Evaluation of Meena Radio Programme

Final Report

June 2015

Deloitte.
## TABLE OF CONTENTS - ANNEXES

<table>
<thead>
<tr>
<th>ANNEXES</th>
<th>DESCRIPTION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TERMS OF REFERENCE &amp; THEORY OF CHANGE</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>APPROACH AND METHODOLOGY INCLUDING EVALUATION MATRIX AND DOCUMENTS REFERRED TO</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>CONSENT FORM</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>STUDY TOOLS</td>
<td>34</td>
</tr>
<tr>
<td>5</td>
<td>STATE FACT SHEETS INCLUDING STAKEHOLDERS MET</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>MONITORING FORMATS</td>
<td>93</td>
</tr>
<tr>
<td>7</td>
<td>FINDINGS ON EFFECTIVENESS</td>
<td>95</td>
</tr>
<tr>
<td>8</td>
<td>STORIES OF CHANGE</td>
<td>115</td>
</tr>
<tr>
<td>9</td>
<td>SUCCESS FACTORS AND CHALLENGES</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>BUDGET FOR IMPLEMENTING MEENA RADIO PROGRAMME (2011)</td>
<td>124</td>
</tr>
<tr>
<td>11</td>
<td>IMPERATIVES FOR REPLICATION</td>
<td>126</td>
</tr>
</tbody>
</table>
ANNEX I

TERMS OF REFERENCE & THEORY OF CHANGE
TERMS OF REFERENCE

Formative Evaluation of Meena Radio Programme in 3 States (UP, AP, and MP)

1. Background
Meena Radio initiative communicates with children directly through a radio programme that also involves the teachers and uses school infrastructure. It is cross sectoral in the content – covering issues related to child survival, development, protection and education. The series of radio programmes are designed to engage rural school children on issues ranging from health, sanitation and hygiene, child friendly schools, child protection, etc. While it enhances knowledge on critical issues of several flagship programs of the Government and is broadcast in government schools, it has the potential to contribute significantly to learning within the education programme. The initiative ensures a direct communication link with children/teachers using radio innovatively. The primary audience of the radio series is the upper-primary school students in the age group of 11-14 years, i.e. class VI-VIII.

The Radio series is designed in entertainment-education (e-e) format, based on a central character called Meena, a spirited girl who shows extraordinary capabilities and is a role model for many children. The stories inspire children and motivate them to think and act. Each Meena Radio episode is 15 minutes duration and is broadcast during school hours, on a daily basis. This is a magazine format, i.e. modular and comprises three segments - a Story, a Song and a Game. The stories are persuasive, and are aimed at fostering discussions and participation.

Meena Radio was initiated in 2010 in 9 districts of Uttar Pradesh. Ever since, it has been broadcast in 9 districts of Uttar Pradesh over four academic years. In UP the programme is broadcast for six days a week – Monday to Saturday. In 2012, the broadcast of the series spread to AP, MP and Maharashtra, all with government funds. In AP, 120 episodes of 'Meena Prapancham' Radio show are broadcast during school-hours on a daily basis (Monday- Friday) through AIR. During the academic year 2012-2013, estimated 3 million children in about 20,000 rural govt. schools across Andhra Pradesh tuned into the programme. About 40,000 teachers were trained and radio sets procured for schools. Similarly, in MP the programme is broadcast across 48 districts in the state – reaching more than 50,000 schools. In 2013, it spread to Karnataka, Bihar, Odisha and Chhattisgarh. While Karnataka and Bihar began a pilot broadcast in 2013 itself, Chhattisgarh and Odisha will broadcast over the 2013-14 academic year. The figure below gives the spread of the programme over the years. In all the states, government - SSA - have provided for radio sets in schools, paid for broadcast through AIR and ensured that teachers and head teachers are trained.
Today, Meena Radio reaches 276,165 primary, upper primary schools and residential girls schools (KGBVs) across 215 districts of 6 states – UP, MP, AP, Maharashtra, Karnataka and Bihar. Government commitment secured in 2 States for broadcasting in 69,000 upper primary and residential girls’ schools from 2014. In all states, SSA funds have been leveraged for the broadcast, provision of radio sets, internal review and monitoring as well as time for teachers training. UNICEF, over the years, has provided technical support in the form of trainers for teachers training, monitoring and evaluation. UNICEF has, in some of the states, funded for the logistics of teachers training.

Prior to the commencement of the project in different states, a baseline study was conducted to provide programme/district level estimates by state. The baseline study was conducted in select districts of UP, MP, Maharashtra and AP\(^1\). In UP, an end line\(^2\) was also carried out using the same tool as the baseline two years after implementation. During the implementation of radio programme through Government Schools, at least one round of programme effectiveness studies\(^3\) were conducted in UP and AP. Detailed reports of the effectiveness studies and comparison between the baseline and end line studies of UP are available. Some key results are: 80% Children regular listeners, 80% Children engaged in discussion post broadcast, 96% reported new information gained (Endline Study UP 2012). 92% children regular listeners, 98% children engaged in discussion post broadcast, 87% reported new information gained, 93% reported extending messages among peers/friends (AP Effectiveness study, 2013).

The main character of the radio programme, Meena, and her world was created by UNICEF in 1990 as part of the ‘International Year of the Girl Child’. Therefore, the characters and stories are especially sensitive to gender and social inclusion issues. In its implementation, the programme is designed for

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\(^1\) Baseline study reports will be made available to the evaluation team

\(^2\) The End line study report for UP will be made available

\(^3\) Effectiveness studies have been conducted for – 1) UP (2 Rounds for UPS and 1 Round for KGBVs) and 2) AP (1 Round)
universal coverage. However, since 2011, there has been a focus on implementing the programme residential girls schools (KGBVs) where the girls are from marginalized social; groups.

The overall objective of this formative evaluation is to assess the relevance, effectiveness, efficiency and sustainability criteria of the radio intervention, and to derive recommendations and lessons learnt from the implementation of the intervention in three states. While equity and gender have been mentioned explicitly, these will be assessed across all criteria. The evaluation will be used improve the programme design in view of integration into a government’s education programme. The evidence can also be used to strengthen replicability of the programme across states.

2. Rationale for the Research Activity

Meena Radio is a series of radio programmes designed to engage rural school children on issues ranging from health, sanitation and hygiene, child friendly schools, child protection, etc.) The programme has been dubbed and broadcast in the different states – i.e. the same programme has been dubbed into Telegu and broadcast in AP. The evaluation will assess if the Meena Programmes are universal in their appeal and ability to engage the children in different states.

Meena Radio can contribute significantly to several flagship programs of the Government. The radio series, designed in entertainment-education (e-e) format, is based on a central character called Meena that appeals to children aged 11-14 years. The stories inspire children and motivate them to think and act. The intervention is implemented in the school and has the potential to change the pedagogy in the class room. The programmes can also impact on how much children are inspired to go to school regularly their learning in school.

Since 2010, the programme has expanded from 9 districts in one state to 215 districts in 6 states. While the programme has systematically expanded, and has been running for 2-3 academic sessions across many states, it has not been evaluated against any of the evaluation criteria. UNICEF is advocating for the adoption of the programme with MHRD. Since the programme has expanded to multiple states, it is now opportune to undertake a formative evaluation against four evaluation criteria. It is also necessary to examine the lessons learnt and recommendations from the implementation and ensure that these feed into the design of the programme in other states. It is opportune to validate the innovation through a rigorous formative evaluation.

3. Use of the findings

The findings from the evaluation study will be used to provide evidence for scale up with MHRD, to sharpen the implementation in states and ensure sustainability. The findings – especially the lessons learnt and recommendations - will also be used to strengthen the implementation of the Meena Radio Programme in other states.
The findings will also be packaged and presented internally within UNICEF, externally with donors (esp IKEA that funded the innovation in UP) and government partners like MHRD. The UNICEF State office can use the findings at the State level Meena Radio Core Group to advocate for its continuity in the coming academic years, to plug the implementation gaps (if any), and to enhance the quality of the implementation. The findings will also be used to change/modify the radio episodes, if needed. Summary reports will be posted on the C4D global website, Meena website and shared with the Communication Initiative resource website as well.

4. Scope of the Research Activity

The proposed evaluation is based on the OECD – DAC criteria, which are standard criteria for international development evaluation. The evaluation seeks to answer questions against the criteria of relevance, efficiency, effectiveness, and sustainability. Gender and equity questions are treated as a separate criterion so that they can be assessed explicitly. The equity criteria and questions will be assessed in each of the criteria too. The study proposes the use a non-experimental design based on the objectives of the evaluation and the nature of the intervention. The evaluation will use the available quantitative data – the baseline and end line data from UP - for a pre-post comparison. A qualitative research design is proposed to yield information on institutionalization of processes and pathways to change. Different qualitative assessments will be used for triangulation and validation of the available findings of the quantitative assessment.

The evaluation will cover three states – Uttar Pradesh, Andhra Pradesh and Madhya Pradesh. These states have been selected because 1) they have included Meena Radio intervention as part of the SSA Annual Plan 2) have been broadcasting the programme, using Govt funding, since 2012; 3) have followed the broadcast and tuning in model of implementation. In Maharashtra, the programme was broadcast in three districts in 2012. In 2013, the Meena Radio Programme implementation model; was changed for the state – providing the programme to the schools on a memory stick. This is not the recommended implementation modality. The evaluation can study the Maharashtra implementation model for any lessons learnt or recommendations.

SSA/Dept of Education has set up a system of internal monitoring of the programme since 2012, so monitoring data is available in all the states to be covered. All three states have a system of teachers training, which have been conducted for 2 years now. Also, effectiveness studies have been conducted in two states – AP and UP – and quantitative data is available. All three states have conducted the baseline study on knowledge among students. Quantitative data –Baseline midline studies comparisons - are available for UP.

Impact is not included as an evaluation criterion as impact is at the 'well-being' level. The intervention would be overstating the achievement if it claims that level of results with only three years of implementation. In the TOC, the impact expected is 1) Children sensitive to and adopt positive behaviours 2) Children are sensitive to Life skills, gender and social inclusion, 3) Girl’s Education enhanced - enrolment, retention, quality, and literacy and 4) Teacher – student relationship and class room pedagogy enhances. These achievements cannot be attributed to only a 15 minute structured programme - a 30 minutes structured discussion per day - for about 150 days in the year. At best, with
the most efficient implementation, one can expect that 50-70% of the children would have been have been exposed to the programme for all three years (that too if they have listened to the programme in class 6, 7 and 8). Even with three years of consistent programming, the programme can contribute to these changes. Therefore, effectiveness is selected as a criteria and not impact. Impact can be measured after the programme has been implemented for another 2-3 years.

The evaluation questions are:

Relevance:
- To what extent are the Meena Radio Programme’s objectives and strategies aligned to 1) national educational priorities within SSA/RTE Act and the context of the national flagship programme priorities particularly NHM, NBA, ICPS, SABLA and ICDS; 2) UNICEF’s Strategic Plan and equity-focus.
- To what extent are the themes, strategies and activities of the Meena Radio Programme relevant to achieve the intended results of the programme
- To what extent has the intervention been justifiable with regards to gender and equity?

Effectiveness:
- To what extent has the Meena Radio Programme met, or not met, its main objectives - addressing knowledge gaps, attitudinal shifts, life skills, equity and influencing behaviour change?
- To what extent has the intervention – the radio programme, skill building of teachers and activities thereof- been able to influence the class room pedagogy or teacher’s style of teaching?
- To what extent has implementation of the intervention been equitable with regards to gender?

Efficiency:
- To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate?
- What were the bottlenecks in the implementation? How were they resolved, if at all

Sustainability
- To what extent has the Meena Radio intervention been sustainable?
- What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states?

Gender and Equity:
- To what extent has the intervention been impartial with regards to gender and social inclusion?

The questions, sub-questions and proposed methodology against each evaluation criteria is given in Annex 1. A very simplistic Theory of Change for the Meena Radio intervention is given in Annex 2.

5. Methodology
A non-experimental evaluation design will be followed. The methodology of the evaluation comprises of two components: 1) Secondary data analysis and 2) Primary data collection and analysis.

1. **Secondary data analysis**: Secondary data analysis will comprise of desk review of intervention documents and assessment reports, review of pretest reports, effectiveness study reports (UP & AP), end-line assessment report (UP), implementation monitoring reports, periodic progress reports, field trip reports and other documents. The baseline, end line and effectiveness studies have been carried out by independent research agencies following a rigorous quality control methodology. The data therein is expected to be very reliable. The data in the internal monitoring reports is also expected to be reliable as the data collection and formats have been systematic. It will also include desk review of utilization reports and financial data from UNICEF, AIR and SSA in the states; review of the SSA AWP and MIS reports, analysis of teachers training reports. Annex 1 gives a list of the kinds of reports that will need to be reviewed to answer the different evaluation questions.

2. **Primary data collection and analysis**: Based on the review of the data and reports available, the evaluation team will identify areas of enquiry that need primary data collection. Mixed methods – mostly qualitative – will be used for the evaluation. Primary data will be collected through in-depth interviews with key stakeholders - teachers in schools, staff from the education department at the state level, parents, AIR, UNICEF, senior officials of flagship program, who are aware of the intervention. In addition focus group discussions (FGDs) will be held with parents, teachers and students who have been exposed to Meena Radio using participatory techniques (such as quantified participatory assessment). In addition, ‘Meena Radio sessions in schools will be observed by the evaluators, if needed. Case studies and Most Significant Change stories will be used as a method of data collection.

Annex 1 gives the evaluation questions and the methodology for collecting information on the same. The UNEG Guidebook will be used at the tool development stage to assess Human Rights and Gender Equality in the evaluation. The evaluation will be guided by the UNEG Ethical Guidelines. In particular, standards for interviewing children and confidentiality will be maintained.

Below are some suggestions for the assessment of the different criteria.

**Relevance**: The “relevance” criterion is to ascertain how relevant and pertinent the Meena Radio objectives and activities are to the education programme and national flagship programmes. The relevance questions can be answered through a critical assessment of the programme documents, discussions with primary stakeholders - children, teachers, SSA officials, functionaries in the Education Dept., parents, UNICEF, senior officials of flagship program.

**Effectiveness**: This criterion ascertains the extent to which the intervention has addressed knowledge gaps, attitudinal shifts, life skills, equity and influencing behaviour change among children and teachers. This will be ascertained using the quantitative data available – effectiveness studies conducted by independent research agencies in UP and AP, baseline and end line studies in UP conducted by the independent research agency, monitoring reports from UP, MP and AP; analysis of the phone in messages on Meena Radio in AP, field trip reports, reports from teachers
training (experiential data). No new data quantitative survey will be carried out. In addition, the evaluators will conduct interviews/focus group discussions with key stakeholders – teachers, education staff, parents, UNICEF and observe Meena Radio sessions in schools, if possible. Participatory techniques (such as quantified participatory assessment), case studies and Most Significant Change technique will be used to draw data from the with primary stakeholders – children and teachers.

**Efficiency:** This criterion will ascertain cost effectiveness of the programme, the adequate and optimal utilization of resources - financial, infrastructure, human resources and time. This will be done through a desk review of utilization reports and financial data from UNICEF, AIR and SSA in the states; review of the SSA AWP and MIS reports, analysis of teachers training reports. This will also need a review of data from other ICT and radio based intervention and interviews/focus group discussions with key stakeholders – head teachers in schools, staff from the education department at the state level and AIR.

**Sustainability:** This criteria will identify the major factors which influenced or hindered the continuity of the programme through SSA and identify the factors that are crucial to ensure sustainability. This will be done by analyzing reports of implementation, field visit reports, monitoring reports. Interviews/focus group discussions with key stakeholders – teachers, education staff, and parents. FGDs will be held with primary stakeholders – children (boys and girls), parents and teachers - using participatory techniques (such as quantified participatory assessment) and sessions in schools and KGBVs will be observed.

**Equity and gender:** This is included as a separate criterion for the sake of explicit mention. The sub questions will be assessed against all the other criteria. In order to assess the equity and gender aspect, interviews/focus group discussions with key stakeholders – teachers, education staff, parents – will focus on assessing how far the intervention facilitated participation and empowerment of girls and boys. Meena Radio sessions will also be observed. Most Signification Change will be used as a technique to elicit information.

All the FGDs and interviews will be conducted in the respective regional languages of the 3 states and translated into English. The transcription of the FGDs and the IDIs will be coded separately and then brought together for analysis. Verification and triangulation of qualitative information will be conducted to ensure the quality of the data. This will be achieved through discussion of results with different respondents and checking and analysis of data.

The evaluation team will propose the detailed sampling methodology for the qualitative data collection.
The evaluation agency will conduct the fieldwork and will be responsible for training the researchers, fielding the study, conducting quality assurance data monitoring on a daily basis while in the field, and compiling the raw data/information. The selected agency will be responsible for desk review and analysis, proposing proxy indicators, drafting, pre-testing, and finalizing the qualitative tools, which should contain appropriate probes. Tools will be pre-tested in all languages in respective study states. The Research Agency will receive from UNICEF final episodes of the radio series.

Management arrangement: The evaluation study will be managed and technically guided by the evaluation manager, with inputs from the Education and C4D officers in the concerned states. In addition, a Reference Group will be formed to support the evaluation manager in quality assurance and will collectively advise the evaluation manager at key milestones of the evaluation process, such as review of technical bids, inception report, data collection tools, draft report and final evaluation report. UNICEF will opt members of the Reference Group. All UNICEF members selected for the reference group should have completed the UNICEF-ISB course on Evaluation. In addition, they must have prior experience in education or communication for development and/or a state level implementation perspective. The names proposed for the reference group, along with the specific insights they bring are mentioned below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Specific Insight</th>
<th>Completed UNICEF ISB course on Evaluation</th>
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<tbody>
<tr>
<td>Begur Ramachandram, UNICEF Education section</td>
<td>Education and pedagogy</td>
<td>ISB course in 2013</td>
</tr>
<tr>
<td>Deepak Kumar, PPE, UNICEF Hyderabad</td>
<td>Implementation in AP, policy advocacy and monitoring</td>
<td>ISB course in 2012</td>
</tr>
<tr>
<td>Archana Kumar, Professor, M&amp;E and C4D, Dept. Lady Irwin College</td>
<td>C4D and radio production</td>
<td>NA, External member</td>
</tr>
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</table>

6. Schedule of Tasks & Timeline

The selected Research Agency will work with the UNICEF C4D Specialist in Delhi and State offices and the Research Consultant to finalize the study design. The Research Agency will:

- Conceptualize the evaluation, listen to the Meena Radio series, desk review. finalization of areas of enquiry (3 weeks)
- Write and finalize the Inception report (2 weeks)
- Propose detailed methodology with timeline and preparation of qualitative research tools (3 weeks)
- Pilot testing and finalization of tools (2 weeks)
- Train the researchers and simultaneous data collection in 3 states (4 weeks)
- Data entry and analysis (3 weeks)
- All three states: topline findings submitted and presented (2 weeks)
- Draft report submitted with three state summaries (2 weeks)
- Review by the reference group members and feedback (2 weeks)
- Final report and PPTs submitted (2 weeks)
7. **Estimated duration of contract**
   
   25 weeks, approx. 6 months

8. **Deliverables:**
   
   The evaluation manager is Alka Malhotra. All deliverables will be approved for quality by Alka Malhotra, C4D Specialist

   1. Inception report with detailed desk review including research design and data collection tools, including a record of the ethical guidelines that the evaluation will follow
   2. Audit trail 1 of comments on the draft inception report (to keep track of comments and how they are being addressed)
   3. Topline findings (consolidated as well as state-wise)
   4. Draft report of the evaluation as per the UNICEF Evaluation Report Standards.
   5. Audit trail 2 of comments on the first draft report
   6. Updated Audit trail 2 of comments on the revised draft report
   7. Power point presentation of the findings of the evaluation (with 3 State specific PPTs)
   8. Executive Summary and Final report as per the UNICEF evaluation Report Standards
   9. Raw data

   All reports must adhere strictly to report writing guidelines of UNICEF. All reports must be coherent and professionally edited. The narrative content should be clearly organized. Graphics (i.e., graphics, tables, and figures) should be relevant, self-explanatory (including titles and labels), and placed appropriately within the text. Endnotes and annexures should be included as appropriate.

   PowerPoint presentation should be succinct and provide relevant information and interpretations of the data (cutting and pasting from the final reports will not be acceptable). These presentations should highlight the research findings in a manner that will be useful for further developing the Meena Radio program.

   Cutting, pasting, and touching up bullets, charts, and other information from a PowerPoint presentation into a Word document does not equal a report and will be rejected

   Performance indicators for the deliverables –
   - Timeliness and commitment to deliver on time
   - Responsiveness and constant contact with UNICEF
   - Understanding of the nuances of interviewing children
   - Quality of the deliverables during the process of the research - tools, training schedule, training and field movement plan - duly approved by the Supervisor, Alka Malhotra

9. **Qualifications & Experience required**
A management consultancy firm will be appointed for the evaluation. The agency must put together a team of evaluators with extensive experience in planning, organizing and conducting evaluation studies, preferably on communication interventions. The agency must have capacity in evaluation of similar scale and scope, demonstrable track record of producing reliable data, linked to an effective system for internal quality assistance. The agency should have an evaluation team leader who should be available to work substantially on the evaluation throughout the evaluation process. Change of the evaluation team leader or members would not be accepted without prior approval from UNICEF.

