

**REPORT**

**ON**

**ASSESSMENT OF THE EFFICACY OF THE DIFFERENT MEDIA BEING  
USED BY THE DEPARTMENT OF MASS COMMUNICATION (DMC) IN  
THE FIELD AND MONITORING OF ONGOING PROJECT ACTIVITIES**

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**RCS**



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## List of Acronyms and Abbreviations

BTV	Bangladesh Television
CEDAW	Committee on the Elimination of Discrimination against Women
CRC	Convention on the Rights of the Child
DC	Deputy Commissioner
DIO	District Information Office
DMC	Department of Mass Communication
FGD	Focus Group Discussion
IPC	Inter-personal Communication
MDG	Millennium Development Goals
MOI	Ministry of Information
NIMC	National Institute of Mass Communication
RCS	Research and Computing Services Private Limited
TOR	Terms of Reference
UNICEF	United Nations Children's Fund
UNO	Upazila Nirbahi Officer

## Glossary

Advocacy	An advocacy campaign is a set of targeted actions in support of a cause or issue.
Behavior change	Change in behavior of target audience from behavior prior to the implementation of the IPC activities.
Communication	Communication is a process, which involves the transfer and sharing of meanings, ideas, thoughts, feelings and facts between two identities that may be two people, two organizations or two countries.
Core messages	A set of message categories on which the IPC activities film shows, folk songs, and community meetings were focused on.
Cost per Audience	Ratio of total cost of implementing a IPC activity and the number of persons attending the activity
Efficacy	Cost-effectiveness
Impact	Changes in behaviors.
Input	Film shows, folk songs, community meetings.
Interpersonal Communication	The face-to-face, verbal and non-verbal exchange of information or feelings between individuals or in groups, including the processes of education, motivation and counseling.
IPC medium	The IPC mediums refer to the film shows, folk songs and community meetings organized by DMC.
Media	'Media' is the word used to refer to channels of communication.
Output	Number of persons attending meeting, film shows, folk songs
Para	Is a Bengali word (পাড়) which means a neighborhood or locality, usually characterized by a strong sense of community.
Religious Leaders	Imam, Muajjin, Hujur who deliver religious sermons and give opinion on religious issue.

Social norms

Define appropriate behavior and attitudes for particular social situation and social roles. They refer to social expectations about correct behavior and act to legitimize and prescribe.

## Executive Summary

*This study presents the findings from the assessment of the impact of the film shows, folk songs and community meetings that were implemented by the project – Advocacy and Communication for Children and Women (3<sup>rd</sup> phase) –under the Ministry of Information (MoI) with support from UNICEF. The implementation of these activities focused on heightening the level of awareness among people for the wellbeing of children and women. The purpose of UNICEF behind this study has been to monitor DMC’s activities to ensure that they were conducted as per the original plan and to assess whether results were achieved according to expectations. Therefore, the key objectives of the assignment were to monitor the implementation of the activities and to assess the efficacy and impact of films shows, folk songs and community meetings implemented by the DMC as a tool of inter-personal communication for behavior and social change.*

*The methodology for conducting the study employed both qualitative and quantitative techniques. Literature review, focus group discussions, interviews and observation were used for data collection. Target respondents included audiences of all ages namely, adult males, adult females, adolescent boys and girls; as well as groups, including local representatives, religious leaders, teachers and DIO officials. Field work was carried out for 12 districts, 52 IPC activities, 1040 respondents for exit poll, 36 focus group discussion, 96 in-depth interview with community leaders, observation of 432 households, and 864 delayed interview with the audiences.*

*The study in overall found that IPC activities were being implemented by DMC according to original plan with minor deviations. Film shows appeared to be most effective in terms of cost per audience, followed by community meetings and folk songs. Exit poll findings indicated that around 90 percent of the adult males, adult females, and adolescent girls felt urgency to change their behaviors according to the messages. However, only two-thirds of the adolescent boys interviewed during exit poll reflected the same feeling.*

*Analysis of whether the audiences liked the timing, venue, and duration showed that most males and boys liked the timing while fewer adults liked the venues. About half of the audiences preferred the duration to be longer. About two-thirds of these audiences would like to have new messages through the IPC mediums covered by this study.*

*The audiences preferred film shows and folk songs more than the community meetings. However, folk songs appeared to be most effective in terms of retention of the messages while community meetings to be least in this regard. Further, although the audiences attributed their awareness of the core messages to the IPC activities, the accreditation were not exclusive as they had identified IPT, school teachers, health workers, Tathaya Office and television as sources of awareness as well.*

*Although the IPC mediums were found to be overwhelmingly successful in creating awareness and changing attitudes, this study maintained reservations about achievements in the areas of change in behaviors and social norms. Nonetheless, though these activities did not reflect much*

*triumph in enabling the society to compel suspension of undesired behaviors, this study considered that there had been successes in making the society not extending formal support for these unwanted behaviors, for example, child marriage and keeping children away from schools.*

*Finally, though this study had limited insights and information on proposing recommendations for changing behaviors and social norms, still it considered the activities should be continued as otherwise the existing level of awareness could be diminished. Last but not the least, areas like presence of females and girls, level of retention further, level of involvement of the audiences, and management of efficacy of the IPC activities deserved attention for further improvement.*



# 1 Introduction

## 1.1 Background of the Study

The project – Advocacy and Communication for Children and Women – commenced in 1996 under the Ministry of Information (Mol) with support from UNICEF, the first phase of which ended in 2000. In concurrence with the five-year country program cycle between the Government of Bangladesh and UNICEF, the project's second phase covered the period from 2001 to 2005, and the third and present phase commenced in 2006. The project is currently being implemented by nine agencies of Mol. Among these, five agencies are regularly funded on the basis of a mutually agreed annual work plan and four agencies are proposal-based and funded on the basis of merit of the proposals. The five regularly funded agencies are: Ministry of Information (Mol) Planning Cell, Bangladesh Betar, Bangladesh Television (BTV), National Institute of Mass Communication (NIMC) and Department of Mass Communication (DMC).

The DMC is the sole implementing agency within the Mol that is involved with inter-personal communication and reaches grassroots communities through its **68 District Information Offices (DIOs) across 64 districts and four offices in the Chittagong Hills Tracts region**. The DMC has focused on heightening the level of mass awareness on various issues related to wellbeing of women and children. And to do that they have chosen educational activities that includes film shows including films like Meena episodes, folk songs and community meetings.

## 1.2 Strategy adopted by the Department of Mass Communication<sup>1</sup>

The Department of Mass Communication has adopted different communication strategies to create awareness and to motivate the community people by using inter personal and mass communication mechanisms. The cinema unit and cinema vans of the District Information Offices are used extensively for this purpose. Apart from this, local opinion leaders, public representatives and civil administration have been involved with this program by arranging discussion meetings, gathering of women, folk song programs, etc.

1. **Publicity of development programs through folk songs: In Bangladesh**, folk song is a popular medium for entertainment and interaction with people. Folk songs from every area of Bangladesh have their own distinctiveness. The benefits of different development activities introduced by the government such as tuition free female education, education stipends, preventing unfair means in examination, anti-dowry campaigns, exemption of interests on agriculture loan, preventing Jatka (very small Hilsha) catching, forestation, enhancement of allowances for the elderly, freedom fighters and widows, activities for poverty reduction, sanitation, etc. have been disseminated at the grassroots level through folk songs. Popular media used include Gambhira of Chapai Nawabganj, Bhaoaia of Rangpur, Jari, Sari, Marina of Kushtia, Hason Raja's song of Sylhet, folk songs of Chittagong and Mymensingh,

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<sup>1</sup> Department of Mass Communication's Web Site.

rural songs of Dhaka, drama, duet of poets of Jessore, the puppet shows of Comilla, etc.

2. **Motivating and associating people with development activities through mobile exhibition of films.** It is strongly believed that film is a strong medium in the field of development communication. In every District Information Office, there are one multimedia projector unit and one 16 mm projector unit. Through exhibition of films on different issues, people in the community are informed and motivated. It is a routine responsibility of the Department of Films and Publications to create film and supply it to Department of Mass Communication for exhibition.
3. **Discussion meetings and gathering of women.** Upazila level discussion meetings have been arranged with the participation of members of different professions and communities at upazila level. The discussion meetings attempt to build up social movements against dowry, preventing oppression on women, prevention of trafficking of women and children, prevention of HIV/AIDS; and encourage activities such as poultry and fish farming, plantation of medicinal trees, enhancement of allowances, awareness of the effects of arsenic, stipend of female students, environment, education and empowerment of women, sanitation, etc. Local public representatives, government officials, women's organizations and common villagers are included in these programs. The format of the program includes discussion meetings, subject oriented musical programs and film shows.
4. **Meetings for exchange of views** with the participation of media and local opinion leaders, on different development activities carried out by the government are also organized.

### 1.3 Objectives of the study

The objectives of the study were to monitor the implementation of the activities and to assess the impact and efficacy of film shows, folk songs, and community meetings implemented by the Department of Mass Communication (DMC) as a tool of inter-personal communication for behavior and social change.

Specific objectives of the study were as follows:

- To monitor the activities of a representative sample of DIOs in each division;
- To analyze the efficacy of one IPC medium against the other;
- To assess the level of awareness created on the different behaviors promoted through the film shows, folk songs, and community meetings;
- To assess the effectiveness of the interventions in order of audience preference and retention capacity;
- To identify any changes in terms of individual behaviors and social norms;

- To assess degree of urgency among audiences to change behavior based on the messages; and finally
- To propose recommendations to strengthen and improve the project interventions.

#### **1.4 Structure of the Report**

The report has been organized into 3 parts namely,

- 1) Introductory part,
- 2) Findings, and
- 3) Concluding section (Conclusion and Recommendations).

The introductory part contains the background of the study, the conceptual framework guiding the study, and the methodology. In the second part of the report, the findings obtained from observation of interventions, exit poll, focus group discussions, household observation, delayed and in-depth interviews are presented. The third part of the report draws conclusions and proposes recommendations.

