water	1.0	1.2	1.1	3.5	4.7	4.1
Other	-	-	-	0.3	-	0.1
Total	399	331	730	347	344	691

Note: Total % exceeds 100 as figures relate to multiple responses.

More than 88 percent of exposed children and about 82 percent of non-exposed children reported that they encouraged their brothers or sisters to wash their hands before meals (Figure 3.6). A higher proportion of girl children of both categories compared with their respective boy counterparts reported that they encouraged their brothers or sisters to wash their hands before meals, indicating that girls are more concerned about this than the boys.

Figure 3.6 Percent distribution of children who encouraged their brothers or sisters to wash their hands before meals



Educating others

All the children who had exposure to Meena were asked the question *what behavioral changes did you adopt after seeing Meena?* The results are presented in Table 3.13. The results indicate that the Meena series has helped in changing the behavior of the children, as 96 percent of the children mentioned at least one behavioral change in their life after watching Meena. Only 4 percent of the children did not adopt any changes after being exposed to Meena. The majority (73.6%) of the children said that they had started washing their hands with soap and/or water. More than 4 in every 10 children also said that they encouraged their siblings in personal hygiene - the proportion of girls stating this (47.4%) is much higher than boys (36.3%). Nearly one-third of the children (29.6% boys and 34.7% girls) started attending school regularly after exposure to Meena and over a quarter of the children also started treating their sisters equally. Some other behavioral changes adopted by the children were:

- Encouraged siblings to go to school
- Not defecating anywhere/using latrine
- Using slippers while going to the toilet
- Keeping the environment clean
- Helping in household work
- Taking more fluids during diarrhea

Table 3.13 Percent distribution of children by reported behavioral changes they adopted after seeing Meena

Types of behavioral changes adopted after exposure to Meena	Boys	Girls	Total
Washed hand with soap and/or water	74.9	71.9	73.6
Encouraged siblings to maintain personal hygiene	36.3	47.4	41.4
Attending school regularly	29.6	34.7	31.9
Treated sisters equally	27.8	27.5	27.7
Encouraged siblings to go to school	12.3	15.1	13.6
Using slippers while going to the toilet	5.8	7.3	6.4
Constructing latrine/ not defecating anywhere/ using latrine	6.3	4.5	5.5
Cooperating with everyone/ living in harmony	3.5	4.5	4.0
Remain clean and tidy/ keeping environment clean	1.8	5.7	3.6
Taking more fluids during diarrhea	1.0	2.4	1.6
Helping in household work	1.8	0.6	1.2
Delaying marriage	0.5	0.6	0.5
Other*	3.8	7.3	5.3
No change	4.5	3.3	4.0
Do not know	0.3	0.3	0.3
Total	399	331	730

* Other includes: collect garbage at one place, loving AIDS patient, helping daughters, not playing in dirty places, hand washing.

Note: Total % exceeds 100 as figures relate to multiple responses.

All the respondents were also asked how they were treated in the family as a boy or a girl child. In response to this, over 94 percent of the exposed children and 84 percent of non-exposed children reported that they were treated equally. A higher proportion of boys of both categories compared with girls reported that they were given more preference, and such differential is more pronounced among the children who have not been exposed to Meena. Correspondingly, a higher proportion of the girl respondents in both categories said that they were given less preference.

Table 3.14 Percent distribution of children by treatment in the family as a boy or girl

Types of differential treatment	Exposure to Meena			No exposure to Meena		
	Boys	Girls	Total	Boys	Girls	Total
Given more preference	4.5	2.1	3.4	10.7	2.9	6.8
Treated equally	94.0	94.6	94.2	83.0	84.3	83.6
Given less preference	1.3	2.7	1.9	2.3	9.6	5.9
Can not say	0.3	0.6	0.4	4.0	3.2	3.6
Total	399	331	730	347	344	691

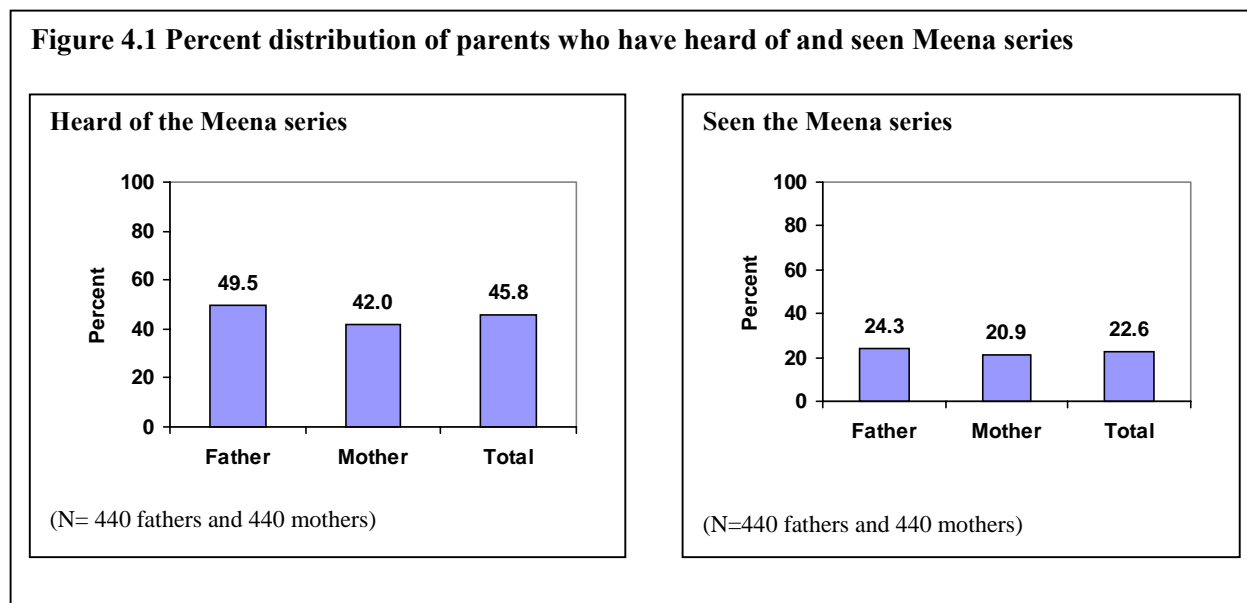
Chapter 4

Findings regarding Parents

As explained in the methodology section, parents were selected for interview where there were children aged between 8 and 16 in their households. In each of the selected households, if both mothers and fathers were found to be present during the time of the survey, mothers and fathers were interviewed alternatively. The results of the findings regarding parents are presented in this chapter. This chapter explores two broad themes, namely exposure to Meena and the behavioral changes brought about by Meena.

4.1 Exposure to the Meena series

All the parents (fathers and mothers) were asked if they had heard about the Meena series. Overall, 46 percent of the parents (49.5% fathers and 42.0% mothers) said that they had heard about Meena and 23 percent of the parents (24.3% fathers and 20.9% mothers) reported that they had seen the series (Figure 4.1).



Respondents' exposure to the Meena series by selected characteristics are presented in Table 4.1. Overall, 23 percent of the 880 parents had seen Meena series. A slightly higher proportion of fathers (24.3%) compared with mothers (20.9%) had seen the Meena series. Analysis of exposure to the Meena series by age of the respondents shows that there were no marked differences among the respondents of different age group, except for those respondents who are 50 years old or older, who had less exposure (Table 4.1). The relationship between respondents' level of education and exposure to the Meena series was also observed. From an ethnicity perspective, the Brahmin, Chhetri and Newar population has more exposure to Meena compared with other ethnic groups. For instance, nearly 38 percent Newars followed by 32 percent Brahmin and 24 percent Chhetri compared with about 16 percent of both the Mongoloid and occupational caste groups reported that they had seen the Meena series.

Table 4.1 Percent distribution of parents who had seen the Meena series by selected characteristics

Characteristics	Father (N=440)			Mother (N=440)			Total (N=880)		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
Age of respondents (in years)									
<30	21.1	76.9	100.0	26.4	73.6	100.0	25.0	75.0	100.0
30-39	30.1	69.9	100.0	22.3	77.7	100.0	25.4	74.6	100.0
40-49	27.7	72.3	100.0	19.2	80.8	100.0	24.1	75.9	100.0
50 and above	10.8	89.2	100.0	6.9	93.1	100.0	9.9	90.1	100.0
Education									
Illiterate	14.3	85.7	100.0	18.2	81.8	100.0	16.9	83.1	100.0
Primary	19.3	80.7	100.0	14.3	85.7	100.0	17.8	82.2	100.0
Lower secondary	29.0	71.0	100.0	35.3	64.7	100.0	31.1	68.9	100.0
Secondary	28.1	71.9	100.0	-	-	100.0	23.7	76.3	100.0
SLC and above	43.2	56.8	100.0	66.7	33.3	100.0	47.2	52.8	100.0
Ethnicity									
Brahmin	37.5	62.5	100.0	24.5	75.5	100.0	31.6	68.4	100.0
Chhetri	23.8	76.2	100.0	24.4	75.6	100.0	24.1	75.9	100.0
Newar	34.5	65.5	100.0	41.4	58.6	100.0	37.9	62.1	100.0
Mongoloid*	16.0	84.0	100.0	14.9	85.1	100.0	15.5	84.5	100.0
Occupation caste	13.0	87.0	100.0	17.9	82.1	100.0	15.3	84.7	100.0
Other	27.8	72.2	100.0	18.0	82.0	100.0	22.6	77.4	100.0
Total	24.3	75.7	100.0	20.9	79.1	100.0	22.6	77.4	100.0

* Gurung, Magar, Rai, Limbu, Tamang

In total 107 fathers and 92 mothers had heard of the Meena cartoon. Of these 199 parents, all had seen Meena and they reported that they liked the program (Table not shown). The parents were further asked what they liked most in the Meena series. The results are presented in Table 4.2. Nearly 41 percent of parents reported that the message they most liked is *giving equal education to both sons and daughters*. Following this message, they liked the messages on *hand washing and personal hygiene* (35.7%) and the *equal treatment to sons and daughters* (32.7%). The message of *giving equal treatment to boys and daughters* was liked more by mothers (35.9%) than fathers (29.9%). About 14 percent of fathers and 10 percent of mothers also said that they liked the *health awareness information* shown in the series.

Table 4.2 Percent distribution of parents exposed to Meena by the messages they liked most in the series

Messages liked most in Meena	Father	Mother	Total
Giving education to both sons and daughters	41.1	40.2	40.7
Hand washing/ personal hygiene	37.4	33.7	35.7
Equal treatment to sons and daughters/ daughters are equally as capable as boys/ Meena and brother working together	29.9	35.9	32.7
Health awareness	14.0	9.8	12.1
Need to construct latrine and its use/ not good to defecate anywhere	15.9	6.5	11.6
To drink clean water/ to drink boiled water	1.9	2.2	2.0
Not to wash in the river after defecation/ to wash hand with soap and water after defecation	1.9	2.2	2.0
Avoiding child marriage	0.9	1.1	1.0
Other*	24.3	21.7	23.1
Do not know	-	5.4	2.5
Total	107	92	199

* Other includes: attractive voice, parrot being used, sharing workload, against dowry, taking to health facility during diarrhea.

Note: Total % exceeds 100 as figures relate to multiple responses.

Parents were asked whether they considered "Meena" to be a role model for behavioral change. About 98 percent of the parents (fathers slightly more than mothers) said that they considered "Meena" to be a role model for behavioral change (Table not shown).

The respondents were asked what they learned from the Meena series. Those respondents who did not spontaneously mention the thematic issues of the Meena series were further probed about what they had learnt. Their responses were recorded "yes" spontaneously or "yes" after probing. The results are presented in Table 4.3. With regards to the education of girls, 62 percent of the parents spontaneously agreed that girls should be given a proper education. Only 4 percent of the parents responded negatively (more fathers than mothers). With respect to giving equal treatment to sons and daughters, about half of the parents interviewed spontaneously responded positively, and after probing, almost all of the remaining parents also said "yes".

Table 4.3 Percent distribution of parents by various lessons they learned from the Meena series (% yes only)

Description	Father (N=107)		Mother (N=92)		Total (N=199)	
	Spont yes	After probe	Spont yes	After probe	Spont yes	After probe
Need for exclusive breastfeeding	3.7	75.7	77.2	14.1	2.0	76.4
More fluid should be given during diarrhea	9.3	69.2	4.3	81.5	7.0	74.9
Should wear sandals/shoes while going to the toilet	10.3	74.8	8.7	72.8	9.5	73.9
Construction of latrines	35.5	53.3	25.0	62.0	30.7	57.3
Girls are to be given equal treatment	55.1	37.4	46.7	48.9	51.3	42.7
Girls are to be provided with education	64.5	28.0	59.8	34.8	62.3	31.2
Need for proper hand washing	67.3	22.4	63.0	26.1	65.3	24.1
Should avoid child marriage	0.9	-	1.1	-	1.0	-
Other*	6.5		8.7	-	7.5	-

* Other includes: love to AIDS patient, improve social evils, personal hygiene, keeping environment clean.

There were a few parents (7%) who spontaneously mentioned the need for more fluid intake during diarrhea, but when probed three-fourths of the parents responded positively (Table 4.3). When asked about the need for exclusive breastfeeding, very few parents spontaneously responded positively while the large majority (76%) agreed after probing. Nearly two-thirds of the respondents mentioned spontaneously the need for proper hand washing. Regarding toilet construction, less than a third (31%) mentioned toilet construction spontaneously while 57 percent said that latrines are necessary after probing. About three-quarters of the parents mentioned after probing that one should wear sandals or shoes while going to the toilet, those saying so spontaneously was less than 10 percent.

4.2 Behavioral changes brought about by Meena

Questions were asked to assess parents' change in behavior as a result of exposure to the Meena series. Behavioral changes assessed were in matters relating to personal hygiene and hand washing, communication and behavior, practice and attitude towards health and hygiene, and attitudes to girl children.

4.2.1 Defecation Practices

The parents who were exposed to Meena and the parents who were not exposed to Meena were asked about the use of latrines by household members. Of those who had latrines, more than 95 percent mentioned that all the family members in the household use the latrine, in both groups of parents. Parents were also asked where people defecate if there is no latrine in the household. The results revealed that people defecate in the field (49.3% exposed and 34.0% non-exposed), in the forest (20.9% exposed and 21.4% non-exposed), behind bushes (11.9% exposed and 13.4% non-exposed) or on the riverside (17.9% exposed and 28.6% non-exposed).