In addition to the team leader, the evaluation team must include -

- Evaluation Specialist (Over 15 years of experience in researches related to social sectors, particularly communication interventions)
- Three subject specialists – 1) Communication specialist with a specific understanding of communication programmes to engage children (10-15 years’ experience in development and implementation of communication programmes, preferably entertainment-education); 2) Education Specialist with specific understanding of education systems, innovation in education and pedagogy (15 years’ experience to provide much needed insights for the study); 3) Research cum documentation expert with more than 10 years of experience in crafting reports for a various readers

10. Duty Station
Field work in three study states, travel from home base of the agency to the study state and Delhi.

11. Official travel involved
Travel to research sites in intervention districts/states.

12. Supervisor
Alka Malhotra, Communication for Development Specialist with inputs from Reference Group, Mario Mosquera and the C4D Specialists in the relevant state.
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Question</th>
<th>Sub-questions</th>
<th>Methodology</th>
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</table>
| **Relevance**       | To what extent are the Meena Radio Programme’s objectives and strategies aligned to 1) national priorities – educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, ICPS, SABLA and ICDS; 2) UNICEF’s Strategic Plan and equity-focus. | * To what extent are the objectives, strategies and themes of the Meena Radio intervention valid and contribute to fulfilling the national priorities?  
* Are the activities and outputs consistent with overall goal and attainment of the objectives?  
* To what extent is the design of the Meena Radio intervention – the programme and associated activities - appropriate to reach the children, including children from the marginalized pockets, disabled children and girls?  
* To what extent are the objectives of the Meena Radio Programme consistent with the needs, priorities, and aspirations of the children?  
* To what extent is the design of the Meena Radio intervention – the programme content and associated activities - appropriate to engage the children, both boys and girls, and elicit participation? | 1. Desk review of intervention documents and reports – implementation reports, pretest reports, effectiveness studies, reports of the exposure visits to states, field trip reports, monitoring reports.  
2. Interviews/focus group discussions with key stakeholders – children, teachers, SSA officials, functionaries in the Education Dept., parents, UNICEF, senior officials of flagship program, who are aware of the intervention.  
3. Observation of sessions in schools  
4. FGDs with primary stakeholders – children and teachers - using participatory techniques (such as quantified participatory assessment). |
| **Effectiveness**    | To what extent has the Meena Radio Programme met, or not met its main objectives - addressing knowledge gaps, attitudinal shifts, life skills, | * To what extent were the objectives achieved / likely to be achieved?  
* To what extent has the Meena Radio Programme been effective in addressing knowledge gaps? | 1. Desk review of reports of effectiveness studies in UP and AP, baseline and end line studies in UP, |
<table>
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<tr>
<th>Equity and Influencing Behaviour Change</th>
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<tr>
<td>To what extent has the intervention – the radio programme, skill building of teachers and activities thereof – been able to influence the classroom pedagogy or teacher’s style of teaching?</td>
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<tr>
<td>* To what extent has the Meena Radio Programme been effective in addressing attitudinal shifts?</td>
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<tr>
<td>* What were the enabling factors and bottlenecks/challenges in the implementation of the programme?</td>
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<tr>
<td>* To what extent has the Meena Radio Programme been effective in achieving behavioural change among the issues it focused on?</td>
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<tr>
<td>* To what extent has the Meena Radio Programme been effective in enhancing life skills among boys and girls?</td>
</tr>
<tr>
<td>* What were the enabling factors and bottlenecks/challenges in the implementation of the programme?</td>
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<th>Efficiency</th>
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<td>To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate?</td>
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<tr>
<td>* To what extent was the Meena Radio intervention implemented in the most efficient way compared to other alternatives (such as radio based teaching programmes, ICT based programmes)?</td>
</tr>
<tr>
<td>* To what extent has Meena Radio optimally used resources - to what extent are the cost of implementation reasonable?</td>
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<tr>
<td>* To what extent and how were the necessary inputs (training, procurement of radios, etc) delivered in a timely manner and what were the facilitating and impeding factors?</td>
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5 Life skills to include all 10 life skills and also include the ability of the students to communicate with peers and others

Evaluation of Meena Radio Programme Annexes
### Evaluation of Meena Radio Programme

#### Annexes

<table>
<thead>
<tr>
<th>Sustainability</th>
<th>How efficiently did the management structures respond to challenges or facilitate implementation?</th>
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<tbody>
<tr>
<td></td>
<td>To what extent has the intervention been efficient with regards to reaching and engaging boys, girls and children from different socioeconomic groups?</td>
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<td></td>
<td>What were the major factors which influenced or hindered the continuity of the programme through SSA, contributing to the sustainability of the programme?</td>
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<td>To what extent did institutionalization of Meena Radio in the curriculum, availability of radio sets in schools, continued broadcast, teachers training, regular reporting and review; monitoring of the programme, contribute, or not contribute to sustainability?.</td>
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<td>To what extent did UNICEF support (for some aspects) and monitoring contribute to sustainability?</td>
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<td></td>
<td>How far did the Meena Radio intervention benefit children in AP and MP, where UNICEF did not support the broadcast or monitoring?</td>
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<td>Whether and how did the results of the Meena Radio Programme continue after UNICEF funding phase out was initiated in UP? If not why not?</td>
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<tr>
<th>Sustainability</th>
<th>Interviews/focus group discussions with key stakeholders – head teachers in schools, staff from the education department at the state level, AIR, UNICEF</th>
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<tbody>
<tr>
<td></td>
<td>To what extent has the Meena Radio intervention been sustainable?</td>
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#### Interviews/focus group discussions with key stakeholders

1. Desk review of utilization reports and financial data from UNICEF, AIR and SSA in the states; review of the SSA AWP and MIS reports, analysis of teachers training reports
2. Interviews/focus group discussions with key stakeholders – head teachers in schools, staff from the education department at the state level, AIR, UNICEF
3. Desk review of reports of implementation, field visit reports, monitoring reports
4. Interviews/focus group discussions with key stakeholders – teachers, education staff, parents, UNICEF
5. Observation of sessions in schools and KGBVs
6. FGDs with primary stakeholders – children (boys and girls), parents and teachers - using participatory techniques (such as...
### Equity and Gender

<table>
<thead>
<tr>
<th>Question</th>
<th>Method</th>
</tr>
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<tr>
<td>To what extent has the intervention been equitable with regards to gender?</td>
<td>Desk review of reports of implementation, field visit reports, monitoring reports</td>
</tr>
<tr>
<td>* To what extent has this intervention been able to foster equity amongst boys and girls and their perception of gender roles?</td>
<td>Interviews/focus group discussions with key stakeholders – teachers, education staff, parents, UNICEF</td>
</tr>
<tr>
<td>* To what extent have the girls been able to relate to the intervention?</td>
<td>Observation of sessions in schools and KGBVs</td>
</tr>
<tr>
<td>* To what extent has the intervention been equitable with regards to socioeconomic status of the students?</td>
<td>FGDs with primary stakeholders – children (boys and girls), parents and teachers - using participatory techniques (such as quantified participatory assessment)</td>
</tr>
<tr>
<td>* To what extent has the intervention provided equal opportunities for girl and boy students?</td>
<td>Case studies and MSC stories</td>
</tr>
<tr>
<td>* To what extent has the intervention facilitated participation and empowerment of girls?</td>
<td></td>
</tr>
<tr>
<td>* To what extent has the intervention been able to engage boys and elicit their participation?</td>
<td></td>
</tr>
</tbody>
</table>

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6 This is included as a separate criterion for the sake of explicit mention. The sub questions will be assessed against all the other criteria.
### TOR-Annex 2 Meena Radio Programme: Theory of Change

<table>
<thead>
<tr>
<th>Inputs (what we use)</th>
<th>Activities (what we do)</th>
<th>Outputs (what we achieve)</th>
<th>Outcomes (what they do)</th>
<th>Impact (what they achieve)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Conduct formative research to understand audience, modalities of implementation, motivations and barriers for various priority behaviours</td>
<td>Innovative radio programme, in entertainment-education format, focused on children in the upper primary school age group developed (160 episodes developed - for the entire academic year)</td>
<td>SSA/Education dept., in three states understands the relevance of the Meena Radio programme and continue broadcast using their own funds.</td>
<td>Children sensitive to and adopt positive behaviours, life skills, gender and social inclusion.</td>
</tr>
<tr>
<td>Production</td>
<td>Baseline studies to establish baseline values on knowledge attitudes and behaviours in the implementation states</td>
<td>Time dedicated in the school time table for Meena Radio sessions</td>
<td>Students are regular listeners.</td>
<td>Girl’s Education enhanced - enrolment, retention, quality, and literacy</td>
</tr>
<tr>
<td>Broadcast</td>
<td>Produce the Meena Radio Programme (15 minute format with the mix of story, song and game) with specific takeaways</td>
<td>Children and Teachers in UPS schools know about the broadcast time</td>
<td>Students recognize radio as a source of information gained.</td>
<td>Teacher – student relationship and class room pedagogy enhances</td>
</tr>
<tr>
<td>Evidence generation</td>
<td>Ensure broadcast of the programme on AIR</td>
<td>School Teachers/wardens of UPS schools and Kasturba Gandhi Balika Vidyalayas are able to conduct Meena Radio sessions – know what to do before, during and after the radio broadcast and have the necessary skills.</td>
<td>Children engage in discussion post broadcast and report to new information gained.</td>
<td></td>
</tr>
<tr>
<td>Advocacy</td>
<td>Inform teachers about the broadcast plan</td>
<td>SSA/Education dept., in three states broadcast Meena Radio Programme across the state using their own funds, resulting in regular broadcast of the Meena Radio Programme (4-6 days a week)</td>
<td>Children report talking about the stories and messages among peers/friends and family members.</td>
<td></td>
</tr>
<tr>
<td>Partnerships</td>
<td>Develop teachers training module to build skills of teachers on how to conduct a Meena Radio session and facilitate discussion among students after they listen to the programme</td>
<td>Students listen to the Meena Radio Programme regularly</td>
<td>Class room interaction improved</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Develop Master trainers for teachers training.</td>
<td>Students recognize radio as a source of information.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Undertake trainings and refresher trainings</td>
<td>Knowledge of children on 1) sanitation and hygiene, especially washing hands with soap, 2) school enrolment, retention and completion of upper primary education for the girl children; 3) health and nutrition 4) safety and protection. 5) child friendly schools and 6) life skills based education enhanced.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor the implementation of the programme</td>
<td>Attitudinal change among students regarding sanitation and hygiene, school enrolment, retention and completion of upper primary education for the girl children, health and nutrition; safety and protection.; gender and social inclusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research the reach and effectiveness of the programme</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assess the programme impact</td>
<td></td>
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</tr>
</tbody>
</table>

7 Positive behaviours include positive behaviours related to child survival, growth, development and protection. These include - Cross-cutting issues: Gender Equity – Rights of the girl child; Social Inclusion; Child friendly schools – modeling good teaching, congenial and friendly ambience; Child Protection. Behavioral issues: Hygiene – washing of hands with soap before eating and after defecation; Sanitation – schools and homes with well used and maintained latrines; Education for all – ensuring enrolment, retention and completion of school for all girls; Nutrition; Immunization- all children complete routine immunization. Life skill based education :Problem solving, decision making, critical thinking, communication, negotiation, coping with emotions and stress, self-assessment, conflict resolution and management, and relationship skills such as empathy.


Risks and Assumptions

1. The Government/ SSA set budgets aside for procuring radio sets and for the broadcast of the show.
2. The Government/ SSA ensure that teachers have been trained on the Meena Radio Programme. This includes organizing refresher trainings.
3. UNICEF is able to develop an engaging format for the programme.
4. The students/ children are allowed to listen to the radio programme by their parents during school hours.
5. The AIR transmission is of a reasonable quality.
6. No natural disasters hamper the broadcast of the programme.
ANNEX II

APPROACH AND METHODOLOGY
### Evaluation of Meena Radio Programme

#### Annexes

<table>
<thead>
<tr>
<th>Exhibit 1: Approach and Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparatory</strong></td>
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<tr>
<td><strong>Diagnostic</strong></td>
</tr>
<tr>
<td><strong>Analysis and Recommendation</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objectives</strong></th>
<th><strong>Activities</strong></th>
<th><strong>Outputs</strong></th>
<th><strong>Timeline</strong></th>
</tr>
</thead>
</table>
| - Confirm objectives, expectations and underlying issues for the study  
  - Elicit stakeholder acceptance of the study design  
  - Validate approach and methodology, work plan, sampling plan and study tools | - Kick-off meeting with UNICEF at Delhi  
  - Collect and review documents and existing literature from UNICEF; Listen to Meena radio programme  
  - Inception meeting with Central & State UNICEF officials at Delhi for a common understanding of objectives and way ahead  
  - Identify districts and blocks for data collection and analysis  
  - Identify nodal person for study and obtain letters of introduction for state/district level meetings from UNICEF  
  - Refine methodology and work plan in consultation with UNICEF  
  - Develop detailed sampling plan  
  - Develop study tools  
  - Pretesting of study tools in NCR | - Inception Report  
  - Research Design  
  - Study Tools | - 0-6 Weeks |
| - Develop in-depth understanding of Meena Radio programme objectives, strategies, activities, resource requirements and utilizations, inter-linkages with government system etc. | - Review project data-implementation reports, pretest reports, effectiveness studies, baselines/endline reports, monitoring reports, financial data, reports of teachers trainings etc.  
  - Identify and collect documents of other ICT and radio based interventions to be analyzed (to be decided with UNICEF)  
  - Train researchers on the tools  
  - Pilot visits to one district in each state  
  - Undertake in-depth interviews/group interviews/focused group discussions with different stakeholders:  
    - National Level- UNICEF and SSA  
    - State Level-Senior Officials at the Department of Education, SSA officials, officials from AIR, UNICEF programme officers  
    - District Level- SSA Officials, UNICEF coordinators  
    - School Level- Head Teachers, Teachers, Students, Parents  
  - Observation of Meena Radio Programme during broadcast in schools  
  - Identifying Stories of Change and analysing qualitative data from students, Teachers and parents | - Discussion and feedback on key findings with Advisory Group  
  - Pilot visit report | - 7-18 Weeks |
| - In-depth analysis of Meena Radio Programme, its objectives, design, resources used, systems and processes, inter-linkages with SSA, and its outcomes | - Undertake qualitative analysis of the data as per the key areas of analysis  
  - Relevance  
  - Effectiveness  
  - Efficiency  
  - Sustainability  
  - Gender and Equity  
  - Formulate recommendations based on findings for:  
    - Suggested improvements to the programme design and structure for better integration with government system  
    - Improving implementation  
    - Strengthening replicability of the programme across states  
    - Enhancing functioning of the programme | - Draft report evaluation  
  - Feedback from Advisory Group  
  - Revised draft of report and presentation  
  - Final Report and Presentation | - 19-25 Weeks |

---

Evaluation of Meena Radio Programme Annexes 21
### Table 1: Evaluation Matrix

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Key Questions</th>
<th>Specific Sub-Questions</th>
<th>Data Sources</th>
<th>Process and Outcome Indicators</th>
<th>Methods for Assessment /Analysis</th>
</tr>
</thead>
</table>
| **Relevance**- To ascertain how relevant and pertinent the Meena Radio objectives and activities are to the education programme and national flagship programmes. | ▪ Whether the Meena Radio Programme’s objectives and strategies are aligned to the educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, and ICDS? | ▪ Context for the introduction of the Meena Radio Programme | ▪ Published literature  
▪ Meena Radio Programme design/Concept Note  
▪ Implementation Reports  
▪ Pre-test Reports  
▪ Baseline, Endline and Effectiveness Studies  
▪ Meena Radio Programme episodes  
▪ Meena Radio Programme content maps  
▪ Project monitoring data  
▪ ToT handbook and reports  
▪ In-depth interviews and FGDs with relevant stakeholder  
  - UNICEF National Office-Programme Head,  
  - UNICEF State Office- State Head, Programme Head, M&E Officers  
  - SSA Officials | ▪ Design of intervention  
▪ Operational plan and strategy mapped with changes in context and needs  
▪ Changes in intervention design based on changing needs  
▪ Gaps in the content for meeting objectives adequately | ▪ Desk research and literature review for understanding the strategy of Meena Radio Programme in concept and its evolution over time  
▪ Desk research and secondary analysis to understand the context of initiating the Meena Radio Programme  
▪ Thematic analysis of data from in-depth interviews and FGDs with sampled stakeholders  
▪ Document reviews for Meena Radio Programme strategy and its evolution, |
| ▪ Was the policy environment and relationship with the government/SSA officials taken into consideration at the time of designing the programme? | ▪ Extent to which the themes, strategies and activities of the Meena Radio Programme are relevant to achieve the intended results of the programme | | | |
| ▪ Whether and how the intervention / approach has responded to priorities that may have changed over the years? | ▪ Evolving contextual realities in the programming environment and changes/ evolution of interventions/ programme design over time | | | |
| ▪ Whether and how the programme/ approach has responded to priorities that may have changed over the years? | ▪ Analysis of programme design and comparison with contextual data | | | |
| ▪ Whether the programme’s approach has been relevant to achieving national educational and related priorities | ▪ Whether the programme’s approach has been relevant to achieving national educational and related priorities | | | |
| ▪ Extent to which the programme design is relevant to the teaching pedagogy and to strengthening the learning environment in schools? | ▪ Extent to which the programme’s objectives and strategies are | | | |

Evaluation of Meena Radio Programme Annexes
<table>
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<th>Methods for Assessment /Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>strategies are aligned to UNICEF’s Strategic Plan and equity-focus?</td>
<td>aligned to UNICEF’s Strategic Plan and equity-focus</td>
<td>o Teacher Trainers o Teachers o Students from Class VI-VIII o Parents of students in Class VI-VIII</td>
<td></td>
<td>objectives, approach and interventions</td>
</tr>
<tr>
<td>Effectiveness-</td>
<td>- Whether the design and intervention of the Meena Radio Programme were in line with community needs?</td>
<td>- Extent to which the design and approach of the intervention are consistent with needs of the community? Were inputs received from teachers for the design and content of the programme? - Extent to which the programme is consistent with the needs, priorities, and aspirations of children? - Extent to which the design (including content and activities) of the Meena Radio intervention is appropriate to engage the children, both boys and girls, and elicit participation? - Extent to which the design of the intervention has been equitable with regards to socioeconomic status of the students?</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Were the contextual realities – socio-economic and progress on flagship programme objectives- taken into account in the design and implementation of strategies/ interventions? With what success?</td>
<td>- Whether the programme has been cognizant of issues related to gender and equity?</td>
<td>Published literature Meena Radio Programme design/Concept Note Teacher Training Guides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Whether the programme has been cognizant of issues related to gender and equity?</td>
<td></td>
<td>KABP indicators Stakeholder perceptions about the effectiveness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Literature review to support the KABP studies</td>
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<td></td>
<td></td>
<td></td>
<td>Document reviews of relevant</td>
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Evaluation of Meena Radio Programme Annexes
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</tr>
</thead>
</table>
| Life skills and equity and influenced behaviour change among children and teachers. | influencing behaviour change? | ▪ Whether the intervention has been able to influence the class room pedagogy or teacher’s style of teaching?  
▪ Whether the strategies adopted by the Meena Radio Programme were effective in furthering the aims of SSA and the RTE? | changes in KABP of students and teachers  
▪ Extent to which the Meena Radio Programme has been effective in  
  o addressing knowledge gaps/attitudinal shifts/behaviour change  
  o enhancing life skills among boys and girls  
  o encouraging regular attendance among students  
▪ Whether the programme design elicits participation and engages children?  
▪ Understand the training process and impact of the trainings provided to teachers  
▪ What were the major factors influencing achievements or non-achievements of the objectives?  
▪ To assess the acceptability and appropriateness of the design of the Meena Radio Programme to reach children including children from marginalized communities and disabled children  
▪ To assess whether the programme has recall value and is discussed by children with their families/friends after the broadcast  
▪ To assess whether the programme has led to a change in the teaching pedagogy? To assess if there has | Implementation Reports  
▪ Pre-test Reports  
▪ Baseline, Endline and Effectiveness Studies  
▪ Meena Radio Programme episodes  
▪ Meena Radio Programme content maps  
▪ Project monitoring data  
▪ In-depth interviews and FGDs with relevant stakeholder  
  o UNICEF National Office-Programme Head  
  o UNICEF State Office- State Head, Programme Head, M&E Officers  
  o SSA Officials  
  o District Project Officers/Programme Coordinators  
  o Chief Educational Officers/equivalent | of the programme  
▪ Involvement of teachers in facilitation of the programme  
▪ Student’s involvement and engagement with the programme  
▪ Programme design and structure | reports prepared by the Meena Radio Programme to consolidate case-studies, innovations and success stories at the field level  
▪ **Thematic analysis** of data from in-depth interviews and FGDs with sampled stakeholders  
▪ **Stories of Change** collected, analysed and documented from the school level |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Has the programme been cognizant of issues related to gender and equity?</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- To what extent is the design of the Meena Radio intervention – the programme and associated activities - appropriate to reach the children, including children from the marginalized communities and disabled children?</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- To what extent has the programme been cognizant of issues related to gender and equity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Perception of gender roles</td>
<td>o Teacher Trainers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Socio-economic status</td>
<td>o Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Facilitated participation of girls and boys</td>
<td>o Students from Class VI-VIII</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Has the intervention been efficient with regards to reaching and engaging boys and girls from different socioeconomics groups?</td>
<td>o Parents of students in Class VI-VIII</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>- To what extent has this intervention been able to foster equity amongst</td>
<td></td>
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<tr>
<td>Evaluation Criteria</td>
<td>Key Questions</td>
<td>Specific Sub-Questions</td>
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</tbody>
</table>
|                     | Boys and girls and influence their perception of gender roles? Has the intervention been equitable with regards to socio-economic status of the students?  | ▪ Have girls been able to relate to the intervention? Has the programme facilitated participation and empowerment of girls?  
▪ To what extent has the intervention been able to engage boys and elicit their participation?  |              |                                |                                |
|                     | Factors influencing the achievement or non-achievement of the objectives?  | ▪ Major factors influencing the achievement or non-achievement of the objectives?  
▪ Has the institutionalization of Meena Radio in the curriculum, availability of radio sets in schools, continued broadcast, regular reporting and review and monitoring of the programme, contributed to the intervention? How?  
▪ Has the teachers training contributed to the implementation of the programme?  
▪ Major challenges in implementing the programme? Are there any gaps in the operational model?  
▪ How have challenges/ constraints been overcome? What further support is required to ensure |              |                                |                                |
<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
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</thead>
<tbody>
<tr>
<td>Efficiency&lt;sup&gt;8&lt;/sup&gt;- To ascertain cost effectiveness of the programme and the adequate and optimal utilization of resources - financial, infrastructure, human resources and time</td>
<td>▪ To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time?Were they adequate?</td>
<td>▪ Is the cost structure across development, promotion and broadcast of the programme optimal? ▪ Is the funding mechanism currently followed optimal? Are there more optimal funding partnerships/models feasible between stakeholders? ▪ Is the human resource requirement for programme dissemination optimal? Is there an opportunity to optimize or a need to augment? ▪ Is the current method of programme dissemination in terms of its requirements on time and infrastructure efficient? ▪ How does the resource utilization of the programme compare with other similar radio / ICT based entertainment-education programmes?&lt;sup&gt;9&lt;/sup&gt; ▪ How efficiently did the management structures respond to challenges or facilitate implementation?</td>
<td>▪ Budgets and expenditures of Meena Radio Programme (made available by UNICEF) ▪ Teachers Training Reports ▪ Alternative programme structures and designs from literature in the public domain ▪ Documentation on bottlenecks challenges and how they were resolved, available with UNICEF/SSA/ public domain ▪ Supported by information from effectiveness studies, data from pre-testing of material, reports from teachers training, and monitoring reports</td>
<td>▪ Comparison of actual vs. budgeted expenditure (to whatever extent possible with data from UNICEF) ▪ Change in capital and operational costs during a defined period (to whatever extent possible with data from UNICEF) ▪ Regularity of meetings for review/fidelity of processes/mechanisms for project management</td>
<td>▪ <strong>Thematic analysis</strong> of qualitative data and data from in-depth interviews ▪ <strong>Document reviews</strong> for project management processes/mechanisms ▪ Process Review</td>
</tr>
</tbody>
</table>

<sup>8</sup>The scope of this analysis will depend on the extent of financial data made available by UNICEF  
<sup>9</sup>The scope of this analysis will depend on the extent of financial data made available for these programmes through UNICEF references
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
|                     |               | ▪ Understand the resources required by the government to effectively implement the programme | ▪ In-depth interviews and FGDs with relevant stakeholder  
  ○ UNICEF National Office-Programme Head, senior officials of flagship programmes  
  ○ UNICEF State Office-State Head, Programme Head, M&E Officers  
  ○ SSA Officials  
  ○ District Project Officers/Programme Coordinators  
  ○ Chief Educational Officers/equivalent  
  ○ Teacher Trainers  
  ○ Teachers  
  ○ AIR officials | and HR management/supervision/training | Thematic analysis of qualitative data and data |
| Sustainability-  
To identify the major factors that influenced | ▪ To what extent has the Meena Radio intervention been sustainable? | ▪ Is the partnership model between stakeholders for Meena Radio intervention successful? | ▪ Meena Radio Programme design/Concept Note | | |