#### **1.5 Challenges and Limitations**

This study faced several challenges and despite all efforts taken to overcome the challenges, there were some limitations. These challenges and limitations are discussed below:

- a) One major challenge was to observe implementation of film shows, folk songs and community meetings without the knowledge of the implementing agency i.e., DMC. The list of activities, from which sample to be observed was selected, was provided by DMC and therefore, although the field activities took place without the knowledge of DMC, it was still possible that the DMC had been extra careful about all of those activities included in their list.
- b) Another challenge was to construct an objective comparison of cost effectiveness of one IPC medium (film show, folk song and community meetings) against another. As objective estimation required that the activities had been implemented separately while in practice DMC in many cases implemented all three activities as a single package in a single venue holding human resource and logistic constraints as the reasons. Hence, this study considered only those few activities which were implemented separately in order to assess efficacy or cost effectiveness.
- c) Gathering objective information about changes in the individual behavior and social norms had also been limited by the fact that for this information the study had to rely solely on claims made by the interviewees and not on observation of the actual behaviors. Therefore, it could also be possible that the claims of the respondents might not truly represent the actual scenario.
- d) The issue of behavioral monitoring was incorporated during the later stage of the study at the request of UNICEF and did not focus on observing behaviors of any specific category

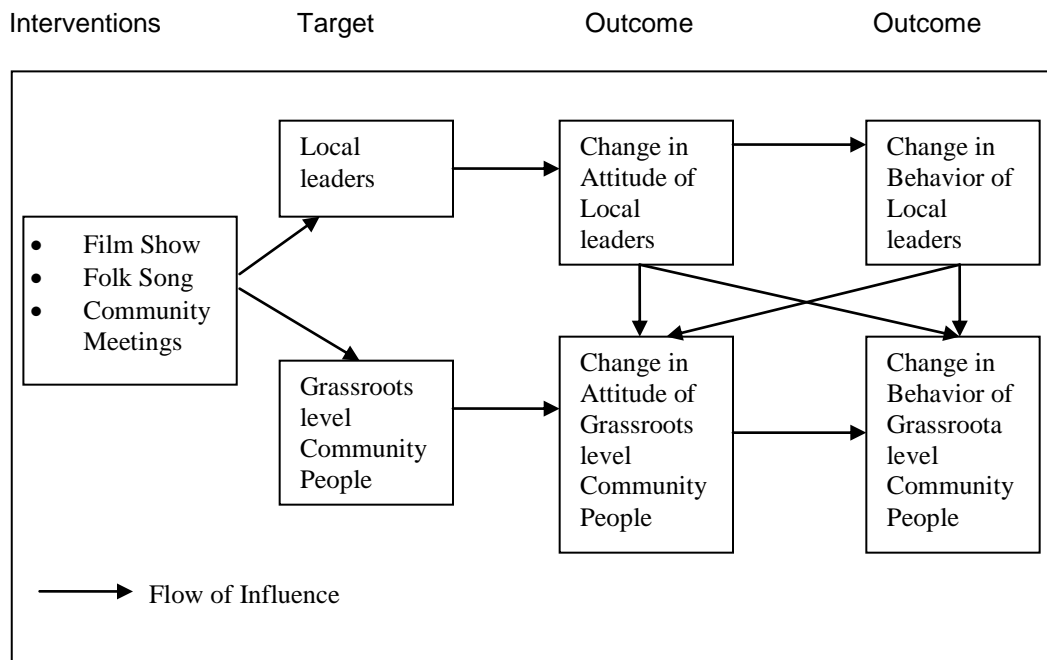
- of target population. Rather the findings from this activity were based on general observation and interaction of the fieldworkers during their visits at the households for conducting delayed interviews. Therefore, the conclusions in this section were not made without reservation.
- e) Indicators like whether dialogues were held during the IPC activities were made in the middle of the field work and therefore information against this indicator were not available for all districts.
  - f) Another limitation of the study was in capturing the level of recreation, encouragement, enthusiasm, attention and participation of the audiences at the film shows, folk songs and community meetings. Due to absence of prior establishment of proper scaling technique for these indicators by RCS and UNICEF, the resultant findings through the observation checklists were based mostly on subjective judgments and therefore had been excluded from this report.

## 2 Conceptual Framework

### 2.1 Project Framework

The *Advocacy and Communication for Children and Women project* aimed to create awareness and behavior change at the grassroots level through inter-personal communication tools. The project's theory of change utilized the following framework.

2.1 Framework for Changing Behavior at Grassroots Level



The target audience of the interventions included all adult males and females, adolescent boys and girls and children. The Department of Mass Communication carried out activities involving film shows, folk songs and community meetings in order to disseminate messages on the following core messages:

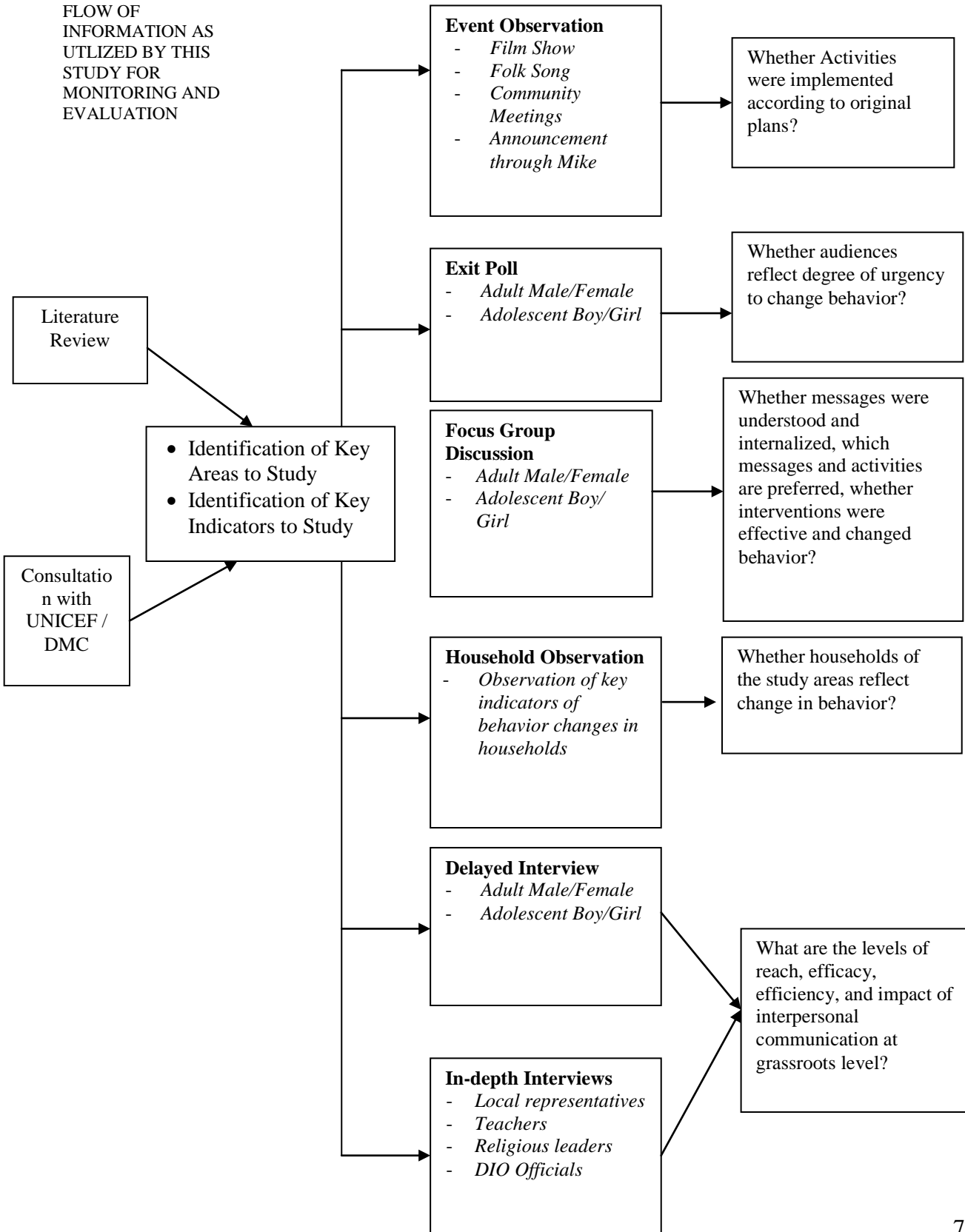
1. *Health:* Health and well-being of family members, particularly of pregnant women and children.
2. *Education:* *Focusing* on primary education for every boy and girl in Bangladesh.
3. *Protection:* Messages on preventing exploitation and oppression of children.

4. *Hygiene and Sanitation:* Focusing on messages on hand washing, keeping sanitary latrines clean, disposing waste properly, etc.
5. *Rights of women and children:* Messages that create awareness of women and children's right to education,, etc.

## **2.2 Monitoring Framework**

The framework for monitoring and assessing activities under this project consists of two basic elements: identification of information needed and devising data collection and analytical tools to reflect the status of implementation and impact of the interventions of the project. The flow of information used by this study is presented in Box 3.1.

BOX 2.1  
FLOW OF  
INFORMATION AS  
UTILIZED BY THIS  
STUDY FOR  
MONITORING AND  
EVALUATION



The monitoring and evaluation matrix is presented in Appendix D. The key questions that this study attempted to answer through the different data collection methods are briefly discussed as follows:

### **2.2.1 Research questions answered by event monitoring**

This refers to observation of implementation of film shows, folk songs, community meetings and announcements through miking before the events took place. The field workers had a work plan with information on when a particular intervention e.g., film show, folk song or community meeting would take place in a particular area. They after randomly selecting an event, visited the place before and during the events, and gathered information through an observation checklist. For this stage, all information was collected through observation only. During training, the field workers were briefed carefully on how to use the observation checklist. This activity helped answer two key questions:

- Whether activities were implemented according to original plan?
- What were the levels of efficacy/ cost per audience for a particular IPC medium?

### **2.2.2 Research questions answered by exit polls**

This aimed at capturing instant reactions of the audiences through exit polls with the audience of the events observed by the field workers. It collected information about audience opinions on the events, understanding of the messages, perceptions on the importance of the messages, the level of urgency that audiences attributed to change behavior, etc. The key question that information collected through exit poll attempted to answer was:

- Did audience reflect urgency to change their behavior based on the messages?
- What aspects of the activities were liked most?

### **2.2.3 Research questions answered by focus group discussions**

During the exit poll, it was not possible to probe the audiences on issues such as understandability and internalization. During the focus group discussions, the audiences were probed on the extent to which they understood and internalized the messages. The participants included audiences of film shows, folk songs and/or community meetings. Focus group discussions were held separately for audiences of film shows, listeners of folk songs and participants at community meetings and also separately with adult males, adult females, adolescent boys and adolescent girls. Key questions that the findings from group discussions were used to answer were:

- What level of awareness were created on the different behaviors promoted through the film shows, folk songs, and community meetings;
- Had the activities been effective in terms of audience preference;
- Had there been any changes in terms of individual behaviors and social norms;

#### **2.2.4 Research questions answered by household observation**

The purpose of this exercise was to monitor behaviors at randomly selected households from the communities, people who had been audiences of film shows, listeners of folk songs and participants at community meetings. Field workers directly observed and checked whether the households had latrines, whether the latrines were clean, whether precautionary measures were taken for protecting children, for example fencing a pond, etc. This part of the study relied on collecting information from general observation only and did not in true sense follow a systematic approach. Findings from this exercise roughly supplemented other findings to the key question “had there been any changes in terms of individual behaviors” and have been included in the appendices of this report.