Table 4.4 Percent distribution of parents by family members using the latrines in the households

Description	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Person in the family not using latrine						
Grand Mother	-	-	-	1.2	0.6	0.9
Grand Father	-	1.6	0.8	0.6	1.2	0.9
Father	-	3.2	1.5	0.6	1.2	0.9
Mother	-	-	-	-	1.2	0.6
Brother	-	-	-	-	0.6	0.3
Children under 8 years	1.4	3.2	2.3	1.8	0.6	1.2
Other (children/ self)	-	-	-	1.2	-	0.6
All use the latrine	98.6	93.7	96.2	95.2	96.3	95.8
Total	69	63	132	168	163	331
Places for defecation						
Field	50.0	48.3	49.3	33.3	34.6	34.0
Forest	21.1	20.7	20.9	23.6	19.5	21.4
Bush	10.5	13.8	11.9	9.1	17.3	13.4
Riverside	18.4	17.2	17.9	30.9	26.5	28.6
Other (neighbor's home/ pond)	-	-	-	3.0	2.2	2.6
Total	38	29	67	165	185	350

The parents were asked about their anal cleansing practices after defecation. The majority (94.4%) of parents of both categories mentioned that they used water to clean themselves (Table 4.5). About 5 percent mentioned using leaves. Some non-exposed parents also said that they use stones.

Table 4.5 Percent distribution of parents by anal cleansing practice after defecation

Ways of cleaning anus after defecation	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Using water	97.2	93.5	95.5	93.7	95.1	94.4
Using paper	-	-	-	-	0.6	0.3
Using leaves	2.8	6.5	4.5	5.7	4.0	4.8
Stone	-	-	-	0.6	-	0.3
Do not clean	-	-	-	-	0.3	0.1
Total	107	92	199	333	348	681

All parents who had been exposed to Meena said that they wash their hands after defecation. Seven parents out of 681, who were not exposed to the Meena series, reported that they do not wash their hands after defecation (Table 4.6). More than 80 percent of parents use soap and water and about 38 to 45 percent use water only. The proportion of parents using soap and water is much higher among exposed parents (84.4%) compared with their non-exposed counterparts (78.6%). All parents exposed to the Meena series were of the opinion that it is necessary to wash hands after defecation and only three persons who were not exposed to Meena said that hand washing after defecation is not necessary (Table not shown).

Table 4.6 Percent distribution of parents by ways of washing hands after defecation

Description	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Whether wash hands after defecation						
Yes	100.0	100.0	100.0	98.5	99.4	99.0
No	-	-	-	1.5	0.6	1.0
Total	107	92	199	333	348	681
Ways of hand washing after defecation*						
Using water	39.3	37.0	38.2	44.5	46.0	45.3
Using soap and water	79.4	90.2	84.4	75.3	81.8	78.6
Using ash and water	42.1	44.6	43.2	43.0	46.8	45.0
Using mud and water	30.8	17.4	24.6	32.6	28.9	30.7
Using sand and water	0.9	-	0.5	1.8	0.6	1.2
Total	107	92	199	328	346	674

* Total % exceeds 100 as figures relate to multiple responses.

The source of information on hand washing after defecation was parents for more than three-fourths of the respondents of both categories (Table 4.7). For about one-third of the respondents the information source was radio, and for about 20 percent the source was their friends. Eighteen percent of the parents who were exposed to the Meena series mentioned the Meena cartoon as their source of information.

Table 4.7 Percent distribution of parents by source of information about the need for washing hands after defecation

Source of information	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Parents	79.4	76.1	77.9	78.6	80.6	79.6
Radio	42.1	30.4	36.7	28.9	28.3	28.6
Friends	17.8	22.8	20.1	23.8	15.6	19.6
TV	26.2	18.5	22.6	10.2	9.0	9.6
IEC materials	32.7	12.0	23.1	13.0	5.2	9.0
Meena cartoon	20.6	15.2	18.1	-	-	-
School teacher	11.2	6.5	9.0	15.1	5.8	10.3
Family members	2.8	6.5	4.5	3.3	2.9	3.1
Training	2.8	7.6	5.0	1.5	4.6	3.1
Children	-	4.3	2.0	1.2	4.0	2.7
Health worker/HP/SHP/hospital	3.7	3.3	3.5	2.4	1.4	1.9
Neighbor	0.9		0.5	1.8	2.0	1.9
FCHV/ mother's group meeting/ women's group meeting	-	3.3	1.5	0.6	2.3	1.5
Adult literacy classes	-	1.1	0.5	0.9	1.4	1.2
Self	2.8	6.5	4.5	6.0	10.1	8.1
Other*	8.4	5.4	7.0	8.1	4.6	6.3
Total	107	92	199	332	346	678

* Other includes: travelling to different places, by observing other people, pakhribas farm, drinking water corporation, service, UNICEF, CARE Nepal, Welfare committee.

Note: Total % exceeds 100 as figures relate to multiple responses.

4.2.2 Hand washing practices

The parents were asked about their personal hygiene behavior, particularly relating to hand washing practices. Over a quarter of the parents reported that they washed their hands 10 times or more in a day. About one third reported that they washed their hands 4 to 5 times a day. Those washing hands less than 4 times a day constituted 4 percent of the parents. Data presented in Table 4.8 show that parents who were exposed to the Meena series are more likely to wash their hands many times a day than non-exposed parents. On average exposed parents wash their hands 7.2 times a day compared to 7.0 times a day by non-exposed parents. Female parents of both categories are more likely than their male counterparts to wash their hands many times a day.

Table 4.8 Percent distribution of parents by number of times they wash their hands in a day

Number of times they wash their hands in a day	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
<4	4.7	1.1	3.0	7.2	2.0	4.6
4-5	34.6	28.3	31.7	39.0	28.2	33.5
6-7	20.6	20.7	20.6	15.6	19.5	17.6
8-9	15.0	18.5	16.6	18.6	17.5	18.1
10 and above	25.2	31.5	28.1	19.5	32.8	26.3
Mean	7.0	7.5	7.2	6.6	7.5	7.0
Total	107	92	199	333	348	681

When asked whether they washed their hands before meals, everybody responded affirmatively irrespective of their exposure to Meena. Every one of the parents interviewed was of the opinion that it is necessary to wash hands before meals (Table not shown). The majority (83.9% exposed and 89.0% non-exposed) of the respondents mentioned that they used water to wash their hands. About half (48.7%) of the respondents who were exposed to Meena compared with only 36 percent non-exposed said that they wash their hands using soap and water (Table 4.9). The practice of using ash and water for washing hands was also found to be common in the study areas as about 10 percent of the respondents of both categories reported that they wash their hands in this way.

When asked from where they got information about the need for washing hands before meals, the majority of respondents of both categories (77.9% exposed and 81.4% non-exposed) mentioned their parents. Slightly more than one-third of the exposed and 28 percent of the non-exposed respondents had obtained information from radio (Table 4.9). Of those parents who had seen Meena 16 percent reported the Meena cartoon as their source of information. Other information sources mentioned by a sizeable proportion of the respondents were friends, TV and IEC materials.

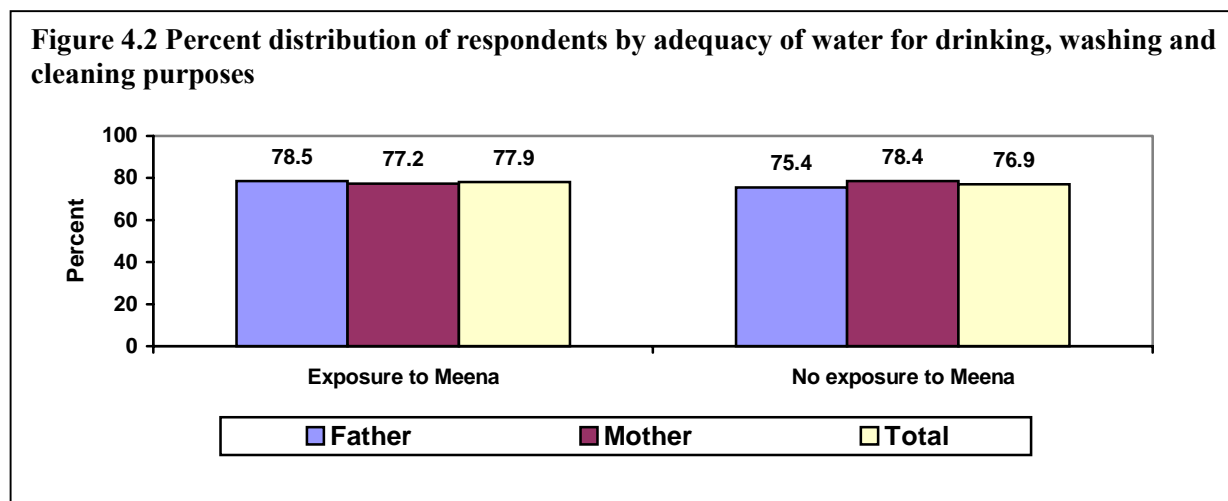
Table 4.9 Percent distribution of parents by ways of washing hands before meals and sources of information

Description	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Ways of washing hands						
Using water	86.0	81.5	83.9	90.7	87.4	89.0
Using soap and water	48.6	48.9	48.7	31.5	39.7	35.7
Using ash and water	6.5	15.2	10.6	7.5	8.9	8.2
Using mud and water	3.7	2.2	3.0	1.5	2.6	2.1
Total	107	92	199	333	348	681
Sources of information						
Parents	78.5	77.2	77.9	80.2	82.5	81.4
Radio	39.3	28.3	34.2	30.0	26.1	28.0
Friends	17.8	28.3	22.6	22.5	17.2	19.8
TV	23.4	18.5	21.1	9.3	8.3	8.8
IEC materials	29.0	10.9	20.6	12.3	3.7	7.9
Meena cartoon	17.8	14.1	16.1	-	-	-
School teacher	11.2	5.4	8.5	12.0	5.7	8.8
FCHV training/ mother's group meeting/ women's group meeting	4.7	8.7	6.5	1.8	5.7	3.8
Family members/ from elders	1.9	7.6	4.5	3.0	2.9	2.9
Children	-	4.3	2.0	1.2	3.2	2.2
Health workers/HP/ hospital	2.8	3.3	3.0	2.1	0.6	1.3
Neighbor	0.9	-	0.5	1.5	2.3	1.9
Newspaper/magazine	1.9	-	1.0	0.3	0.3	0.3
Seminar/workshop	0.9	-	0.5	-	-	-
Self	3.7	3.3	3.5	6.6	10.1	8.4
Other*	7.5	7.6	7.5	4.5	3.4	4.0
Total	107	92	199	333	348	681

* Other includes: observing other, adult literacy classes, UNICEF, CARE Nepal, Welfare committee, local government program.

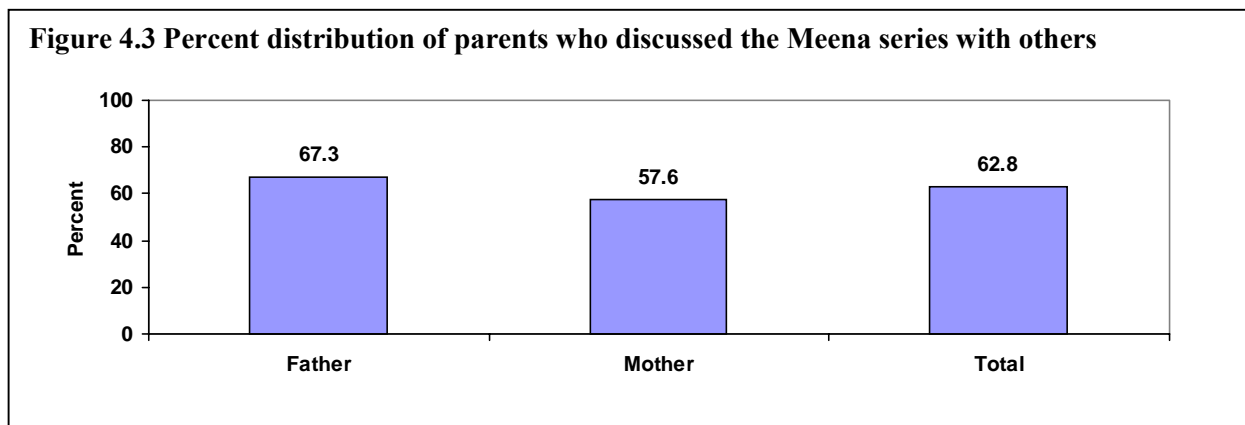
Note: Total % exceeds 100 as figures relate to multiple responses.

All the respondents were asked about the adequacy of water available in their households for drinking, washing and cleaning purposes. Over three-quarters of the respondents of both categories reported that they have adequate water (Figure 4.2).



4.2.3 Communication about the Meena program

Parents who were exposed to the Meena series were asked if they communicated or discussed the messages they got from Meena with others. More than three-fifths of the parents replied affirmatively. Data presented in Figure 4.3 show that adult males are more likely to discuss Meena with others than their female counterparts. For instance, over two-thirds (67.3%) of adult males compared with only 58 percent of females reported discussing Meena with others.



Respondents who reported having discussed Meena with others were asked about the persons with whom they discussed the series. Nearly half (48.8%) of the respondents said that they discussed Meena with their friends, followed by family members (41.6%) and children (32.8%) (Table 4.10). Nearly a quarter of the respondents discussed Meena with their spouses and about 1 in every 10 respondents discussed the issues with community people or neighbors. A higher proportion of males than females reported that they discussed Meena with their family members while a higher proportion of females than males discussed the issues with their children.

Table 4.10 Percent distribution of parents by persons with whom they discuss about Meena

Person with whom you discuss Meena	Father	Mother	Total
Friends	47.2	50.9	48.8
Family members	45.8	35.8	41.6
Children	29.2	37.7	32.8
Spouse	23.6	26.4	24.8
Community people/ neighbor	11.1	15.1	12.8
Other*	5.6	3.8	4.8
Total	72	53	125

* Other includes: especially to those who discriminate against girl child, students, mother's group members.

Note: Total % exceeds 100 as figures relate to multiple responses.