Evaluation of Meena Radio Programme Annexes
<table>
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</thead>
<tbody>
<tr>
<td>or hindered the continuity of the programme through SSA and identify the factors that are crucial to ensure sustainability</td>
<td>What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states?</td>
<td>What value do different stakeholders see in the investment they make in the intervention? \nWhat are the key challenges in making the interventions sustainable - financial, operational or governance linked? \nWhat are the key expectations from various stakeholders (UNICEF/SSA/Administration/Schools) for ensuring sustainability of the intervention? \nAre there challenges around the users (children, parents and teachers) that need to be addressed for sustaining interest in the intervention? \nWhat were the key operational hindrances observed in ensuring the continuity of the programme? \nTo what extent did institutionalization of Meena Radio in the curriculum, availability of radio sets in schools, continued broadcast, teachers training, regular reporting and review and monitoring of the programme contribute, or not contribute to sustainability? \nTo understand the support required by the government system to further strengthen the implementation of the programme</td>
<td>Implementation Reports \nBudget and Utilization reports \nPre-test Reports \nBaseline, Endline and Effectiveness Studies \nMeena Radio Programme episodes \nMeena Radio Programme content maps \nProject monitoring data \nToT handbook and reports \nProject data on training and supervision programmes \nIn-depth interviews and FGDs with relevant stakeholder o UNICEF National Office- Programme Head \nUNICEF State Office- State Head, Programme Head, M&amp;E Officers \nSSA Officials</td>
<td>Sustainability of systems and processes \nAwareness and acceptance of value of the programme by government officials and teachers</td>
<td>from in-depth interviews \nDesk research \nLiterature review</td>
</tr>
<tr>
<td>Evaluation Criteria</td>
<td>Key Questions</td>
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</tr>
</tbody>
</table>
|                     |               | What is the kind of support/partnership model required by the government system to ensure sustainability of the programme? | o AIR Officials  
o Teacher Trainers  
o Teachers  
o Students from Class VI-VIII  
o Parents of students in Class VI-VIII |                                |                                |
|                     |               | Can the focus on gender and equity be strengthened and sustained? |                                |                                |                                |
|                     |               | How can the focus on gender and equity in the design of the intervention be strengthened?  
Can this focus be sustained? How? |                                |                                |                                |
Table 2: List of Documents Referred to

<table>
<thead>
<tr>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>An Evaluation Study of the Meena Communication Initiative in India, June 2004</td>
</tr>
<tr>
<td>Content Maps of 200 episodes of Meena Radio Programme</td>
</tr>
<tr>
<td>Evaluation of the Meena Communication Initiative (ROSA), May 2004</td>
</tr>
<tr>
<td>Meena Ki Duniya Impact Assessment Summary Report, November 2012</td>
</tr>
<tr>
<td>Meena Prapancham Effectiveness Study in Andhra Pradesh, May 2013</td>
</tr>
<tr>
<td>Meena Radio Advocacy Note Matrix</td>
</tr>
<tr>
<td>Meena Radio Baseline Survey, Uttar Pradesh (KGBVs)</td>
</tr>
<tr>
<td>Meena Radio Effectiveness Studies in KGBVs, May 2012</td>
</tr>
<tr>
<td>Meena Radio Effectiveness Study Round One and Round Two in Upper Primary Schools in UP, 2011 and 2012</td>
</tr>
<tr>
<td>Meena Radio End Line Evaluation, 2012</td>
</tr>
<tr>
<td>Meena Radio End Line Report 2012, Executive Summary</td>
</tr>
<tr>
<td>Meena Radio Initiative Baseline Survey, 2010</td>
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<tr>
<td>Meena Chi Duniya Audio Programme</td>
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<tr>
<td>Qualitative Research to Develop the Content for Radio Programme on Meena, October 2009</td>
</tr>
<tr>
<td>Report of Meena Radio Baseline Survey in Bhopal, Guna, Alirajpur, Jhabua and Burhanpur (Madhya Pradesh), April 2012</td>
</tr>
<tr>
<td>Report of Meena Radio Baseline Survey in KGBVs of Uttar Pradesh, April 2012</td>
</tr>
<tr>
<td>Report of Meena Radio Baseline Survey in Medak, Warangal, Kurnool and Vishakapatnam (Andhra Pradesh)</td>
</tr>
<tr>
<td>Revised Supplementary Programme Note on the Theory of Change for the UNICEF Strategic Plan, 2014-2017, May 2014</td>
</tr>
<tr>
<td>UNICEF Strategic Plan, 2014-2017</td>
</tr>
</tbody>
</table>

Evaluation of Meena Radio Programme
ANNEX III
CONSENT FORM
Information Letter for Evaluation of Meena Radio Programme

Dear Participant,

UNICEF has engaged Deloitte Touche Tohmatsu India Private Ltd. to carry out an evaluation of the Meena Radio Programme in 3 states – Uttar Pradesh, Madhya Pradesh and Seemandhra.

The Meena Radio Programme is an entertainment – education programme being implemented through SSA in rural government schools – to change knowledge among children and teachers on issues related to education, child friendly schools, child protection, health, and hygiene and gender life skills. The programme began in 2010 and has been implemented across the state – in the above mentioned states since 2012.

The objective of the evaluation is to review the Meena Radio Programme on its relevance, effectiveness, efficiency and sustainability in the current context as well as to make the recommendations for improving the design and implementation of the programme.

Deloitte Team will visit schools as a part of this evaluation. The team will interview teachers, parents and students in school, and will collect information, videos and photos from interviews and focused group discussions.

We request your support for the evaluation. Your cooperation with the team and assistance is highly appreciated.

Thanking you,
Deloitte Touche Tohmatsu India Private Ltd

Consent Form

I am informed about the evaluation of the Meena Radio Programme conducted by Deloitte Touche Tohmatsu India Private Ltd.

I have had the opportunity to ask questions and receive any additional details I wanted about the evaluation. I understand that if I volunteer, I will have to participate in focused group discussions on Meena Radio Programme.

I acknowledge that all information gathered on this study will be used for evaluation purposes only and will be considered confidential.

☐ Yes – I would like to participate in this evaluation
☐ No – I would not like to participate in this evaluation

Name:          Gender: Male      Female
Age:          Date:
ANNEX IV
STUDY TOOLS
**STUDY TOOLS**

I. UNICEF Officials
   a. UNICEF Programme Head
   b. M&E Officer
   c. UNICEF State Programme Head

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Key Questions</th>
<th>Detailed Questions</th>
<th>Methodology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td>Introduction of the Meena Radio Programme</td>
<td>▪ Please give us an overview of the Meena Radio Programme in the state.</td>
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<td></td>
<td></td>
<td>▪ How were the states chosen for the Meena Radio Programme?</td>
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<td></td>
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<td>▪ Has the approach been relevant to the states chosen?</td>
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<tr>
<td><strong>Roll out and Implementation</strong></td>
<td></td>
<td>▪ What have been the main activities for the roll out and implementation of the programme?</td>
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<td></td>
<td></td>
<td>▪ Was the program rolled out- in a phased manner or was it implemented in all districts/schools at one go? Why? Did this approach impact the programme in any manner?</td>
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<td></td>
<td></td>
<td>▪ What have been the main activities for the roll out and implementation of the programme?</td>
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<tr>
<td><strong>Government Buy-in</strong></td>
<td></td>
<td>▪ What was the support required by the intervention from the public system especially from SSA/Department of Education? How was government buy-in achieved for the intervention? What were the government’s perceptions about the intervention and its objectives?</td>
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<tr>
<td><strong>Trainings</strong></td>
<td></td>
<td>▪ What was the design/model for capacity building and supportive supervision of the teachers responsible for the implementation of the Meena Radio Programme?</td>
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<td></td>
<td></td>
<td>o Support from the UNICEF National/State Office</td>
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<td></td>
<td></td>
<td>o Trainings</td>
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In-depth interviews
<table>
<thead>
<tr>
<th>Relevance</th>
<th>Were the contextual realities in the programming environment taken into account in the design and implementation of strategies/interventions? With what success?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td> What was the context in which the Meena Radio Programme was envisaged and developed? Were contextual realities – socio/cultural as well as political and administration related – taken into account at the time of designing the intervention?</td>
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<tr>
<td></td>
<td> What was the objective of the Meena Radio Programme? What is the approach followed to achieve these objectives? Please provide details on the process for the design and development of the programme</td>
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<tr>
<td></td>
<td>o Needs assessment</td>
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<td></td>
<td>o Design of the programme</td>
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<td>o Content Development</td>
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<td>o Production</td>
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<td></td>
<td>o Partnership development with government stakeholders and AIR</td>
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<td></td>
<td>o Trainings</td>
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<td></td>
<td>o Monitoring and Supportive Supervision</td>
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In-depth interviews
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether and how the intervention/approach has responded to priorities or programme strategies that may have changed over the years?</td>
<td></td>
</tr>
<tr>
<td>Is the Meena Radio Programme as relevant today as it was at the time of inception? If no, probe for the changes that have taken place making the radio programme less relevant. [Also probe for] o How can the Meena Radio Programme be made more relevant? o Has the design of the intervention changed over the years? How has it changed? [Probe for] o What has led to a change in design? o How has the intervention design changed due to changes in context o Did the intervention design change lead to objectives being achieved in a more efficient/effective manner?</td>
<td></td>
</tr>
<tr>
<td>Whether the Meena Radio Programme’s objectives and strategies aligned to the educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, and ICDS?</td>
<td></td>
</tr>
<tr>
<td>Has the intervention been complementary to government flagship programmes? o Have the design and approach been relevant to achieving priorities of government flagship programmes related to education, health, water &amp; sanitation- SSA/RTE, NHM, ICDS, NBA etc.</td>
<td></td>
</tr>
<tr>
<td>Probe for each flagship programme separately</td>
<td></td>
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<tr>
<td>Whether the programme’s objectives and strategies are aligned to UNICEF’s Strategic Plan and equity-focus?</td>
<td></td>
</tr>
<tr>
<td>Has the intervention been aligned to UNICEF’s Strategic Plan? Has it had adequate focus on equity? Please provide details. o How can the focus on equity be strengthened? o Can the Meena Radio Programme be further aligned to the UNICEF Strategic Plan?</td>
<td></td>
</tr>
<tr>
<td><strong>Whether the design and intervention of the Meena Radio Programme were in line with community needs?</strong></td>
<td><strong>Whether the programme been cognizant of issues related to gender and equity?</strong></td>
</tr>
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<td>---</td>
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</tr>
</tbody>
</table>
| ▪ Were community needs taken into account at the time of designing the intervention?  
▪ How was the need established?  
▪ Were any baseline studies undertaken before designing the intervention strategy?  
▪ Is the Meena Radio Programme consistent with the needs, priorities, and aspirations of children? Please provide details.  
▪ Is the design (including content and activities) of the Meena Radio intervention - appropriate to engage the children, both boys and girls, and elicit participation? Please provide details. | ▪ Has the design and approach of the programme been cognizant of gender roles and identities in the intervention states? Please provide details on how the programme has focused on reaching children- boys and girls, disabled children, those from marginalized communities etc.  
[Also probe for]  
  ○ Programmes focus on equity- socio-economic status of the student  
▪ Is the Meena Radio Programme acceptable and appropriate in its design to reach to children- boys, girls, children from marginalized communities, disabled children, and high risk groups - Muslims, Migrants/Nomads, Scheduled Castes/Tribes etc?  
▪ Can the focus on equity and gender be further strengthened? How? | ▪ Has the Meena Radio Programme approach been relevant to achieving the stated objectives? To what extent have the objectives of the programme been achieved?  
[Probe for]  
  ○ addressing knowledge gaps/ attitudinal shifts/ behaviour change  
  ○ enhancing life skills among boys and girls  
  ○ raising awareness about child-friendly schools and encouraging regular  
▪ In-depth interviews |
<p>| | |</p>
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</table>
|   | ▪ To what extent has the Meena Radio Programme been effective in raising awareness about child-friendly schools and encouraging regular attendance among students? Probe for  
  ○ Increase in enrolment level/ girls enrolment  
  ○ Increase in Attendance rate  
  ○ Changes in retention rate  
  ○ Increase in transition rates / promotion rates  
  ○ Changes in completion of education  
|   |   |
|   | ▪ Does the programme have recall value among children? Do children discuss the programme and its learnings with friends/ family?  
|   | ▪ What has been the effectiveness of the Meena Radio Programmes?  
  ○ Output  
  ○ Outcome  
|   | ▪ Has there been any un-intended results/impact of the intervention? [Probe for]  
  ○ Increase in school attendance  
  ○ Improvements in Reading/Writing/Arithmetic/learning outcomes  
  ○ Class room pedagogy or teacher’s style of teaching  
|   | ▪ Have girls been able to relate to the intervention? Has the programme facilitated participation and empowerment of girls? How?  
|   | ▪ Have boys been able to relate to the intervention? Has the programme facilitated participation of boys? How?  
|   | ▪ Is there a difference in the way boys and girls relate to the programme? Please elaborate.  
<p>|   | The Evaluation Team will probe and collect stories of change |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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</thead>
<tbody>
<tr>
<td>Whether the intervention has been able to influence the classroom pedagogy or teacher’s style of teaching?</td>
<td>Has the Meena Radio Programme been able to influence the class room pedagogy or teacher’s style of teaching? How?</td>
</tr>
<tr>
<td>Whether the strategies adopted by the Meena Radio Programme were effective in furthering the aims of SSA and the RTE?</td>
<td>Has the Meena Radio Programme been able to influence the class room pedagogy or teacher’s style of teaching? How?</td>
</tr>
<tr>
<td>Has the Meena Radio Programme been useful at the field level and to achieve the aims of the SSA/RTE/ the states priorities regarding education? How?</td>
<td>Has the Meena Radio Programme been able to influence the class room pedagogy or teacher’s style of teaching? How?</td>
</tr>
<tr>
<td>Has the programme been cognizant of issues related to gender and equity?</td>
<td>To what extent has the programme been cognizant of issues related to gender and equity? Has it led to any changes in:</td>
</tr>
<tr>
<td>Factors influencing the achievement or non-achievement of the objectives?</td>
<td>What have been the main activities for the roll out and implementation of the programme?</td>
</tr>
<tr>
<td></td>
<td>To what extent have the objectives of the Meena Radio Programme been met? Please provide details.</td>
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<td></td>
<td>To what extent have these activities led to the intervention achieving its objectives?</td>
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</tbody>
</table>
What have been the major factors influencing the achievement/non-achievement of the objectives?

[Probe for]
- Design of the Meena Radio Programme
- Implementation strategy of the Meena Radio Programme
- Support from UNICEF (if relevant)
- Support from government functionaries
- Trainings provided to teachers
- Any other

What are the most important factors for the Meena Radio Programme achieving/ not achieving its objectives? What were the main facilitating factors for the activities of the programme?

To what extent was the training and supportive supervision provided to teachers responsible for the effectiveness of the programme?

Have some schools in the district/block been able to implement the Meena Radio Programme better than others? Why is that so? How can other schools learn from these better performing schools?

**Monitoring and Supportive Supervision**

- Please provide details of monitoring checklists and formats being used to monitor the implementation and success of the programme? How were these checklists and formats developed? Were these checklists updated at any point?
- Please provide details of supportive supervision activity if any?
- Have the monitoring/supportive supervision activities resulted in any changes in design/strategies/activities of the Meena Radio programme? If so, please provide details
- Have there been any evaluation/ impact studies conducted on the Meena Radio Programme? If so, please provide details.
| What difficulties/constraints did the programme encounter? Are there any gaps in the operational model? | ▪ What have been the major challenges to achieving the objectives of the programme? Are there any gaps in the model?
[Probe for gaps in]
  o Intervention design
  o Operational model
  o Implementation
  o Training and capacity building
▪ Were the necessary inputs (training, procurement of radios, etc.) delivered in a timely manner? What were the facilitating and impeding factors?
▪ Were there any challenges in working with the government? If so, what were these? How were these challenges overcome?
▪ How has the Meena Radio Programme been introduced into the Annual Work Plan of the SSA? Were there any challenges in introducing it as part of the school timetable? Are there any issues faced with getting the Meena Radio Programme approved under the AWP each year?
▪ How have challenges/constraints been overcome? What further support (from UNICEF and the government) is required to ensure effective implementation of the programme? |

| Efficiency | To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate? | ▪ What are the resource requirements for the functioning of the Meena Radio Programme?
▪ Is the human resource requirement for program dissemination optimal? Is there an opportunity to optimize or a need to augment?
▪ Is the cost structure across development, promotion and broadcast of the program optimal?
▪ What is the budgetary support provided by UNICEF? Please provide details.
▪ What are the resources required by the government to effectively implement the programme
▪ Is the funding mechanism currently followed optimal? Are there more optimal funding partnerships/models feasible between stakeholders? | In-depth interviews |
<table>
<thead>
<tr>
<th>Sustainability</th>
<th>To what extent has the Meena Radio intervention been sustainable?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Do you think the Meena Radio Programme should continue?</td>
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<td></td>
<td>Is the Meena Radio Programme sustainable? Probe for</td>
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<td></td>
<td>o Kind of support required for the programme to continue and</td>
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<td>to be successful?</td>
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<td>What has been the involvement of SSA/Department of Education</td>
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<td>(department officials, programme managers) in designing and</td>
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<td></td>
<td>implementing the activities of the intervention?</td>
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<td>What was the support required by the intervention from the</td>
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<td>public system especially from SSA/Department of Education?</td>
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<td>How was government buy-in achieved for the intervention?</td>
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<td>What were the government’s perceptions about the intervention</td>
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<td>and its objectives?</td>
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<td>What have been the major factors contributing to the</td>
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<td>continued broadcast of the programme within the state?</td>
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<td>Has the government’s perception/engagement with the Meena</td>
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<td>Radio Programme changed over time? If so how? What do you</td>
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<td>think were the main reasons for these changes?</td>
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<td>Are there any challenges for sustaining interest of the</td>
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<td>government, teachers, and students in the intervention?</td>
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<td>Probe for what kind of challenges? How can these be addressed?</td>
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</table>

- Do you believe that the utilization of resources is efficient for the programme?
- How can the resource utilization be made more efficient?
- How does the resource utilization of the programme compare with other similar radio / ICT based entertainment-education programmes in the state?
- To what extent were the necessary inputs (training, procurement of radios, etc) delivered in a timely manner? What were the facilitating and impeding factors?
- What are the reporting/monitoring mechanisms followed by the intervention? / What are the financial reporting mechanisms for the Meena Programme? What is the frequency of monitoring?

In-depth interviews
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
</table>
| What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states? | • What are the key factors which have influenced the sustainability of the Meena Radio Programme? What were the key operational hindrances observed in ensuring the continuity of the programme?  
• Were any advocacy efforts undertaken for the government to take ownership of the intervention?  
• What are the system requirements to ensure sustainability of the approaches and tools of the programme?  
• How far do you think the government system can adopt the training and monitoring aspects of the programme?  
• What are the key challenges in making the interventions sustainable - financial, operational or governance linked?  
• What are the key learnings from the programme which can be used to replicate the intervention in other states?  
• Were any advocacy efforts undertaken to replicate the intervention in other states?  
• Are there any changes you would like to make to the role/structure/activities of the programme in case of replication in other states? |
| Can the focus on gender and equity be strengthened and sustained? | • Is there adequate focus on gender and equity? How can this focus be strengthened and sustained? |
II. SSA Officials  
   a. SSA State Project Director  
   b. SSA State Project Officers  
   c. SSA District Project Officers / Chief Education Officer

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Key Questions</th>
<th>Detailed Questions</th>
<th>Methodology</th>
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</thead>
</table>
| Background      | Status of education in the state                                              | ▪ What is the status of education in the state? What are the problems relating to inequality/ gender inequity, especially in the area of education, faced by the state?  
                  |                                                                                   | ▪ What are the challenges in achieving 100% enrolment, retention and completion of school education in the state?  
                  |                                                                                   | ▪ How far has the SSA/ RTE been successful in achieving its objectives in the state?  
                  |                                                                                   | ▪ What were the major challenges faced to achieving these objectives? Has there been a change in the nature of challenges faced over time?  
                  | Overview of the Meena Radio Programme                                           | ▪ Are you aware of the Meena Radio Programme intervention?  
                  |                                                                                   | ▪ What was the objective behind setting up of the Meena Radio Programme?  
                  |                                                                                   | ▪ Are you aware of the approach followed by the Meena Radio Programme to achieve its objectives?  
                  |                                                                                   | ▪ What have been the main activities of the Meena Radio Programme since its inception? Please provide details  
                  |                                                                                   |   o Design & Approach  
                  |                                                                                   |   o Partnership between UNICEF & SSA  
                  |                                                                                   |   o Training of Teachers  
                  |                                                                                   |   o Monitoring of the programme  
                  |                                                                                   | ▪ What was the support required by the intervention from the public system especially from SSA/Department of Education? What were the government’s perceptions about the intervention and its objectives?  