#### **2.2.5 Research questions answered by in-depth interview and delayed interview**

In-depth interviews and delayed interviews mainly supplemented the findings obtained from focus group discussions in order to answer the following key questions:

- What level of awareness were created on the different behaviors promoted through the film shows, folk songs, and community meetings;
- How do audiences prefer the interventions in order of audience preference and retention capacity;
- Had there been any changes in terms of individual behaviors and social norms;

### 3 Methodology of the Study

RCS developed the methodology for the proposed study after careful analysis of the requirements of UNICEF in relation to the study. RCS concluded that both qualitative and quantitative data would be required to monitor the implementation of the activities and to assess the impact and efficacy of films shows, folk songs and community meetings implemented by the Department of Mass Communication (DMC).

#### 3.1 Research Methods

Data for this study was collected through the following methods:

- I. Literature review,
- II. Observation,
- III. Focus group discussions,
- IV. Exit polls,
- V. In-depth interviews, and
- VI. Delayed interviews.

**Literature Review:** This study conducted a review of the reports of the first two phases on the activities of Department of Mass Communication, printed materials on messages concerning health, education, protection, sanitation, hygiene and rights of children and women, original implementation plan and other relevant studies and document. This review provided secondary data as well as insight to develop more effective monitoring framework, monitoring protocols and indicators for the study. A list of reports reviewed has been included in the annexes.

#### **Observation:**

1. Observation was used for monitoring activities, i.e., film shows, folk song sessions and community meetings while they were being implemented. This helped monitoring whether activities were conducted as per the original plan, determine the number and gender distribution of attendees, capture instant reactions and responses of the audience during the activities, etc.
2. Observation was also applied at the household level to assess changes in behavioral practices, specially, in terms of sanitation, hygiene, etc. as a result of the interventions. Household level observation provided information on the status of sanitation, hygiene practices within households in the vicinity of the areas where the film shows, folk songs and community meetings were held by DMC. This information helped having a rough idea about the impact of the activities of DMC in behavioral practices of the target communities.
3. Observation of DIO offices with a checklist were also carried out to collect information about DIO offices in the regions covered by this study. It was believed that the survey of DIO offices would provide background information so that the effectiveness of the IPC activities could be weighed against the actual infrastructural capacity of these offices.

**Group Discussions:** RCS applied a qualitative approach, more specifically; focus group discussion techniques with audiences of film shows, listeners of folk songs and attendees at community meetings to gain insight on the perceptions of audiences. This exercise helped develop insight on the effectiveness of activities in changing behavioral practices and social norms.

**Exit Polls:** Exit poll helped to capture the instant reactions, such as, liking or disliking of activities, understanding of the messages, importance of messages, preference with regard to time, venue etc. and degree of urgency among audiences to change behavior based on the messages. This also provided basic demographic information of the audiences. Exit Interviews were conducted immediately after selected events.

**In-depth Interviews:** As assessment of change in social norms was an important objective of the study, RCS conducted in-depth interview with key community leaders. This action was based on the belief that interviews with community leaders and officials would provide insights into the issues concerning changes in social norms as well as barriers to change in the social norms. In-depth interviews were conducted with teachers, religious leaders, Union Parishad Chairman/Union Parishad Member/public leaders, and DIO Officials.

**Delayed Interviews:** The study also utilized delayed interview methods on the assumption that in addition to exit polls, this technique would help gather more reasoned and elaborate responses from the audiences of the film shows, folk songs and community meetings. Interviews of people in this category were conducted in communities close to the areas where activities had taken place 30 or more days before the day of the interview.

The selected study methods were applied in two stages. In the first stage RCS conducted the following tasks:

- Literature review
- Monitoring the activities through observation
- Exit interviews with audiences
- Focus group discussions
- In-depth interviews with community leaders

In the second phase this study conducted the following tasks:

- Delayed interviews with the communities
- Household observations.

### 3.2 Sampling study areas

DMC implemented its activities through its 68 District Information Offices (DIOs) across 64 districts and four offices in the Chittagong Hills Tracts region. The ToR required that sampling and study of activities should cover a representative sample of DIOs in each division.

Considering the number of areas where activities were being implemented, time constraints and the requirements in the ToR, RCS proposed an initial sampling plan to UNICEF. Upon consultation with UNICEF, decision was taken to cover 12 districts from 6 divisions. The total sample size included target respondents as well as the respective DIO offices from these 12 districts.

Table-3.1: Sample Districts covered by the Study

Sl.	Division	No of Districts in each division	Districts covered for the study	Category of Districts
01	Dhaka	17	Gazipur	Regular
			Gopalganj	MNC
			Sherpur	MNC
02	Chittagong	11	Bandarban	Convergence
			Comilla	Regular
03	Rajshahi	16	Bogra	Regular
			Thakurgaon	MNH
04	Khulna	10	Jessore	Regular
05	Barisal	6	Barisal	Regular
			Bhola	Convergence
06	Sylhet	4	Moulvibazar	MNH
			Sylhet	Regular
<b>Total</b>		<b>64</b>	<b>12</b>	

### 3.3 Sample Subjects and Size

For implementation monitoring, a total of 32 film shows, 10 folk song programs and 10 community meetings were selected randomly from selected districts of the 6 divisions and implementation of these activities were observed.

The subjects of exit poll included adult males, adult females, adolescent boys and girls. According to the field plan, 20 exit interviews were conducted for each event of film show, folk song, and community meetings. These 20 exit interviews for each event were again evenly distributed among adolescent boys, girls, adult male and females. So, 5 adult males, 5 adult females, 5 adolescent boys and 5 adolescent girls were interviewed after each event monitored.

The rationale behind conducting FGDs with the audience of film shows, folk song sessions and attendees of community meetings was to explore the degree of understandability, internalization and overall impact of the activities of DMC among the target audiences. According to the field plan, 3 FGDs were conducted in each district. Separate FGDs were conducted for adult males, adult females, adolescent boys and adolescent girls.

In each of the selected districts, 8 in-depth interviews were conducted. The set of 8 interviews comprised interviews of 2 teachers, 2 religious leaders, 2 community leaders (UP Chairman/members) and 2 District Information Officers.

Information was also collected through delayed interviews and household observation methods. The number of households from each district to be observed was estimated by using a statistical formula and thus the total number of delayed interviews stood at 864. For delayed interviews, households were selected at upazila level in each district. Households were selected randomly.

The total proposed number of district/areas covered, total number of activities to be monitored, total number of exit polls, total number FGDs, total number of in-depth interviews with community leaders and total number observation and total number of delayed interviews with community people/household for the assignment are shown in the following table:

Table-3.2: Summary of Field Activities

<b>Informants</b>	<b>Total</b>
Total number of district/areas covered	12
Total number of pre-announcements through mike observed	42
Total number of DIO checklist	12
Total number of activities to be monitored by observation	52
Total number of exit polls	1040
Total number FGDs	36
Total number of in-depth interviews with community leaders	96
Total number of HH observation	432
Total number of delayed interviews with community people/household	864

### 3.4 Research tools Development

Research tools were developed after reviewing the project documents and reports and in the line of objective of the study. RCS followed the pre-testing procedures and utilized inputs from UNICEF. All tools were applied in the field only after getting final approval from UNICEF.

We used a number of sets of instruments like in-depth interview questionnaires, checklists and guidelines for activity observation, checklists and guidelines for HH observation, questionnaires for exit poll, group discussion guides and questionnaires for delayed interview at household level for data collection. A detailed monitoring and evaluation framework (Appendix D) guided the development of the questionnaires. The list of instruments used is given below:

1. In-depth interview questionnaire
2. Checklist and guidelines for activity observation
3. Checklist and guideline for HH observation
4. Questionnaire for exit poll
5. Group discussion guide, and
6. Questionnaire for delayed interview at household level

## **3.5 Implementation**

### **3.5.1 Recruitment**

Recruitment of the field staff for this study was completed in December 2010. Recruitment was done at different levels which were Interviewer, FGD Moderator, FGD Note Taker, Field Supervisors, and Quality Controllers. Selection was based on educational qualification, presentation, communication skills, courtesy, and previous background and performance in the training program.

### **3.5.2 Training**

Training on data collection techniques and styles were conducted within the premises of RCS at Dhaka. Training methodologies included briefing, demonstration, role-play and pre-testing. Separate modules of training were conducted for exit poll, observation, focus group interview and in-depth interview. Total duration of training was 10 days.

### **3.5.3 Fieldwork**

Fieldwork was completed in two stages. In the first stage, exit poll, observation of activities, focus group discussion and in-depth interviews were conducted. The duration of the first phase of fieldwork was 30 days. The second phase of fieldwork included delayed interview and household observation and started 30 days after completion of observation of the selected film shows, folk songs, and community meetings.

### **3.5.4 Data Management and Statistical Analysis**

Data entry was done using Microsoft Excel and statistical analysis was carried with SPSS. Separate data management staff was recruited for data management. Activities included training of coders, coding, data entry, data verification and quality control, data processing and generation of analytical outputs.

## 4 Findings from Observation of Activities

During the study, a period from December 2010 to February 2011 was selected and field staff of RCS monitored whether a subset of the planned activities of the Department of Mass Communication (DMC) for that period were implemented according to the original plan. The field staff also observed the number and gender distribution of audiences, instant reactions and responses of the audience during the activities and other relevant issues. The findings thus obtained are presented hereafter separately for the 3 types of activities, namely, Film Show, Folk Songs and Community Meeting.

### Key Questions

- *Are activities implemented as per original plan?*
- *What is the level of efficacy, or cost per Audience?*

### 4.1 Film Shows

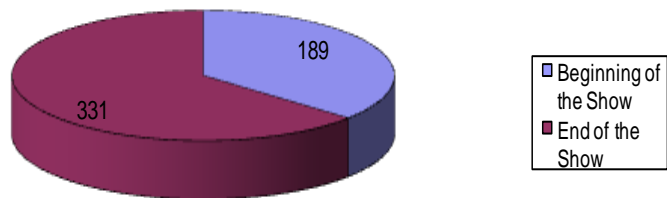
#### 4.1.1 *Did the film shows screening take place according to original plan*

In the selected districts of the five divisions, namely, Barisal, Chittagong, Dhaka, Rajshahi and Sylhet, all of the planned film shows were held accordingly. Then it was also found that all the film shows in the selected districts of five divisions were held according to time schedule set by the original plan, except for Rajshahi division where 2 film shows were not screened timely in Bogra. Furthermore, all the film shows were screened in the scheduled venues according to the original plan in all the selected districts of the five divisions except Bogra.

#### 4.1.2 *How was the size of audience at film shows*

According to average estimate of observed data across the selected districts of the five divisions, around 189 persons were present in the beginning of the film show while around 331 persons were present at the end of the film show.