The parents were asked about the people who facilitated discussions after the Meena show. More than half (53.8%) of the parents mentioned that NGO personnel facilitated the discussion (Table 4.11). Eighteen percent and 16 percent of respondents reported that VDC personnel and teachers facilitated the discussions respectively. About 20 percent mentioned that they watched Meena in their own homes implying that there had been no discussion after the show, and about 11 percent said that no one had facilitated a discussion.

Table 4.11 Percent distribution of parents by persons facilitating the discussion sessions after the Meena show

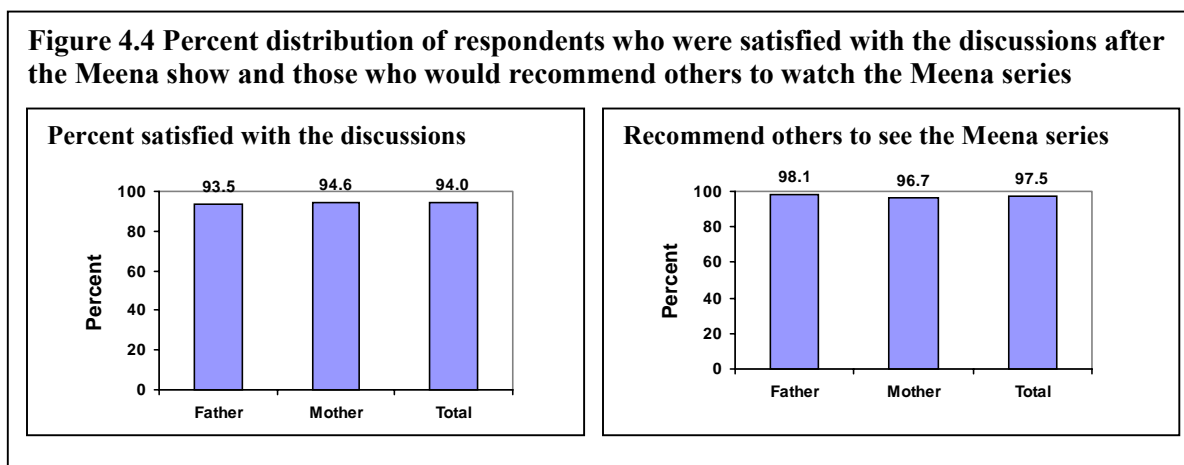
Person facilitating the discussion after the Meena show	Father	Mother	Total
NGO personnel	56.1	51.1	53.8
VDC personnel	17.8	17.4	17.6
Teachers	22.4	8.7	16.1
Watched Meena on television in own home	20.6	19.6	20.1
No one did	7.5	14.1	10.6
Other*	4.7	1.1	3.0
Do not know	-	1.1	0.5
Total	107	92	199

*Other includes: club, drinking water project, village "Mukhiya".

Note: Total % exceeds 100 as figures relate to multiple responses.

Respondents' opinions regarding the quality of discussions were also sought during the survey. Over 94 percent of the parents reported being satisfied with the discussions. Only 6 percent (N=12) of the parents were not satisfied (Figure 4.4). When asked whether they would recommend others to watch the Meena series, the great majority (>97%) of respondents reported affirmatively i.e. they would recommend others to watch.

Figure 4.4 Percent distribution of respondents who were satisfied with the discussions after the Meena show and those who would recommend others to watch the Meena series



The parents who had not seen Meena were also asked to list the reasons for not participating in the Meena show. Overall, more than half (56.4%) of the respondents said that they had no time, the proportion of respondents saying this was much higher among adult males (62.2%) than adult females (49.5%). About 15 percent of males and females mentioned that either they were not invited or they were busy with something else and therefore they could not participate when the Meena series was screened in the community or the school (Table 4.12). Nearly 1 in every 10 respondents further said that the Meena series was not shown in their area. Some other reasons for not participating in the Meena show were: away from home; sent somebody else from the family; sickness; and not having information about the show.

Table 4.12 Percent distribution of parents by reasons for not participating in the Meena show

Reasons for not participating in the Meena show	Father	Mother	Total
Lack of time	62.2	49.5	56.4
Was not invited	14.4	16.1	15.2
Busy with household work	18.0	10.8	14.7
Away from home	7.2	18.3	12.3
Meena was not shown in this area	4.5	15.1	9.3
Sent somebody else from the family	5.4	7.5	6.4
No one informed	5.4	5.4	5.4
Due to sickness	0.9	3.2	2.0
Other*	2.7	5.4	3.9
Total	111	93	204

* Other includes: was not shown to guardian, program has ended when reached to the place of show.

Note: Total % exceeds 100 as figures relate to multiple responses.

4.2.4 Attitude towards children

Parents were asked questions regarding their attitudes towards children. Both types of parents, those who were exposed and not exposed, were administered the same set of questions. The questions were related to educating their children and their attitudes and behavior towards their children, especially girl children.

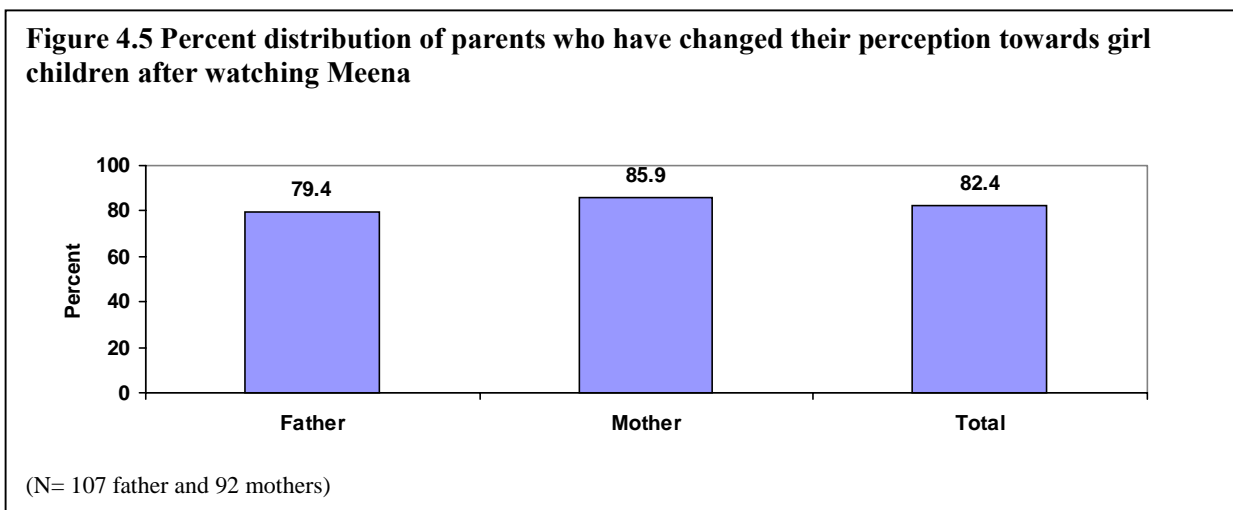
Parents were asked whether they teach their children to wash their hands before meals and after defecation. Almost all (99%) parents said that they taught their children to wash their hands before meals (Table 4.13). Similarly, almost all the parents who were exposed to the Meena cartoon and about 97 percent who were not exposed reported that they taught their children to wash their hands after defecation. When asked whether children had maintained this practice, almost all (99%) parents of both categories responded positively.

Table 4.13 Percent distribution of parents who taught their children about hand washing and the children's practice

Description	Exposure to Meena			No exposure to Meena		
	Father (N=107)	Mother (N=92)	Total (N=199)	Father (N=333)	Mother (N=348)	Total (N=681)
Whether taught or encouraged children to wash hands before meals						
Yes	99.1	98.9	99.0	98.8	98.6	98.7
No	0.9	1.1	1.0	1.2	1.4	1.3
Whether taught or encouraged children to wash hands after defecation						
Yes	99.1	98.9	99.0	97.0	97.1	97.1
No	0.9	1.1	1.0	3.0	2.9	2.9
Whether children wash their hands after defecation						
Yes	99.1	98.9	99.0	98.5	99.4	99.0
No	0.9	1.1	1.0	1.5	0.6	1.0

The parents were asked if they had changed their perception towards girl children after watching the Meena series. About 82 percent of the parents reported that they had changed their perception

towards girl children - the number who had reported such changes were higher amongst mothers than fathers (Figure 4.5).



Regarding the types of attitudinal changes, 69 percent of the fathers and 57 percent of the mothers reported that they began to realize that girls are as capable and as good as boys (Table 4.14). Similarly, 45 percent of fathers and 60 percent of mothers started giving an equal quantity of food to girl and boy children. Nearly 35 percent of the parents reported that they had started encouraging boys in the family to share household chores. About 7 percent of the parents started giving equal opportunities and treatment to both sons and daughters. About 11 percent of fathers and 4 percent of mothers said that they treated their sons better than before.

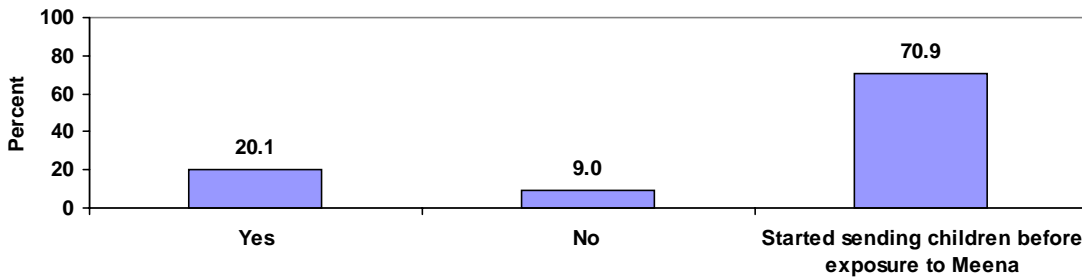
Table 4.14 Percent distribution of parents by types of changes they adopted after seeing the Meena series

Types of changes adopted	Father	Mother	Total
I began to realize that girls are as capable and as good as boys	69.4	57.0	63.4
I gave equal quantity of food to girls	44.7	59.5	51.8
I started encouraging boys in the family to share the household chores	35.3	34.2	34.8
I began to treat my son better than before	10.6	3.8	7.3
Equal opportunity and treatment/ equal opportunity in education	7.1	6.3	6.7
Not to marry children at an early age	1.2	1.3	1.2
Other	4.7	1.3	3.0
Total	85	79	164

Note: Total % exceeds 100 as figures relate to multiple responses.

All the parents who had exposure to Meena were further asked whether they started sending their daughters to school after seeing Meena. In response to this question, 20 percent of parents said that they started sending their girl children to school after seeing Meena, suggesting that this might be due to the influence of Meena. However, 71 percent of the parents in the exposed group were already sending children to school before seeing Meena (Figure 4.6).

Figure 4.6 Percent distribution of parents who started sending their girl child to school after seeing the Meena series



(N=199)

The parents were asked about their behavior towards male and female children. The majority (62.3% exposed and 70.6% non-exposed) of the parents mentioned that they were giving an equal quantity of food to both girls and boys. More than half of the exposed (56.8%) and about 43 percent non-exposed parents also mentioned that they were convinced that girls are as capable and as good as boys (Table 4.15). About 41 percent of the exposed parents and 32 percent non-exposed reported that they encouraged boys in the family to share household chores. About 20 percent also mentioned that boys and girls were treated equally with regard to education and clothing. The above information indicates that a higher proportion of parents who had exposure to Meena compared with non-exposed parents gave the following responses:

- Convinced that girls are as capable and as good as boys
- Encouraging boys in the family to share household chores

Table 4.15 Percent distribution of parents by their behavior towards children

Treatment given to male and female child	Exposure to Meena			No exposure to Meena		
	Father	Mother	Total	Father	Mother	Total
Gave equal quantity of food to girls	57.0	68.5	62.3	70.3	71.0	70.6
Convinced that girls are as capable and as good as boys	58.9	54.3	56.8	48.6	35.5	42.6
Encourage boys in the family to share the household chores	41.1	40.2	40.7	31.5	33.3	32.4
Equal treatment which means equal love, equal opportunity in education and clothing	20.6	13.0	17.1	23.4	14.0	19.1
Treated my son better than before	1.9	2.2	2.0	0.9	2.2	1.5
Other	0.9	1.1	1.0	-	-	-
No daughter	1.9	5.4	3.5	-	3.2	1.5
Total	107	92	199	111	93	204

Note: Total % exceeds 100 as figures relate to multiple responses.

Those parents who had seen (N=199) or just heard (N=204) about the Meena series were further asked about their opinion regarding the changes that might be brought about by Meena in their community. The results are presented in Table 4.16. Ninety-three percent of the parents who had

seen Meena and 63 percent of parents who had only heard about Meena replied that the Meena Communication Initiative (MCI) would bring attitudinal and behavioral changes in the community. When asked to identify the types of changes anticipated from MCI in the community, nearly 72 percent of the parents who had seen Meena and 66 percent of the parents who had only heard mentioned that the community people would send girls to school. Three-fifths (60.0%) of the parents having seen Meena and 55 percent of those only having heard about Meena said that Meena would encourage hand washing with soap and 47 percent of those having seen and 34 percent of those only having heard about Meena said that people would be encouraged to construct latrines. Only about 16 percent of those who had seen Meena compared with 6 percent of those who had heard about Meena mentioned that people would be encouraged to give a more fluid diet than usual to children suffering from diarrhea.

Table 4.16 Percent distribution of parents by their opinion on changes that might be brought about by Meena in the community

Description	Seen the Meena series			Heard about the Meena series		
	Father	Mother	Total	Father	Mother	Total
Opinion regarding whether Meena helps in bringing attitudinal and behavioral change in the community						
Yes	93.5	91.3	92.5	63.1	62.4	62.7
No	6.5	8.7	7.5	36.9	37.6	37.3
Total	107	92	199	111	93	204
Ways in which such behavior will be put into practice*						
Send girls to school	73.0	70.2	71.7	68.6	62.1	65.6
Encourage hand washing with soap	64.0	54.8	59.8	52.9	56.9	54.7
Construct latrine	48.0	45.2	46.7	25.7	43.1	33.6
Encourage giving more fluid than usual to children during diarrhea	17.0	14.3	15.8	7.1	5.2	6.3
To treat sons and daughters equally	4.0	3.6	3.8	5.7	6.9	6.3
Clean environment	5.0	10.7	7.6	8.6	5.2	7.0
Encourage exclusive breastfeeding	4.0	4.8	4.3	2.9	1.7	2.3
Avoiding child/early marriage	3.0	2.4	2.7	1.4	1.7	1.6
Cover drinking water	-	1.2	0.5	1.4	-	0.8
Other (helped in social activity)	4.0	6.0	4.9	1.4	-	0.8
Do not know/ can not remember	-	1.2	0.5	1.4	-	0.8
Total	100	84	184	70	58	128

* Total % exceeds 100 as figures relate to multiple responses.