In-depth interviews
<table>
<thead>
<tr>
<th>Relevance</th>
<th>Questions</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| Were the contextual realities in the programming environment taken into account in the design and implementation of strategies/ interventions? With what success? | ▪ What is the design of the Meena Radio Programme?  
▪ Was the government involved in the designing the Meena Radio Programme? If so, how?  
▪ Do you think there was a need for such a program targeted at children in schools?  
▪ Has the Meena Radio Programme approach been relevant to the state? Please provide details of the context of the state/district/school and how the Meena Radio Programme is relevant for the educational goals of the state and for the community.  
▪ Is there an alternate design and implementation strategy that would have been more relevant to achieving the goals and objectives of the Meena Radio Programme? | In-depth interviews |
| Whether and how the intervention / approach has responded to priorities or Meena Radio Programme strategies that may have changed over the years? | ▪ Is the Meena Radio Programme as relevant today as it was at the time of inception? If no, probe for the changes that have taken place making the radio programme less relevant.  
[Also probe for]  
 o How can the Meena Radio Programme be made more relevant?  
 o Has the design of the intervention changed over the years? How has it changed?  
[Probe for]  
 o What has led to a change in design?  
 o How has the intervention design changed due to changes in context | |
| Whether the Meena Radio Programme’s objectives and strategies are aligned to the educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, and ICDS? | ▪ Do you think the Meena Radio Programme has been relevant to achieving priorities of government flagship programmes related to  
 o Education/SSA and RTE  
 o Health and Nutrition /NHM and ICDS  
 o Water and Sanitation- NBA  
Probe for which objectives of these flagship programmes have been prioritized and how has the Meena Radio Programme been relevant. | |

Evaluation of Meena Radio Programme
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Also probe for any interactions between the different government</td>
<td>departments regarding Meena and the perceptions other government</td>
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<tr>
<td>departments have of the Meena Radio Programme</td>
<td>departments regarding Meena and the perceptions other government</td>
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<tr>
<td>Whether the design and intervention of the Meena Radio Programme were</td>
<td>in line with community needs?</td>
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<td>in line with community needs?</td>
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<td>Whether the programme has been cognizant of issues related to gender</td>
<td>and equity?</td>
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<td>and equity?</td>
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<tr>
<td>▪ Is the Meena Radio Programme’s content appropriate to needs of the</td>
<td>community? Please provide details of the context of the community and</td>
</tr>
<tr>
<td>community? Please provide details of the context of the community and</td>
<td>how the Meena Radio Programme is relevant.</td>
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<tr>
<td>how the Meena Radio Programme is relevant.</td>
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<tr>
<td>▪ Has the design and approach of the programme been cognizant of gender</td>
<td>roles and identities in the state? Has the programme</td>
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<tr>
<td>roles and identities in the state? Has the programme focused on</td>
<td>reached children- boys and girls, disabled children, those from</td>
</tr>
<tr>
<td>focused on reaching children- boys and girls, disabled children,</td>
<td>marginalized communities etc?</td>
</tr>
<tr>
<td>those from marginalized communities etc?</td>
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</tr>
<tr>
<td>[Also probe for]</td>
<td></td>
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<tr>
<td>▪ Programmes focus on equity- socio-economic status of the student</td>
<td></td>
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<tr>
<td>▪ Is the Meena Radio Programme acceptable and appropriate in its</td>
<td>design to reach to children- boys, girls, children from marginalized</td>
</tr>
<tr>
<td>design to reach to children- boys, girls, children from marginalized</td>
<td>communities, disabled children, and high risk groups - Muslims,</td>
</tr>
<tr>
<td>communities, disabled children, and high risk groups - Muslims,</td>
<td>Migrants/Nomads, Scheduled Castes/Tribes etc? If so, how?</td>
</tr>
<tr>
<td>Migrants/Nomads, Scheduled Castes/Tribes etc? If so, how?</td>
<td></td>
</tr>
</tbody>
</table>
| Effectiveness | Whether the Meena Radio Programme has met its main objectives - addressing knowledge gaps, attitudinal shifts, life skills, equity and influencing behaviour change? | • What has been the effectiveness of the Meena Radio Programme intervention?  
  o Output- students/teachers/parents reached  
  o Outcome – changes in KABP  
• Has the Meena Radio Programme approach been relevant to achieving the stated objectives? To what extent have the objectives of the programme been achieved?  
  [Probe for the programmes impact on teachers and on students]  
  o addressing knowledge gaps/ attitudinal shifts/ behaviour change  
  o enhancing life skills among boys and girls  
  o raising awareness about child-friendly schools and encouraging regular attendance  
• To what extent has the Meena Radio Programme been effective in raising awareness about child-friendly schools and encouraging regular attendance among students?  
  Probe for  
  o Increase in enrolment level/ girls enrolment  
  o Increase in Attendance rate  
  o Changes in retention rate  
  o Increase in transition rates / promotion rates  
  o Changes in completion of education  
• Do you know how the Meena Radio Programme is functioning in schools?  
  o Have you visited any school?  
  o What have you experiences been? | In-depth interviews |
### Evaluation of Meena Radio Programme

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Whether the intervention has been able to influence the class room pedagogy or teacher’s style of teaching?</td>
<td>Has the Meena Radio Programme been able to influence the class room pedagogy or teacher’s style of teaching? How?</td>
</tr>
<tr>
<td></td>
<td>[Probe for]</td>
</tr>
<tr>
<td></td>
<td>o Has the Meena Radio Programme led to better teaching methods, changes in the school/classroom environment? How?</td>
</tr>
<tr>
<td></td>
<td>o Do you think the Meena Radio Programme is useful? How? [Probe for]</td>
</tr>
<tr>
<td></td>
<td>o Better enrollment/retention/completion of school</td>
</tr>
<tr>
<td></td>
<td>o More regular attendance</td>
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<td></td>
<td>o Better learning environment</td>
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<td></td>
<td>o More interactive students</td>
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<tr>
<td></td>
<td>o Better retention of lessons</td>
</tr>
<tr>
<td></td>
<td>o Improvements in Reading/Writing/Arithmetic</td>
</tr>
<tr>
<td>Whether the strategies adopted by the Meena Radio Programme were effective in furthering the aims of SSA and the RTE?</td>
<td>Extent to which the themes, strategies and activities of the Meena Radio Programme are relevant to achieve the intended results of SSA/RTE? Please provide details of how.</td>
</tr>
<tr>
<td>Has the programme been cognizant of issues related to gender and equity?</td>
<td>To what extent has the programme been cognizant of issues related to gender and equity? Has it led to any changes in:</td>
</tr>
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</tr>
<tr>
<td>Factors influencing the achievement or non-achievement of the objectives?</td>
<td>To what extent have the objectives of the Meena Radio Programme been met? Please provide details.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>What have been the major factors influencing the achievement/non-achievement of the objectives? [Probe for]</td>
<td>What have been the major factors influencing the achievement/non-achievement of the objectives?</td>
</tr>
<tr>
<td>o Design of the Meena Radio Programme</td>
<td>o Design of the Meena Radio Programme</td>
</tr>
<tr>
<td>o Implementation strategy of the Meena Radio Programme</td>
<td>o Implementation strategy of the Meena Radio Programme</td>
</tr>
<tr>
<td>o Support from UNICEF</td>
<td>o Support from UNICEF</td>
</tr>
<tr>
<td>o Human Resource Structure</td>
<td>o Human Resource Structure</td>
</tr>
<tr>
<td>Has the support from UNICEF to the government been helpful in the implementation of the programme? Do you think any additional support is needed?</td>
<td>Has the support from UNICEF to the government been helpful in the implementation of the programme? Do you think any additional support is needed?</td>
</tr>
<tr>
<td>What is the human resources structure of the Meena Radio Programme? Has this structure helped in achieving the aims of the Meena Radio Programme? If so, how?</td>
<td>What is the human resources structure of the Meena Radio Programme? Has this structure helped in achieving the aims of the Meena Radio Programme? If so, how?</td>
</tr>
<tr>
<td>Monitoring &amp; Supervision</td>
<td>Do you think monitoring and supervision mechanisms followed currently are able to measure and track progress? What changes do you suggest can be made to make the process more efficient?</td>
</tr>
<tr>
<td>What difficulties/constraints did the Meena Radio Programme encounter? Are there any gaps in the operational model?</td>
<td>What difficulties/constraints did the Meena Radio Programme encounter? Are there any gaps in the operational model? [Probe for gaps in]</td>
</tr>
<tr>
<td>o Intervention design</td>
<td>o Intervention design</td>
</tr>
<tr>
<td>o Operational model</td>
<td>o Operational model</td>
</tr>
<tr>
<td>o Implementation</td>
<td>o Implementation</td>
</tr>
<tr>
<td>o Training</td>
<td>o Training</td>
</tr>
<tr>
<td>o Monitoring</td>
<td>o Monitoring</td>
</tr>
<tr>
<td>o Funding</td>
<td>o Funding</td>
</tr>
<tr>
<td>Were the necessary inputs (training, procurement of radios, etc.) delivered in a timely manner? What were the facilitating and impeding factors?</td>
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</tr>
<tr>
<td>How has the Meena Radio Programme been introduced into the Annual Work Plan of the SSA? Were there any challenges in introducing it as part of the school timetable? Are there any</td>
<td>How has the Meena Radio Programme been introduced into the Annual Work Plan of the SSA? Were there any challenges in introducing it as part of the school timetable? Are there any</td>
</tr>
</tbody>
</table>
### Efficiency

To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate?

- What are the resource requirements for the functioning of the Meena Radio Programme?
- Who is responsible for providing this support?
- What is the budgetary support provided by UNICEF to the Meena Radio Programme?
- Are additional resources required by the government to effectively implement the programme? Please provide details.
- Do you believe that the utilization of resources is efficient for the programme? How can the resource utilization be made more efficient?
- Is the current HR structure the most efficient use of resources to meet the aims and objectives of the intervention? Can this structure be improved/made more efficient? How?
- What support would you require for more efficient implementation of the Meena Radio Programme?

| Efficiency | To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate? | Efficiency
|
|---|---|---|
| What are the resource requirements for the functioning of the Meena Radio Programme? | What is the budgetary support provided by UNICEF to the Meena Radio Programme? | To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate? |
| Who is responsible for providing this support? | Are additional resources required by the government to effectively implement the programme? Please provide details. | Efficiency
|
| What is the budgetary support provided by UNICEF to the Meena Radio Programme? | Do you believe that the utilization of resources is efficient for the programme? How can the resource utilization be made more efficient? | Efficiency
|
| Are additional resources required by the government to effectively implement the programme? Please provide details. | Is the current HR structure the most efficient use of resources to meet the aims and objectives of the intervention? Can this structure be improved/made more efficient? How? | Efficiency
|
| Do you believe that the utilization of resources is efficient for the programme? How can the resource utilization be made more efficient? | What support would you require for more efficient implementation of the Meena Radio Programme? | Efficiency
|
| Is the current HR structure the most efficient use of resources to meet the aims and objectives of the intervention? Can this structure be improved/made more efficient? How? | What support would you require for more efficient implementation of the Meena Radio Programme? | Efficiency
|
| What support would you require for more efficient implementation of the Meena Radio Programme? | In-depth interviews | Efficiency
|

### Sustainability

To what extent has the Meena Radio intervention been sustainable?

- Do you think the Meena Radio Programme should continue? Is the Meena Radio Programme sustainable and replicable? Probe for
  - Kind of support required for the programme to continue and to be successful?
  - What is the partnership model required for sustainability?

| Sustainability | To what extent has the Meena Radio intervention been sustainable? | Sustainability
|
|---|---|---|
| Do you think the Meena Radio Programme should continue? Is the Meena Radio Programme sustainable and replicable? | Kind of support required for the programme to continue and to be successful? | To what extent has the Meena Radio intervention been sustainable? |
| What is the partnership model required for sustainability? | In-depth interviews | Sustainability
|

### Efficiency

In-depth interviews
What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states?

- What was the support required by the intervention from the public system especially from SSA/Department of Education? What were the government’s perceptions about the intervention and its objectives?
- What are the key factors which have influenced the sustainability of the Meena Radio Programme? What were the key operational hindrances observed in ensuring the continuity of the programme?
- What are the system requirements to ensure sustainability of the approaches and tools of the Meena Radio Programme?
- What are the key learnings from Meena Radio Programme in your state that can be used to replicate the intervention?
- Are there any changes you would like to make to the role/structure/activities of the Meena Radio Programme in case of replication in other schools?

Can the focus on gender and equity be strengthened and sustained?

- Is there adequate focus on gender and equity? How can this focus be strengthened and sustained?
### III. AIR Officials

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Key Questions</th>
<th>Detailed Questions</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| **Background** | Introduction of the Meena Radio Programme | ▪ What are the districts/block covered by AIR?  
▪ Are you aware of Meena Ki Duniya? Since when has AIR been broadcasting the programme?  
▪ What is the role AIR has played for this programme?  
▪ Is the programme broadcasted regularly? If no, then what were the reasons for irregularity?  
▪ How is the time for the programme allotted? What is the timing for Meena Radio Programme? | In-depth interviews |
| **Relevance** | Were the contextual realities in the programming environment taken into account in the design and implementation of strategies/interventions? With what success? | ▪ Were inputs taken from AIR for the design of the radio programme? What kind of inputs? Were these inputs taken on board?  
▪ Has there been any change in the role of AIR for the Meena Programme?  
▪ What have been the changes in the broadcasting of Meena Radio started from the time it started? With respect to:  
  o Covered area  
  o Payment Method for the broadcasting  
  o Partnership model  
  o Duration of the programme/time slot  
  o Episodes to be aired  
▪ Has the government engagement with AIR for Meena Radio changed over time? If yes, what do you think were the main reasons for these changes?  
▪ Have these changes affected the way the programme is broadcasted/implemented? | In-depth interviews |
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether the Meena Radio Programme’s objectives and strategies are aligned to the educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, and ICDS?</td>
<td>N/A</td>
</tr>
<tr>
<td>Whether the programme’s objectives and strategies are aligned to UNICEF’s Strategic Plan and equity-focus?</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Whether the design and intervention of the Meena Radio Programme were in line with community needs? | • Do you think the Meena Radio Programme is relevant to the needs of the community?  
• Have you received any feedback about the Meena Radio Programme from the community? What kind of feedback?      |
<p>| Whether the programme has been cognizant of issues related to gender and equity? | N/A      |</p>
<table>
<thead>
<tr>
<th>Effectiveness</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whether the Meena Radio Programme has met its main objectives - addressing</td>
<td>N/A</td>
</tr>
<tr>
<td>knowledge gaps, attitudinal shifts, life skills, equity and influencing</td>
<td></td>
</tr>
<tr>
<td>behaviour change?</td>
<td></td>
</tr>
<tr>
<td>Whether the intervention has been able to influence the class room pedagogy</td>
<td>N/A</td>
</tr>
<tr>
<td>or teacher’s style of teaching?</td>
<td></td>
</tr>
<tr>
<td>Whether the strategies adopted by the Meena Radio Programme were effective</td>
<td>N/A</td>
</tr>
<tr>
<td>in furthering the aims of SSA and the RTE?</td>
<td></td>
</tr>
<tr>
<td>Has the programme been cognizant of issues related to gender and equity?</td>
<td>N/A</td>
</tr>
<tr>
<td>Factors influencing the achievement or non-achievement of the objectives?</td>
<td>• What are the linkages of AIR with Government/UNICEF for the Meena</td>
</tr>
<tr>
<td></td>
<td>Radio Programme?</td>
</tr>
<tr>
<td></td>
<td>• Factors contributing to successful broadcast (e.g. support from</td>
</tr>
<tr>
<td></td>
<td>government, leaders etc)?</td>
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</tbody>
</table>
| What difficulties/ constraints did the programme encounter? Are there any gaps in the operational model? | What have been the major constraints and challenges in broadcasting the Meena Radio Programme in the state and districts? Especially in the areas related to:
- Implementation
- Signal strength/connectivity
- Funding
- Payment
- Duration of the programme/time slot
- Were there any challenges in working with the government/UNICEF? If so, what were these? How were they overcome?
- How have challenges/constraints been overcome? What further support is required for effective implementation?
- Has there been any barrier in terms of language of the programme and regional language in the given area?
- How efficiently has the episodes and information been delivered to AIR for the broadcasting?
- How efficiently did the management support to challenges faced by AIR? |

**Efficiency**

To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate? | What is the cost of broadcasting the programme?
- What is the payment method? What according to you should be the payment method?
- Are there any other radio programmes that are broadcasted by AIR in schools for children? Could you provide us with a cost comparison of these programmes with the Meena Ki Duniya programme?
- Are you aware of the areas in the district/state which have low signal issue? If yes, to what extent has the AIR been successful in reaching areas with low signal strength?
- What is the support and budgetary support provided by the government?
- What are the linkages of AIR with Government/UNICEF for the Meena Radio Programme
- Has the government engagement with AIR for Meena Radio changed over time? If yes, what do you think were the main reasons for these changes? | In-depth interviews |
<table>
<thead>
<tr>
<th><strong>Sustainability</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent has the Meena Radio intervention been sustainable?</td>
</tr>
<tr>
<td>What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states?</td>
</tr>
<tr>
<td>What should be the partnership model for replicating the broadcasting of the programme in other states?</td>
</tr>
<tr>
<td>Please provide suggestions for reaching the programme in areas which do not receive signal/receive poor signal? How do you plan to improve the signal strength in inaccessible areas?</td>
</tr>
<tr>
<td>Do you think these episodes should be broadcasted in more states/districts?</td>
</tr>
<tr>
<td>Please provide suggestions for replicating the programme in other states and sustainability in this state.</td>
</tr>
</tbody>
</table>

- Were there any challenges in working with the government/UNICEF? If so, what were these? How were they overcome?
- Please describe the partnership model being followed for the programme? Do you think this model has been sustainable?
- What are the linkages of AIR with state for the Meena Radio Programme? What has been the involvement of the state/district coordinator?
- In-depth interviews
- N/A
## IV. Teachers

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Key Questions</th>
<th>Detailed Questions</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| **Background** | Introduction of the Meena Radio Programme                                      | - Are you aware of the Meena Ki Duniya radio programme?  
- What are the objectives of the programme?  
- When was the programme introduced in the school? Were there any activities carried out before the programme was implemented in the school? Please provide details.  
- Was any training(s) provided to teachers for implementing the Meena Radio Programme? Please provide details  
  - Design/Approach  
  - Duration/structure  
  - Topics covered  
  - Are trainings organized on a regular basis/one-time activity | In-depth interviews |
| **Relevance** | Were the contextual realities in the programming environment taken into account in the design and implementation of strategies/interventions? With what success? | - What is the design of the Meena Radio Programme?  
- Were inputs taken from teachers for the design of the Meena Radio Programme?  
- Is the Meena Radio Programme’s content appropriate to the context of the state/district? Please provide details of the context of the state/district/school and how the Meena Radio Programme is relevant for the community.  
- Is it appropriate for children in the age group 11-14?  
- Is there an alternate design and implementation strategy that would have been more relevant to achieving the goals and objectives of the Meena Radio Programme? | In-depth interviews |
| | Whether and how the intervention/approach has responded to priorities or programme strategies that may have changed over the years? | - Is the Meena Radio Programme as relevant today as it was at the time of inception? If no, probe for the changes that have taken place making the radio programme less relevant.  
  [Also probe for]  
  - How can the Meena Radio Programme be made more relevant?  
  - Has the design of the intervention changed over the years? How has it changed?  
  [Probe for]  
  - What has led to a change in design? | |
### Evaluation of Meena Radio Programme

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How has the intervention design changed due to changes in context?</td>
<td></td>
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<tr>
<td>▪ Have the training activities changed over the years? If so, how?</td>
<td></td>
</tr>
<tr>
<td>[Probe for]</td>
<td></td>
</tr>
<tr>
<td>▪ What has led to a change in design?</td>
<td></td>
</tr>
<tr>
<td>▪ How has the design of the trainings changed due to changes in context</td>
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</tr>
<tr>
<td>Whether the Meena Radio Programme’s objectives and strategies aligned to the educational priorities within SSA/RTE Act and the national flagship programme priorities such as NHM, NBA, ICDS?</td>
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</tr>
<tr>
<td>▪ Do you think the Meena Radio Programme has been relevant to achieving priorities of government flagship programmes related to</td>
<td></td>
</tr>
<tr>
<td>o Education/SSA and RTE</td>
<td></td>
</tr>
<tr>
<td>o Health and Nutrition /NHM and ICDS</td>
<td></td>
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<tr>
<td>o Water and Sanitation- NBA</td>
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<tr>
<td>Probe for which objectives of these flagship programmes have been prioritized and how has the Meena Radio Programme been relevant</td>
<td></td>
</tr>
<tr>
<td>Whether the programme’s objectives and strategies are aligned to UNICEF’s Strategic Plan and equity-focus?</td>
<td>N/A</td>
</tr>
</tbody>
</table>
| Whether the design and intervention of the Meena Radio Programme were in line with community needs? | ▪ Is the Meena Radio Programme’s content appropriate to needs of the community? Please provide details of the context of the community and how the Meena Radio Programme is relevant.  
▪ Is the Meena Radio Programme consistent with the needs, priorities, and aspirations of children? Please provide details.  
▪ Is the design (including content and activities) of the Meena Radio intervention - appropriate to engage the children, both boys and girls, and elicit participation? Please provide details.  
▪ Does the Meena Radio Programme design elicit participation and engage children? |
| --- | --- |
| Whether the programme has been cognizant of issues related to gender and equity? | ▪ Has the design and approach of the programme been cognizant of gender roles and identities in the intervention states? Please provide details on how the programme has focused on reaching children- boys and girls, disabled children, those from marginalized communities etc.  
[Also probe for]  
  o Programmes focus on equity- socio-economic status of the student  
▪ Is the Meena Radio Programme acceptable and appropriate in its design to reach to children- boys, girls, children from marginalized communities, disabled children, and high risk groups - Muslims, Migrants/Nomads, Scheduled Castes/Tribes etc? |
### Effectiveness

<table>
<thead>
<tr>
<th>Question</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| Whether the Meena Radio Programme has met its main objectives - addressing knowledge gaps, attitudinal shifts, life skills, equity and influencing behaviour change? | - Has the Meena Radio Programme approach been relevant to achieving the stated objectives? To what extent have the objectives of the programme been achieved? [Probe for the programmes impact on teachers and on students]  
  - addressing knowledge gaps/attitudinal shifts/behaviour change  
  - enhancing life skills among boys and girls  
  - raising awareness about child-friendly schools and encouraging regular attendance  
  - To what extent has the Meena Radio Programme been effective in raising awareness about child-friendly schools and encouraging regular attendance among students? [Probe for]  
  - Increase in enrolment level/girls enrolment  
  - Increase in Attendance rate  
  - Changes in retention rate  
  - Increase in transition rates/promotion rates  
  - Changes in completion of education  
  - What has been the effectiveness of the Meena Radio Programme intervention? [Output]  
  - Outcome  
  - Does the Meena Radio Programme have recall value? Is it discussed by children with their families/friends after the broadcast?  
  - Have girls been able to relate to the intervention? Has the programme facilitated participation and empowerment of girls? How?  
  - Have boys been able to relate to the intervention? Has the programme facilitated participation of boys? How?  
  - Is there a difference in the way boys and girls relate to the programme? Please elaborate. |
| The Evaluation Team will probe and collect stories of change              | In-depth interviews                                                                |
### Evaluation of Meena Radio Programme

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| Whether the intervention has been able to influence the classroom pedagogy or teacher’s style of teaching? | Has the Meena Radio Programme been able to influence the classroom pedagogy or teacher’s style of teaching? How? Probe for:  
  - Has the Meena Radio Programme has led to better teaching methods, changes in the school/classroom environment? How?  
  - Has it led to a different way of interactions between teachers and students/more child friendly schools/innovative teaching methodologies?  
  - Have you adapted anything from the Meena Programme to your classroom? For example, do you feel that sitting in a circle is useful during other classes (other than during the Meena Programme)? If yes, why?  
  - Have you used stories for teaching school subjects? [Probe for]  
  - Better enrollment/retention/completion of school  
  - More regular attendance  
  - Better learning environment  
  - More interactive students  
  - Better retention of lessons  
  - Improvements in Reading/Writing/Arithmetic |
| Whether the strategies adopted by the Meena Radio Programme were effective in furthering the aims of SSA and the RTE? | Has the programme been cognizant of issues related to gender and equity?  
  - To what extent has the programme been cognizant of issues related to gender and equity? Has it led to any changes in:  
    - Perception of gender roles  
    - Socio-economic status  
    - Facilitated participation of girls and boys  
  Please provide details |
| Factors influencing the achievement or non-achievement of the objectives? | ▪ To what extent have the objectives of the Meena Radio Programme been met? Please provide details.  
▪ What have been the major factors influencing the achievement/non-achievement of the objectives?  
[Probe for]  
  o Design of the Meena Radio Programme  
  o Implementation strategy of the Meena Radio Programme  
  o Support from UNICEF (if relevant)  
  o Support from government functionaries  
  o Trainings provided to teachers  
  o Any other  
▪ To what extent have the trainings of teachers helped the intervention meet its objectives?  
  o Was the training sufficient to enable teachers to implement the Meena Radio Programme successfully?  
  o Is the teacher’s guide sufficient in its content and relevance? Has it enabled you to implement the Meena Radio Programme?  
  o Are trainings provided to teachers at all levels of the intervention? If so, is there any difference in the content and approach for training different levels? How? |
| **What difficulties/ constraints did the programme encounter? Are there any gaps in the operational model?** | **What difficulties/ constraints have you encountered in implementing the programme? Are there any gaps in the model?**  
- Were the necessary inputs (training, procurement of radios, etc.) delivered in a timely manner? What were the facilitating and impeding factors?  
- Were there any challenges in working with the government? If so, what were these? How were these challenges overcome?  
- How have challenges/ constraints been overcome? What further support is required to ensure effective implementation of the programme?  
- How efficiently did the management structures respond to challenges or facilitate implementation? |
<table>
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</thead>
<tbody>
<tr>
<td><strong>Monitoring and supervision</strong></td>
<td><strong>In-depth interviews</strong></td>
</tr>
</tbody>
</table>
| - Has your class been visited by any supervisory personnel for purposes of observing Meena Radio Sessions?  
- Did the observer / inspector make any suggestions about the class? Did you initiate any changes based on these suggestions? |  |
| **Efficiency** | **To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate?**  
- Were the necessary inputs (training, procurement of radios, etc.) for the implementation of the Meena Radio Programme delivered in a timely manner?  
- Were they adequate?  
- Do you think the programme is efficient in terms of time management/ human resources structure? Why and how?  
- How efficiently did the management structures respond to challenges or facilitate implementation?  
- What support would you require for more efficient implementation of the Meena Radio Programme? | **In-depth interviews** |
| **Sustainability** | **To what extent has the Meena Radio intervention been sustainable?**  
- Do you think the Meena Radio Programme should continue?  
- Is the Meena Radio Programme sustainable? Probe for  
  o Kind of support required for the programme to continue and to be successful? | **In-depth interviews** |
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Have you received any support from government functionaries for implementing the programme? What has been the involvement of SSA/Department of Education (department officials, programme managers, frontline workers etc.) in designing and implementing the activities of the intervention?</strong></td>
<td>▪ Were materials (comic books, charts etc.) given by SSA/states helpful in supplementing teaching?</td>
</tr>
<tr>
<td><strong>Are there any challenges for sustaining interest of the user community in the intervention?</strong> Probe for what kind of challenges? How can these be addressed?</td>
<td><strong>What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states?</strong></td>
</tr>
<tr>
<td>▪ What are the key factors which have influenced the sustainability of the Meena Radio Programme? What were the key operational hindrances observed in ensuring the continuity of the programme?</td>
<td>▪ What are the key factors which have influenced the sustainability of the Meena Radio Programme? What were the key operational hindrances observed in ensuring the continuity of the programme?</td>
</tr>
<tr>
<td>▪ What are the system requirements to ensure sustainability of the approaches and tools of the programme?</td>
<td>▪ Are there any changes you would like to make to the role/structure/activities of the programme in case of replication in other schools?</td>
</tr>
<tr>
<td>▪ Are there any changes you would like to make to the role/structure/activities of the programme in case of replication in other schools?</td>
<td>▪ Are there any changes you would like to make to the role/structure/activities of the programme in case of replication in other schools?</td>
</tr>
<tr>
<td>▪ Is there adequate focus on gender and equity? How can this focus be strengthened and sustained?</td>
<td><strong>Can the focus on gender and equity be strengthened and sustained?</strong></td>
</tr>
</tbody>
</table>