**Figure-1: Average Audience in the Show**



#### 4.1.3 *What was the ratio of audience by gender and age*

More or less, ratio of adult females to adult males in the beginning of the show was same as the ratio at the end of the show. The ratio of adult females to adult males was about 35:65. In the beginning of the show, more adult females than adult males were present at Dhaka division (51%) and less female than male

were present at Sylhet (22%). Similar pattern existed in Dhaka (43%) and Sylhet division (18%) respectively at the end of the show.

Picture 1: Film show in progress



Ratio analysis of audience by age shows that, around 36% of the audience was comprised of adolescents while the rest 65% of the audience had been adults during the beginning of the show. Similarly, 36 percents of the audience were adolescents and 64% were adults at the end of the show. Across the divisions, Rajshahi had

more adolescents (41%) and Dhaka had less adolescent proportion was audience (28%) during the beginning of the show. During the end of the show, Barisal had the highest adolescent proportion (43%) and Dhaka again had the lowest adolescent percentage (26%).

#### **4.1.4 Whether the film shows held dialogue with the audience**

Due to the fact that changes were made to questionnaire while the field was underway, data about dialogue could not be collected from any other place except Bogra and Thakurgaon of Rajshahi division and Moulvibazar of Sylhet division. Findings from these areas show that dialogue were held in all of the film shows and average duration of dialogue was 21 minutes in Rajshahi division and 26 minutes in Sylhet division.

#### **4.1.5 Did the film show offer relevant messages**

The film shows covered all the intended messages; however, dissemination of some messages were more frequent and these were *Child and Maternal Health, Care of Pregnant Woman, Education of Children, and Rights of Women and Children.*

## **4.2 Folk Songs**

It may be mentioned here that observation checklists were used in Bholá of Barisal division and Brandarban of Chittagong division only.

#### 4.2.1 Did the folk songs program take place according to original plan

According to the study findings, all of the planned folk songs were held accordingly. Besides, all the folk songs in the selected districts were held according to time schedule set by the original plan. Conformity with original plan was also maintained in case of venues where the sessions were held.

Picture 2: Folk Song session in progress



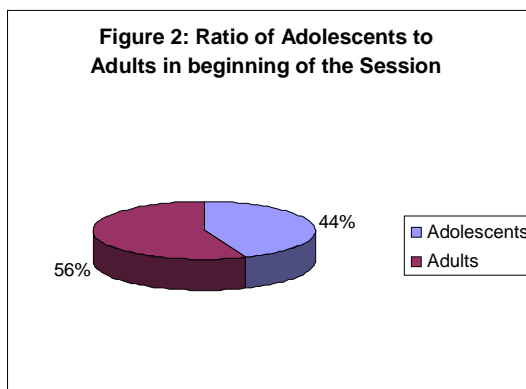
#### 4.2.2 How was the size of audience at folk song programs

According to average estimate, around 125 persons were present in the beginning of the folk song session while around 312 persons were present at the end of the folk song session. Highest average audience size both in the beginning and at the end of the session was at Barisal, 175 and 450 persons respectively.

#### 4.2.3 What has been the ratio of audience by gender and age

Ratio of adult females to males was 32 to 68 at the beginning of the session while the ratio of adult females to males at the end of the session was 28 to 72.

Ratio of adolescents to adults in the beginning of the session was 44 to 56 while the ratio of adolescents to adults at the end of the session was 35 to 65.



#### 4.2.4 Did those folk songs offer relevant messages

Although the folk songs sessions delivered all the core messages (message categories listed in section 2), categories of messages that were delivered most included *Child and Maternal Health, Education of Children, Dowry, Sanitation and Hygiene of Family Members*.

### 4.3 Community Meetings

Findings of this section is based on data collected through observation of planned community meetings in 1 selected district each from Chittagong, Dhaka, Rajshahi and Sylhet and 2 selected districts from Barisal division.

#### **4.3.1 Did the community meetings take place according to original plan**

The study findings indicate that across the selected districts of the five divisions, namely, Barisal, Chittagong, Dhaka, Rajshahi and Sylhet, all of the planned community meetings were held according to original plan. It was observed that either Film show or Folk Song was held before most of the community meetings. However, these community meetings were held immediately after the film show or folk song was staged. In all cases except one meeting in Chittagong and one meeting in Rajshahi was held in scheduled venues according to the original plan. It was also found that the community meetings were administered according to the discussion guide.

*Picture 3: Community Meetings in progress*



#### **4.3.2 How was the size of audience at community meetings**

According to average estimate of observed data across the selected districts of five divisions, around 87 persons were present in the beginning of the film show while around 202 persons were present at the end of the film show. Highest average of audience present in the beginning of the meeting was Rajshahi and Sylhet (125 persons) while the lowest average of the same was in Dhaka (35). Regarding audience size at the end of the show, highest average was in Rajshahi (450 persons) while the lowest average was in Dhaka and Sylhet (125 persons).

#### **4.3.3 What has been the ratio of audience by gender and age**

Average proportion of adult females among all adults in the beginning of the meeting was 31 percent while same at the end of the meeting was 41 percent. Highest proportion of adult females among all adults in the beginning of the meeting was in Barisal and Dhaka (45 percent) and the lowest of the same was in Rajshahi and Sylhet (15 percent). Regarding ratios at the end of the meeting, the highest proportion of females among adults was in Dhaka (55 percent) and the lowest proportion was in Sylhet (15 percent).

Ratio analysis of audience by age shows that, around 36% of the audience was comprised of adolescents and 65% of the audience was comprised of adults during the beginning of the show. Similarly, adolescent proportion was 39% and adult proportion was 61% during the end of the show. Among the divisions, in the beginning of the meeting, highest adolescent proportion was found in Rajshahi (60%) and the lowest adolescent proportion was found in Sylhet (15%). During the end of the show, highest proportion of adolescents was found in Rajshahi (70%) and lowest proportion of adolescents was found again in Sylhet (15%).

#### **4.3.4 Have the community meetings offered relevant messages**

The messages that were discussed most in the community meetings were on *Rights of Women and Children, Dowry, Child and Maternal Health, Education of Child, and Protection of Child*. It may be noted here that messages from other categories were also disseminated but the number of messages from these categories were disseminated more.

### **4.4 Announcement through Miking**

Findings of this section are based on data collected through observation of planned announcements through microphones in the selected districts of Barisal, Chittagong, Dhaka, Khulna, Rajshahi and Sylhet divisions.

#### **4.4.1 Did the pre-announcements through miking take place according to original plan**

In the selected districts of the six divisions, namely, Barisal, Chittagong, Dhaka, Khulna, Rajshahi and Sylhet, all of the planned announcements through miking were carried out accordingly. Similarly, all planned announcements through miking were held in scheduled time except one instance in Chittagong division. Again, it was found that the planned announcements through miking were held in scheduled venue except one instance again in Chittagong division.

#### **4.4.2 Have the relevant programs been announced through microphone**

The programs that were announced in most cases are *Dowry, Women and Child Education, and Women and Child Rights*. In 44 percent cases, *Women and Child Rights* was announced, in 37 percent cases *Women and Child Education* was announced, and in 31 percent cases *Dowry* was announced. The percentages indicate the percentage of the sum of all messages announced in the observed sessions.

### **4.5 Efficacy**

The study findings show that average audience in the film shows, folk songs and community meetings were as follows:

Event	Beginning of the show	End of the show
Film show	189	331
Folk song	125	312
Community meetings	87	202

According to information provided by the Department of Mass Communication (DMC), the budgetary allocation for each of these events was as follows:

Event	Budget (Taka)
Film show	800/-
Folk song	4000/-
Community meetings	2500/-

If we consider the average audience size at the end of these sessions for calculating the cost per audience, then the following calculations are derived at:

Event	Cost per audience (Taka)
Film show	2.42/-
Folk song	12.82/-
Community meeting	11.79/-

The analysis presented above indicate that film show while drawing highest number of audiences in comparison with the other two events, incur the lowest cost per audience. Further, although the number of audience of folk songs was higher than that of community meetings, cost per audience was a bit higher in folk songs than that in community meetings. Therefore, in terms of cost per audience, the events can be ranked from most effective to least effective as follows:

Cost-effectiveness	Event
Most	Film shows Community meetings
Least	Folk songs

## 5 Findings from Exit Polls

This section is based on findings obtained from exit interview conducted on attendees of film show, folk song, or community meetings. The aim of conducting the exit interview was to capture the instant reactions, such as, liking or disliking of activities, understanding of the messages, importance of the messages, preference with regard to time, venue, etc., degree of urgency among audiences to change behavior based on the messages etc., of audience, listeners and attendees. The exit interview also yielded information about basic demography of audiences.

### Key Questions

- *Do audiences reflect* urgency to change behavior based on the messages
- What aspects of the activities were liked most

### 5.1 Age Distribution

Majority of the adult males interviewed re aged between 31-50 years followed by adult males aged between 20-30 years. In case of adult females, majorities were aged between 20-30 years and were followed by the adult females of age between 30-50 years. The adolescent boys and girls are aged between 7-14 years.

### 5.2 Occupation

Most of the adult females were housewives, around 70 percent. Around 20 percent of the adult females were occupied in service. In case of adult males, most of them were engaged in business (around 38 percent) while about 28 percent were occupied in agriculture. Roughly 20 percent of the adult males were engaged in service.

### 5.3 Education

About two-third of the adult males studied below SSC level. While 32 percent completed grade I-V, 35 percent completed grade VI-X. In case of adult females also, close to two-thirds of them studied below SSC level. Nearly one-third studied up to grade I-V while one-fourth studied up to grade VI-X. However, 15 percent of the adult females were found to be graduates while 7 percent of the adult males were the same.

### 5.4 Marital Status

About three-fourth of the adult males interviewed were married while 9 out of 10 adult females were married. Some adolescent boys and girls were also married. Around 5 percent of adolescent boys and girls were married at the time of interview.

## **5.5 Monthly Income and Family Size**

Average estimates showed that the monthly income of adult males was 6,918 Taka while the monthly income of the adult females was 6,547 Taka. Average family size of the respondents was 6 to 7 members.

## **5.6 Whether audiences have understood the messages**

Over 90 percent of the adult males, adult females, adolescent boys and adolescent girls claimed that they have understood the messages. Almost of all of the adolescent girls claimed to have understood the messages.

## **5.7 Whether audiences felt the importance of the messages**

The adolescent boys appeared to be the most sensitive audience as 99.4 percent of them claimed that they have felt importance of the messages. Adolescent girls were also close to them as about 94 percent of the adolescent girls felt importance of the messages. Adult males and adult females, though a bit behind the adolescents, also reflected reasonable sensitivity as 84 percent of adult males and 89 percent of adult females claimed that they have understood the messages.