Chapter 5

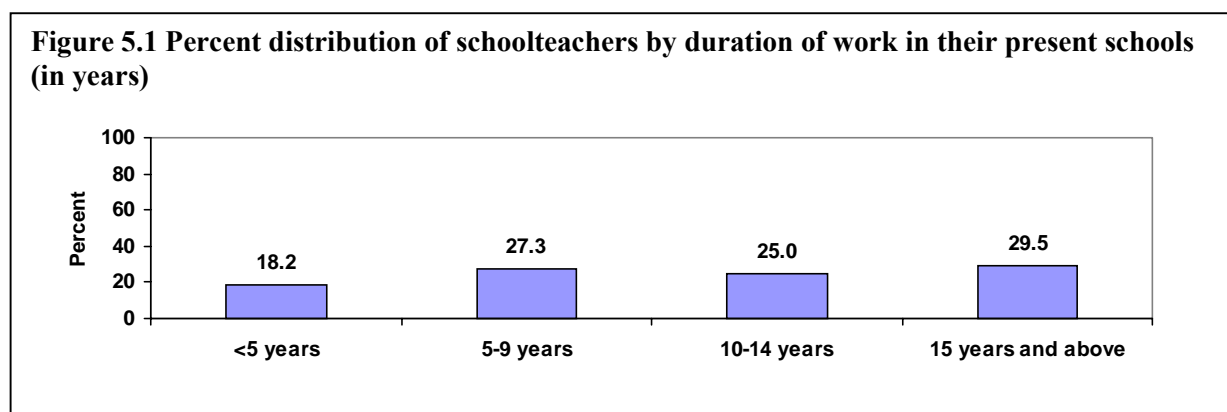
Findings regarding Teachers

This chapter deals with the findings regarding teachers in the schools where the Meena series has been shown. A total of 44 teachers were interviewed to assess the effectiveness of the Meena initiative. Furthermore, the problems in the implementation of the film show have been analyzed. The teachers were also asked if they have any suggestions regarding more effective implementation of the program.

5.1 Profile of students and teachers

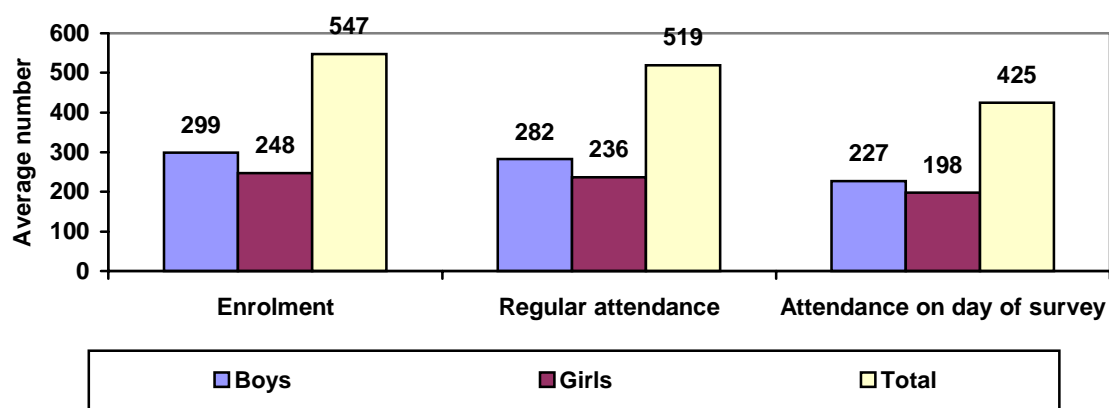
The teachers of the schools in the study area were interviewed to evaluate the impact of the Meena cartoon series on the children in their school. Out of 44 teachers interviewed, about 25 percent reported that their school had students from grade 1 to 10 in their school, about 20 percent said that they had students from grades 1 to 5, and 18 percent of the teachers said that they had students from grades 1 to 12 (Table not shown).

The teachers were asked how many years they had been teaching in their present schools. Out of 44 teachers, almost 30 percent had been teaching in their school for 15 years or more. Another 25 percent had been teaching for 10 to 14 years and 27 percent had been teaching in the school between 5 and 9 years (Figure 5.1). The mean number of years teachers have been working in their current schools is 11.1 years.



This study also took into account the number of students enrolled in the school when the evaluation was being carried out. All the teachers were asked about the number of students enrolled by sex, how regularly students attended school and the attendance on the day of the survey. On average 547 children (299 boys and 248 girls) were enrolled in the current academic year (survey year). Among these students 95 percent (94.3% boys and 95.2% girls) of students were reported to attend school regularly. However, only 78 percent (75.9% boys and 79.8% girls) were reported to be present in the schools at the time of the survey (Figure 5.2). This information indicates that the proportion of girl students attending the schools was higher than that of boys.

Figure 5.2 Enrolment, regular attendance and attendance on day of survey of students



With respect to girls' enrolment in school, all the teachers who were interviewed were of the opinion that there has been an increase in the enrollment of girl students in the school. When asked to give reasons for such an increase, the majority (90.9%) of the teachers was of the opinion that it was due to child awareness programs, which have brought awareness among guardians about sending girl children to school (Table 5.1). About one quarter (22.7%) of the teachers reported that the increase in girl enrollment could be due to the impact of the Meena cartoon series. Nearly 16 percent also mentioned that there are many organizations in the community that are working on girl education.

Table 5.1 Percent distribution of teachers by reasons for increment in girls' enrolment in their schools

Reasons for increase in girl's enrolment	Number	Percent
Child awareness program/ sending daughters to schools because of awareness among guardians	40	90.9
Effect of Meena show/ awareness through Meena film	10	22.7
Many organizations are working on girl's education	7	15.9
Other*	14	31.8
Total	44	-

* Other includes: schools nearby, free primary education, government policy, other schools are far, good education, teachers requesting parents to send their daughters, women's empowerment.

Note: Total % exceeds 100 as figures relate to multiple responses.

5.2 Defecation practices in school

Nearly half (45.5%) of the teachers reported piped water as the source of drinking water in their schools and 39 percent reported that the source of drinking water was a hand pump. About 10 percent and 2 percent of teachers mentioned spring/kuwa and well respectively. The majority (86%) of the teachers said that they drink water directly from the source without treating the water. Four of the respondents mentioned that they treat water by filtering and another two said they treat water by adding chemicals. Fifty-nine percent of the teachers reported that the availability of water in their schools was inadequate (Table not shown).

The teachers were asked about the availability of latrines in their schools and their usage. Eighty-four percent (N=37) of the teachers reported that the schools had latrines, of which 62 percent

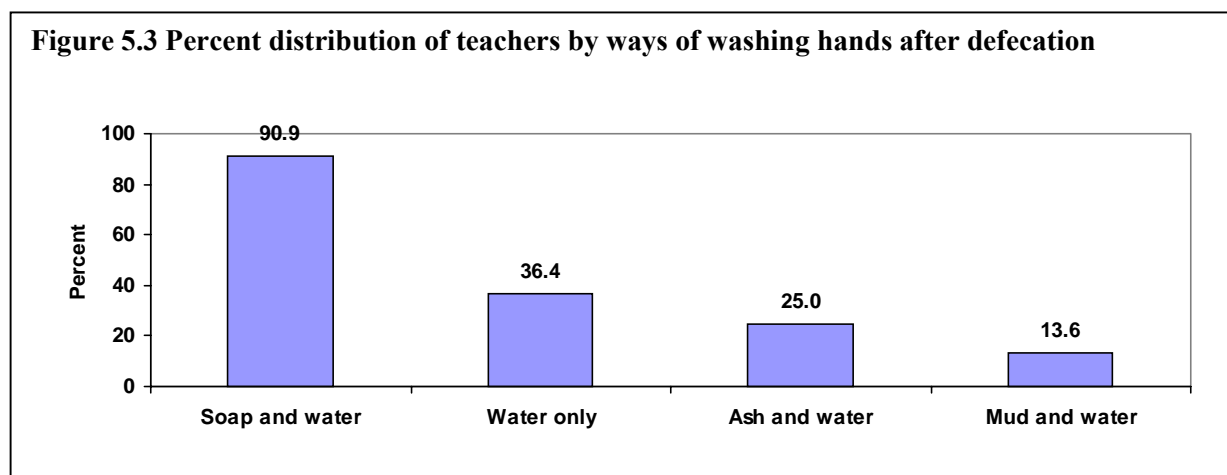
were latrines with pans, 30 percent were ventilated improved pit latrines and 8 percent were traditional pit latrines (Table 5.2). The teachers were also asked about the use of latrines. Over half (51.4%) of the teachers said that everyone in their schools used the latrines. Over 40 percent of the teachers said that male (40.5%) and female (45.9%) students did not use school latrines. About 19 percent and 16 percent of the teachers also said that male and female teachers were not using school latrines respectively`.

Table 5.2 Percent distribution of teachers by types of latrines in the schools

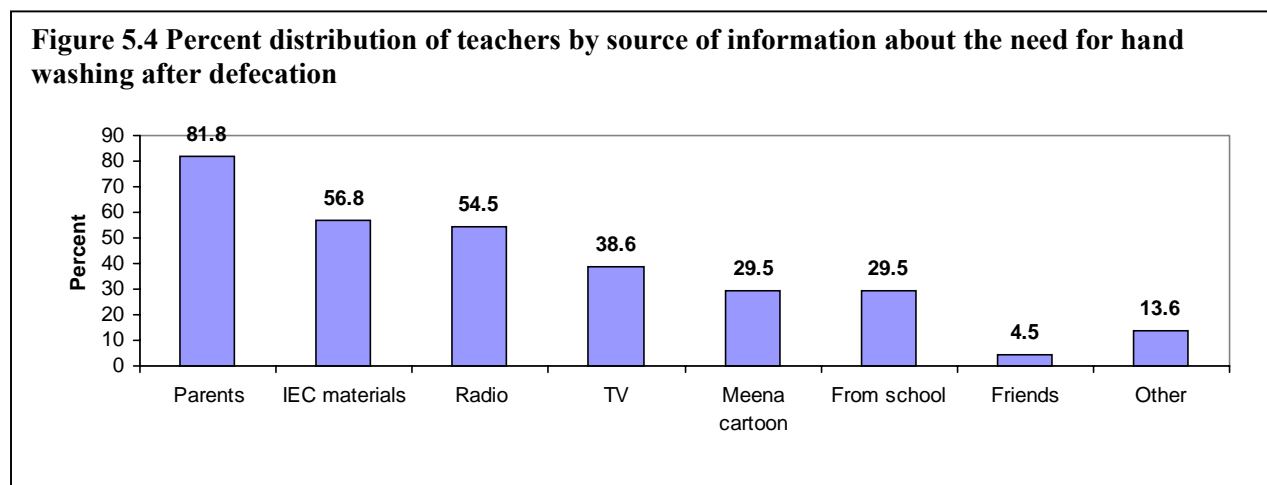
Description	Number	Percent
Existence of latrine in the school		
Yes	37	84.1
No	7	15.9
Total	44	100.0
Type of latrine		
Traditional pit toilet	3	8.1
Ventilated improved pit	11	29.7
Latrine with a pan	23	62.2
Total	37	100.0
Person not using the latrine*		
Male teacher	7	18.9
Female teacher	6	16.2
Male student	15	40.5
Female student	17	45.9
Other (not used due to lack of water)	1	2.7
Everybody uses	19	51.4
Nobody uses	1	2.7
Total	37	100.0

* Total % exceeds 100 as figures relate to multiple responses.

The teachers were asked about their anal cleansing practices after defecation. All the teachers (N=44) reported that they used water to clean themselves and that they wash their hands after cleaning themselves (Table not shown). The majority (90.9%) of the teachers said that they used soap and water to wash their hands after defecation. Over one-third of the teachers also said that they used water only and another 25 percent also used ash and water. About 14 percent of the teachers also said that they used mud and water for washing their hands after defecation (Figure 5.3).



All 44 teachers opined that it was necessary to wash hands after defecation (Table not shown). When asked from where they got information about the need for washing hands after defecation, the majority (81.8%) of them mentioned their parents, followed by IEC materials (56.8%) and radio (54.5%). Out of 44 teachers, 13 (29.5%) got information from the Meena cartoon series. Nearly 4 in every 10 teachers reported TV as their information source and another 30 percent of the teachers mentioned school as their information source (Figure 5.4).



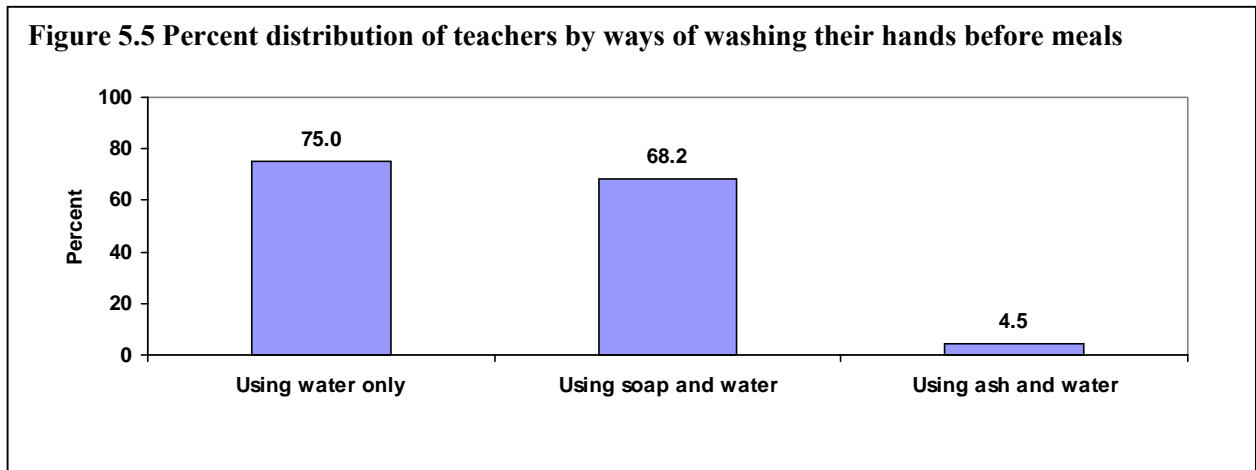
The teachers were also asked whether they taught their students to wash their hands after defecation. All of the 44 teachers said that they taught their students to wash their hands (Table not shown). When asked *what proportion of students wash their hands after defecation?* out of 44 teachers 24 mentioned that more than 75 percent of the students wash their hands after defecation. A little more than a quarter of the teachers were of the opinion that about 51 to 75 percent of students wash their hands after defecation (Table 5.3). Less than one-fifth of the teachers thought that the proportion of school children washing their hands was less than 50 percent.