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Evaluation of Meena Radio Programme

65
V. Students\textsuperscript{10}

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Detailed Questions</th>
<th>Methodology</th>
</tr>
</thead>
</table>
| Background | • Are you aware of Meena? Please tell us what you know about her? How do you know about her?  
• Are you aware of the Meena Radio Programme? Do you listen to it? Does the school arrange regular listening sessions?  
[Probe for]  
  o Details of how the programme is run in the schools  
  o How frequently do you listen to it  
  o What time is the programme heard  
  o How long is the programme  
  o How many children listen to the programme together?  
  o Clarity of signal/volume  
  o Teachers involvement  
  o If you listen irregularly then what have been the reasons?  
• Are Meena Ki Duniya sessions attended by your teacher?  
• Do you like the sessions or you just sit because it is a compulsory session?  
• What are the characters that you can recall and who is your favourite character and why?  
• What is the time for broadcast and what are the days in which it is broadcasted?  
• Do you have a session of discussion after the programme is broadcasted? If yes, then with whom, the teachers, amongst yourselves or both?  
• If the programme is discussed later then what are the topics for discussions generally? Is it the story, the songs or the games played in the end?  
• Which out of the following section do you like the most in the Meena Radio Programme:  
  o Story  
  o Songs  
  o Games | FGD |

\textsuperscript{10} The detailed FGD guide is provided below
### Relevance

- Which character do you relate to the most and why?
- What are the kinds of stories you like? Which is your favourite story? Why?
- What are the kinds of stories you dislike? Why?
- Who do you think the Meena Radio Programme is meant for?
  - [Probe for]
    - Do the students think the programme is only meant for girls?
    - Age group
    - Specific religious community
- What are the major topics covered by Meena Ki Duniya:
  - [Probe for stories/issues related to]
    - Child survival
    - Child protection
    - Water and sanitation
    - Hand washing and hygiene
    - Education
    - Gender issues
- Do you think these topics are relevant/important for you?
- Why do you think these topics are covered/are important?
- Are there any specific issues that Meena Ki Duniya should cover?

### Effectiveness

- Do you think Meena Radio Programme can bring about a change in knowledge, attitudes, behaviours, practices? What kind of changes?
- Have you noticed any changes in the school/teacher’s behaviour/teaching style/friends that you think happened because of Meena Radio Programme?
- Is listening to the Meena Radio Programme entertaining?
- Have you learnt anything from Meena ki Duniya? If yes, what?
- Do you think the learnings from Meena Radio are helpful?
- Have you ever discussed the learnings from the programme with:
  - Friends/neighbours
  - Family- parents, siblings, grandparents, cousins
  - Teachers
  - Community elders
  - If yes then what were the issues discussed?
  - What motivates you to come to the school every day?
  - Would you like to listen to the programme at home also, if provided?
  - Have you taken any action due to learnings of the Meena Radio Programme?
<table>
<thead>
<tr>
<th><strong>KABP</strong></th>
<th>The Evaluation Team will play interactive games and engage the students in activities to observe and assess their KABP about various issues covered through the Meena Radio Programme.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stories of Change</strong></td>
<td>The Evaluation Team will probe and collect any stories of change from the interactions with the students during the FGD. In-depth interviews can be conducted with individual students to gain details about stories of change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Issues and Challenges</strong></th>
<th><strong>Have you faced any issues in listening to Meena Ki Duniya? What are the problems faced?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[Probe for issues due to]</strong></td>
<td><strong>FGD</strong></td>
</tr>
<tr>
<td>o Poor signal</td>
<td>o Not assembling in time for the programme</td>
</tr>
<tr>
<td>o Noise made by other students</td>
<td>o Too many students listening on one radio set</td>
</tr>
<tr>
<td>o Any other issues</td>
<td></td>
</tr>
<tr>
<td><strong>Do you get bored during the session? Are the episodes repetitive in nature?</strong></td>
<td><strong>FGD</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sustainability</strong></th>
<th><strong>Do you think the Meena Radio Programme should continue in schools? Why? Would you like to continue listening to the Meena Radio Programme when you go to Class IX?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do you think any changes need to be made to the content of the stories/games played/discussions?</strong></td>
<td><strong>FGD</strong></td>
</tr>
<tr>
<td>Parameter</td>
<td>Key Questions</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td><strong>VI. Parents(^{11})</strong></td>
<td>Introduction of the Meena Radio Programme</td>
</tr>
</tbody>
</table>

\(^{11}\) Interactions with parents would focus on their relationships with their children and the interactions that they have about school and learning. If parents are aware of the Meena Radio Programme, the facilitators will probe to understand parent’s perspectives on using the radio as a tool for learning, relevance and effectiveness of the Meena Radio Programme and thoughts on sustainability of the intervention.
<table>
<thead>
<tr>
<th>Relevance</th>
<th>Evaluation</th>
<th>FGD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Were the contextual realities in the programming environment taken into</strong></td>
<td><strong>Do you think that radio is the most appropriate media to</strong></td>
<td><strong>FGD</strong></td>
</tr>
<tr>
<td><strong>account in the design and implementation of strategies/interventions?</strong></td>
<td><strong>reach children/for teaching and learning?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>With what success?</strong></td>
<td><strong>Do you think that the design of the programme – listening</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>to a story on the radio, followed by a discussion is</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>sufficient?</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>[Probe for]</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Should the Meena Radio Programme augmented with visual</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>modes also?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Whether and how the intervention/approach has responded to priorities</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>or programme strategies that may have changed over the years?</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Whether the Meena Radio Programme’s objectives and strategies are</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>aligned to the educational priorities within SSA/RTE Act and</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>the national flagship programme priorities such as NHM, NBA, ICDS?</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Whether the programme’s objectives and strategies are aligned to</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td><strong>UNICEF’s Strategic Plan and equity-focus?</strong></td>
<td><strong>N/A</strong></td>
<td></td>
</tr>
<tr>
<td>Evaluation of Meena Radio Programme</td>
<td>Whether the design and intervention of the Meena Radio Programme were in line with community needs?</td>
<td>Whether the programme has been cognizant of issues related to gender and equity?</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>▪ Do you think Meena Ki Duniya is relevant to your children? How and why?</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>▪ Do you think that Meena Ki Duniya is appropriate in the school timetable?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Are you uncomfortable with any of the topics discussed through the Meena Radio Programme? Please provide details.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Are there any specific issues/needs from the community that the Meena Radio Programme should take up/discuss?</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>▪ Do your children listen to Meena Ki Duniya? Do they talk about it with you/other members in the family? What do they say about it?</td>
<td>FGD</td>
</tr>
<tr>
<td></td>
<td>▪ Have you ever heard Meena Ki Duniya? What did you think of it? Did you like/dislike it? Did you learn anything from it?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Is the programme discussed by children with their families/friends after the broadcast?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Have you observed any changes in your children’s knowledge gaps/attitudinal shifts/ behaviour change with respect to:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Hygiene</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Nutrition</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Education and schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Inclusion- disabled/marginalized communities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Life skills - confidence/ dealing with peer pressure/ ability to take decisions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Do you think that Meena Radio Programme encouraged regular attendance among your children? How?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Have you received any negative feedback from children regarding the programme?</td>
<td></td>
</tr>
</tbody>
</table>
Whether the intervention has been able to influence the class room pedagogy or teacher’s style of teaching?

Whether the strategies adopted by the Meena Radio Programme were effective in furthering the aims of SSA and the RTE?

Has the programme been cognizant of issues related to gender and equity?

Factors influencing the achievement or non-achievement of the objectives?

What difficulties/ constraints did the programme encounter? Are there any gaps in the operational model?

**Efficiency**

To what extent has the Meena Radio intervention used resources efficiently and optimally – financial, infrastructure, human resources and time? Were they adequate?

**Sustainability**

To what extent has the Meena Radio

- Do you think this programme should continue running in schools?

FGD
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
</table>
| What factors influenced the achievement/non-achievement of sustainability of Meena Radio in the three states? | ▪ Are there any changes you would like to make to the content and activities of the programme? [Probe]  
  o Do you think that the design of the programme – listening to a story on the radio, followed by a discussion is sufficient?  
  o Should the Meena Radio Programme augmented with visual modes also?  
  o Should the teachers be more involved?  
  o Should the programme be more frequently broadcasted?  
  o Should there be repeat broadcasts of the programme so that children can listen to it at home with their parents as well?  
  ▪ Should the programme be extended to reach children in other age groups?  
  ▪ Do you think there should be a repeat broadcast of the programme post school hours? |
| Can the focus on gender and equity be strengthened and sustained?        | ▪ What kinds of changes are required to make the programme effective in reaching girls, children from marginalized communities? |
**PARTICIPATIVE METHODS FOR FGDs- STUDENTS**

The following section describes participative methods for FGDs with students. The aim would be to start the FGDs with an icebreaker and to use a mix of methods in order to elicit responses for specific questions as laid down in the FGD guides. The following methods/games have been described in the subsequent section:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time (minutes)</th>
<th>Purpose</th>
<th>Topics / Questions / Issues covered through activity and follow up discussion</th>
<th>Parameter being assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Icebreaker</td>
<td>10</td>
<td>Ice breaker</td>
<td>After the icebreaker, the facilitators will probe for awareness and details of the Meena Radio Programme</td>
<td>N/A – the purpose is to build a comfort factor between the facilitators and the participants</td>
</tr>
</tbody>
</table>
| Agree Disagree      | 30             | Understand perceptions and learnings related to objectives of Meena Radio Programme                                                        | A. Perceptions and learning related to one or more of education, completion of education, child friendly schools, child marriages, gender, health and nutrition.  
B. Follow up discussion on the topics covered by Meena Ki Duniya, relevance of the topics to the students, issues that Meena Ki Duniya should cover and whether Meena Radio Programme can bring about changes in KABP. | Effectiveness                                  |
| Energizer           | 5              | Energizer                        | N/A                                                                                                                                             | N/A – the purpose is to keep the participants active |
| The Way Forward     | 20             | Assessing the ability of students to solve problems/ evaluate action taken based on Meena Radio Learnings                                  | A. Perceptions and learning related to one or more of education, completion of education, child friendly schools, child marriages, gender, health and nutrition.  
B. Ability of the students to deal with problems  
C. Follow up discussion on the topics covered by Meena Ki Duniya, relevance of the topics to the students, issues that Meena Ki Duniya should cover and whether Meena Radio Programme can bring about changes in KABP. | Effectiveness                                  |
cover and whether Meena Radio Programme can bring about changes in KABP.

<table>
<thead>
<tr>
<th>Energizer</th>
<th>5</th>
<th>Energizer</th>
<th>N/A</th>
<th>N/A – the purpose is to keep the participants active.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion</td>
<td>10</td>
<td>Understand what the students like/dislike/have learnt from and have suggestions for improving the Meena Radio Programme</td>
<td>A. What students have liked and learnt from Meena Ki Duniya, any learnings implemented after listening to Meena Ki Duniya</td>
<td>Relevance/Effectiveness/Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>B. Follow on discussion on any challenges and issues faced. Also discuss if students would like to continue listening to the radio programme.</td>
<td></td>
</tr>
<tr>
<td>Energizer</td>
<td>5</td>
<td>Energizer</td>
<td>N/A</td>
<td>N/A – the purpose is to keep the participants active.</td>
</tr>
</tbody>
</table>

*Of the above, Agree-Disagree and The Way Forward tools will be deployed to cover any of one of six themes such that they are mutually exclusive. The follow up discussion will primarily focus on the issue discussed through the activity.*

**Key Activities at the School**

The Evaluation Team will coordinate with teachers to select a representative sample of students for the FGDs. The selection criteria for would include:

- Representation of boys and girls, SC/ST/Muslims, and class VII & VIII students
- Representation of SC/ST/Muslim students in the sample can be ensured by noting their names

The Evaluation Team will also coordinate with teachers to arrange a space for conducting the FGD’s with students. The students and facilitators will sit in a circle for the FGDs.
I. ICE-BREAKER

Objective
To make the students comfortable with the facilitators. This activity does not aim to elicit answers for the evaluation.

Time required for the activity
10 minutes

Option 1

Material Required
Chits of paper with matching words. The chits could be:
1. Fruit – Apple
2. Colour - Blue
3. Flower – Rose
4. Vegetable – Potato
5. Country- India
6. River – Ganga
7. Animal – Tiger
8. Bird – Crow
9. Tree – Peepal
10. Sports - Cricket

Process
Prepare small pieces of paper with words that children are familiar with and is appropriate to their context. The pieces are folded and put into a basket/box. Children as well as facilitators pick up pieces from the basket at random. After each participant has picked a chit of paper, all participants search for the person who has the piece of paper that 'matches' theirs. Participants are forced to move around and interact with each other looking for their 'match'. They then have to introduce their partner to the rest of the group.

This activity will be followed by each student having to say what they like about the Meena Radio Programme. The facilitator will initiate a discussion around the topic and will vote to choose the top three reasons for why the group likes the Meena Radio Programme.

The icebreaker will be followed by background questions about Meena and the Meena Radio Programme

- Are you aware of Meena? Please tell us what you know about her? How do you know about her?
- Are you aware of the Meena Radio Programme? Do you listen to it? Does the school arrange regular listening sessions? [Probe for]
  o Details of how the programme is run in the schools
  o How frequently do you listen to it
  o What time is the programme heard
  o How long is the programme
- How many children listen to the programme together?
- Teachers involvement
- If you listen irregularly then what have been the reasons

- What is the time for broadcast and what are the days in which it is broadcasted?
- Are Meena Ki Duniya sessions attended by your teacher?
- What are the characters that you can recall and who is your favourite character and why?
- Do you have a session of discussion after the programme is broadcasted? If yes, then with whom, the teachers, amongst yourselves or both?
- If the programme is discussed later then what are the topics for discussions generally? Is it the story, the songs or the games played in the end?
II. AGREE- DISAGREE

Objective
To understand the perceptions and awareness among participants about a variety of issues including education, completion of education, child friendly schools, child marriages, gender, health and nutrition. The game will validate the findings of the effectiveness studies, and provide insights to children’s perception and learnings on health, nutrition and life skills.

Specific Questions to be answered through the activity and follow up discussion
For specific questions to be covered through this activity please refer to Table 3 on page 87.

Time required for the activity
20 minutes

Material Required
None

Process
The facilitator will make a statement (relevant to the Meena Programme objectives) and ask the participants who agree to stand on the right and those who disagree to stand on the left. Those who are undecided can stand in the centre. The two groups (Agree and Disagree) would present their case and try and convince the other group and those undecided to come to their side12. The following statements are a mix of:
1. Stories directly from the Meena Radio Programme
2. Stories based on relevant themes from the Meena Radio Programme

- Deepu is in class 8. His parents run a business/have a farm <pick relevant occupation, business>. Last month they expanded their business/bought more farm land and now since the work has increased they think that Deepu should support them in the work. Deepu too is keen on helping his father and wants to earn money. Do you think he should:
  - Drop out of school and support his parents in the work
  - Complete his school education and then work with his parents
  - Support his parents after school hours (completion of school)

- Sunil’s younger brother Dhruv is 1 year old. Today is Pulse Polio Day. Dhruv has received the pulse polio drops 3 times so his parents don’t think they need to take him to receive the drops again. Do you think Dhruv’s parents should take him to receive a 4th dose of polio drops?
  - Yes
  - No (immunization)

*only to be used in UP

- Peepal Ka Saaya – Meena’s friend Monu falls ill. His mother calls a tantrik to perform rituals. As soon as Meena notices smoke coming out of Monu’s house she calls the nurse. Do you think:
  - Seeking health services from a tantric/ vedji is correct?
  - Seeking health services from a doctor/ nurse is correct?

---

12 A maximum of three options covering topics different from those used in Complete the Story will be used to facilitate discussions
Meena did the right thing by calling the nurse? (health/ health professionals)

**School Se Bhaga Bhoot** – Meena’s brother Raju doesn’t feel like going to school because his new teacher is strict. Instead he pretends to be a ghost and scares other children away from the school as well. Do you think:
- Raju shouldn’t go to school because his new teacher is strict?
- Raju should go to school and complain to principal/ other teachers/ parents about the strict teacher?
- The teacher should be extremely strict in the class? Or should she teach with love and become friends with the students? (joyful classroom)

**Sur Lagao** – Meena is to sing a duet with Pasha (senior at school). He refuses to come to school as he is experiencing bodily changes (hair on face, beard, and pimples) and children will laugh at him. Do you think:
- Pasha should come to school and sing with Meena?
- Pasha should stay at home because he is sick? (do see if they have understood that these bodily changes don’t mean you are unwell)
- Pasha should stay at home because other children will laugh at him?
- Other children should laugh at him? (bodily changes/ adolescent issues)
- The society can manage without toilets? (survival/ sanitation/ excretion disposal)

**Kumbhkaran** – Meena’s friend Bela’s father, who hasn’t washed his hands, is eating food with flies flying around and drinking dirty/uncovered water. He is confident he won’t fall sick. Do you think:
- He should have washed his hands before eating?
- He should have had the dirty/uncovered water? (survival/ health/ hygiene/ preventing diarrhea)

Meena’s friend Sumi loves to play kabaddi. Her mother scolds her by saying that kabaddi is a game meant only for boys, and girls are not allowed to play! She then tells her to help her in cooking. Sumi also loves to cook food. She goes and helps her mother in the kitchen. Do you think:
- Sumi should stay at home and help her mother in cooking food?
- Sumi should go and play kabaddi with all the boys that are playing? (gender roles)

Bharat and Sumi are brother and sister. They both are going to school and are in class 8. Their father needs some help to carry heavy bags of rice. This work may take 2-3 days. Both Bharat and Sumi always help their father out with his work because he rewards them with a new toy every time they help. Do you think:
- Both Bharat and Sumi should help their father in carrying the bags of rice (and miss school)?
- Only Bharat should help his father as he is boy?
- Only Sumi should help her father and Bharat being a boy should complete is school work?
- None of them should help their father and both should not miss school? (gender roles)

There is a singing/dancing competition in school. Pasha loves to sing/ paint / dance. He wants to take part in competition. However his friends are laughing at him as he is a boy. Do you think:
- Pasha should not take part in the competition as singing/ dancing is a hobby only for girls?
- Pasha should enroll for the competition? (gender roles)

### III. ENERGIZER

**Objective**

Warm-up activity for the students. The purpose is to keep the children active and interested.
Time required for the activity
5 minutes

Material required
None

Process
Meena Says
This activity begins with the facilitator calling out different actions that all the participants are to do. The catch is: only those actions are to be done when they are preceded by “Meena Says” (eg: “Meena Says: Touch your ears” compared to “Touch your ears”). This keeps the participants active.
IV. THE WAY FORWARD

Objective
To understand the learnings and perceptions among participants about a variety of issues including child rights and protection, education, child friendly schools, gender equality, health, nutrition and sanitation. Additionally it will assess the ability of the participants to solve problems and evaluate the courses of action selected by them. The game will validate the findings of the effectiveness studies and provide insights to children’s perception and learnings on health, nutrition and life skills.

Time required for the activity
20 minutes

Material Required
Chart paper, post-its

Process
The participants are shown a chart paper that has broad topics based on the Meena Radio Programme namely Equity and Gender, Health and Nutrition, Child Friendly Schools, Life Skills, Education and Hygiene and Sanitation. Then each participant is handed out 2-3 chits of paper/ post-its. The chits contain a written problem and a visual describing the same. The participants are to plot each chit of paper with its problem in its corresponding slot on the chart paper. This measures their ability to understand the finer nuances of each major head discussed under the Meena Radio Programme. Part 2 of this exercise involves a “We-Me Map”. Here the participants are shown chart/map that contains few broad actions steps on how to solve the given problem. These actions steps are unanimous for all problems. The participants are now to slot their problem on the action step they would take. This helps to assess their ability to solve problems, see who they would contact for assistance and how they would handle the issue. The various action steps include:

- I can solve it
- We can solve it
- I/ we can go to the teacher for help
- I can go to my mother/father for help
- I/ we can go to the nurse/ doctor for help
- I/ we can go to the Sarpanchji for help
- I/ we cannot solve it

The following statements/ problems have been selected for the activity. These are a mix of statements directly from the Meena episodes and statements adapted on the same themes:

1. Availability of toilets for girls- There is only one toilet in the school and it is very dirty. The girls cannot use this toilet and as a result absenteeism is very high.
2. Gender/Equity/Life skills- Meena’s friend Binati and her sister Sandhya are being removed from school as their father can’t afford it. Meena and Binati realize that the dalal (distributor) is charging a high commission and is looting the farmers on their crops.
3. Child labour/ right to education- Chintu is 10 years old. Lalaji, the mithaiwala has employed him in his shop.
4. **Equity**- Sumi, Bindiya and Meena play together in the swings. When Sumi’s Grandmother saw Bindiya, who is of a lower caste and Sumi playing together she gets very angry and tells Sumi to not play with Bindiya.

5. **Bullying/ Child friendly school**- Deepu is a bully. He breaks Monu’s pencil and bullies younger children in the playground. The other children are scared of him.

6. **Importance of balanced diet/ health and nutrition**- Sumi’s cousin Billu comes to stay with her for a few days. He doesn’t like to eat fruits or vegetables, and normally has roti or rice with sugar.

7. **Health and nutrition**- Radha was taking care of her brother who is only 4 months old. His bua is insisting on feeding him water.
V. **ENERGIZER**

**Objective**
Warm-up activity for the students. The purpose is to keep the children active and interested.

**Time required for the activity**
5 minutes

**Material required**
None

**Process**
**Crocodile and the Lion**
A big circle on the floor is drawn which indicates the pond. Outside the pond is the area of the lions. When the facilitator says lions then everyone one should be inside the pond and when he/she says crocodile then all should be outside. Those that are not able to do the same will not continue in the game. This may be complicated when the lion/crocodile are said quickly one after each other, and also when the name of one of the animals is repeated.
VI. DISCUSSION

Objective:
To assess what students have liked/disliked/learnt from the Meena Programme and their suggestions on how they would improve it

Specific Questions to be answered through the activity and follow up discussion
- Which out of the following section do you like the most in the Meena Radio Programme:
  - Story
  - Songs
  - Games
- Is listening to the Meena Programme entertaining?
- Which character do you relate to the most and why?
- Do you like the sessions or you just sit because it is a compulsory session?
- Have you learnt anything from Meena Ki Duniya? If yes, what?
- Have you faced any issues in listening to Meena Ki Duniya? What are the problems faced? [Probe for issues due to]
  - Poor signal
  - Noise made by other students
  - Not assembling in time for the programme
  - Too many students listening on one radio set
  - Any other issues
- Do you get bored during the session? Are the episodes repetitive in nature?
- Do you think any changes need to be made to the content of the stories/games played/discussions?
- Do you think the Meena Radio Programme should continue in schools? Why? Would you like to continue listening to the Meena Radio Programme when you go to Class IX?