## **5.8 Whether audiences felt the degree of urgency to change behavior**

The proportion of adult males, among the proportions of other categories of respondents, was the highest, as 92 percent of them considered the messages urgent and felt committed to change their behavior according to the messages. Adult females and adolescent girls almost equaled in proportion, as 89 percent of females and 86 percent of girls committed to change their behavior. Percentage of adolescent boys is the lowest, as about only two-thirds of them claimed that they would change their behavior.

## **5.9 Whether audiences found the activities interesting**

Although respondents from all categories found that the activities interesting, proportion of adult males than that of other categories were more in this regard. Findings on proportion of adult females, adolescent boys and girls were similar to the findings presented in the preceding section.

## **5.10 Whether audiences found the activities informative**

All adult males and over 95 percent of the adult females and adolescent girls also considered the activities informative. The adolescent boys again fall behind in proportion as only 77 percent of them found the activities informative.

### **5.11 Whether audiences liked the activities**

Similarly, more of adult males (82%) than of other categories liked the activities. However, more of adolescent boys (76%) compared to adult females and adolescent girls were found to have liked the activities. Only about two-thirds of adult females and adolescent girls mentioned the same.

### **5.12 What have been the issues that were liked most by audiences**

The issues liked most by the male audience include *Dowry, Wording of Message/Topic of Meeting, and Sanitation*. Other issues liked by the male audience include, *Health (general), Song/lyrics, Film/drama, Song by Momtaz, Information provided by Meena cartoon, and general Education*.

Most of the female audience mentioned that they have liked the topic on *Child Education*. Very close to this topic in terms of popularity was the topic on *Health (general) and Early Marriage*. Other topics that followed were *dowry, domestic violence, song/lyrics, and care of child and pregnant mother*.

For the adolescent boys, they liked most that a *film or drama* is being shown rather than focusing on any topic. However, some of them mentioned topics liked by them as *child and maternal education, dowry, Meena cartoon and song by Momtaz*.

Among the adolescent girls, the three most popular topics include *Domestic Violence/Eve Teasing, Early Marriage and Child Education*. Other topics close in terms of popularity include *Dowry, Health, and the idea of using film/drama to spread messages*.

### **5.13 What are other likable aspects of the activities by the audiences**

The respondents were asked to comment whether they liked the aspects of the activities they had attended in terms of timing, venue, duration and new messages offered. On an average, 71 percent adult males liked the timing, followed by 69 percent adolescent boys. About 63 percent adult females liked the timing while 51 percent adolescent girls liked the same.

On the other hand, about 76 percent adolescent boys and 71 percent adolescent girls liked the venue. Only 63 percent adult males and 61 percent adult females liked the venue. Relatively, the duration was liked by fewer audiences. Here, only 54 percent adolescent boys, 47 percent adult males, 43 percent adult females and only 31 percent adolescent girls liked the duration.

The proportion of audiences preferring to have new messages is a bit higher. Here, 69 percent of adolescent girls liked the idea of having new messages by the IPC activities followed closely by 66 percent adolescent boys who liked the same. In case of adults, 55 percent males and 60 percent females liked the idea of having new messages from the IPC activities.

## **6 Findings from Focus Group Discussions**

Focus group discussion sessions were held with audiences of film shows, listeners of folk songs, and attendees of community meetings. The FGD participants are categorized as adult male, adult female, adolescent boys and adolescent girls. The purpose behind conducting the FGDs was to assess understandability and internalization of messages, preferences; to measure the effectiveness of interventions; and to evaluate the overall impact of the intervention in changing behavioral practices and in social norms.

### **Key Questions**

- What have been the level of awareness created on the different behaviors promoted through the film shows, folk songs, and community meetings;
- Had the activities been effective in terms of audience preference;
- Have there been any changes in terms of individual behaviors and social norms;

### **6.1 Whether audiences have become aware about the issues presented or discussed in the activities**

The audiences were found to be aware of the issues relating to the core messages that had been presented to them through the film shows, folk songs and community meetings. Most adult males were aware of issues like behaving well with children; keeping households and yards clean from waste, washing hands with soaps or ash after using latrines, and keeping soaps or ashes inside latrines.

Adult females were found to be aware mostly about issues like care of pregnant mother, sending children to schools, washing hands with soaps or ashes after using latrines, health, child and women's rights, protection of children, early marriage, and dowry.

Most of the adolescent boys were aware of issues like family planning, care of pregnant mother, dowry, washing hands with soaps or ashes after using latrines, care of pregnant mother, washing hands before and after meal, and sending children to school.

Majority of the adolescent girls were found to be aware of issues like health, education of children, washing hands with soaps before or after meal, maternal and child health, child and women trafficking, sanitation, protection of children against violence, exploitation and abuse.

### **6.2 What had been the sources of awareness**

Most of the audiences mentioned that they have been informed about the issues from film shows and/or folk songs that were held mostly in the school grounds. However, they have mentioned community meeting as a source also. Besides, the audiences also mentioned that they have learned about the issues from dramas (Mostly respondents mentioned drama, in few cases they

mentioned IPTs, so it was inferred that by drama they were referring to IPTs), schoolteachers, health workers, and media (television and radio).

### **6.3 Whether audiences have understood the messages of the Film Show/Folk Song/Community Meeting**

All categories of audience mentioned that that the issues presented by the activities were real in their lives and they should play active roles in creating awareness and behavior change in relation to these issues.

The audiences also claimed to have understood the importance of the issues clearly. Some adult male respondents told that they felt good at the discussion of the issues as these were very much related to their society. Adult females admitted that there was need for presenting the issues through these activities as in their community people really did not take care of pregnant mothers, did not send children to schools, and did not wash hands properly. Similarly adolescent boys and girls also mentioned that they have understood the relevance and importance of the issues.

Adult males did not find any difficulty with words or phrases though some adult females from Gazipur recommended using local language in the activities. Adolescent boys also considered the words and phrases of the messages easy to understand. Adolescent girls expressed opinion that increased frequency of the activities would make the communication easier.

Film shows and folk songs were identified as very effective mechanisms for ensuring attractiveness of the messages. Particularly, audiences from Bandarban considered film shows and folk songs as very much needed in their localities as the locals liked entertainment most. However, though in lesser proportion, the audiences also revealed that the messages disseminated through the community meetings were attractive as well.

In general, the audiences of all categories asserted that the messages could be easily remembered and there are practically no parts of the messages that are difficult to be understood.

### **6.4 Whether they have felt these messages are important and why**

The audiences feel that the message on protection of children against violence, exploitation and abuse; rights of women and children, maternal and child health, dowry, women and child trafficking, sending children to schools, washing hands with soaps and ashes after using latrines, etc. were still important as many members of their community were still unaware about playing active roles in relation to these issues. They felt that in the absence of these activities, whatever level of consciousness prevailed at present in the society would tend to diminish gradually. Therefore, for not only sustaining present level of consciousness in the society but also to increase the range of consciousness, dissemination of these messages through activities like film shows, folk songs and community meeting were deemed as important.

## **6.5 What are current practices of audience concerning health, education, protection, sanitation, hygiene and rights of children and women**

Adult males claimed that as conscious members of the society they carry out desired healthy practices concerning health, education, protection, sanitation, hygiene, and rights of children and women. According to them, the members of the community who had been made aware by these activities behave well with children, take them to schools, use sanitary latrines, use sandals in latrines, and wash hands with soap or ashes after using latrines. However, they admitted that there still were deviants who did not follow desired practices concerning health, education, protection, sanitation, hygiene and rights of children and women.

Adult female audiences mentioned that they helped their family members in having healthy meals and maintaining hygienic practices. They also mentioned that they used to take good care of their children and send them to schools. However, some of them revealed that their community people still did not take proper care of pregnant mothers.

Adolescent boys asserted that all of them use sanitary latrines for maintaining good health. They also wash hands before and after meal and also after using latrines. They also sought doctor's advice for illness. Children aged over 5 years were sent to schools and in the households children and women were not engaged in heavy work. However, some boys admitted that many of their community people did not take proper care of pregnant mothers, exchange dowry in marriage, and did not wash hands before or after meal.

Adolescent girls also disclosed that some of their community people did not take proper care of pregnant mothers. The community people also lagged behind in sending children to schools, washing hands before or after meal and after using latrines.

## **6.6 Whether they would change their behavioral practices concerning health, education, protection, sanitation, hygiene and rights of children and women**

The audiences committed that they would change their behavioral practices concerning health, education, protection of children, sanitation, hygiene and rights of children and women. They would take care of pregnant mothers, send children to schools, avoid exchange of dowry in marriage, wash hands before and after meal, and keep household surroundings clean. Besides changing their own behavioral practices, they would also pursue other members of community to change their behavior as well.

The audiences believed that these activities would create awareness among the people with information and knowledge about healthy behaviors. This instilled awareness would also motivate people in implementing behavioral changes in their lives. For these reasons, the audiences considered these activities were capable of motivating community people to change their behaviors.

### **6.7 Whether audience feel that these activities would help to change the social norms concerning health, education, protection, sanitation, hygiene and rights of children and women**

According to the perception of the audiences, the ideas and messages disseminated through these activities were beneficial for the society and therefore did not conflict with core values of existing social norms. According to them at present, the social norms were not against the spirit of these messages but rather were insensitive in due adherence to the desired behavioral practices. It appeared that by 'social norms' they meant collective attitudes and not the collective support or practice of desired behavior. Increased level of dissemination of these messages through these activities would help build up adequate awareness and conscious level necessary to change the existing insensitive nature of social norms into a more sensitive and conducive nature for implementation of desired practices. This could be reflected by the facts that although they as a social norm do not support early marriage and keeping children away from schools but explain such instances, which are still taking place, as inability of the concerned ones due to financial or other constraints.

However, some respondents from Sylhet were skeptic about success of activities like film shows and folks songs as they found the local religious sentiments as against holding of such activities and therefore suggest building up consciousness and awareness level more through community meetings. They also believed that involvement of religious leaders in these activities would enhance desired changes in social norms.

### **6.8 Whether the audience would play any social responsibility to change the social norms**

The audiences perceived their social responsibility as first to change their own behavioral practices and then to pursue and convince other members of the community to fall in. They were willing to play social responsibility in this framework to change the social norms.

### **6.9 What the audiences think about the overall effectiveness of the activities**

The audience felt that these activities played effective role in changing attitudes of the society. According to them, the messages were being presented in an easy to understand manner to the communities and thus was helping the community people to recognize and differentiate between beneficial and harmful behavioral practices. Thus, according to them, these activities were helping people to understand which behavioral practices they should avoid and which ones they should adopt.