Table 5.3 Percent distribution of teachers by opinion regarding the hand washing practices of children after defecation

Opinion regarding proportion of students washing their hands after defecation	Number	Percent
Less than 25%	3	6.8
25-50%	5	11.4
51-75%	12	27.3
More than 75%	24	54.5
Total	44	100.0

5.3 Hand washing practices before meals

The teachers were asked if they washed their hands before meals. All teachers responded affirmatively to this question i.e., they do wash their hands before meals (Table not shown). When asked how they wash their hands before meals, 75 percent of the teachers said that they wash their hands using water only. Another two-thirds (68.2%) also said that they wash their hands using soap and water (Figure 5.5).



All the teachers interviewed were of the opinion that it was necessary to wash their hands before meals. The teachers were asked to identify the source of information. Eighty-four percent of the teachers said that the source of information was their parents, followed by IEC materials (61.4%), radio (54.5%), TV (38.6%), and schools and books (29.5%). A little more than a quarter reported the Meena cartoon series as their information source (Table not shown).

When asked whether they had taught their students to wash their hands before meals, all 44 teachers said “yes”. When asked to give their opinions on the proportion of students washing their hands before meals, 64 percent reported that the proportion of students washing their hands before meals is greater than 75 percent. More than one-quarter of the teachers (27.3%) mentioned that between 51 and 75 percent of the students wash their hands before meals (Table not shown).

5.4 Knowledge about the Meena program

When asked about the Meena cartoon series, all 44 teachers reported that they had heard about the Meena cartoon series and the majority of them (93.2%) have seen some parts of the series. Only 3 teachers had not seen any of the Meena cartoon series. These 41 teachers who reported having watched the Meena cartoon were asked if they liked the series. All of them unanimously reported liking the series (Table not shown). They (N=41) were further asked to identify what they liked about the series. About 63 percent said that they liked the idea of giving educational opportunities to daughters (Table 5.4). These teachers were of the view that if daughters get an education they will not be inferior to sons. About 50 percent of the teachers said that they liked the theme of giving equal treatment to sons and daughters shown in Meena. Over one-third of the teachers (15 out of 44) mentioned that they liked the importance of cleanliness in day-to-day life as depicted in the Meena cartoon.

Table 5.4 Percent distribution of teachers by things they liked about Meena

Things liked about Meena	Number	Percent
Providing educational opportunity to daughters/ sending daughters to schools/ if daughters get education they will not be inferior to sons	26	63.4
Treating sons and daughters equally/ sons and daughters should not be discriminated	20	48.8
About cleanliness	15	36.6
Equal workload for brothers and sisters/ sharing food	4	9.8
Using latrine	3	7.3
Meena alerting the father while signing/ giving messages that daughters are capable of helping in important activities/ should cooperate with each other	3	7.3
Other*	12	29.3
Total	41	-

* Other includes: about rich and poor, child awareness, drama better than books or pamphlets, courageous Meena with self confidence to change society, health education/ nutritious food in growing age, child marriage conversation between Meena and mother.

Note: Total % exceeds 100 as figures relate to multiple responses.

5.5 Understanding of the Meena cartoon series

All 41 teachers who had seen some episodes of Meena said that they understood the issues shown in the series. All the teachers opined that the language used in Meena was understandable. All of them (N=41) were also of the opinion that the students understood the themes and messages given in Meena (Table not shown).

The teachers were further asked whether they had discussed Meena with others. Eighty-one percent (N=33) of the teachers said they discussed Meena with others (Table 5.5). When asked about the persons with whom they discussed Meena, the majority (69.7%) of them reported that they had discussed with friends, followed by 46 percent with community members (women groups, social leaders, guardians and other respectable members of the community) and 39 percent with family members. Nearly one-fifth of the teachers also said that they discussed Meena with their students (18.2%), children (18.2%) and spouses (15.2%).

Table 5.5 Percent distribution of teachers by discussions about Meena with others

Description	Number	Percent
Whether discussed Meena with others		
Yes	33	80.5
No	8	19.5
Total	41	100.0
Persons with whom discussed*		
Friends	23	69.7
Women's groups/ community members/ villagers/ social leaders/ guardians/ respectable persons)	15	45.5
Family members	13	39.4
Children	6	18.2
Students	6	18.2
Spouses	5	15.2
Other (adult class)	4	12.1
Total	33	-

* Total % exceeds 100 as figures relate to multiple responses.

As mentioned above, 3 out of 44 teachers had not seen the Meena series. These 3 teachers were asked to give reasons for not watching the Meena series. All three teachers reported that they were not around when the Meena cartoon was shown in their areas. One of them also mentioned that he did not have time to watch the series.

5.6 Attitudes towards students

All the teachers were asked the question *how do you treat male and female children in your school?* In response, the great majority (95.5%) of teachers reported that they treat boys and girls equally in their schools. Nearly two-thirds (63.6%) of the teachers also reported that boys and girls are equally competent. When asked whether Meena would bring attitudinal and behavioral changes in their community, all except one teacher opined positively. The teachers were further asked in what ways exposure to the Meena series had brought behavioral and attitudinal changes in the community. The majority (90.7%) of the teachers reported that the community had started sending girl children to school. A little more than half (51.2%) of the teachers reported that the community were encouraged to wash hands with soap and nearly the same number said that the community were motivated to construct latrines in their homes. About one-fifth of the teachers mentioned that the community was also encouraged to give a more fluid diet to children suffering from diarrhea. The above information indicates that the Meena series has been instrumental in bringing positive changes in the community.

Table 5.6 Percent distribution of teachers by opinion regarding changes brought about by Meena

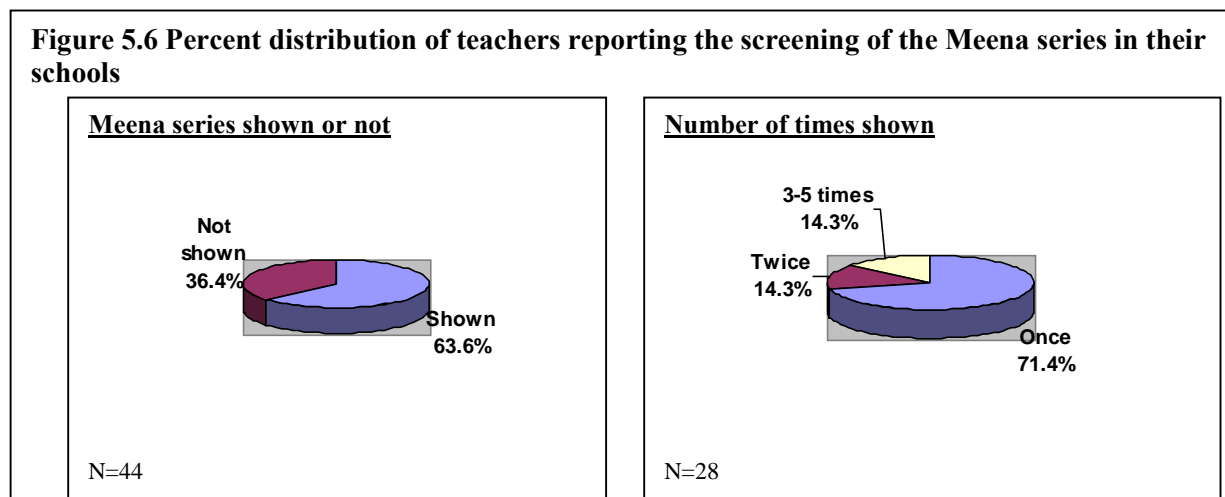
Description	Number	Percent
Treatment given to male and female children in the school*		
Treat boys and girls equally	42	95.5
Realize that girls and boys are equally competent	28	63.6
Other (more attention to girls than boys)	4	9.1
Total	44	-
Opinion regarding whether Meena would lead to attitudinal and behavioral change		
Yes	43	97.7
No	-	-
Do not know	1	2.3
Total	44	100.0
Ways in which Meena would bring attitudinal and behavioral changes*		
Send girl children to school	39	90.7
Encourage hand washing with soap	22	51.2
Construction of latrine	21	48.8
Encourage giving more fluid than usual to children suffering from diarrhea	9	20.9
Awareness on health and cleanliness/ civil society started cleaning environment/ given more attention to personal hygiene	7	16.3
Work distributed to sons and daughters/ gave equal food to sons and daughters	6	14.0
Other (if program is shown effectively can bring change)	6	14.0
Total	43	-

* Note: Total % exceeds 100 as figures relate to multiple responses.

5.7 Participation in the Meena program

The teachers were asked if Meena had been screened in their schools, if so how many times and how students participated in the show. Over three-fifths of the teachers mentioned that Meena had been shown in their schools. The majority of teachers (71.4%) mentioned that the series had been shown only once in the school or community. Four teachers said that the series had been shown twice and 4 teachers reported that the series had been screened 3 to 5 times (Figure 5.6).

Figure 5.6 Percent distribution of teachers reporting the screening of the Meena series in their schools



Regarding the audience during Meena shows in their schools, the majority of the teachers said that both the teachers and students watched the shows. On average 8 teachers, 153 male and 160 female students and five community people were reported to have participated in each show (Table not shown).

All teachers agreed that both the teachers and students liked the Meena series (Table not shown). When asked what aspects of Meena the students like, over three-quarters of the teachers said that students liked the messages on girl's education (78.6%) and equality between boys and girls (75.0%). Similarly, nearly two-thirds (64.3%) said that their students liked messages on girls empowerment followed by messages on personal hygiene including cleanliness and hand washing (25.0%) and on ORS/ORT (14.3%) (Table 5.7).

Table 5.7 Percent distribution of teachers reporting the aspects of Meena liked by their students

Aspects of Meena liked by students	Number	Percent
Girls education	22	78.6
Equality between boys and girls	21	75.0
Girls empowerment	18	64.3
Cleanliness/ health matters/ hand washing technique	7	25.0
ORS/ORT	4	14.3
Other (cooperation/ using latrine/ respect to elders)	4	14.3
Do not know	1	3.6
Total	28	-

Note: Total % exceeds 100 as figures relate to multiple responses.

The majority (85.7%) of the teachers reported that the Meena show was organized at school by NGO personnel. In some schools, it was reported that VDC personnel had taken responsibility for coordinating the program and in some schools the school management committee itself organized the Meena show (Table 5.8). Nearly 90 percent of the teachers said that NGO personnel visited the schools to orient students and teachers about Meena. NGO personnel also made visits to arrange Meena shows on special days such as Meena Day, National Immunization Day, Vitamin Day, Education Day and Children's Day. This information clearly indicates that local NGOs are actively involved in disseminating messages through Meena shows in the schools.

Table 5.8 Organization of Meena shows in the schools

Description	Number	Percent
How the Meena show is organized in the school		
NGO people contacted	24	85.7
VDC personnel coordinated	2	7.1
School management committee arranged	1	3.6
Other (district drinking water office)	1	3.6
Total	28	100.0
Whether the NGOs visited the school to orient about Meena initially		
Yes	25	89.3
No	3	10.7
Total	28	100.0
Day when NGOs people visited the school*		
To screen Meena	14	50.0
Vitamin A Day	7	25.0
National Immunization Day	6	21.4
Meena Day	6	21.4
Children's Day	5	17.9
Education Day	1	3.6
Other**	14	50.0
Total	28	-

* Total % exceeds 100 as figures relate to multiple responses.

** Other includes: parents day, school meeting, shown only once, cleanliness, Red Cross, CARE Nepal.

Three-quarters of the teachers said that NGO personnel facilitated discussions after the Meena show. Over one-third of the teachers said that schoolteachers were also involved in facilitating such sessions. However, 2 teachers complained that nobody had facilitated discussions (Table 5.9). Nearly 86 percent of the respondents were reported to be satisfied with the discussions. When asked about their impression regarding the participation of students, nearly 9 in every 10 teachers expressed their satisfaction with students' participation in the discussions. Likewise, 8 in every 10 teachers were quite impressed with the participation of their colleagues. They further said that teachers have a positive attitude to Meena that there was a high attendance at Meena shows.

Table 5.9 Percent distribution of teachers by their impressions about students' and teachers' participation in the discussions after the Meena show

Description	Number	Percent
Person facilitating the discussion after the Meena show*		
NGO personnel	21	75.0
VDC personnel	1	3.6
Teachers	10	35.7
Other (student/ drinking water official)	5	17.9
No one facilitates	2	7.1
Total	28	-
Whether satisfied with the discussion after Meena show		
Yes	24	85.7
No	4	14.3
Total	28	100.0
Impression about students' participation in Meena*		
Positive thinking towards the program	4	14.3
Want to participate	3	10.7
Good/ capacity of the hall is small/ everyone is positive/ satisfactory	25	89.3
Total	28	-
Impression about other teachers' participation in Meena show*		
Positive attitude/ good attendance/ good participation	23	82.1
Less number of teachers participated but all are eager to participate	3	10.7
Other**	3	10.7
Total	28	100.0

* Total % exceeds 100 as figures relate to multiple responses.

** Other includes: wish to see regularly, cooperated in all sectors, toilet construction, nutritious food.

5.8 Perceptions regarding girl children

Teachers who have seen Meena were asked if their perceptions towards girl children changed after watching Meena. In response, the majority (92.7%) of teachers replied affirmatively, i.e., their perceptions towards girls have changed after watching Meena (Table 5.10). Sixty-three percent of the teachers realized that girls are as capable and as good as boys. About 47 percent of the teachers said that they have started encouraging boys in the family to share household chores and about the same number reported that they have started to give an equal share of food to the girl child in the family as to the boy child. Slightly over one-fifth of the teachers said that they have started treating boys and girls equally. Three out of 38 teachers said that they started treating their sons better than before.