Material Required
None

Time required for the activity
15 minutes

Process
Participants stand in a circle. The facilitator will initiate discussions on what a student has liked/disliked/learnt from the Meena Radio Programme or any suggestions on how to improve the same. The facilitators will also probe to understand the kinds of changes noticed amongst friends/teachers/parents, whether the students discuss learnings with others and whether the students have received support from elders/teachers/parents etc. in implementing their learnings from the Meena Radio Programme. The responses will be documented on a chart in the form of the “H Assessment”, whereby, as one student narrates his or her likes/dislikes/learnings/suggestions the other maps this out on the H Assessment chart. This way there is constant involvement among students and key take-aways are being noted simultaneously.
VII. ENERGIZER

Objective
Warm-up activity for the students. The purpose is to keep the children active and interested.

Time required for the activity
5 minutes

Material required
Soft Foam Ball

Process
Drop it – Catch it
The participants will be asked to form a circle. One person is in the middle with a ball and passes it back and forth to the other players surrounding them. The player in the middle with the ball must say "drop it" or "catch it" before tossing the ball to one of the players. The player then must do the opposite of what is being told to them. If the player in the center says "drop it", then the other player must catch it and vice versa. If they do the wrong motion, they must switch places with the person in the middle.
VIII. DRAWINGS

Objective:
To assess what students have liked/disliked/learnt from the Meena Radio Programme

Material Required
Sheets of paper and colour pencils/ crayons

Time required for the activity
15 minutes

Process
The children are encouraged to draw “Something new that you have learnt from the Meena Radio Programme”
### Table 3: Specific questions to be answered through ‘Agree-Disagree’, ‘Complete the Story’ and follow on discussions

- What are the major topics covered by Meena Ki Duniya:
  - [Probe for stories/issues related to]
    - Child survival
    - Child protection
    - Water and sanitation
    - Hand washing and hygiene
    - Education
    - Gender issues
- Do you think these topics are relevant/important for you?
- Why do you think these topics are covered/are important?
- Are there any specific issues that Meena Ki Duniya should cover?
- What are the kinds of stories you like? Which is your favourite story? Why?
- What are the kinds of stories you dislike? Why?
- Do you think Meena Radio Programme can bring about a change in knowledge, attitudes, behaviours, practices? What kind of changes?
- Have you noticed any changes in the school/teacher’s behaviour/teaching style/friends that you think happened because of Meena Radio Programme?
- Do you think the learnings from the Meena Radio Programme are helpful?
- Have you ever discussed the learnings from the programme with:
  - Friends/neighbours
  - Family - parents, siblings, grandparents, cousins
  - Teachers
  - Community elders
  If yes then what were the issues discussed?
- Have you taken any action due to learnings of the Meena Radio Programme?
- Do you get support from teachers/parents/neighbours etc. for implementing the learnings from Meena Radio Programme? How/What kind of support?
ANNEX V

STATE FACT SHEETS
### Uttar Pradesh

**Name of the State**

Uttar Pradesh

**Number of Districts Visited**

4

**Number of Schools Visited**

12

#### Name of Schools Visited:

| Barabanki | JHS Lalganj, Dariyabad, Barabanki District, UP  
|           | KGBV, Dariyabad, Barabanki District, UP  
|           | Rajikiya UMV Rampur School, Jahangirabad, Banki, Barabanki, UP |
| Badaun   | UPS Hussainpur, Badaun District, UP  
|           | KGBV Salarpur, Badaun District, UP  
|           | UPS Naai, Badaun District, UP |
| Varanasi | UPS, Lakhapur, Sholapur, Varanasi Block, Varanasi District, UP  
|           | KGBV Sholapur, Varanasi Block, Varanasi District, UP  
|           | UPS Pindra, Pindra Block, Varanasi District, UP |
| Aligarh  | KGBV Lodha, Aligarh District, UP  
|           | UPS Madrak, Lodha, Aligarh District, UP  
|           | UPS Sujhanpur, Khera, Aligarh District, UP |

#### Stakeholders Met:

- **State Level (Lucknow)**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Designation, Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Bhai Shelly</td>
<td>C4D specialist, UNICEF</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Ritwik Patra</td>
<td>Education Specialist, UNICEF</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Sangeeta Anand</td>
<td>Consultant, Meena Radio Programme, UNICEF</td>
</tr>
<tr>
<td>4</td>
<td>Ms. Sarita</td>
<td>Consultant with UNICEF / SSA, Girls Education</td>
</tr>
<tr>
<td>5</td>
<td>Mr. Upadhaya</td>
<td>Computer Officer &amp; Finance, SSA</td>
</tr>
<tr>
<td>6</td>
<td>Mr. Gaur</td>
<td>Senior Professional, SSA</td>
</tr>
<tr>
<td>7</td>
<td>Ms. Ramesh Sharma</td>
<td>APD (Additional Project Director), SSA</td>
</tr>
</tbody>
</table>

- **District Level**

<table>
<thead>
<tr>
<th>District</th>
<th>No. of Stakeholders Met</th>
<th>Designation of Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barabanki</td>
<td>2</td>
<td>BSA, DCGE</td>
</tr>
<tr>
<td>Badaun</td>
<td>6</td>
<td>BSA, DCGE, BRCC Members</td>
</tr>
<tr>
<td>Varanasi</td>
<td>1</td>
<td>DCGE</td>
</tr>
<tr>
<td>Aligarh</td>
<td>1</td>
<td>DCGE</td>
</tr>
</tbody>
</table>

- **Students**: A total of 247 students were involved in the focused group discussions across the 12 schools visited in UP.
- **Teachers**: There were a total of 47 teachers including principals that were involved in the focused group discussions across the 12 schools visited in UP.
- **Parents**: There were a total of ~122 parents that were involved in the focused group discussions across the 12 schools visited in UP.
Andhra Pradesh

Name of the State: Andhra Pradesh
Number of Districts Visited: 3
Number of Schools Visited: 9

Name of Schools Visited:

<table>
<thead>
<tr>
<th>District</th>
<th>Schools visited</th>
</tr>
</thead>
</table>
| West Godavari | ZPHS Adavikolanu, Nidamarru Mandal, West Godavari, AP  
ZPHS Vatluru, Pedapadu Mandal, West Godavari, AP  
ZPHS Kovalli, Denduluru, West Godavari, AP |
| Nellore    | MPUPS, HB.Colony Kallurupalli, Nellore Mandal, Nellore District, AP  
Model High School, Nellore Mandal, Nellore District, AP  
MPUPS, Gummalladibba, Kovur Mandal, Nellore District, AP |
| Prakasam   | ZPHS, Alluru, Kothapatanam, Ongole Mandal, Prakasam District, AP  
MPUPS, Vengamukkapalem, Ongole Mandal, Prakasam District, AP  
MPUPS, Old S.Konda, Old S.Konda Mandal, Praksam District, AP |

Stakeholders Met:

- **State Level (Hyderabad)**
  
<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Designation, Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Subbha Reddy</td>
<td>UNICEF, Hyderabad</td>
</tr>
<tr>
<td>2</td>
<td>Mr. S. Suresh Babu</td>
<td>State Academic Monitoring Officer, SSA</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Vijayrao</td>
<td>Focal Person for Meena Radio Programme, SSA</td>
</tr>
</tbody>
</table>

- **District Level**

<table>
<thead>
<tr>
<th>District</th>
<th>No. of Stakeholders Met</th>
<th>Designation of Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>West Godavari</td>
<td>1</td>
<td>AMO</td>
</tr>
<tr>
<td>Nellore</td>
<td>7</td>
<td>DEO, PO, AMO, CMO</td>
</tr>
<tr>
<td>Prakasam</td>
<td>9</td>
<td>PO, AMO, CMO, DCGE</td>
</tr>
</tbody>
</table>

**Students:** A total of 176 students were involved in the focused group discussions across the 12 schools visited in AP.

**Teachers:** There were a total of 32 teachers including principals that were involved in the focused group discussions across the 12 schools visited in AP.

**Parents:** There were a total of ~50 parents that were involved in the focused group discussions across the 12 schools visited in AP.
Madhya Pradesh

Name of the State Madhya Pradesh
Number of Districts Visited 3
Number of Schools Visited 9

Name of Schools Visited:

<table>
<thead>
<tr>
<th>District</th>
<th>Govt. MS Dalarna Kalan, Sheopur Block, Sheopur District, MP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Govt. MS Kalam, Karahal Block, Sheopur District, MP</td>
</tr>
<tr>
<td></td>
<td>Govt. MS Bagwaj, Karahal Block, Sheopur District, MP</td>
</tr>
<tr>
<td>Sheopur</td>
<td>Govt. MS Betaghat, Guna Block, Guna District, MP</td>
</tr>
<tr>
<td></td>
<td>Govt. MS Imjhara, Guna Block, Guna District, MP</td>
</tr>
<tr>
<td></td>
<td>Govt. MS Patondi, Chachaura Block, Guna District, MP</td>
</tr>
<tr>
<td>Guna</td>
<td>Ranjhi Girls School, Jabalpur Block, Jabalpur District, MP</td>
</tr>
<tr>
<td></td>
<td>Govt. MS Panagar, Bannaula, Panagar Block, Jabalpur District, MP</td>
</tr>
<tr>
<td></td>
<td>Model High School Jabalpur, Jabalpur Block, Jabalpur District, MP</td>
</tr>
<tr>
<td>Jabalpur</td>
<td></td>
</tr>
</tbody>
</table>

Stakeholders Met:

- **State Level (Bhopal)**

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Designation, Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Froagh Ahmad Jami</td>
<td>Education Specialist, UNICEF, Hyderabad</td>
</tr>
<tr>
<td>2</td>
<td>Mr. Nagesh</td>
<td>Consultant, UNICEF</td>
</tr>
<tr>
<td>3</td>
<td>Ms. Kamlesh Sharma</td>
<td>Director, ELTI (English Language Teaching Institute), SSA</td>
</tr>
<tr>
<td>4</td>
<td>Mr. Hemant Sharma</td>
<td>Meena Focal Person, ELTI (English Language Teaching Institute), SSA</td>
</tr>
</tbody>
</table>

- **District Level**

<table>
<thead>
<tr>
<th>District</th>
<th>No. of Stakeholders Met</th>
<th>Designation of Officials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sheopur</td>
<td>11</td>
<td>APC, Principal (DIET), BRCC Members</td>
</tr>
<tr>
<td>Guna</td>
<td>3</td>
<td>APC, BRCC Members</td>
</tr>
<tr>
<td>Jabalpur</td>
<td>12</td>
<td>DPC, APC, BRCC Members</td>
</tr>
</tbody>
</table>

- **Students:** A total of 176 students were involved in the focused group discussions across the 12 schools visited in MP.
- **Teachers:** There were a total of 31 teachers including principals that were involved in the focused group discussions across the 12 schools visited in MP.
- **Parents:** There were a total of ~21 parents that were involved in the focused group discussions across the 12 schools visited in MP.
ANNEX VI
MONITORING FORMAT- UP
**Exhibit 2: Monitoring Format Used in UP**

| क्रमांक | दिनरेखा | प्रसारण समय | आईआर कृपया बुलेट का नाम | प्रसारित खेल का नाम | गुणि जाने वाली कहानी का संदेश | प्रसारण पर्यावरण विद्युत / शिक्षक / प्रबंधक का नाम / नाम | कथा प्रसारण स्थान पुनरुत्थल में रहा था? है/नहीं | यदि नहीं, तो समस्या | शिक्षक / प्रबंधक / प्रबंधक का इतिहास |
|--------|---------|-------------|--------------------------|----------------|---------------------------------|----------------------------------|---------------------------------|-----------------|----------------|----------------|
|        |         |             |                          |                |                                 |                                  |                                 |                  |                |                |

The monitoring format being used in UP aims to record the following information:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Date</th>
<th>Time of Broadcast</th>
<th>Name of AIR Broadcast Station</th>
<th>Message of Episode Broadcast</th>
<th>Name of Game</th>
<th>Total number of students in the school</th>
<th>Total number of teachers present during broadcast</th>
<th>Activity conducted by teacher post broadcast</th>
<th>Was the signal clear? Yes/No</th>
<th>If no, what was the issue?</th>
<th>Signature of the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ANNEX VII
FINDINGS ON EFFECTIVENESS
Table 4: Observations on Effectiveness across Key Thematic Areas

<table>
<thead>
<tr>
<th>Topics</th>
<th>Observations on Effectiveness of the Meena Radio Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water, Sanitation and Hygiene</td>
<td></td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>In 10 out of 12 schools visited in UP, during the FGDs with the students, both girls and boys reported hand-washing to be a key learning from the Meena Radio Programme.</td>
</tr>
</tbody>
</table>
| Barabanki | a. In all the three schools visited, students were found to be aware of the importance of hand-washing. 
  b. In one of the schools visited in Barabanki, more than 80% of the students could demonstrate the five steps of hand hygiene. |
| Varanasi | a. Students in all schools visited knew the importance of hand hygiene. 
  b. Majority of the drawings by the students in the FGDs pertained to hand hygiene. |
| Badaun | a. In two out of the three schools visited students were aware of the importance of regular hand-washing. 
  b. Availability of soap and a towel was observed in one of the three schools visited. |
| Aligarh | a. The students were aware of the necessity to wash hands before and after eating and after defecating in two out of the three schools visited. 
  b. Students in all three schools were seen washing their hands after using the toilets. |
| Andhra Pradesh | The Meena Radio Programme has been fully successful in creating and enhancing awareness regarding hand hygiene in AP. In all 9 schools visited, students reported hand-washing to be a key learning from the Meena Radio Programme. |
| West Godavari | a. All the three schools visited had students who claimed to have learnt about hand-washing from the Meena Radio Programme. 
  b. Majority of the students were seen washing their hands before the midday meal scheme. |
| Nellore | a. Students in all three schools visited knew the importance of hand-washing. 
  b. In all three schools visited students were seen washing their hands before and after eating. They also washed their hands after using the toilets. |
| Prakasam | a. Students in all three schools visited knew the importance of hand-washing before/after eating and after using the toilet. 
  b. Students were seen washing their hands in all three schools visited. 
  c. Availability of soap was also observed in all three schools. |
| Madhya Pradesh | In 8 out of 9 schools visited the students, both boys and girls knew that hand-washing was important before and after eating and after using the toilets. This enhanced awareness however is a combined effect of Meena (Radio Programme and Manch), other WASH initiatives and constant reinforcement from the teachers. |
Sheopur

a. In two of the three schools in Sheopur, students were aware of the importance of hand hygiene but could not relate it to the Meena Programme

b. In one of the three schools visited the students were seen using mud to clean their hands instead of soap due to lack of the latter

Guna

a. In all the three schools visited hand-washing was observed as a key learning from Meena Radio

b. In one of the three schools visited the students were once shown microbes under a microscope during a hand wash campaign

Jabalpur

a. The students across all the three schools visited seemed to know the importance of hand-washing

b. In two out of the three schools visited the students were seen washing their hands before and after eating

Summary

Hand washing was seen to be one of the key areas where the Meena Radio Programme has been effective in increasing knowledge and awareness amongst the students. In most cases, this awareness has resulted in a behavior change with students washing their hands before and after meals as seen in the schools. Our findings corroborate well with effectiveness studies and impact assessments conducted in UP and AP where it was seen that the most recalled messages from the Meena Radio Programme were centered on water, sanitation, hand washing and hygiene.

Uttar Pradesh

Overall awareness of the students with respect to personal hygiene has been improved due to the Meena initiative. Interactions during the FGDs with the parents in most schools revealed that children were very particular about having a bath and keeping their nails clean, ensuring that their hair was combed etc. before leaving for school.

Barabanki

a. During the FGDs with the students in all three schools the students recalled the importance of personal cleanliness as a learning from the Meena Radio Programme

b. In all the three schools visited, keeping your nails clean was an important message learnt from the Meena Programme

Varanasi

a. In all the three schools visited the students came dressed in uniforms and were neat and tidy in appearance

Badaun

a. In one of the three schools visited the girls claimed that they pay more attention to the way they look because of the Meena Radio Programme

b. In one of the three schools visited the girls claimed to always go to the toilet with their slippers on to keep their feet clean

Aligarh

a. Students in all three schools claimed to have learnt about personal hygiene and cleanliness from Meena Radio

b. In one of the three schools visited the girls claimed to always go to the toilet with their slippers on to keep their feet clean
## Evaluation of Meena Radio Programme

### Andhra Pradesh 🌞
Awareness on topics of personal hygiene and grooming such as having a bath, washing hair, cutting finger nails etc. has increased because of the Meena Radio Programme. Teachers reported that after listening to the programme they have started finger nail cutting sessions etc. in school.

<table>
<thead>
<tr>
<th>West Godavari</th>
<th>Nellore</th>
<th>Prakasam</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Personal grooming and personal hygiene were areas where the awareness amongst students has increased due to the Meena Radio Programme</td>
<td>a. During the FGDs with boys and girls in all three schools visited, having regular baths, cutting fingernails etc. were habits that were related back to the Meena Radio Programme</td>
<td>a. Students claimed to have learnt about personal hygiene; having a bath, washing hair, washing hands etc. through the Meena Radio Programme in all three schools</td>
</tr>
<tr>
<td>b. Students in all three schools visited were dressed in clean uniforms and were neat and tidy in appearance</td>
<td></td>
<td>b. In one of the three schools visited it was claimed by the teachers (and the girls during their FGD) that they finger nail cutting session was conducting in school every Thursday</td>
</tr>
</tbody>
</table>

### Madhya Pradesh 🌞
In Jabalpur in MP it was seen that students were aware of the importance of personal grooming and hygiene. In the districts of Sheopur and Guna this awareness was limited.

<table>
<thead>
<tr>
<th>Sheopur</th>
<th>Guna</th>
<th>Jabalpur</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students in general knew the importance of personal hygiene in most schools visited. However, they could not relate this to the Meena Radio Programme</td>
<td>a. Students of one school claimed to have learnt about personal hygiene and sanitation from the radio programme</td>
<td>a. Personal hygiene and sanitation was mentioned across all three schools visited by the students as a key learning from the radio programme</td>
</tr>
<tr>
<td>b. In Sheopur, schools were providing parents with money to buy uniforms. However, students in two out of three schools were not dressed in uniforms</td>
<td>b. In one of the three schools visited some of the students were in uniform</td>
<td>b. Teachers in two out of the three schools visited claimed that students have become increasingly more mindful about their personal grooming</td>
</tr>
<tr>
<td>c. In one of the three schools visited the parents stated that their children have a bath every day before going to school</td>
<td>c. In one of the three schools visited the parents stated that their children have a bath every day before going to school</td>
<td></td>
</tr>
</tbody>
</table>

### Summary
Students in all the three states seemed to have an improved sense of personal hygiene and cleanliness. As observed especially in the KGBV schools in UP, girls appear to be more conscious about personal grooming whether it means properly tied hair or wearing of uniforms or cut finger nails etc. Awareness on the importance of keeping yourself neat and tidy in appearance has increased for both boys and girls in all the three states.
### Uttar Pradesh

**Barabanki**
- a. In all schools visited, students were aware of the importance of having and using a clean toilet. They stated that they had gained this knowledge through the Meena Radio Programme.
- b. Most boys however do not use the toilets at school and stated that this was mostly out of habit.

**Varanasi**
- a. FGDs with students in all three schools revealed a high level of awareness about the necessity of using a clean toilet.
- b. Many students have complained to their parents to build toilets at home after hearing about their importance through the Meena Radio Programme.

**Badaun**
- a. In all three schools visited, the students knew the importance of using toilets.
- b. All the students were aware of the need for separate toilets for boys and girls.
- c. Only in one of the three schools visited the boys used the toilets at the school.

**Aligarh**
- a. In all two of the three schools visited, students were aware of the importance of having and using a clean toilet. They stated that they had gained this knowledge through the Meena Radio Programme.
- b. Students in all three schools realize the importance of having separate toilets for boys and girls.

### Andhra Pradesh

**West Godavari**
- a. In all three schools visited, the students were aware of the importance of having a clean and functional toilets at their school/home.
- b. Students were seen using the toilets at all the three schools.

**Nellore**
- a. Students all schools visited claimed to have learnt about using toilets from the Meena Radio Programme.
- b. All the schools visited, had functional toilets. Students were seen using the toilets in two out of the three schools.

**Prakasam**
- a. Most students are aware of the use of clean toilets at school and at home.
- b. Parents claimed in two schools that their children have changed their habits and have started using the toilets at home.
- c. In one of the three schools visited, boys preferred to defecate in the
Madhya Pradesh

The awareness on the importance of using clean toilets was seen to be higher in Jabalpur as compared to Sheopur and Guna. Girls in particular are more aware and more conscious of using toilets. In the schools visited it was observed that while girls use the toilets at school boys prefer to go out in the open. Most children do not have toilets at home owing to financial constraints. However, many of them have engaged in discussions on getting toilets built at their homes.

Sheopur

a. In Sheopur district in two of the three schools visited, the students were unaware of the importance of toilets. The one school where there was such awareness it was conveyed that this knowledge was not from the Meena Radio Programme.

b. The toilets were seen to be locked in all the three schools visited.

Guna

a. Students are generally aware about the importance of using clean toilets.

b. In one of the three schools visited the boys claimed they wanted to build toilets at their homes.

c. Most children do not have toilets at home and girls as well as boys tend to go out to the fields.

d. Two out of three schools had functional toilets; separate for boys and girls. However only girls used the toilets at the school.

Jabalpur

a. Awareness about use of toilets was seen to be high in all the three schools visited.

b. In one of the three schools visited the students claimed they had no water in the toilets. To solve this issue they carry water in buckets from the hand-pump to the toilets.

c. During the FGD’s, many of the drawings made by the students were on the use of toilets and the importance of washing hands after using toilets.

Summary

Awareness in general is relatively high in all states visited, with respect to the importance of having and using clean toilets at home and at school. Most students recognize the need for separate toilets for boys and girls in schools. There have been actions taken by the students themselves in all states to get toilets built at their homes. In UP many schools visited had their toilets locked or broken. In 7 out of 9 schools in AP both boys and girls used the toilets at school. Poor financial conditions continue to remain one of the main reasons for the absence of toilets at the homes of the students. This finding is in line with the effectiveness studies carried out in UP and the Baseline Study MP which reported that roughly 75% of the students did not have toilet facilities at home.