## **6.10 Whether audiences have any suggestions and recommendations to improve the activities**

The audiences offered a wide range of suggestions and recommendations. Respondents from Bandarban recommended increasing coverage of film shows and folk songs and to include local tribal language for disseminating the messages through these activities. According to respondents from this area, the people were more receptive to cheerful activities and therefore film shows and folk songs would be more effective. On the other hand, respondents from Sylhet undermined effectiveness of film shows and folk songs due to resistance from local religious sentiments and therefore recommended using community meetings more intensively. They also recommended involving religious leaders like Imam, Hujur in disseminating these messages as these groups were more revered in their communities.

There was also opinion that achieving desired level of success was not possible by holding film shows and folk songs in Haat Bazaars only. Therefore, they recommended that such activities should be extended far into the villages like in the 'Para' courtyards and be held at least once each month. Some respondents reflected that providing gifts for being present in the community meetings should be considered also. Further, the activities should be held in late afternoon or evening which is convenient for female audiences, be held frequently, and with adequate prior notice/announcements. Reading materials like colorful posters and leaflets should also be provided so that people could gain more insight into the information and remember well by reading the materials at their homes. Health workers could also be used for explaining the messages easily to the village people.

## 7 Findings from In-depth and Delayed Interviews

### Key Questions

- What have been the level of awareness created on the different behaviors promoted through the film shows, folk songs, and community meetings;
- What have been the level of effectiveness of the interventions in order of audience preference and retention capacity;
- Have there been any changes in terms of individual behaviors and social norms;

### 7.1 Whether audience have heard about issues on health, education, protection of children, sanitation, hygiene, and children and women's rights

Almost all of the adult males, adult females, adolescent boys and adolescent girls have heard about issues relating to health, education, protection of children, sanitation, hygiene, and children and women's rights. Hundred percent of the adolescent girls have heard messages on these issues. Similarly, the UP Chairmen, DMC Officials, School Teachers and Religious leaders have also heard about these issues.

Sources from where they have heard about these issues include film show, folk songs and community meetings. However, they have also mentioned sources like drama, DIO office, Television and Health Workers.

### 7.2 Whether mass people could retain the messages

Regarding film shows, around 70 percent of the respondents could recall issues like *Hygiene*, *Sanitation*, and *Women and Children's Rights*. Nearly 60 percent of the respondents could mention issues like *Domestic Violence*, *Child Education*, *Care of Child and Mother*, *Care of Pregnant Mother*, and *Protection of Children*.

With regard to folk songs, from 70 to 80 percent of the respondents could mention issues like *Hygiene*, *Women and Child Rights*, *Sanitation*, and *Care of Pregnant Mother*. *Child Education* and *Care of Pregnant Mother* were also remembered by about 70 percent of the respondents.

The most recalled topics mentioned by the audiences of community meeting include *Sanitation* and *Hygiene*. About 65 percent respondents also mentioned *Women's and Child Rights*.

### 7.3 Whether mass people could understand the messages

Most audiences could understand the messages and during the in-depth interviews, respondents asserted that the mass people could retain the messages. They also considered the messages as important for the communities.

#### **7.4 What were the current practices of community people**

The audience mentioned that they already practice many of the standards suggested by the messages disseminated by the activities of the Department of Mass Communication. They also mentioned that they were very much willing to spread the messages to others so that more people from the community can practice desired behavior with regard to Health, Education, Protection of Child, Sanitation, Hygiene, and Rights of Women and Children.

#### **7.5 Whether the activities are perceived as effective**

The UP Chairmen, School Teachers, DMC Officials, and Religious leaders when asked, all of them mentioned that they believed that these messages are effective enough to raise the awareness of mass people, change behavioral practices, and change social norms as well.

#### **7.6 What activities have been preferred most as motivating**

Film shows and Folk Songs are considered as most effective activities and Community Meetings were as next most effective activities, according to a rating by the respondents. However, audiences also preferred dramas (IPTs), health workers, school teachers, Tathaya office and television as effective media for key messages.

#### **7.7 Whether community people would play any role in social responsibility**

The audiences were willing to not only to change their own behavioral practices but also to pursue and motivate other members of the community to adopt the desired behaviors.

#### **7.8 Suggestions and Recommendations**

The audience stressed that the present activities should be continued and be extended to each Haats and school grounds. The activities of the District Tathaya office should be implemented properly as they had been implemented now. The problems of the communities should be identified and be related by the facilitators to the messages disseminated the IPC activities. More intensive campaign is desired in terms of coverage and frequency. Campaign should extend to inside the villages and not only be kept limited to Haats and Bazaars.

## 8 Survey of DIO Offices

A total of 12 DIO offices were studied and key findings obtained from this exercise are listed below:

- The DIO offices were staffed with 86 percent of planned manpower.
- Around 42 percent offices owned their office building, the rest 58 percent rented building for office.
- On an average, each DIO office had at least one vehicle.
- 8 out of 10 offices had computers.
- Only 2 out of 10 offices had OHP.
- 9 out of 10 offices had camera and multimedia.
- Only 3 out of 10 offices had photocopiers.
- Each office had at least one telephone, one facsimile machine, and one overhead screen.
- Fifty percent of the offices prepared report on a monthly basis. Other frequencies of reporting included instant, quarterly, bi-annually, annually and unspecified reporting.
- The computers and printers of the DIO offices were mostly used for word processing.
- Cameras and scanners were used most extensively for capturing and documenting photographs of different events. These photographs were used in preparing different reports.
- OHPs at the DIO offices were not used much as multimedia projector was preferred more for presentations.
- Most DIO offices preferred to combine more than one event namely, film shows, folk songs and community meetings in order to utilize leverage from combining separate budgets for these events. The DIO officials have shown reservations about the adequacy of the budgets.
- The DIO officials considered the events very much cost effective in terms of input-output ratio (Ratio of fund allocated for a particular event to audience size for that event). However, this was merely the opinion of concerned DIO officials only.
- On many occasions, DIO officials were sponsored by local leaders (by means of decoration at the venues) particularly when they combined the events and in such cases, the events start usually in the evening and last for 4-5 hours.
- The DIO officials expressed serious need for receiving multimedia projectors, DVD players, screens and increased budget for human resource and logistics.
- In general, the officials did not face any difficulty in gathering the audiences for the events. Neither did they face any difficulties with maintaining discipline during the events as they sought and got support from local influential.

## **9 Conclusions**

Conclusions reached on the basis of findings presented in the preceding sections are now presented as follows:

### **9.1 Implementation of the activities according to original plan**

It was found that the film shows, folk songs and community meetings were implemented according to the original plan terms of scheduled venue and time. All the core messages were also disseminated through the IPC media.

Audiences included all segments i.e., adult males, adult females, adolescent boys and adolescent girls. However, participation of adult females and adolescents is lower than that of the adult males.

### **9.2 Efficacy of one IPC medium against another**

Analysis by this study indicated that the film shows incur the lowest cost per audience (in Taka). Furthermore, the community meetings were more cost effective than the folk songs; however, the folk songs, on an average of the aggregate, attracted more audience than the community meetings did.

### **9.3 Urgency felt by audiences to change behavior**

Although over 90 percent of the audiences from all categories namely, adult male & female, adolescent boys & girls, asserted that the IPC activities had been understandable and interesting but only in case of adult male, over 90 percent reportedly felt the urgency to change behavior according to the IPC messages. Moreover, while close to 90 percent of the adult female and adolescent girls believed that it was urgent to act according to the messages, only two-thirds of the adolescent boys felt the same.

### **9.4 Likable aspects of the activities**

The timing of the IPC activities were liked more by the males and boys and less by the females and girls. On the other hand, the venues were liked more by the adolescents than the adults. About half of the adolescent boys, more than half of the adult males and adult females, and two-thirds of the adolescent girls would have liked more had the duration of the events been longer. Close to two-thirds of all categories of audience would like to have new messages.

### **9.5 Level of awareness created by the IPC medium**

Almost all the target audience (adults and adolescents) as well as the community leaders (UP chairmen, school teachers and religious leaders) interviewed under this study were aware of the issues on health, education, protection of children, sanitation, hygiene, and children and women's

rights. However, the adult males reflected more awareness on the issues of hygiene, sanitation, and children and women's rights, and the adolescent boys demonstrated more awareness on health, education, sanitation, and hygiene in comparison to other core messages. On the other hand, the adult female and adolescent girls were found to be evenly aware of the issues relating to all the core messages.

Although all the audiences interviewed identified film shows, folk songs and community meetings as the sources as their awareness; they have also considered other sources like drama (IPT), school teachers, health workers, Tathaya office (DIO), and television.

## **9.6 Effectiveness of IPC mediums in terms of audience preference**

According to audience preferences, film shows and folk songs were found as the most effective IPC mediums followed by community meetings. However, they did not consider these IPC activities as the only effective mechanisms as they considered drama (IPT), school teachers, health workers, Tathaya office (DIO), and television as effective communication mediums also.

The audience considered the IPC activities effective in terms of not only creating awareness in the communities but also in sustaining the existing awareness levels which, according to them, would diminish in the absence of such activities.

## **9.7 Effectiveness of IPC media in terms of audience retention capacity**

According to the analysis of how many of the audiences remembered the messages disseminated by different IPC media, folk songs appeared to be most effective as about 80 percent of the audiences could recall most of the messages related to the folk song sessions. Film shows seemed to be second as around 70 percent of the audiences associated the messages recalled by them with this activity. Finally, around 65 percent of the audiences could relate the messages retained by them with the community meetings.

## **9.8 Change in attitude as a result of IPC activities**

Almost all the target audience overwhelmingly displayed a favorable attitude towards changing behavior according to the messages of the IPC mediums. They were found to be convinced that such messages should be followed not only in their individual behaviors but in the community as a whole. Therefore, the IPC mediums could be viewed as successful in influencing favorable attitudes among the target audiences and in helping them differentiate between desirable and undesirable behaviors.

## **9.9 Change in behavior as a result of IPC activities**

It was very difficult to assess actual change in behavior as a result of IPC activities as this study had to rely solely on the claims of the audiences interviewed and not on the observation of actual behaviors. Still, while the interviewees in general asserted that there had been changes in their

individual behaviors, They also admitted that no change in behaviors targeted by the IPC media could still be observed in their communities.

### **9.10 Change in social norms as a result of IPC activities**

In a strict sense, change in social norms was not achieved in terms of enabling or forcing the behaviors promoted by the IPC activities to take place in the communities. However, in a more liberal sense, change in social norms has been achieved with respect to development of appropriate attitudes towards desirable behaviors. For example, although the society did not yet compel stopping of child marriage or keeping children away from school, it neither considered such behaviors as right.

### **9.11 Overall conclusion**

The role of DMC was found to be effective in implementation of these activities according to the original plan. However, though the IPC activities were able to draw all kinds of audiences like adult males, adult females, adolescent boys and girls; the presence of females and girls were less than the presence of males and females. Film shows have been found to be most effective in terms of cost per audience while folk songs were found to be most effective in terms of retention of messages. Finally, although the successes in changing behaviors and social norms appeared to be limited, the IPC media were found to be successful in creating awareness level as well as favorable attitudes in the target communities.