Table 5.10 Percent distribution of teachers by behavioral changes after exposure to Meena

Description	Number	Percent
Change of perceptions of girl children after watching Meena		
Yes	38	92.7
No	3	7.3
Total	41	100.0
Changes adopted after exposure to Meena*		
Begin to realize that girls are as capable and as good as boys	24	63.2
Start encouraging boys in the family to share the household chores	18	47.4
Give an equal quantity of food to girls	18	47.4
Equal treatment to all/ giving equal education	8	21.1
Begin to treat my son better than before	3	7.9
Other**	4	10.5
Total	38	-

* Total % exceeds 100 as figures relate to multiple responses.

** Other includes: orienting community on girl's education, to work for violence against women.

Teachers who have seen the Meena show were asked if they considered "Meena", the heroine of the series, a role model for behavioral changes. All 41 teachers who had watched the Meena series considered "Meena" to be a role model (Table not shown). The teachers were also asked to identify or to say "yes" or "no" to a list of statements regarding Meena and what they have learned in relation to the seven main messages screened in Meena. These messages were:

- Education to girls
- Equal treatment to boys and girls
- More fluid diet should be given during diarrhea
- Exclusive breastfeeding
- Hand washing
- Construction of latrines
- Use of slippers or shoes in the toilet

More than 80 percent of teachers spontaneously answered that girls should be educated and that both girls and boys should be treated equally (Table 5.15). Similarly, the need for proper hand washing was spontaneously mentioned by more the 56 percent of teachers. After probing, all the teachers agreed that girls were to be given equal treatment. More than 90 percent of the respondents had learned that girls should be provided with education (95.1%) and latrines should be constructed (90.2%). More than 80 percent of the teachers said that they learned about: a) the need for proper hand washing (87.8%), b) should wear sandal or shoes while going to toilet (85.4%), c) more fluid should be given during diarrhea (85.3%), and d) need for exclusive breastfeeding (82.9%).

Table 5.11 Percent distribution of teachers by lessons learned from Meena (N=41)

Lessons learned from Meena	Spontaneously yes	Yes after probing	Total
Girls are to be given equal treatment	82.9	17.1	100.0
Girls are also to be provided education	80.5	14.6	95.1
Construction of latrines	39.0	51.2	90.2
Need for proper hand washing	56.1	31.7	87.8
Should wear sandal/shoes while going to toilet	17.1	68.3	85.4
More fluid should be given during diarrhea	14.6	70.7	85.3
Need for exclusive breastfeeding	-	82.9	82.9
Other*	43.9	-	43.9

* Others include: less conflict among rich and poor, helping each other, child marriage, daughters are also courageous, keeping environment clean, teaching daughters household work, harmony between brothers and sisters.

The teachers were further asked to identify the areas where changes have been observed due to the Meena shows. The great majority (92.9%) of the teachers thought that Meena has played a role in raising awareness in the community (Table 5.12). Meena has found a place in the hearts of people in different parts of the country wherever it has been shown. Meena has been a role model in bringing drastic changes in people's way of thinking and changing deep-rooted superstitions in communities. Nearly 85 percent of the teachers felt that the changes were in the area of girl education, 31 percent felt that such changes were in the social sectors, 27 percent mentioned the construction of latrines and another 27 percent said that changes occurred in health. Similarly, 23 percent of teachers reported noticing changes regarding the equal treatment of girls and boys in the community, and 15 percent said that the community people were more concerned about the cleanliness of the environment.

Table 5.12 Percent distribution of teachers by changes observed due to Meena

Description	Number	Percent
Opinion regarding whether Meena has played a role in raising awareness in the community		
Yes	26	92.9
No	2	7.1
Total	28	100.0
Areas where changes have been observed due to the Meena show*		
Girls education/ awareness on education/ children's education	22	84.6
Social sector	8	30.8
Construction of latrines/ use of latrines	7	26.9
Being healthy/ about health	7	26.9
Equal treatment among sons and daughters	6	23.1
Cleanliness	4	15.4
Dowry system	2	7.7
Other	2	7.7
Total	26	-

* Total % exceeds 100 as figures relate to multiple responses.

All teachers in areas where Meena had been screened said that other teachers also find the series useful for the students. The main reasons given by the teachers were that:

- It has increased awareness among children (28.6%)
- They were aware that there should be equal treatment of sons and daughters (28.6%)
- They found the program educational (28.6%)
- They understood that education is to be provided equally to both sons and daughters (25.0%)
- Helped create awareness on health issues, including health education (25.0%)

Table 5.13 Percent distribution of teachers by reasons for saying the program was useful for the children

Reasons	Number	Percent
Awareness/ increased awareness among student/ those who knew about programs have become successful in bringing children awareness	8	28.6
Equal treatment to sons and daughters	8	28.6
Educative program/ opportunity to learn/ useful because it deals with essential information/ students started washing hands after seeing Meena	8	28.6
Giving education to daughter/ providing equal education to sons and daughters	7	25.0
Health education/ health awareness	7	25.0
Other*	7	25.0
Total	28	-

* Other includes: message will be taken to the community by the students, increased confidence of daughters/ programs to be shown frequently, existence of discrimination in the community.

Note: Total % exceeds 100 as figures relate to multiple responses.

5.9 Problems and constraints regarding Meena

When asked if they had faced any problems, nearly two-thirds of the teachers mentioned that they had observed some problems in screening Meena. The problems mentioned were lack of a hall (52.6%), lack of equipment, such as TV, deck, cassettes (42.1%) and lack of electricity (36.8%) (Table 5.14).

Table 5.14 Percent distribution of teachers by problems in screening Meena in their schools

Description	Number	Percent
Any problems in screening Meena in the school		
Yes	19	67.9
No	9	32.1
Total	28	100.0
Types of problems*		
Lack of hall	10	52.6
Lack of equipment/ TV or deck to be hired/ lack of cassettes	8	42.1
No electricity	7	36.8
Other**	4	21.1
Total	19	-

*Total % exceeds 100 as figures relate to multiple responses.

** Other includes: no specific problems, problem of transport, no technician, small screen for large number of students.

The teachers were further asked to give suggestions for improvements to be made in screening the Meena series. The majority (78.6%) of teachers said that screening of Meena must be regularized - the Meena cartoon must be shown more frequently (i.e. everyday for one hour) and all the series should be shown (Table 5.15). There should be a formal notice displayed in public places in advance of the Meena show. There were also some teachers who opined that more discussions are necessary after the show and that Meena should also be screened in other wards.

Table 5.15 Percent distribution of teachers by suggestions regarding improvement in screening of Meena

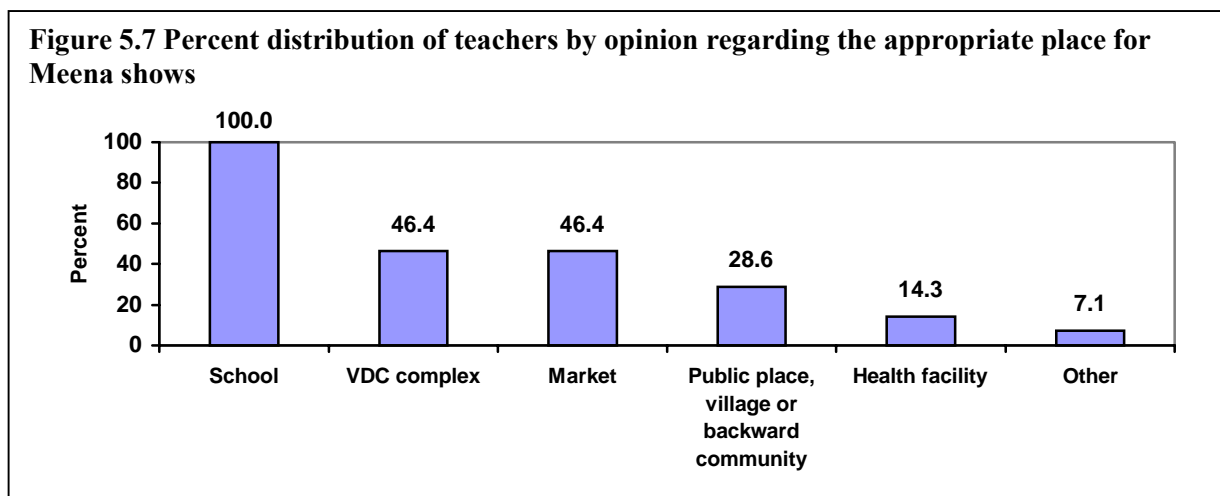
Suggestions for effectively screening Meena in the schools	Number	Percent
To be regularized/ to be shown for one hour everyday/ to be shown all series/ frequency to be increased	22	78.6
Notification locally in advance/ more publicity before show	5	17.9
To be shown in all wards	3	10.7
More discussion needed on Meena	3	10.7
Proper functioning of deck/ TV/ cassettes	2	7.1
To be shown in remote schools/ to be shown in schools without communication	1	3.6
Other*	11	39.3
Total	28	-

* Other includes: guardians to be called to school during show, to be made available for community, to be shown at school time, monitoring and evaluation, to be shown on big screen.

Note: Total % exceeds 100 as figures relate to multiple responses.

Regarding the appropriate place for showing Meena, all the teachers agreed that school was the most appropriate public place. Out of 28 teachers, 46 percent mentioned that Meena should be shown in the VDC building or marketplaces. More than a quarter (28.6%) of the teachers said that it should be shown in village public places and in backward communities. Some teachers also suggested showing the Meena film in the health facility complex (Figure 5.7).

Figure 5.7 Percent distribution of teachers by opinion regarding the appropriate place for Meena shows



Chapter 6

Summary, Conclusions and Recommendations

6.1 Summary and Conclusions

6.1.1 Background

The “Meena Communication Initiative” (MCI) is collaborating closely with government and NGO partners through UNICEF to promote a “rights-based program”. “Meena” is a 13 episode animated film series. The issues covered in the Meena series include son preference, unfair treatment to girl children, and harmful practices such as early marriage and the dowry system. Meena, initiated in September 1998, has now covered 42 districts and around 874 Village Development Committees.

The overall objective of this evaluation study was to ascertain the impact of MCI on the lives of children and communities in the program areas. The evaluation is concerned with the impact of MCI on influencing attitudinal and behavioral changes in the community.

Information was collected from children aged 8-16 years, their parents and schoolteachers in the study areas. Eleven districts were selected at random, where a total of 1,421 children (675 girls and 746 boys), 880 parents (440 fathers and 440 mothers) and 44 schoolteachers were interviewed. Three sets of questionnaires were used to collect the necessary information.

6.1.2 Summary of findings and conclusions

Children

Children exposed to Meena were able to enumerate more reasons for washing hands after defecation compared with children who were not exposed to the Meena series. There are no marked differences in the knowledge of children regarding the need for washing hands before meals by their exposure status to the Meena series. Over 94 percent of the exposed children and 84 percent of non-exposed children reported that they were treated equally, indicating the effectiveness of Meena exposure in advocating equal treatment of sons and daughters. A higher proportion of boys of both categories compared with girls reported that they were given more preference, such differential is more pronounced among the children who were exposed to Meena.

More than 70 percent of the children interviewed had heard about the Meena series and 51 percent claimed to have watched it. Children between 13 and 16 years of age have more exposure to Meena than those of younger age cohorts. Boy children had more exposure to Meena than girl children. The higher the level of education, the more children were found to be exposed to the Meena series. The lessons learned by children from Meena were: *girls are also to be provided education; girls are to be given equal treatment; need for proper hand washing, construction of latrines and the need for wearing shoes while going to the toilet.* Children who are in school and who come from more affluent families are more likely to watch Meena.

All children liked the Meena series. Nearly 97 percent of the boys and girls said that they clearly understood the messages presented in Meena. The children had no difficulty in following the language used in the series. The messages most commonly recalled by the children were: *girls are to be given education, need for proper hand washing, non-discrimination between boys and girls and more fluid to be taken during diarrhea*. On the whole the children like Meena and understand the key messages.

The children usually watched Meena with their family members. They discussed Meena mainly with their friends and family members. The majority of children expressed their desire to watch Meena in the future and said they would also recommend it to others. The children who have not watched the series mentioned the reason as a lack of time.

The majority of children used *soap and water* for washing their hands after defecation. Some used *water only* while the others used *ash and water*. All children opined that it is necessary to wash hands after defecation. They reported that if hands are not properly washed then germs on hands and fingernails may cause different diseases such as diarrhea, dysentery or cholera. The source of information for most of the children was radio. More than one-third of the children who had exposure to the Meena series said that they obtained this information from the Meena cartoon. The children also encouraged their younger brothers or sisters to wash their hands after defecation. Almost all children washed their hands before meals and main reason reported for washing hands before meals was to prevent bacteria and diseases.

The behavioral changes adopted after exposure to Meena were: washing hands with soap and water, encouraging siblings to go to school, not defecating anywhere/using latrine, using slippers while going to the toilet, and keeping the environment clean.

Parents

Nearly half of the fathers and 42 percent of the mothers had heard about Meena. Just over a fifth of the parents (24.3% fathers and 20.9% mothers) had seen the Meena series. Young parents are more likely to watch Meena than their older counterparts. The mothers and fathers most liked the message of *giving equal education to both sons and daughters*. They also liked the messages on *hand washing and personal hygiene*. Almost all parents (fathers slightly more than mothers) considered Meena to be a role model for behavioral changes. The lessons learnt from Meena were: *girl child is to be educated and treated equally as boy child; more fluid intake during diarrhea; exclusive breastfeeding; proper hand washing; construction and use of latrines; wearing shoes or slippers to protect feet while going to the toilet*. The messages that seem to have the most impact are *equal treatment of boys and girls especially for education*.

Parents who are literate are more exposed to Meena than those who are illiterate (62.8% vs 48.9%). Brahmin and Chhetri parents are more exposed to Meena than parents of other ethnic or caste groups. Households who possessed a radio or a TV were found to be more exposed than those without these household possessions. A higher proportion of parents exposed to Meena have latrines in their houses than those who have not been exposed (66.3% vs 48.6%).