Education

Completion of education

Uttar Pradesh

Most students during the FGD’s regarded regular attendance and completing education as important. However, during the harvest season (especially in Barabanki and Badaun) the students feel obliged help their parents in the field. The baseline study in UP also revealed that more than half the students felt working was good as you learnt on the job. Domestic work is a major factor contributing to girls not attending school regularly. Therefore, this remains an area where increased awareness has not been accompanied by a corresponding behavior change.
<table>
<thead>
<tr>
<th>Location</th>
<th>Details</th>
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</thead>
</table>
| Barabanki  | a. Majority of the students felt it was necessary to complete their education and that they have imbibed this message from the Meena Radio Programme  
              b. Some of the parents interacted with felt it was important to get their girls educated as marriage prospects for uneducated girls were limited  
              c. Teachers in all the three schools claim that during harvest season the attendance drops to ~ 20%  
| Varanasi   | a. Students in all three schools visited, were aware of the importance of regular school attendance and completion of school  
              b. Most students were aware that a child must study if he or she is below the age of 14 years  
| Badaun     | a. In one (KGBV) of the three schools visited the students were aware that they entitled to receive compulsory education till class VIII  
              b. In two out of the three schools the students reported that they would miss school to help out their parents with work  
| Aligarh    | a. Students in two of the three schools stated that they had learnt about the importance of regular school attendance and completing education from the Meena Radio Programme  

**Andhra Pradesh**

Most students in the schools visited in AP were very aware of the importance of education and the benefit of regular school attendance. In AP, the attendance rates amongst the students was seen to be high and absenteeism was seen to be the least compared to all the states visited. The teachers claimed sickness as one of the key reasons for absenteeism. All the students during the FGD’s revealed that they were interested in studying further and wanted to secure a better future for themselves.

**West Godavari**

a. In all schools visited, students were aware of the importance of competing their education

**Nellore**

a. Students in all three schools visited, were aware of the importance of completing education before working  
   b. The headmasters of two of the three schools visited claimed that attendance rates were equally high for boys and girls

**Prakasam**

a. In all three schools visited the students knew the importance of completing their education  
   b. Students across all three schools, boys and girls alike, had high aspirations for the future in terms of continued education and eventual jobs

**Madhya Pradesh**

Most students are aware of the importance of regular attendance and completion of school. The attendance rates in all the schools visited however were found to be low. The teachers reported that this was largely because of the RTE act which
forced enrollment and did not provide the freedom to schools to fail the non-performers. Other reasons for low attendance were domestic work for the girls and helping in the fields or with the cattle for boys.

**Sheopur**
- a. In Sheopur district in all the schools visited, students often missed school during extreme weather conditions.
- b. Most of the students did not have any future aspirations. The girls especially felt it was their duty to get married, have children and run a house.
- c. In one of the schools visited in Sheopur, a girl from a tribal community reported having fought with her parents to allow her to attend school.

**Guna**
- a. Students in two out of the three schools claimed to have learnt about the importance of completing school from the Meena Radio Programme.
- b. During the harvest season the attendance rates fall below 20% in the schools.
- c. Many students take the current RTE regulations (compulsory passing of a child till 8th class) for granted and miss school as they know they will be passed to the next grade.

**Jabalpur**
- a. The students view education as very important and necessary.
- b. In all three schools visited, the students had aspirations to continue higher education.
- c. The teachers in one of the schools reported an average attendance rate of as high as 80% across the year in the school.

### Summary

In general, FGDs with the students revealed that they regard education and regular attendance of school as important. Both these aspects are key messages of the Meena Radio Programme. On the issue of contributing to workload in the fields or at home, most students felt it was okay for them to study during the day and work in the fields/shops after school (except the girls at the KGBVs). The interactions with the parents revealed that they felt that both boys and girls should be given equal opportunity to pursue higher education. They felt education would help their children secure a better future for themselves and improve the quality of their lives. However, girls often did not study further as they were married off early in UP (Barabanki, Badaun) and MP (Sheopur, Guna). The proximity of a high school to the village was another important factor that determined the willingness of the parents to get the girls educated further.

### Gender and Equity and Life Skills

#### Early marriages

The awareness on the issue of child marriage is high in most schools visited in UP. Both boys and girls are aware that the legal age for marriage is 18 for girls and 21 for boys. This knowledge however has been re-enforced through multiple interventions; the Meena Radio Programme, teachers, government initiatives, lectures and textbooks. Recently there have been many cases where students have tried to stop child marriages. However this trend of early prevalent especially in Barabanki and Badaun. In these districts too, the age for child marriage has increased from 12-13 to 15-16.
### Barabanki
- a. Awareness about the legal age for marriage for girls and boys was relatively high across all three schools.
- b. Parents feel it is their responsibility to educate their daughters before marriage.
- c. Teachers claim that the marriage age for girls has gone up from 12-13 to about 16-17.
- d. In one of the KGBVs visited in Barabanki a student convinced her family to prevent the marriage of one of her friends whose marriage was arranged at an early age.

### Varanasi
- a. Students seemed to be aware of the legal age for marriage in each of the schools visited.
- b. In one of the schools visited the boys were aware of the legal age for marriage for girls but not for boys.
- c. The Gram Pradhan claims that 90-95% of the girls get married after turning 18.

### Badaun
- a. It was observed in the FGDs with girls that they were aware of the legal age for marriage (for girls and boys) in all three schools.
- b. The boys however were aware of the legal age for marriage in two out of the three schools.
- c. In the KGBV school visited the headmaster took in a girl child that was about to get married off to an elderly man. She got her enrolled in her school, housed her etc, and now she is completing her higher education.

### Aligarh
- a. Awareness about the legal age for marriage for girls and boys was relatively high across all three schools.
- b. This awareness is a combined result of the Meena Radio Programme, reinforcement by the teachers and the administration and from their books.

### Andhra Pradesh
Most students across all the schools visited in AP were aware of the legal age for marriage for both boys and girls. This awareness is a result of the reinforcement of this message through the Meena Radio Programme, from the teachers and textbooks in school, parental guidance etc. Child marriage is the least prevalent in practice in AP amongst the three states visited.

### West Godavari
- a. Students in all schools visited knew the legal age for marriage for girls and boys. They stated that they had received this information through the Meena Programme as well as other sources.
- b. Parents feel it is their responsibility to ensure that their

### Nellore
- a. Both boys and girls knew the legal age for getting married was 21 for boys and 18 for girls.

### Prakasam
- a. Students in general were aware of the legal age for marriage in all schools visited.
- b. The teachers in all three schools claimed that child marriage was a problem a while back in some parts of the district however more recently the general awareness has
children complete their education before they get married  

- In one school when students found out that their classmate was going to get married, they spoke to their teacher and visited the girl’s parents to collectively convince them to not get their daughter married till she had completed her education

- Risen and the incidents of child marriage have reduced drastically

**Madhya Pradesh ⚜**

Across all the schools visited the awareness on the subject of child marriage amongst students was relatively high. The students in most schools claimed that child marriage was one of the key things they had learnt from the Meena Radio Programme. In Sheopur however this awareness can also be attributed to the efforts of the Nanhi Kalli Foundation as many students claimed to have learnt about child marriage from them

**Sheopur**

- Most students were aware of the legal age for marriage for girls and boys. This knowledge has been received through Meena, from their teachers and through textbooks
- In Sheopur parents stated that though their children are married at an early age (5-6 years) they don’t send their daughters to the husband’s house till later. This practice is not resisted by the students

**Guna**

- In all the three schools visited awareness about child marriage was high. Most students knew the legal age for marriage
- Teachers in two schools commented that the Meena Radio Programme has been influential in spreading awareness on the issue of child marriages
- Most students however continue to get married around the age of 16-17 (both boys and girls) as claimed by the teachers in two of the three schools visited

**Jabalpur**

- Majority of the students interacted with in the FGDs knew the legal age for marriage for girls and boys
- In one school, four of the ten drawings made by students during the FGD’s depicted child marriage as one of the major learnings from Meena

<table>
<thead>
<tr>
<th><strong>Summary</strong></th>
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<tbody>
<tr>
<td>Baseline studies in UP reported that nearly three fourth of the students interacted with felt it was okay for a girl to get married at a young age if her father deemed it fit. The impact assessment in UP however showed an increase in awareness on the subject of child marriage; a finding corroborated by the current study. It was seen that in all three states, most of the students were aware of the legal age for marriage for girls and boys. The Meena Radio Programme has contributed to this increased awareness amongst students as revealed in the discussions with the students and the teachers. However the</td>
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Evaluation of Meena Radio Programme

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<tr>
<th>Uttar Pradesh</th>
<th>Barabanki</th>
<th>Varanasi</th>
<th>Badaun</th>
<th>Aligarh</th>
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</thead>
<tbody>
<tr>
<td>Students seem to be aware of some aspects of gender and equity. In general, all students felt that education is a right for both boys and girls and sports like kabaddi and cricket can be played by all. However gender roles and stereotypes are strongly engrained in the minds of students. Most girls felt that domestic chores are their duty and boys don’t contribute. In general many girls felt that they were expected to get married and raise a family while boys were mean to work.</td>
<td>a. All students felt that it was important for both boys and girls to receive and complete education. b. In one of the three schools visited, the girls felt that they could play all sports and reported that girls and boys played together. c. In one of the schools visited it was felt that girls cannot get jobs and they must start a family and run a household.</td>
<td>a. In two of the three schools visited, the students seem to be aware of the right for girls and boys to play all sports together. b. Girls also take part in karate classes on sports days in one of the schools. c. In two of the three schools visited, girls were of the opinion that later in life boys need to work while girls have to run a household.</td>
<td>a. In two of the schools visited, the boys felt that it was important for girls to know how to cook as it would help them when they got married. b. In most schools visited, the girls played sports such as kabaddi, badminton, cricket etc. c. Girls and boys played separately in two of the three schools visited.</td>
<td>a. Students were aware about the practice of gender discrimination. b. In all three schools they felt that singing and dancing were acts that both boys and girls could do. c. In all the three schools visited, the boys felt that all forms of sport were appropriate for both boys and girls and that they should play together.</td>
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<tr>
<th>Gender roles</th>
<th>Andhra Pradesh</th>
<th>West Godavari</th>
<th>Nellore</th>
<th>Prakasam</th>
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<tbody>
<tr>
<td>Students, parents and teachers felt that both boys and girls must be given the opportunity to complete their education. In all the schools it was observed that girls and boys were play together. The Meena Radio Programme has been successful in building awareness on some issues of gender discrimination and gender roles.</td>
<td>a. Most students in all the three school visited, believed that boys and girls are equal and both should be provided with equal opportunities to study. b. There is a shift in perception on gender roles and the abilities of</td>
<td>a. Awareness amongst students about gender equality is high. b. In all the three schools visited, the students stated that boys and girls played sports together. c. Most students felt that it was alright for boys to participate in</td>
<td>a. All students felt that both boys and girls had equal rights to education and it was important for both of them to study. b. Teachers in all of the three schools claimed that both boys and girls tend to pursue higher education.</td>
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<tr>
<th>Prakasam</th>
<th>Andhra Pradesh</th>
<th>West Godavari</th>
<th>Nellore</th>
<th>Prakasam</th>
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<tbody>
<tr>
<td>All students felt that both boys and girls had equal rights to education and it was important for both of them to study. Teachers in all of the three schools claimed that both boys and girls tend to pursue higher education.</td>
<td>a. Students were aware about the practice of gender discrimination. b. In all three schools they felt that singing and dancing were acts that both boys and girls could do. c. In all the three schools visited, the boys felt that all forms of sport were appropriate for both boys and girls and that they should play together.</td>
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<td>Evaluation of Meena Radio Programme</td>
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<tr>
<td>girls. They are more confident in expressing themselves c. Parents also claimed it was their responsibility to educate both boys and girls</td>
<td>activities such as singing and dancing d. Gender roles were well defined in the minds of students with most of them stating that that boys should do work related to manual labour while girls are should help with the domestic chores at home</td>
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<tr>
<td>c. Most girls had future career aspirations of becoming doctors, engineers, policewomen, nurses etc.</td>
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<tr>
<td><strong>Madhya Pradesh</strong></td>
<td><strong>Sheopur</strong></td>
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<tr>
<td>The importance of getting both girls and boys educated is well understood by the students, parents and teachers. However gender roles are strongly defined for boys and girls. It is assumed that girls will get married and raise a family while boys will secure jobs and earn a living. Students feel that this is the norm and most girls don’t have any career aspirations. While the Meena Radio Programme has managed to educate the students on gender discrimination, the awareness of gender stereotypes/parity remains limited</td>
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<tr>
<td>a. Most students felt that both boys and girls had equal rights to education. b. In the discussion with the parents and teachers it was seen that while most girls were educated in government schools, the families preferred to send the boys to private schools. In general, the quality of education provided in private schools was considered to be better c. The boys in all three schools felt that girls were meant to learn how to cook and help in housework while boys were mean to be out on the fields or at the shops d. In all the three schools visited, the girls had no career aspirations. They felt it was their duty to get married and raise a family</td>
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<tr>
<td><strong>Guna</strong></td>
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<tr>
<td>a. Students and parents felt that both girls must have equal opportunities to get educated boys. However there were many cases where boys were sent to private schools while the girls were sent to government schools b. In two out of the three schools visited, students felt that sports like kabaddi and cricket were meant only for boys. Also the boys felt girls must only play sports with other girls c. Both boys and girls felt that girls were meant to help their mothers at home with domestic chores</td>
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<tr>
<td><strong>Jabalpur</strong></td>
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<tr>
<td>a. The students across all schools felt that boys and girls are equal in all respects and that both have an equal right to education b. Many students stated gender equality as one of the learnings from the Meena Radio Programme c. Parents in two of the three schools visited, stated that they make every effort to ensure that both their boys and girls have opportunities to study further</td>
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</table>
Students in all schools claimed that boys and girls played sports separately.

**Summary**

Students are aware of some aspects of gender and equity but not all. Education is one aspect where there is no direct gender discrimination between boys and girls. Parents, teachers and students reported that it was important for both boys and girls to get educated. However, in all three states it was seen that when parents could afford it, many of them preferred to send their sons to private schools and educate their daughters in government schools. Gender roles were found to be deeply engrained in the minds of the students. The roles were dictated by their families and communities and this is one area where there has been very limited increase in awareness. Most students felt that helping with household work such as cooking, cleaning and looking after younger siblings were tasks to be performed only by girls. Such rigid ideologies on gender roles were also noticed in the Effectiveness Study conducted in UP. ~50% of girls and boys felt that different sports were appropriate for girls and boys. In one school in Sheopur girls reported that they enjoy playing kabaddi but their mothers had told them that kabaddi is not meant for girls. Most of the students (both boys and girls) felt that tasks like singing and dancing were appropriate for both girls and boys. In a few districts (Sheopur, Guna and Barabanki) visited, the girls seemed to have limited aspirations for their future.

**Nutrition**

**Uttar Pradesh**

In all the three states visited, the awareness about the necessity to eat a balanced and healthy diet including fruits, green vegetables, milk, dal, roti etc. was high. Even though most students are aware of the importance of a balanced meal, their diet remains influenced by their economic conditions and local availability of food. Many students interacted with (especially in Barabanki and Badaun) resist eating the midday meal at the schools. Some of the teachers and parents interacted with stated that the quality of the mid-day meal was poor and it lacked nutritious value.

**Barabanki**
- Majority of the students across the schools visited knew the benefits of having a balanced diet which included green vegetables, fruits, milk etc.
- Overall the students felt that both boys and girls have equal rights to food and that there should be

**Varanasi**
- Students in all three schools were aware of the importance of a balanced diet
- All students were aware of the nutritional value of green vegetables and fruits and recognized them as important sources of vitamins and minerals

**Badaun**
- In all the three schools visited the students were aware that eating vegetables would provide strength and energy because they contain vitamins
- Along with green vegetables they realize the importance of milk, fruits and roti (fiber)

**Aligarh**
- Students in all schools visited seemed to have knowledge about the benefits of a healthy diet. They knew that green vegetables provide vitamins and minerals
- Most students claimed to eat green vegetables at home as well
**Andhra Pradesh**

In general, students across all the schools visited were aware of the importance of a balanced diet and eating green vegetables. The Meena Radio Programme has played a contributing role in increasing this awareness. Students have additionally learnt about nutrition from their teachers and their textbooks. Most students claimed to eat green vegetables at home as well.

<table>
<thead>
<tr>
<th>West Godavari</th>
<th>Nellore</th>
<th>Prakasam</th>
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</thead>
<tbody>
<tr>
<td>a. Across all the three schools visited, the students (both boys and girls) felt it was necessary to eat a balanced diet with fruits and vegetables</td>
<td>a. Awareness about a mixed healthy diet with ample green vegetables was high in all the schools visited</td>
<td>a. Almost all the students were aware of the benefits of a balanced diet</td>
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<tr>
<td>b. ~90% of the students knew that green vegetables contained vitamins and provided strength</td>
<td>b. In one of the three schools visited, the boys claimed that they liked to eat fish and chicken</td>
<td>b. Both girls and boys knew that green vegetables were very important as they contained vitamins that helped to reduce the chances of falling sick</td>
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</tbody>
</table>

**Madhya Pradesh**

Awareness about the importance of having a balanced diet including green vegetables and fruits with milk, roti, dal etc was high across all schools visited. Most students claimed to have learnt about the importance of a balanced diet and green vegetables from Meena Radio amongst other sources. However, students and teachers reported that the food they ate at home was influenced by their economic status and local availability of food. Teachers also claimed that the extra ration at home (for example milk) was sold to make some additional money in Sheopur.

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<tr>
<th>Sheopur</th>
<th>Guna</th>
<th>Jabalpur</th>
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<tbody>
<tr>
<td>a. Most students in all three schools were aware of the importance of a balanced diet. However, students in two out of the three schools visited were not aware of the nutritional value of green vegetables</td>
<td>a. In all the three schools visited, the students were aware about the necessity to have a balanced diet</td>
<td>a. Students in all the schools visited knew the benefits of having a balanced and healthy diet</td>
</tr>
<tr>
<td>b. Students in one out of the three schools claimed that their parents</td>
<td>b. The boys in one of the schools visited were largely vegetarian and claimed they did not like to eat chicken or meat</td>
<td>b. Majority of the students knew that green vegetables had vitamins that provided strength and energy</td>
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</table>
would sell the extra ration for some additional money

Summary
Effectiveness studies conducted previously reported an improvement in awareness about importance of a balanced diet. The Evaluation Team found students were aware of the importance of a balanced diet and of eating nutrient rich food. About 70% of the students are aware that green vegetables contain vitamins and minerals. The Meena Radio Programme has contributed to raising awareness on this subject. The increase in awareness has also been influenced by chapters in nutrition in the school text books and discussions on health and nutrition initiated by the teachers in the schools. However, in most schools visited, the students appeared to be underweight. The ability of the students to consume a healthy and nutritious meal is constrained by their economic conditions and the local availability of food.

Health

Uttar Pradesh
Students in most schools were aware that visiting a qualified health practitioner such as a doctor or nurse at the time of illness is the recommended course of action. Around 60% of the students felt that a doctor can provide the correct medicine while a tantric may or may not help. However over 80% of the students felt that a tantric should be called in case of any evil eye, possession by ghosts and spirits, snake bites etc. Financial conditions, proximity to local quacks and lack of awareness amongst parents were some of the reasons that students to continue visiting tantrics for healthcare.

Barabanki
a. Majority of the students seemed to lack the awareness on issues of child health
b. When probed on the importance of immunization the students in all schools felt it was important however they did not know why it was necessary, the number of doses of vaccines etc. Some students who were aware of the reasons behind the importance of immunization claimed

Varanasi
a. Students in all three schools visited, were of the opinion that in case of any sickness a nurse/doctor must be called or visited
b. Students in all three schools felt that a tantric is not qualified
c. However for certain types of illnesses related to possession, ghosts etc. nearly all the students felt it was imperative to visit a tantric/babaji

Badaun
a. Students were aware in all three schools that in case of any illness a nurse/doctor must be called
b. In cases related to supernatural causes involving ghosts and spirits, the boys and girls in two out of the three schools felt a tantric/babaji should be consulted

Aligarh
a. In all the schools visited the students felt that a qualified health practitioner must be visited in case of any illness as they can provide the correct treatment
b. In two of the three schools visited, the students felt that a tantric/babaji can cure any problem related to supernatural causes
they received this knowledge it from their parents or health workers
c. Over 50% of the students in all three schools felt that both a doctor and a tantric could be consulted during the time of illness

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<tr>
<th>Andhra Pradesh</th>
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<th>Prakasam</th>
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<tbody>
<tr>
<td>Across all the schools visited, the students felt that doctors and nurses must be visited in case of any illness. They also felt that doctors and nurses were trained and qualified and would provide the correct course of treatment. In Nellore and Prakasam however, many students believed that tantrics have magical healing powers and can cure some illnesses.</td>
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<tr>
<td>West Godavari</td>
<td>Nellore</td>
<td>Prakasam</td>
</tr>
<tr>
<td>a. Most students claimed that it was necessary to go to doctors and nurses rather than other unqualified health practitioners</td>
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<tr>
<td>b. There some hesitation on the subject of possession, ghosts etc. where many students felt it was essential to visit a tantric</td>
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<tr>
<td>c. Immunization was seen as important however the number of vaccines needed and the frequency of their administration was not known by the students</td>
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<tr>
<td>West Godavari</td>
<td>Nellore</td>
<td>Prakasam</td>
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<tr>
<td>a. In all three schools visited the students knew the importance of visiting doctors/nurses for healthcare</td>
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<tr>
<td>b. Few students in two of the three schools were also of the opinion that a tantric can cure certain diseases like fever. They also believed a tantric had some supernatural powers of healing</td>
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<td>c. The headmaster in one of the schools also reaffirmed that students seek medical care from doctors at the time of an illness</td>
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<tr>
<th>Madhya Pradesh</th>
<th>Sheopur</th>
<th>Guna</th>
<th>Jabalpur</th>
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<tbody>
<tr>
<td>Students in general, were aware of the benefits of visiting a qualified doctor/ nurse for healthcare. ~75% of the students claimed during the FGDs that a nurse or doctor could cure a disease as she is qualified and will prescribe the correct medicines. However health issues that were non-medical in nature were understood to be cured only by local quacks and not doctors.</td>
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</table>
### Evaluation of Meena Radio Programme

<table>
<thead>
<tr>
<th>Uttar Pradesh</th>
<th>Summary</th>
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<tbody>
<tr>
<td>The students have poor awareness on issues related to child health. In the pilot visits, when awareness amongst students on immunization related issues was probed it was seen that even though students know that children need to be immunized, they are not aware of the number of doses, the frequency etc. Hence awareness on the importance of immunization was not probed in the next phase. In general most students are aware of the importance of seeking medical care from qualified health professionals at the time of an illness. In cases involving non-medical situations such as possession, evil eye etc, a tantric/babaji was preferred to a doctor. Due to financial considerations and the non-availability of a doctor in the proximity of their homes, students in few districts, namely Barabanki, Badaun, Sheopur and Guna, visit their local quacks.</td>
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### Breast Feeding

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<th>Barabanki</th>
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<th>Varanasi</th>
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<th>Badaun</th>
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<tbody>
<tr>
<td>a. Most students were not aware of the importance of mothers milk for infants</td>
<td>b. They were not aware of the age till when milk must be given to infants</td>
<td>c. Majority of the students felt water was an equal substitute for milk</td>
<td>a. Not probed</td>
<td>b. Not probed</td>
<td>c. Not probed</td>
<td>a. Not probed</td>
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### Andhra Pradesh

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<th></th>
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<tbody>
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</tr>
</tbody>
</table>

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Evaluation of Meena Radio Programme

111
Most students felt that it was important for infants to be given milk but ~80% were unaware of the source of the milk, why it should be given and for how long. They were also unaware of the importance of exclusive breastfeeding in early infancy.