## **10 Recommendations**

After careful analysis of the study findings, conclusions and also recommendations offered by the audiences interviewed, we considered some recommendations for improving the overall effectiveness of IPC media in the following areas. Although it was difficult to rank the recommendation in any order of importance as all of them seemed to be equally important to us, still the following list was based on considering the major weaknesses first and so on.

### **10.1 Increasing the presence of females and girls**

It appeared reasonable from the findings that presence of females and girls could be increased by holding the IPC activities far into the villages instead of keeping it within the premises of haats and bazaars only. Therefore, this study recommends holding the IPC activities in a place convenient for female audience, for example, in the para courtyards and preferably in late afternoon or evening.

### **10.2 Increasing retention of the messages**

One option for increasing retention could be to use reading materials like colorful posters and leaflets during the IPC activities which the audience would take away with them and could read later on or look at these frequently at their homes. Another opportunity for increasing retention of messages lies with increasing frequency of the activities, for example, holding film shows or another IPC medium in a particular location once every month throughout the year.

### **10.3 Increasing involvement of the audience**

Local sensitivity should be addressed through incorporating local dialects and local problems in the dissemination of the messages. Moreover, mixed strategy might also be useful. For example, in areas like Bandarban, more of film shows and folk songs should be held as the locals prefer these most. On the other hand, in areas like Sylhet, community meetings should be held more with involvement of religious leaders as such were preferred more in that locality.

### **10.4 Managing efficacy of the IPC media**

It was found that film shows were most cost-effective in terms of costs per audience. Then, while community meetings were more cost-effective than the folk songs, it drew less audience than the latter. Therefore, instead of planning to hold film shows, folk songs and community meetings separately, formal steps should be taken to implement film shows and folk songs along with community meetings only. For example, activities could be planned to hold film show and meeting together as well as folk songs and community meetings combined.



## **Annexure**

## Appendix A: List of Literature Reviewed

1. Planning Cell Ministry of Information (October-2006). Development Project Proposal (DPP) ‘Advocacy and communication for Children and Women (3rd Phase); Project ‘শিশু ও নারী উন্নয়নে যোগাযোগ কার্যক্রম (৩য়পর্যায়)’ প্রকল্প. Government of The People’s Republic of Bangladesh Ministry of Information.
2. গনযোগাযোগঅধিদপ্তর (জানুয়ারী -২০০৮). ৬৮টি জেলা তথ্য অফিস কর্তৃক সম্পাদিতপ্রচারকার্যক্রমের পেপার ক্লিপিং.
3. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (জুন, ২০০৮). জেলা তথ্য অফিস কর্তৃক জুন, ২০০৮ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন. গনযোগাযোগঅধিদপ্তর, তথ্য মন্ত্রণালয়ঢাকা।
4. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (আগষ্ট, ২০০৮). প্রকল্পেরআগষ্ট, ২০০৮ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা
5. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (অক্টোবর, ২০০৮). প্রকল্পেরআগষ্ট, ২০০৮ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা
6. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (নভেম্বর ও ডিসেম্বর, ২০০৮). প্রকল্পের নভেম্বর ও ডিসেম্বর, ২০০৮ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা
7. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (জানুয়ারী, ২০০৯). প্রকল্পের জানুয়ারী, ২০০৯ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা
8. Advocacy and Communication for Women and Children (3rd phase) Project (July, 2009). Report on Implemented Programmes July-2009. Department of Mass Communication Segunbagicha, Dhaka
9. Advocacy and Communication for Women and Children (3rd phase) Project (August, 2009). Report on Implemented Programmes August-2009. Department of Mass Communication Segunbagicha, Dhaka
10. Advocacy and Communication for Women and Children (3rd phase) Project (September, 2009). Report on Implemented Programmes September-2009. Department of Mass Communication Segunbagicha, Dhaka
11. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (অক্টোবর-২০০৯). প্রকল্পের অক্টোবর-২০০৯ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা
12. শিশু ও নারীউন্নয়নে যোগাযোগকার্যক্রম (৩য়পর্যায়) (নভেম্বর-২০০৯). প্রকল্পের নভেম্বর-২০০৯ মাসেবাস্তবায়িতকার্যক্রমেরপ্রতিবেদন। গনযোগাযোগঅধিদপ্তর সেগুনবাগিচা, ঢাকা

## Appendix B: Summary of Literature Review on DMC Activities

The title of the project concerned is “Advocacy and communication for Children and Women (3<sup>rd</sup> Phase) Project”. The Ministry of Information is the sponsoring ministry of this project. The executing agencies of the project include:

1. Bangladesh Betar
2. Bangladesh Television
3. Department of Mass Communication
4. National Institute of Mass Communication
5. Department of Films and Publication
6. Press Institute of Bangladesh
7. Press Information Department
8. Bangladesh Sangbad Sangstha

The project office has been located at the Planning Cell of the Ministry of Information (MOI). The Joint Secretary (Development), MOI discharge responsibilities as the part time project director and the Deputy Chief, Planning Cell of MOI, in addition to his/her regular duties, perform as the Deputy Project Director.

According to the DPP, the core objective of the project *aims for the progressive realization of the Children’s and Women’s rights through improved survival, development, protection and participation within the framework provided by the CRC, the CEDAW, the Poverty Reduction Strategy (PRS), the Millennium Development Goals (MDG’s) and the Millennium Declaration.* Further *‘in order to bring about social and behavioral changes in the mindset of the people to effect attitudinal changes towards women and children’s issues, the media communication program strategy will be developed.’*

The overall strategy incorporated the following components:

- |     |   |  |
|-----|---|--|
| (a) | Advocacy:                                     | The purpose of advocacy aims to remove constraints that hinder smooth implementation of development programs, and thus create environment for effective implementation.                                  |
| (b) | Social Mobilization:                          | The purpose of social mobilization through media campaign aims to bring together relevant inter-sector partners to determine needs and raise awareness of demand for a particular development objective. |
| (c) | Social and behavioral<br>Change communication | This approach will address knowledge, attitude and practices of individual families and communities as they relate to specific development goals.  |

The Department of Mass Communication (DMC) disseminates development information at the grass-root level. The department has 64 district information offices and 4 assistant information offices in the Hill-Tracts area of Bangladesh.

The Department of Mass Communication (DMC), through its 68 offices, has the capacity to strengthen dissemination of messages to hard-to-reach areas and has been using inter-personal communication as a tool for reaching out to grass root people. DMC is engaged in dissemination of information and motivation among local elite, influential, opinion-leaders, professionals and members of the civil society at the grass root level.

Keeping this in view. DMC plays a strong supportive role by coordinating activities with all relevant agencies at the district and conduct coordinated communication campaign for the messages on health nutrition, education, disease prevention, water and others topical issues. This involves developing the role of the District Information Officer towards becoming catalysts who energizes other government, community leaders to lead the process of social change and behavioral development.

During the project period, DMC is expected to undertake the following activities:

1. To contribute directly in message dissemination, socialization and motivation for the overall development of women and children at the district, division and national level. Appropriate and innovative programs will be formulated at the annual planning workshop and regular review workshop. In addition, quality of the programs will also be reviewed in the half-early workshops.
2. Ensure the use of communication materials for changing people's behavior by spreading the messages on FFL among the people.
3. Besides, messages on MEENA initiative will be disseminated using appropriate tools. Films/videos on health of mother and children will be shown through the divisional mobile film unit and video projector in the rural areas. About 3500 films will be screened annually.
4. The DIOs will arrange workshops with local influential and elite at the Upazila level. These workshops will be used to familiarize with the various components of the project activities. A total of 200 workshops will be held during the project period.
5. DMC will arrange song, jatra, drama and puppet-show for disseminating messages on health of mother and children, nutrition, education, disease prevention while it will arrange 3500 in the five years of project cycle.
6. For talent hunt among students and juveniles, essay competition and debates will be arranged and these programs will be undertaken while observing special days in each district. Children's rally/ Children Mela will also be organized while marking the special events.
7. Press briefing at the district level also is organized for creating awareness about the program and draw people support.
8. Campaign by using the loud microphone will be extensive used to disseminate appropriate information on special days and during the time of natural calamity.
9. Group communication will be strengthened and will be consolidated using the multimedia approach.
10. Appropriate training will be arranged with the support of the National Institute of Mass Communication to build capacity of the DMC manpower. Training will be imparted on interpersonal communication techniques, group and inter-active communication, social mobilization, project management and there will be also scopes for foreign training.
11. A communication committee will be formed through representation of Regional Director of Bangladesh Betar, District Primary Education Officer; representatives form Public Health Engineering and Civil Surgeon. DIO will co-ordinate activities of this committee. This committee will consult on the project activities and formulate plans accordingly.
12. A total of 02 Computers, 02 Printers and one Photocopier will be supplied during the project period.
13. DMC will undertake two surveys to monitors effects of the programs through its own/external support.
14. The program monitoring will be strengthened using field inspection, reports and temporary review of the on-going programs.

15. Special considerations should be shown to the Haor and Hill Tract areas while giving allocation of fund.

## Appendix C: Distribution of Sample

Table –C.1: District-wise distribution of Film shows, folk songs and community meetings monitored

SI	Division	SI	District	Film Show	Folk Song	Community Meeting
01	Dhaka	01	Sherpur	3	-	-
		02	Gazipur	1	1	1
		03	Gopalgong	3	-	-
02	Chittagong	04	Comilla	1	1	1
		05	Bhandarban	5	2	2
03	Rajshahi	06	Bogra	1	1	1
		07	Thakurgon	5	-	-
04	Khulna	08	Jessore	1	1	1
05	Sylhet	09	Moulovibazar	5	-	-
		10	Sylhet	1	1	1
06	Barisal	11	Barisal	1	1	1
		12	Bhola	5	2	2
<b>Total</b>				<b>32</b>	<b>10</b>	<b>10</b>

Table – C.2: District-wise distribution of Exit Interviews conducted

SI	Division	SI	District	Film Show	Folk Song	Community Meeting
01	Dhaka	01	Sherpur	60	-	-
		02	Gazipur	20	20	20
		03	Gopalgong	60	-	-
02	Chittagong	04	Comilla	20	20	20
		05	Bhandarban	100	40	40
03	Rajshahi	06	Bogra	20	20	20
		07	Thakurgon	100	-	-
04	Khulna	08	Jessore	20	20	20
05	Sylhet	09	Moulovibazar	100	-	-
		10	Sylhet	20	20	20
06	Barisal	11	Barisal	20	20	20
		12	Bhola	100	40	40
<b>Total</b>				<b>640</b>	<b>200</b>	<b>200</b>