More than 95 percent of the parents mentioned that all the family members in the household used the latrine. The majority of parents used water for anal cleansing after defecation. Eighty percent or more parents used *soap and water* to wash their hands after defecation. Everybody who was exposed to the Meena series opined that it was necessary to wash their hands after defecation.

The source of information for most of the respondents for this practice was their parents. Other reported sources were radio, friends and the Meena series.

Nearly a quarter of parents reported that they washed their hands 10 times or more in a day. The average number of times is slightly higher among exposed parents than non-exposed parents.

The parents who were exposed to Meena communicated or discussed the messages with others – friends, family members and spouses. Almost all parents taught their children to wash their hands before meals and after defecation.

The parents began to send their girl children to school after seeing Meena. The majority of parents exposed to Meena thought that the Meena Communication Initiative (MCI) would bring attitudinal and behavioral changes in the community, particularly in the areas of sending girl children to school, encouraging hand washing with soap and constructing latrines.

About 82 percent of the parents reported that they had changed their perception towards girl children - the number who had reported such changes was higher amongst mothers than fathers. The mothers began to realize that girls are as capable and as good as boys, started giving an equal quantity of food to both girl and boy children and encouraged boys in the family to share household chores. Nearly one-fifth of the parents started sending their daughters to schools after being exposed to the Meena series.

Teachers

All the teachers opined that there had been an increase in the enrolment of students in their schools, particularly amongst girls. This increase is attributed to child awareness programs. About one quarter of teachers were also of the opinion that the increase in girl's enrolment in the school was due to the impact brought about by the Meena cartoon series. Further, there are many CBOs (community based organizations) working on girl education.

Eighty four percent of teachers reported that their schools had latrines. Only fifty-one percent of the teachers and less than half of the students were using the latrines. All the teachers said that they used water for anal cleansing. Ninety one percent said that they used *soap and water* to wash their hands after defecation. All teachers believed that it was necessary to wash hands after defecation and their source of information for this practice was their own parents. For a significant number of teachers, the sources were also: IEC materials, radio, television and the Meena cartoon series. The teachers taught their students to wash their hands before meals and after defecation. All the teachers opined that it was necessary to wash their hands before their meals.

The teachers opined that Meena has brought attitudinal and behavioral changes in their community. The perceptions of teachers changed as a result of exposure to Meena. Teachers started to think that girls are as capable and as good as boys. About 47 percent of the teachers said that they have started encouraging boys in the family to share household chores and about the same number reported that they have started to give an equal share of food to girl children in the family as to boy children. The teachers also began to treat boy and girl students equally and realized that they are equally competent.

In the majority of cases, the Meena show was organized in the schools by NGO personnel. The teachers recalled some of the problems faced in screening the shows: lack of a hall, equipments (TV, deck, cassettes), and unavailability of electricity. The majority (79%) of the teachers said that screening of Meena must be regularized - the Meena cartoon should be shown more frequently (i.e. everyday for one hour) and all the series should be shown. There should be a formal notice displayed in public places in advance of the Meena show. There were also some teachers who opined that more discussions are necessary after the show and that Meena should be shown in many other places in the community. All teachers agreed that school was the most appropriate public place for showing Meena. Some, however, said that it should also be shown in the VDC building or marketplaces.

The students actively participated in Meena shows wherever they have been screened and the shows have had an impact on the communities. Both children and adults greatly enjoyed the Meena program and Meena has found a place in the hearts of the Nepalese population.

6.2 Recommendations

Based on the findings and conclusions, the following recommendations are made:

- Meena should be screened extensively in the focus areas to ensure that the poor and hard to reach communities have a chance to participate in the Meena program.
- To further Meena's success in Nepal more episodes should be developed, based on the local needs of the people and the country.
- NGOs should be involved in community screenings and facilitate discussions based on the episodes shown. Teachers should also be involved while screening Meena in the schools for regularity, continuity and sustainability of the program.
- As high number of parents mentioned that there were no discussion after the screening of Meena. Therefore, NGO personnel or teachers should facilitate discussions based on the episode screened in each session.
- To ensure maximum participation, screening of the Meena show should be announced well in advance. Care should be taken to avoid screening Meena during harvest time, at busy hours, and in the rainy season. In addition appropriate locations for screening Meena should be selected to ensure that a maximum number of people can participate.
- As children are great advocates for their own cause, school children and out-of-school children should be trained and mobilized to screen and facilitate Meena shows.

Appendix 1
Survey Instruments

**EVALUATION OF THE MEENA COMMUNICATION INITIATIVE (MCI)
IN THE LIVES OF CHILDREN AND VILLAGES
(PARENT QUESTIONNAIRE)
CONDUCTED FOR UNICEF
BY VALLEY RESEARCH GROUP (VARG)**

Household No.				
Parent No.				

Time Interview Started: Hour: _____ Minute: _____

A) District:	.....
B) Cluster No.:	.....
C) Name of VDC/Municipality:	.....
D) Ward Number:	.....
E) Respondent type	Mother 1 Father 2	
F) Name of interviewer		
G) Interview date		
H) Name of supervisor		

Screening Questions

- a) Is there a child between 8-16 years of age in this household?
 Yes.....1
 No.....2 → **Stop interview**

- b) What are the names, sex and ages of the child and their parent's name?

S. No.	Children's name, sex and age			Parent's name	
	Name	Sex	Age	Father	Mother

Note: Select one parent having children between 8-16 years of age. Interview either a father or a mother. If both are present, interview alternatively between the households.

Section 1: General Information			
Q. #	Question	Codes	GO TO Q.
101	How old are you?	Age (in completed years)	
102	Can you read or write a simple letter in your language?	Yes.....1 No.....2	
103	Have you ever studied in school?	Yes.....1 No.....2	→ 105

104	What is the highest grade you have passed?	Grade:.....	
105	What is your caste or ethnicity?	Caste/Ethnicity:	
106	What is the occupation of the household head?	Agriculture.....1 Business.....2 Service.....3 Wage labor.....4 Other (specify).....5	
107	Which of the following items do you possess in the household? (READ ALL)	Yes	No
	1 Radio	1	2
	2 TV	1	2
	3 Bicycle	1	2
	4 Motorbike	1	2
	5 Bullock cart	1	2
	6 Tractor/car	1	2

Section 2. Water, Sanitation and Personal Hygiene			
201	What is the main source of drinking water?	Piped water.. .....1 Well water .....2 Hand pump..... 3 Spring/kuwa.....4 River/stream.....5 Pond/lake.....6 Other (specify).....7	
202	How far is the water source? (One way walking distance in minutes)	Less than 5 minutes.....1 5-15 minutes.....2 15-30 minutes.....3 More than 30 minutes.....4	
203	Who fetches water? (Multiple response)	Male member.....1 Female member.....2 Boy child.....3 Girl child.....4 Other (specify).....5	
204	How do you treat water for drinking?	Filtering.....1 Boiling.....2 Boiling and Filtering.....3 Decantation.....4 Add chemicals to treat water.....5 Do nothing.....6	
205	Do you have latrine in the household?	Yes..... 1 No.....2	→ 208
206	If yes, what type of latrine?	Flush toilet.....1 Traditional pit toilet.....2 Ventilated improved pit.....3 Pan.....4 Other (specify).....5	

207	Who in the family DO NOT use the latrine? (Multiple response)	Grand Mother.....1 Grand Father.....2 Father.....3 Mother.....4 Brother.....5 Sister.....6 Children under 8 years.....7 Children between 8 and 16 years.....8 Other (specify).....9 All use the latrine.....96	→209
208	If there is no latrine in the household, where do you go for defecation?	Field.....1 Forest.....2 Bush.....3 Riverside.....4 Other (specify).....5	
209	How do you clean your anus after defecation?	Using water.....1 Using paper.....2 Using cloth.....3 Using leaves.....4 Other (specify).....5	
210	After defecation, do you wash your hands?	Yes.....1 No.....2	→ 212
211	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Other (specify).....5	
212	Do you think that it is necessary to wash your hands after defecation?	Yes.....1 No.....2	→ 214
213	From where did you get this information? (Multiple Response)	Parents.....1 Children.....2 Friends.....3 Meena cartoon.....4 IEC materials.....5 Radio.....6 TV.....7 Other (specify).....8	
214	Do you teach (or encourage) your children to wash hands after defecation?	Yes.....1 No.....2	
215	Does your children wash their hands after defecation?	Yes.....1 No.....2	
216	<u>Normally</u> , how many times in a day do you wash your hands?	Number of times:.....	
217	Do you wash your hands before meals?	Yes.....1 No.....2	→ 219
218	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Other (specify).....5	
219	Do you think that it is necessary to wash your hands before meals?	Yes.....1 No.....2	→ 221

220	From where did you get this information? (Multiple Response)	Parents.....1 Children.....2 Friends.....3 Meena cartoon.....4 IEC materials.....5 Radio.....6 TV.....7 Other (specify).....8	
221	Do you teach (or encourage) your children to wash hands before meals?	Yes.....1 No.....2	
222	Does your children wash their hands before meals?	Yes.....1 No.....2	
223	Do you get adequate water for drinking , washing and cleaning purpose?	Yes.....1 No.....2	

Section 3. Exposure to Meena and its Impact					
Q. #	Question	Codes			GO TO Q.
301	Have you heard about the film serial Meena cartoon?	Yes.....1 No.....2			→Stop
302	Have you seen the Meena episode?	Yes.....1 No.....2			→ 317
303	Do you like the serial Meena?	Yes.....1 No.....2			→ 305
304	What did you like about Meena?	..... ..... .....			→306
305	What did you <i>not</i> like about Meena?	..... ..... .....		
306	Do you consider 'Meena' as a role model for your behavior change?	Yes.....1 No.....2			
307	What do you learn from Meena?	Spontaneous Yes	After probing		DK
			Yes	No	
	1 Girls are to be provided with education	1	2	3	8
	2 Girls are to be given equal treatment	1	2	3	8
	3 More fluid should be given during diarrhea	1	2	3	8
	4 Need for exclusive breastfeeding	1	2	3	8
	5 Need for proper hand washing	1	2	3	8
	6 Construction of latrines	1	2	3	8
7 Should wear sandal/shoes while going to toilet	1	2	3	8	
8 Other (specify)	1	2	3	8	
308	Have you changed your perception of girl children after seeing Meena?	Yes.....1 No.....2			→ 310

309	What changes have you adopted? (Multiple Response)	I start encouraging boys in the family to share the household chores.....1 I give equal quantity of food to girls.....2 I begin to realize that girls are as capable and good as boys.....3 I begin to treat my son better than before.....4 Other (specify).....5	
310	Have you started sending your daughter to school after seeing Meena?	Yes.....1 No .....2 Not applicable/no daughter.....9	
311	Did you discuss about Meena with others?	Yes .....1 No .....2	→313
312	With whom did you discuss? (Multiple Response)	Spouse.....1 Children.....2 Friends.....3 Family members.....4 Other (specify).....5	
313	Who facilitate the discussion after the Meena show? (Multiple Response)	NGO personnel.....1 VDC personnel.....2 Teachers.....3 Other (specify).....4 No one did.....8	
314	Are you satisfied with the discussion after Meena show?	Yes.....1 No.....2	→ 316
315	If no, what are your reasons for dissatisfaction?	1..... 2..... 3.....	→ 318
316	Would you recommend others to see Meena?	Yes.....1 No.....2	→ 318
317	What are the reasons for not participating in Meena show? (Multiple Response)	Lack of time.....1 Meena was not shown in this area.....2 Was not invited.....3 Away from home.....4 Send somebody else from the family...5 Other (specify).....6	
318	How do you treat male and female children in your family? (Multiple Response)	I encourage boys in the family to share the household chores.....1 I give equal quantity of food to girls.....2 I am convinced that girls are as capable and good as boys.....3 I treat my son better than before.....4 Other (specify).....5	
319	In your opinion, would Meena help in bringing out attitude and behavioral change in the community?	Yes .....1 No .....2	→Stop

320	If yes in what ways? (Multiple Response)	Send girls to school.....1 Encourage hand washing with soap.....2 Constructed latrine.....3 Encouraged giving more than usual fluid to children during diarrhea4 Encouraged exclusive breastfeeding.....5 Other (specify).....6	
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Time interview complete: Hours:..... Minutes:.....

(Thank the respondent)

**EVALUATION OF THE MEENA COMMUNICATION INITIATIVE (MCI)
IN THE LIVES OF CHILDREN AND VILLAGES
(CHILD QUESTIONNAIRE)
CONDUCTED FOR UNICEF
BY VALLEY RESEARCH GROUP (VARG)**

Household Form No.					
Child No.					

Time Interview Started: Hour: _____ Minute: _____

A) District:	.....
B) Cluster No.:	.....
C) Name of VDC/Municipality:	.....
D) Ward Number:	.....
E) Name of father/mother:	.....
F) Sex	Male 1 Female 2	
G) Name of interviewer		
H) Interview date		
I) Name of supervisor		

Section 1. General Information			
Q. #	Question	Codes	GO TO Q.
101	How old are you?	Age (in completed years)	
102	Can you read or write a simple letter in your language?	Yes.....1 No.....2	
103	Have you ever studied in school?	Yes.....1 No.....2	→ 107
104	What is the highest grade you have passed?	Grade:.....	
105	Are you currently studying?	Yes.....1 No.....2	→ 107
106	If yes, in which grade?	Grade:.....	
107	What is your caste or ethnicity?	Caste/Ethnicity:	
108	What is the occupation of your father (mother)?	Agriculture.....1 Business.....2 Service.....3 Wage labor.....4 Other (specify).....5	

109	Which of the following items are in your household? (READ ALL)	Yes	No	
	1 Radio	1	2	
	2 TV	1	2	
	3 Bicycle	1	2	
	4 Motorbike	1	2	
	5 Bullock cart	1	2	
	6 Tractor/car	1	2	

Section 2. Water, Sanitation and Personal Hygiene			
201	Is there a latrine in the household?	Yes.....1 No.....2	→ 203
202	Do you use the latrine?	Yes.....1 No.....2	→ 204
203	If there is no latrine or do not use the latrine, where do you go for defecation?	Field.....1 Forest.....2 Bush.....3 Riverside.....4 In the courtyard.....5 Others.(specify).....6	
204	How do you clean your anus after defecation?	Using water.....1 Using paper.....2 Using cloth.....3 Using leaves.....4 Others (specify).....5	
205	After defecation, do you wash your hands?	Yes.....1 No.....2	→ 207
206	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Others (specify).....5	
207	Do you think that it is necessary to wash your hands after defecation?	Yes.....1 No.....2	→ 210
208	If yes, why?	1..... 2..... 3.....	
209	From where did you get this information? (Multiple Response)	Parents.....1 Friends.....2 School.....3 Meena cartoon.....4 IEC materials.....5 Radio.....6 TV.....7 Others (specify).....8	→ 211
210	If no, why?	1..... 2..... 3.....	