<table>
<thead>
<tr>
<th>West Godavari</th>
<th>Nellore</th>
<th>Prakasam</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Most students in all schools visited were not sure of the source of milk that was appropriate for infants</td>
<td>Not probed</td>
<td>Not probed</td>
</tr>
<tr>
<td>b. Very few students were aware of the age till when milk must be given to an infant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Madhya Pradesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students felt that it was important for infants to be given milk but ~80% were unaware of why and for how long. A majority of the students did not feel like exclusive breastfeeding was necessary. A few students felt that milk was important for infants but were not aware of the source of milk.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sheopur</th>
<th>Guna</th>
<th>Jabalpur</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. All the students were unaware of the importance of exclusive breastfeeding for infants or the benefits of mother’s milk</td>
<td>Not probed</td>
<td>Not probed</td>
</tr>
</tbody>
</table>

**Summary**

Awareness on the importance of the need for exclusive breastfeeding for infants was very poor amongst all students during the pilot phase. Since this aspect of health seeking behaviour is not directly relevant to the students, after much deliberation it was decided to drop this theme for the future visits [Hence this is only applicable for Barabanki (UP), West Godavari (AP) and Sheopur (MP)]

**Child Protection/Child friendly schools**

**Uttar Pradesh**

Awareness on corporal punishment was negligible in all the schools visited. This is described in Meena as a component of child friendly schools. Most students were of the opinion that hitting the child helps him to understand better. Teachers also believed it was acceptable to hit both boys and girls as it was for their own benefit.

<table>
<thead>
<tr>
<th>Barabanki</th>
<th>Varanasi</th>
<th>Badaun</th>
<th>Aligarh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>West Godavari</td>
<td>Nellore</td>
<td>Prakasam</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>The awareness about corporal punishment was very limited in all the schools visited. Most students believed that it was acceptable for a teacher to hit them for the purposes of learning.</td>
<td>a. Most students felt that if a teacher hits a child it is socially acceptable as it is for his or her own benefit</td>
<td>a. A teacher hitting a child was considered acceptable by the students if it is done to try and explain something to the child</td>
<td>d. Most students were not aware of corporal punishment being an incorrect act by the teachers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Madhya Pradesh</th>
<th>Sheopur</th>
<th>Guna</th>
<th>Jabalpur</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most students felt that being hit by their teacher for the purpose of being taught something new or being disciplined was acceptable.</td>
<td>a. Across all the schools visited, students were unaware of corporal punishment</td>
<td>a. Most students interacted were of the opinion that corporal punishment was acceptable</td>
<td>a. Most students were not aware of the fact that corporal punishment should not be allowed in schools</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>a. Students in one of the three schools visited felt that hitting a child was wrong on the part of the teachers. They felt the teacher should only explain with love and should not hit the students</th>
</tr>
</thead>
</table>
Summary
Even though the message that child friendly schools should emphasize on a lack of corporal punishment is emphasized on by the Meena Radio Programme, there is very limited awareness amongst the students on this topic. Students are of the opinion that the teacher should first try to explain the concept with love and affection. However if the child fails to grasp it, the teacher has the right to punish them physically. Teachers too felt the students needed to be hit in order for them to understand what is being taught.

<table>
<thead>
<tr>
<th>Very low levels of effectiveness</th>
<th>Moderate level of effectiveness</th>
<th>High level of effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Legend:
ANNEX VIII

STORIES OF CHANGE
STORIES OF CHANGE

1. During the filed visits, the Evaluation Team probed for stories of change. These represent instances when students or teachers have initiated dialogue in their community on the themes discussed in the Meena Radio Programme, and a conducive and supportive community environment has enabled the discussion to transform into a social change.

2. As discussed previously in the main report, the primary objective of the Meena Radio Programme is to increase knowledge, awareness and intent amongst students on key issues of education, health, hygiene, nutrition, sanitation, child protection, child rights, life skills etc. The aim therefore, is to generate a dialogue and discussion amongst students, students and their parents etc. on the themes discussed in the programme.

3. The Evaluation Team probed to identify instances where a change has been initiated by students based on what they have learnt from the Meena Radio Programme. The changes observed in these cases have been largely due to the supportive environment around the students in the form of teachers, family members, community members etc. It is important to note that during the FGDs most students reported discussing issues such as the need to have toilets at home, the importance of education etc. with their parents and friends.

4. Seven stories of change were identified from the 10 districts visited. Most of these were around the themes of child marriage and building toilets at home. In this section three stories are described in detail based on in-depth discussions with the students during the FGDs. All the stories were corroborated by the teachers.

5. In order to protect the privacy of the students, their identities have been kept anonymous and substitute names have been given for the purpose of narration.
Convincing Parents to Build a Toilet at Home

Open defecation is a very common phenomenon in rural India. The Meena Radio Programme has many episodes devoted to teaching students about the importance of using toilets and keeping them clean, hand hygiene, and other sanitation practices. This topic is also emphasized on by UNICEF’s WASH Programme and other flagship programmes such as the SSA/RTE, NCF, NHM, Swachh Bharath Abhiyan etc.

This story of change captures the narrative of one of the KGBV students in Barabanki in Uttar Pradesh who convinced her father to get a toilet built in their house.

Most students in the KGBV school visited in Barabanki were aware about the importance of clean toilets and their use. The school was also found to have clean and functional toilets that were used by the students. During the FGDs many students reported that they did not have toilets in their homes. Some girls did however state that they had spoken to their parents about getting toilets constructed at their homes. Amidst these discussions, one girl shared her personal story on how she insisted on getting a toilet built at home. This excerpt portrays how she succeeded in persuading her parents for the same.

Pooja 13(13) was a student in class VII at the KGBV school. Belonging to a poor village just outside Barabanki, Pooja spoke about the poor economic condition of her family. Apart from her family, she also stated most people in her village did not have toilet facilities at home, because of which both men and women practiced open defecation. The construction of toilets was viewed as an unnecessary expense by the community.

Pooja further stated that she had been unaware of the importance of having/ using clean toilets and her family had always defecated in the open out of habit and circumstance. It was only after she joined the KGBV school in class VI, and started listening to the Meena Radio Programme that she heard about many key messages on water, hygiene and sanitation and the importance of having a toilet at home. She also narrated that the programme elaborated on how toilets could be built in homes easily and inexpensively. Additionally, Pooja felt she was made aware on the problems associated with open defecation through the programme.

The reinforcement of these messages encouraged Pooja to convince her parents to build a toilet at their home. At first her father was quite reluctant to this suggestion. This reluctance didn’t dissuade Pooja in her attempt at persuading her parents to construct a toilet at their home. The main arguments she used centered on the advantages of a toilet at home; how it would be safer for the female members of the household coupled with the fact that construction of toilets at home involved limited expense. As a result of her sustained persistence, Pooja’s father finally understood her point and got a toilet built at home.

This story demonstrates an instance where, based on the knowledge and awareness gained through the Meena Radio Programme, a dialogue could be initiated on the importance of toilets.

13 Name has been changed to maintain privacy of the student
Students Apologize and Convince Classmate with Special Needs to Re-join School

While evaluating the effectiveness of the Meena Radio Programme, the Primary Research Team came across a case in a High School visited in West Godavari, AP, which revolves around one of the key messages of the programme; Child Friendly Schools - Bullying.

Child Friendly Schools is one of the key areas talked about in the Meena Radio Programme. There is strong emphasis on the importance of having a safe environment to study, learn and grow at school. By increasing the awareness about child friendly schools, the programme helps to educate students on bullying and aims to reduce its incidence across schools. This is a shared vision with various national flagship programmes; the focus on child friendly schools is high and bullying as a component of the same is given much importance. All these programmes aim to ensure that every child must feel safe and comfortable at school, irrespective of any handicap or physical disability.

During primary research visits, the Evaluation Team found that Ravi\textsuperscript{14}, a student with a learning disability in ZPHS Adavikolanu, Nidamarru Mandal, West Godavari, AP, dropped out of school in the middle of class VI. Ravi was bullied and teased by his classmates due to his learning disability and style of speaking. Given an environment where children with special needs do not receive adequate and appropriate attention, it was difficult for him to maintain an interest in attending school.

The broadcast of the Meena Radio Programme started in the middle of the academic year at Ravi’s school. The radio programme aimed to increase awareness levels of the students on various issues including the importance of education, gender and equity and child friendly schools. The programme was extremely popular amongst the students in the school. On hearing episodes related to bullying and the importance of a safe environment to study and learn at school, students of class VI were made aware of how their behavior had led to Ravi dropping out of school.

The CRC and BRC members for the school were extremely active and took a keen interest in the school. On hearing that Ravi, a special needs student had dropped out of school due to bullying, they made an effort to speak with all other students to make them realize how their actions had affected Ravi. The Principal of the school also got involved and convinced the students to apologize to Ravi. The teachers and Principal also spoke with Ravi’s parents to persuade them to send him back to school.

The students of class VI decided that they should apologize to Ravi, their classmate. A group of 5-6 students went to his house along with the Principal to express regret for their actions and appealed to Ravi and his parents to send him to school once again. The group told Ravi about the Meena Radio Programme that had started at their school which taught them about child friendly schools among other things. They even stated that he must join back to also hear the radio programme for himself since they were sure he would enjoy it.

Ravi was encouraged by his classmates’ apologies and promises to not bully him again. Hearing about the programme also motivated him to rejoin school since it seemed that school and learning would now be more fun.

This story shows how the messaging of the Meena Radio Programme coupled with action by the teachers, Principal and CRC/BRC members helped in raising awareness of students about bullying and triggered a corresponding positive behaviour change. Students were so strongly affected by the programme and the messages of their teachers and Principal that they went in a group to the bullied boy’s (Ravi’s) house to apologize for their wrongdoings in the past. They were also able to convince him to rejoin school.

\textsuperscript{14} Name has been changed to maintain privacy of the student

Evaluation of Meena Radio Programme
Student Intervenes to Prevent Child Marriage of a Girl from Her Village

Child marriage is highly prevalent in many communities in UP. It is has been a traditional practice in many areas and this results in children being married off at an early age by their parents who in most cases are uneducated and unaware of the harmful effects associated with this practice. Child marriage has adverse effects on the lives of children; firstly they are unable to complete their education and secondly it affects both their physical and emotional well-being. The Meena Radio Programme has several episodes that spread awareness on the harmful effects of child marriage. This message is also in line with several advocacy efforts by the government and efforts of the SSA.

In general, in all the schools visited, most students were aware of the legal age for marriage for both girls and boys. However, teachers in most areas (with the exception of AP and the KGBV schools in UP) reported that many students were married at the age of 15-16. Most students had not initiated a discussion on this theme at home as marriage is regarded as the responsibility of the parents. However, one of the girls from a KGBV school in Barabanki had succeeded in preventing the child marriage of her friend with the active help of her family members.

Seema15 studied in class VII at the KGBV in Barabanki that was visited by the Evaluation Team. She was a bright student and was very confident. Seema’s confidence was further enhanced after hearing the Meena Radio Programme as she learnt how to stand up for oneself and others in times of need. During discussions with the evaluation team Seema shared her personal story.

When she was home during her holidays, Seema was informed that one of her friends her age was being removed from school as her marriage had been arranged. Having heard the Meena Radio Programme in school she recalled many episodes related to the harmful effects of child marriage and made attempts to stop the wedding. Seema discussed the subject with her father and grandfather who understood her view point and agreed that child marriage was detrimental to the future of the boy and the girl. Along with the elders in her family, Seema then spoke to her friend’s parents and got them to agree to postpone the wedding by a few years to when both the girl and the boy would be at the legal age to get married. The arguments used by Seema to convince her friend’s parents revolved around child marriage being a criminal offence to the importance of completion of education before marriage. The wedding was called off and Seema’s friend rejoined school.

Seema further shared that she had seen other girls in her village get married early but at that time she was not aware of the issue of child marriage. The Meena Radio Programme helped increase her awareness on this subject and boosted her confidence to bring up the issue at her home.

This story demonstrates an example where knowledge and awareness gained through the Meena Radio Programme initiated a dialogue on the subject of child marriage. In this case, the girl (Seema) received adequate support from her family to actively intervene and prevent the marriage.

15 Name has been changed to maintain privacy of the student
ANNEX IX
SUCCESS FACTORS AND CHALLENGES
<table>
<thead>
<tr>
<th>State</th>
<th>Success factors</th>
<th>Challenges</th>
</tr>
</thead>
</table>
| Uttar Pradesh | ▪ Strong government interest during the start of the Meena Radio Programme in the state.  
▪ Active support from UNICEF through a consultant at the state level.  
▪ Presence of Meena Manch and Meena related story books in the schools.  
▪ Time of broadcast of the Meena Radio Programme in schools is generally found to be favorable. The state has provided freedom to the schools to decide their own time-table. Hence, institutionalization of the Meena Radio Programme into the school curriculum can be done easily at the school level.  
▪ IEC material such as a time table that details the Meena broadcast schedule and a diary to record the details of the episodes that have been aired present in all schools.  
▪ Dedicated teacher in charge of conducting the Meena Radio Programme.  
▪ The radio signal is clear in most of the schools.  
▪ The Meena Ratna Awards keep the students and teachers motivated and encourage them to enhance their learning.  
▪ Monitoring format provided by the district to ensure that all schools play the programme regularly.  
▪ Students like the format and design of the programme and it has a high recall value amongst the students.  
▪ Teachers and parents feel the programme is relevant and beneficial for the students.                                                                                                                                                                                                                                                                                                      | ▪ Training of teachers on the Meena Radio Programme has not taken place in the last year  
▪ Monitoring of the radio programme needs to be more rigorous.  
▪ Lack of continuation of funding for the Meena Manch.  
▪ Constant changes in the SSA leadership. This has led to a continued need for advocacy for the programme.  
▪ Infrastructure constraints in some schools make it difficult for all upper primary school students to sit together and listen to the programme.  
▪ Quality of the radio signal poor in Aligarh.  
▪ The programme does not allow students to engage in and solve the puzzles and games as the time given to engage in these activities is very little.                                                                                                                                                                                                                                                                       |
| Andhra Pradesh| ▪ Active involvement and interest from the state government in the Meena Radio Programme.  
▪ Presence of other interactive radio programmes in the state and hence an acceptance of radio as a means for broadcasting programmes relevant to students.                                                                                                                                                                                                                                                                                                                                                                               | ▪ The programme as viewed to be more relevant for girls and boys are not as interested in the programme.  
▪ The timing of the programme clashes with the normal school curriculum.  
▪ Seen as useful but irrelevant to the academic curriculum.  
▪ The programme (format and content) reported to be repetitive for students from class VIII.                                                                                                                                                                                                                                                                          |
<table>
<thead>
<tr>
<th><strong>Madhya Pradesh</strong></th>
<th><strong>Evaluation of Meena Radio Programme</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Presence of a UNICEF consultant at the state level for the Meena Radio Programme.</td>
<td>▪ Limited presence of the Meena Vedika and other Meena related activities like the Meena Manch to sustain interest in the programme.</td>
</tr>
<tr>
<td>▪ Signal of the radio broadcast is clear and the programme is played regularly in all schools.</td>
<td>▪ No Meena related books or CD’s.</td>
</tr>
<tr>
<td>▪ The programme has been modified to suit the local context and children find the programme engaging.</td>
<td></td>
</tr>
<tr>
<td>▪ State takes an active interest to select and broadcast the episodes that it feels are in line with its own priorities.</td>
<td></td>
</tr>
<tr>
<td>▪ Teachers and parents feel that the Meena Radio Programme is useful for the children.</td>
<td></td>
</tr>
<tr>
<td>▪ IEC material such as a time table that details the Meena broadcast schedule and a diary to record the details of the episodes that have been aired.</td>
<td></td>
</tr>
<tr>
<td>▪ Meena Vedika (present in some schools) engages children and helps sustain interest in the Meena Radio Programme.</td>
<td></td>
</tr>
<tr>
<td>▪ Strong interest from the state government in running the Meena Radio Programme.</td>
<td>▪ No dedicated UNICEF consultant to support the Meena Radio Programme</td>
</tr>
<tr>
<td>▪ Presence of other interactive radio programmes in the state such as English if Fun and Jhilmil. Hence, radio seen as a good medium to engage students.</td>
<td>▪ The instructions regarding the radio programme have not been communicated well to the districts and the interest seen at the state level in the programme is missing at the district and block levels.</td>
</tr>
<tr>
<td>▪ Teachers, parents and government officials find that the content of the programme is appropriate for students.</td>
<td>▪ No IEC material such as Meena calendar present in most schools. Most schools did not have a register with the details of the episodes aired.</td>
</tr>
<tr>
<td>▪ State takes an active interest to select and broadcast the episodes that it feels are in line with its own priorities.</td>
<td>▪ The quality of the radio signal is poor in Guna and Sheopur.</td>
</tr>
<tr>
<td>▪ Phone-in programme held once in every two months to get feedback from the students on the programme.</td>
<td>▪ Very limited monitoring of the radio programme.</td>
</tr>
<tr>
<td>▪ IEC material such as Meena calendars provided to the state by UNICEF and could be seen in some schools.</td>
<td>▪ None of the teachers interacted with in the schools had been trained in the programme.</td>
</tr>
<tr>
<td>▪ The quality of the radio signal is poor in Guna and Sheopur.</td>
<td>▪ Most of the schools contacted were not airing the programme regularly.</td>
</tr>
<tr>
<td>▪ Strong interest from the state government in running the Meena Radio Programme.</td>
<td>▪ The language of the programme not well suited for tribal belts in the state.</td>
</tr>
<tr>
<td>▪ Presence of other interactive radio programmes in the state such as English if Fun and Jhilmil. Hence, radio seen as a good medium to engage students.</td>
<td>▪ Some teachers view the programme as irrelevant and a waste of time.</td>
</tr>
<tr>
<td>▪ Teachers, parents and government officials find that the content of the programme is appropriate for students.</td>
<td>▪ Timing of broadcast of the Meena Radio Programme interferes with the ALM schedule.</td>
</tr>
</tbody>
</table>

**Evaluation of Meena Radio Programme**

122
- No Meena Manch/ Meena Vedika or additional activities around the concept of Meena to build and sustain interest amongst students
ANNEX X

BUDGET FOR IMPLEMENTING MEENA RADIO PROGRAMME (2011)
PROGRAMME BUDGET

The major costs associated with the programme as provided in “Briefing Paper Series: Innovations, Lessons and Good Practices; Meena Ki Duniya: An Entertainment-Education Radio Programme” published in 2011 are given below:

<table>
<thead>
<tr>
<th>Component</th>
<th>In INR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy with the Department of Education for appointing a nodal Department, procuring radio sets and participating in the programme</td>
<td>Staff time</td>
</tr>
<tr>
<td>Buy in, edit of episodes and development of promos</td>
<td>1,380,000</td>
</tr>
<tr>
<td>Identification of broadcasting partner, negotiation for broadcast with Education department</td>
<td>3,680,000</td>
</tr>
<tr>
<td>Design and printing of broadcast map, IEC material, CD stickers and CD covers</td>
<td>920,000</td>
</tr>
<tr>
<td>Finalization of content mapping - 3 core areas: Child Rights, Gender, Child Friendly Schools</td>
<td>Staff Time</td>
</tr>
<tr>
<td>Instructions to schools to incorporate radio listening as part of their structured time-table, before mid-day meal</td>
<td>Staff Time</td>
</tr>
<tr>
<td>Baseline Study</td>
<td>1,150,000</td>
</tr>
<tr>
<td>Teachers guidebook (Original + Translation)</td>
<td>230,000</td>
</tr>
<tr>
<td>Teachers guidebook (Printing)</td>
<td>920,000</td>
</tr>
<tr>
<td>Training of Trainers</td>
<td>920,000</td>
</tr>
<tr>
<td>Teachers training at district level</td>
<td>1,150,000</td>
</tr>
<tr>
<td>Procurement of radio sets (borne by Government)</td>
<td>700/ radio set</td>
</tr>
<tr>
<td>Launch event</td>
<td>920,000</td>
</tr>
<tr>
<td>Programme CDs for AIR relay centres</td>
<td>92,000</td>
</tr>
<tr>
<td>Monitoring (borne by Government)</td>
<td>-</td>
</tr>
<tr>
<td>Effectiveness Study</td>
<td>1,380,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>1,380,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14,122,000</strong> (excluding radio set cost and staff time)</td>
</tr>
</tbody>
</table>

*Source: UNICEF*
ANNEX XI

IMPERATIVES FOR REPLICATION
### IMPERATIVES FOR REPLICATION

Based on the learnings from the field visits the table below summarizes the key factors that must be taken into account while trying to replicate the programme in other states.

<table>
<thead>
<tr>
<th>Factors to be considered for replication</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are the key points that should be considered while attempting to replicate the Meena Radio intervention in other states. Most of these factors have been discussed in detail in the recommendations section.</td>
</tr>
</tbody>
</table>

1. **Strong interest from the government in implementing the programme and clear terms of engagement between UNICEF and the respective state government** – Clear definition of the roles of the government and UNICEF (if any) with regards to the programme and how these roles will evolve as the programme continues.

2. **The state government should ensure that the quality and strength of the radio signal is good in all the districts in the state** – Efforts should be made to ensure that the penetration and the strength of the radio signal in even remote areas of the state is good so that once the programme is launched all the students can listen to it regularly.

3. **Contextualization of the content and the language of the programme to the requirements of the states** – in order to ensure that the programme is in line with the states priorities and the students are able to relate to the language in which it is broadcast.

4. **Teachers guide to be extended to all schools** – UNICEF has developed a guide on the Meena Radio Programme for teachers which should be made available to all schools prior to the introduction of the programme so that teachers can orient themselves with the programme.

5. **Training and orientation of the district and block officials on the Meena Radio Programme and goals of the programme** – Orientation workshops and training sessions should be organized for district and block level officers. To ensure that the administration at the district and block levels prioritise the implementation of the Meena Radio Programme in schools.

6. **Training of teachers** – An appropriate training model to ensure training of teachers such that at least one teacher in every school is trained on how to conduct the radio programme and facilitate the discussions around the programme. The training model should also include provisions for refresher training sessions to account for teacher transfers and retirements.

7. **Have a rigorous monitoring mechanism to monitor the implementation programme** – the state governments should integrate the monitoring of the Meena Radio Programme into the regular monitoring conducted by SSA. In addition, impact assessments and rapid assessments should be conducted at frequent intervals in order to ensure that the programme is achieving its desired objective.

8. **High profile launch and regular IEC of the programme** The launch of the Meena Radio Programme by a celebrity and accompanied by media coverage helps in creating a high degree of excitement for the programme.

9. **Government Orders should be clearly worded and signed by the appropriate authority** – in order to ensure that programme is taken seriously and implemented by district and block level authorities. Schools should be given strict instructions to institutionalize the Meena Radio Programme into the school curriculum so that it does not interfere with the regular academic curriculum.
### Factors to be considered for replication

<p>| | |</p>
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<thead>
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<tbody>
<tr>
<td><strong>10.</strong></td>
<td>Continued review of the content to make sure that students remain interested in the programme – the state governments should engage UNICEF to generate new content or modify the existing content on a regular basis to ensure sustained interest in the programme.</td>
</tr>
<tr>
<td><strong>11.</strong></td>
<td>Introduce supporting activities in the state to enhance the effectiveness of the radio programme – activities like the Meena Manch, Meena story books and CDs, Meena Ratna Awards etc. should be introduced to enhance interest in the programme.</td>
</tr>
<tr>
<td><strong>12.</strong></td>
<td>Strengthen knowledge management of the Meena Radio Programme – document the best practices in the state. Introduce a link to all the Meena episodes and videos on the state SSA website so that schools that have access to the internet can access these.</td>
</tr>
<tr>
<td><strong>13.</strong></td>
<td>Ensure that IEC material such as the Meena calendars are present in all schools – schools should have information on when the programme will be broadcast and efforts should be made to ensure that schools are informed in advance of a cancelled broadcast. Schools should be encouraged to maintain a Meena register to document the episodes aired.</td>
</tr>
</tbody>
</table>