211	Do you encourage your younger (brothers or sisters) to wash hands after defecation?	Yes.....1 No.....2	
212	Do you wash your hands before meals?	Yes.....1 No.....2	→ 214
213	If yes, why?	1..... 2..... 3c.....	} → 215
214	If no why?	1..... 2..... 3.....	
215	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Others (specify).....5	
216	Do you think that it is necessary to wash your hands before meals?	Yes.....1 No.....2	→ 218
217	From where did you get this information? (Multiple Response)	Parents.....1 Brother/sister.....2 Friends.....3 School.....4 Meena cartoon.....5 IEC materials.....6 Radio.....7 TV.....8 Others (specify).....9	} → 219
218	If no why?	1..... 2..... 3.....	
219	Do you encourage your younger (brothers or sisters) to wash hands before meals?	Yes.....1 No.....2	
220	Has your parent or anyone in your house ever told you about the need of hand washing after defecation?	Yes.....1 No.....2	

Section 3. Exposure to Meena			
Q. #	Question	Codes	GO TO Q.
301	Have you heard about the film serial Meena cartoon?	Yes.....1 No.....2	→ 317
302	Have you seen the Meena serial?	Yes.....1 No.....2	→ 316

303	What did you learn from Meena?	Spontaneous Yes	After probing		DK
			Yes	No	
1	Girls are also to be provided education	1	2	3	8
2	Girls are to be given equal treatment	1	2	3	8
3	More fluid should be given during diarrhea	1	2	3	8
4	Need for exclusive breastfeeding	1	2	3	8
5	Need for proper hand washing	1	2	3	8
6	Construction of latrines	1	2	3	8
7	Should wear sandal/shoes while going to toilet	1	2	3	8
8	Other (specify)	1	2	3	8
304	Do you like the serial Meena?	Yes..... 1 No .....2			→306
305	What did you like about Meena?	..... ..... .....			→307
306	What did you <i>not</i> like about Meena?	..... ..... .....		
307	Did you understand the messages presented in Meena?	Yes .....1 No .....2			
308	What do you think are the messages presented in the Meena? (Multiple Response)	Girls are to be given education.....1 No discrimination between boys and girls.....2 More fluid should be taken during diarrhea.....3 Need for proper hand washing.....4 Need for exclusive breastfeeding.....5 Other (specify).....6			
309	Do you understand the language used in Meena?	Yes .....1 No .....2			
310	How easy is it to understand the dialogue in Meena?	Easy.....1 Not so easy.....2 Difficult.....3			
310a	With whom do you go to see Meena cartoon? (Multiple Response)	Alone.....1 Father.....2 Mother.....3 Brothers.....4 Sisters.....5 Friends.....6 Other (specify).....7 Shown in the school.....96			
311	Did you discuss about Meena with others?	Yes .....1 No .....2			→313

312	With whom did you discuss? (Multiple Response)	Father.....1 Mother.....2 Brother.....3 Sister.....4 Other family members.....5 Friends.....6 Other (specify).....7	
313	Do you like to see Meena again?	Yes.....1 No.....2	
314	Do you want to recommend others to see Meena?	Yes.....1 No.....2	
315	What behavioral changes did you adopt after seeing Meena? (Multiple Response)	Washed hand with soap and/or water.....1 Treated sisters equally.....2 Attending school regularly.....3 Encouraged the siblings to go to school.....4 Encouraged the siblings for personal hygiene.....5 Other (specify).....6	→317
316	What are the reasons for not seeing the Meena show? (Multiple Response)	No time.....1 Not shown in the school.....2 Not shown in the nearby place.....3 Parents not allowed.....4 Did not know.....5 Not allowed by teachers.....6 Other (specify).....7	
317	How are you treated in the family as a boy/girl? (Check whether the respondent is boy or girl)	Given more preference .....1 Treated equally.....2 Given less preference.....3 Cannot say.....4	

Time interview complete: Hours:..... Minutes:.....

(Thank the respondent)

**EVALUATION OF THE MEENA COMMUNICATION INITIATIVE (MCI)
IN THE LIVES OF CHILDREN AND VILLAGES
(TEACHER QUESTIONNAIRE)
CONDUCTED FOR UNICEF
BY VALLEY RESEARCH GROUP (VARG)**

Form No.			
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Time Interview Started: Hour: ____ Minute: ____

A) District:	
B) Cluster No.:	
C) Name of VDC/Municipality:	
D) Ward Number:	.....
E) Name of School	.....
F) Sex	Male 1 Female.....2	
G) Name of interviewer		
H) Interview date		
I) Name of supervisor		

Section 1. General Information			
Q. #	Question	Codes	GO TO Q.
101	How old are you?	Age (in completed years)	
102	What is the highest grade you have passed?	Grade:.....	
103	What is your caste or ethnicity?	Caste/Ethnicity:	
104	Which grades are run in this school?	From .....Grade..... to .....Grade	
105	How many years have you been teaching in this school?	No. of years:.....	
106	How many students are enrolled in your school in this academic year?	Number of boys:..... Number of girls:.....	
107	How many students come to school regularly in your school?	Number of boys:..... Number of girls:.....	
108	How many students are present today?	Number of boys:..... Number of girls:.....	
109	How many teachers are there in your school?	Number of male teacher:..... Number of female teacher:.....	
110	In your opinion, has there been an increment of girl's enrolment in this school?	Yes.....1 No.....2 Do not know.....8	→ 112 → 112

111	What are the reasons for increment in girl's enrolment in the school?	
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Section 2. Water, Sanitation and Personal Hygiene

201	What is the main source of drinking water in this school?	Piped water.....1 Well water2 Hand pump..... 3 Spring/kuwa.....4 River/stream.....5 Pond/lake.....6 Other (specify).....7 None.....96	
202	How do you treat water for drinking?	Filtering..... 1 Boiling.....2 Boiling and filtering.....3 Decantation.....4 Add chemicals to treat water.....5 Do nothing.....6	
203	Do you have latrine in this school?	Yes.....1 No.....2	→ 206
204	If yes, what type of latrine?	Flush toilet.....1 Traditional pit toilet.....2 Ventilated improved pit.....3 Pan.....4 Other (specify).....5	
205	Who according to you DO NOT use the latrine? (Multiple response)	Male teacher.....1 Female teacher.....2 Male student.....3 Female student.....4 Other (specify).....5	→ 207
206	If there is no latrine in the school, where do you go?	Field.....1 Forest.....2 Bush.....3 Riverside.....4 Back side of the school.....5 Other (specify).....6	
207	How do you clean your anus after defecation?	Using water.....1 Using paper.....2 Using cloth.....3 Using leaves.....4 Other (specify).....5	
208	After defecation, do you wash your hands?	Yes.....1 No.....2	→ 210
209	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Other (specify).....5	

210	Do you think that it is necessary to wash your hands after defecation?	Yes.....1 No.....2	→ 212
211	From where did you get this information? (Multiple Response)	Parents.....1 Children.....2 Friends.....3 Meena cartoon.....4 IEC materials.....5 Radio.....6 TV.....7 Other (specify).....8	
212	Do you teach your student to wash hands after defecation?	Yes.....1 No.....2	
213	In your opinion, what proportion of students wash their hands after defecation?	None.....1 Less than 25%.....2 25-50%.....3 51-75%.....4 More than 75%.....5 Do not know.....8	
214	Do you wash your hands before meals?	Yes.....1 No.....2	→ 216
215	How do you wash your hands? (Multiple Response)	Using water.....1 Using soap and water.....2 Using ash and water.....3 Using mud and water.....4 Other (specify).....5	
216	Do you think that it is necessary to wash your hands before meals?	Yes.....1 No.....2	→ 220
217	From where did you get this information? (Multiple Response)	Parents.....1 Children.....2 Friends.....3 Meena cartoon.....4 IEC materials.....5 Radio.....6 TV.....7 Other (specify).....8	
218	Do you teach your student to wash hands before meals?	Yes.....1 No.....2	
219	In your opinion, what proportion of students wash their hands before meals?	None.....1 Less than 25%.....2 25-50%.....3 51-75%.....4 More than 75%.....5 Do not know.....6	
220	Is there adequate water?	Yes.....1 No.....2	

Section 3. Exposure to Meena

Q. #	Question	Codes	GO TO Q.
301	Have you heard about the film serial Meena?	Yes.....1 No.....2	→Stop

302	Have you seen the Meena episode?	Yes.....1 No.....2				→ 315
303	Do you like the serial Meena?	Yes.....1 No.....2				→ 305
304	What did you like about Meena?	..... ..... .....				→ 306
305	What did you <i>not</i> like about Meena?	..... ..... .....			
306	Do you consider ‘Meena’ as a role model for the behavior change?	Yes.....1 No.....2				
307	What do you learn from Meena?	Spontaneous Yes	After probing Yes No		DK	
	1 Girls are also to be provided with education	1	2	3	8	
	2 Girls are to be given equal treatment	1	2	3	8	
	3 More fluid should be given during diarrhea	1	2	3	8	
	4 Need for exclusive breastfeeding	1	2	3	8	
	5 Need for proper hand washing	1	2	3	8	
	6 Construction of latrines	1	2	3	8	
	7 Should wear sandal/shoes while going to toilet	1	2	3	8	
	8 Other (specify)	1	2	3	8	
308	Have you changed your perception of girl children after seeing Meena?	Yes.....1 No.....2				→ 310
309	What changes have you adopted? (Multiple Response)	I start encouraging boys in the family to share the household chores.....1 I give equal quantity of food to girls.....2 I begin to realize that girls are as capable and good as boys.....3 I begin to treat my son better than before.....4 Other (specify).....5				
310	Did you understand the issues presented in Meena?	Yes.....1 No.....2				
311	What is your impression about the language used in the Meena?	Easy to understand.....1 Not easy to understand.....2				
312	In your opinion, do the students understand the themes and messages presented in the Meena?	Yes.....1 No.....2				
313	Did you discuss about Meena with others?	Yes.....1 No.....2				→ 316

314	With whom did you discuss? (Multiple Response)	Spouse.....1 Children.....2 Friends.....3 Family members.....4 Other (specify).....5	→ 316
315	What are the reasons for not participating in Meena show? (Multiple Response)	Lack of time.....1 Meena was not shown in this area.....2 Was not invited.....3 Away from home.....4 Send somebody else from the family...5 Other (specify).....6	
316	How do you treat male and female children in your school? (Multiple Response)	I treat boys and girls equally .....1 I realize that girls and boys are equally competent .....2 I still treat my male students better than female students.....3 Other (specify).....4	
317	In your opinion, would Meena help in bringing out attitude and behavioral change?	Yes .....1 No .....2 Do not know.....8	→ 401 → 401
318	If yes, in what ways? (Multiple Response)	Send the girls child to school.....1 Encourage hand washing with soap....2 Constructed latrine.....3 Encourage giving more than usual fluid to children during diarrhea .....4 Encourage exclusive breastfeeding.....5 Other (specify).....6	

Section 4. Meena in School and its Impact

401	Has the serial Meena been shown in the school?	Yes.....1 No.....2	→ Stop
401a	How many times do you think Meena has been screened in your school/community?	Once.....1 Twice.....2 3-5 times.....3 More than 5 times.....4	
402	Who were the audiences during Meena show in your school? (Multiple Response)	Male teacher.....1 Female teacher.....2 Male student.....3 Female student.....4 Other (specify).....5	
403	Normally, how many people would there be in a show?	Male teacher..... Female teacher..... Male student..... Female student..... Other (specify).....	
404	In your opinion, do the teachers and students like Meena?	Yes.....1 No.....2	→ 407

405	Who likes Meena? (Multiple response)	Male teacher.....1 Female teacher.....2 Male student.....3 Female student.....4 Other (specify).....5	
406	What aspects of Meena do the students like? (Multiple response)	Girls empowerment.....1 Girls education.....2 ORS/ORT.....3 Equality between boys and girls.....4 Other (specify).....5	
407	How Meena is organized in your school?	NGO people contacted.....1 VDC personnel coordinated.....2 School management committee arranged.....3 Other (specify).....4	
408	Did the NGOs come to your school to orient about Meena initially?	Yes.....1 No.....2	
409	In your opinion, when do NGOs come to your school? (Multiple Response)	National Immunization Day.....1 Vitamin A Day.....2 Meena Day.....3 Education Day.....4 Children's Day.....5 To screen Meena.....6 Other (specify).....7	
410	Do you have problems in showing Meena film in your school?	Yes.....1 No.....2	→ 412
411	Is yes, what are the problems?	..... ..... .....
412	Do you have any suggestions for showing Meena in the schools in more effective way?	..... ..... .....
413	In your opinion, which are the appropriate places for showing Meena film? (Multiple response)	School.....1 VDC complex.....2 Market.....3 Health facility.....4 Other (specify).....5	
414	Do you think that Meena has played a role in bringing awareness in the community?	Yes.....1 No.....2	→ 416
415	If yes, can you name some of the areas where changes have been observed due to Meena show?	..... ..... .....
416	Who facilitates the discussion after Meena show?	NGO personnel.....1 VDC personnel.....2 Teachers.....3 Other (specify).....4 No one facilitates.....8	
417	Are you satisfied with the discussion after Meena show?	Yes.....1 No.....2	

418	What is your impression about students participation in Meena?	..... ..... .....
419	What is your impression about other teachers participation in Meena show?	..... ..... .....
420	Do you think other teachers find Meena useful for the students?	Yes.....1 No.....2	→ 422
421	If yes, why?	..... ..... .....	→ Stop
422	If no, why?	..... ..... .....

Time interview complete: Hours:..... Minutes:.....

(Thank the respondent)