Table – C.3: District-wise distribution of FGDs conducted

Sl	Division	Sl	District	Film Show	FGD Categories and number	Folk Song	FGD Categories and number	Community Meeting	FGD Categories and number
01	Dhaka	01	Sherpur	3	Male - 1 Female - 1 Boy - 1	-		-	-
		02	Gazipur	1	Girl - 1	1	Female - 1	1	Male - 1
		03	Gopalgong	3	Female - 1 Male - 1 Boy - 1	-		-	
02	Chittagong	04	Comilla	1	Girl - 1	1	Male - 1	1	Female - 1
		05	Bhandarban	5	Boy - 1	2	Female - 1	2	Boy - 1
03	Rajshahi	06	Bogra	1	Girl - 1	1	Boy - 1	1	Girl - 1
		07	Thakurgon	5	Boy - 1 Male - 1 Female - 1	-		-	
04	Khulna	08	Jessore	1	Female - 1	1	Girl - 1	1	Male - 1
05	Sylhet	09	Moulovibazar	5	Boy - 1 Male - 1 Female - 1	-		-	
		10	Sylhet	1	Girl - 1	1	Boy - 1	1	Female - 1
06	Barisal	11	Barisal	1	Male - 1	1	Girl - 1	1	Boy - 1
		12	Bhola	5	Female - 1	2	Male - 1	2	Girl - 1
<b>Total</b>					20		8		8

Table – C.4: District-wise distribution of In-depth Interviews

Sl	Division	Sl	District	In-depth Interviews
01	Dhaka	01	Sherpur	8
		02	Gazipur	8
		03	Gopalgong	8
02	Chittagong	04	Comilla	8
		05	Bhandarban	8
03	Rajshahi	06	Bogra	8
		07	Thakurgon	8
04	Khulna	08	Jessore	8
05	Sylhet	09	Moulovibazar	8
		10	Sylhet	8
06	Barisal	11	Barisal	8
		12	Bhola	8
<b>Total</b>				<b>96</b>



## Appendix D: Monitoring and Evaluation Framework

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b>Implementation &amp; Process Monitoring</b>				
Monitoring and assessment whether activities are conducted as per the original plan, number and gender distribution of audiences, instant reactions and responses of the audience during the activities and other relevant issues	<b>Activity-1: Films Shows</b>			
	1. Was there any announcement about the film shows?	✓ Time, duration, areas covered and mode of announcement of film show	✓ Observation method, ✓ Quantitative approach	<i>Note 1: 30% of the districts would be covered for the study.</i>  <b>Note 2:</b> Total number districts to be covered in six divisions are 21.  <i>Note 3: Districts will be selected from each division using proportionate sampling method.</i>   <i>Note 4: Please note that we would cover one Upazila in each district. However, if the</i>
	2. Have the film show screenings been taken place?	✓ Number of film screenings conducted		
	3. Were the people interested about the film show?	✓ Number of participants at the film show screening ✓ Numbers of participants staying till the end of the Film show		
	4. Were films been shown at scheduled date and time?	✓ Number of film shows have been shown at scheduled date and time		
	5. Did the film show take place at pre-determined venue or site?	✓ Number of film shown at pre-determined venue		
	6. How was the sitting arrangement in film show?	✓ Number of occasion of film show where sitting arrangement was standard.		
	7. Has film been shown as per the original plan?	✓ Number of film had been shown as per original plan		
8. Were those Folk Songs relevant to the intended message?	✓ Issues presented in folk song			

	<p>9. Have the audiences expressed their joy during the film shows?</p>	<p>✓ Number of people expresses their joy during the film show by body language.</p>		<p><i>required numbers of activities are not undertaken in one Upazila, we would cover more required number of upazilas to monitor the required number of activities (30% of the total activities).</i></p> <p><i>Note 5: Total 861 activities will be monitored by observation.</i></p>
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Objective	Key questions	Indicator/s	Measurement Methods	Samples
Monitoring and assessment whether activities are conducted as per the original plan, number and gender distribution of audiences, instant reactions and responses of the audience during the activities and other relevant issues	<b>Activities 2: Folk Songs</b>			
	1. Was there any pre announcement about Folk song programs?	✓ Time, duration, areas covered and mode of announcement of film show	✓ Observation method, ✓ Quantitative approach	<i>Note 6: 315 film show, 504 folk song and 42 community meeting will be monitored for the study</i>  <i>Note 7: In each district 15 film shows, 24 folk song and 2 community meeting, total 41 activities will be monitored in each district.</i>  <i>Note 8: Around 30% of total activities of DIO in each district will be monitored.</i>
	2. Did the Folk song program take place?	✓ Number of Folk song taken place		
	3. Were the people interested to Folk song?	✓ Number of participants at the Folk song ✓ Numbers of participants staying till the end of the Folk song		
	4. How was the stage and sitting arrangement of folk song?	✓ Number of occasion of folk song session where stage and sitting arrangement was standard.		
	5. Did Folk song program take place at scheduled date and time?	✓ Numbers of Folk songs taken have been taken place at scheduled date and time.		
	6. Did Folk song program take place at pre-determined venue or site?	✓ Number of Folk song have been taken place at pre-determined venue		
	7. Have the audiences expressed their joy during the Folk show?	✓ Number of people expresses their joy during the Folk show by body language.		
	8. Did those Folk song programs performed as per the original plan?	✓ Number of Folk song have been taken place as per original plan		
9. Were those Songs relevant to the intended message?	✓ Issues presented in folk song			

Objective	Key questions	Indicator/s	Measurement Methods	Samples
Monitoring and assessment whether activities are conducted as per the original plan, number and gender distribution of audiences, instant reactions and responses of the audience during the activities and other relevant issues	<b>Activities 3: Community Meeting</b>			
	1. Was there any pre announcement about Community Meeting?	✓ Time, duration, areas covered and mode of announcement of community meeting	✓ Observation method, ✓ Quantitative approach	
	2. Have the Community Meeting been taken place?	✓ Number of Community Meeting taken place		
	3. Were the people interested to Community Meeting?	✓ Number of participants at the Community Meeting ✓ Numbers of participants staying till the end of the Community Meeting		
	4. Did those Community Meetings take place at scheduled date and time?	✓ Numbers of Community Meeting taken have been taken place at scheduled date and time.		
	5. Have Community Meeting been taken place at pre-determined venue or site?	✓ Number of Community Meeting have been taken place at pre-determined venue		
	6. Have the audiences expressed their interest during the Community Meeting?	✓ Number of people expresses their interest during the Community Meeting by active participation		
	7. Did Community Meeting take place as per the original plan?	✓ Number of Community Meeting have been taken place as per original plan		
	8. Was Community Meeting relevant to the intended message?	✓ Issues presented in Community Meeting		
9. How informative was the Community Meeting?	✓ Number of issues discussed in details. ✓ Discussion was made in simple language and with example			

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b><i>Evaluation of Instant reaction of the audience</i></b>				
Capturing the instant reactions, such as, liking or disliking of activities, understanding of the messages, importance of messages, preference with regard to time, venue, etc., degree of urgency among audiences to change behavior based on the messages etc., of audience, listeners and attendees is important. This would also provide information about basic demography of audiences.	1. What are demographic profile of the audiences of film show, folk song and community meeting?	✓ Age, gender, profession, education, marital status, monthly income, family size of the audience.	✓ Exit Interviews/polls with audience of shows, folk song and participants of community meetings ✓ Quantitative approach	<p><i>Note 1: Total 1260 Exit polls will be conducted for the study.</i></p> <p><i>Note2: total 60 exit polls will be conducted in each district.</i></p> <p><i>Note 3: total 420 exit polls will be conducted with audience of Film shows, 420 with folk songs and 420 with attendees of community meeting.</i></p> <p><i>Note 4: Exit polls will be conducted with adolescent boys and girls, male and female.</i></p>
	2. Whether audiences have understood the message of the activities?	✓ No. Of audiences have understood the messages		
	3. Whether they feel the importance of the message?	✓ No. Of audiences have felt the importance of messages		
	4. Degree of urgency among audience to change behavior based on the message?	✓ No. of audiences have feel urgency to change behavior based the messages		
	5. Whether the activities are interesting and informative?	✓ No. of audiences those find the activities interesting and informative		
	6. Issues, those the audiences liked or did not like?	✓ No. of audiences who like the activities ✓ No of audience who do not like the issues ✓ Issues those liked most and issues those did not like by the audience ✓ Reasons of liking and not liking		
	7. Whether audience has any Preference about timing, venue, duration, and new messages?	✓ Preferred timing, venue, duration and new message		

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b>Assessment of understandability and internalization of messages, preferences, measuring the effectiveness of interventions, and evaluating the overall impact of the intervention in changing behavioral practices and in social norms</b>				
Assessment of understandability and internalization of messages, preferences, measuring the effectiveness of interventions, and evaluating the overall impact of the intervention in changing behavioral practices and in social norms	1. Whether audiences are aware about the issues presented or discussed in the activities?	✓ Depth of knowledge /level of awareness about the issues presented/discussed in the Film show/Folk song/Community meeting	✓ Focus group discussion with audience of film shows, listeners of folk songs, attendees at community meetings ✓ Qualitative Approach	<i>Note 1: Total 63 FGDs will be conducted for the study</i>  <i>Note 2: We would conduct 3 FGDs in each district: 1 with audience of film shows, 1 with listener of folk song sessions, and 1 with attendees of the community meetings.</i>  <i>Note 3: FGDs will be conducted with both male and female. 32 FGDs will be conducted with female and 31 FGDs will be conducted with male.</i>
	2. Where from they have been informed about the issues?	✓ Sources of information		
	3. Whether audiences have understood the messages of the Film show/Folk song/Community meeting?	✓ Accuracy of understanding the messages		
	4. Whether they feel these messages are important and why?	✓ Importance of messages to the audience ✓ Reasons in favor of their opinion		
	5. What are current practice of audiences concerning health, education, protection, sanitation, hygiene and rights of children and women?	✓ Current practices of audience with regards to health, education, protection, sanitation, hygiene and rights of children and women.		
	6. Whether they would change their behavioral practice concerning health, education, protection, sanitation, hygiene and rights of children and women?	✓ Willingness of audience to change their practice as suggested in the activities		

	<p>7. Whether audience feel that these activities would help to motivate the community people to change their behavioral practice concerning health, education, protection, sanitation, hygiene and rights of children and women and why?</p>	<ul style="list-style-type: none"> <li>✓ Perception of audience about the effectiveness of these activities to motivate the community people to change their behavioral practices</li> <li>✓ Reasons of their perception</li> </ul>		
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Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b><i>Assessment of understandability and internalization of messages, preferences, measuring the effectiveness of interventions, and evaluating the overall impact of the intervention in changing behavioral practices and in social norms (cont.)</i></b>				
Assessment of understandability and internalization of messages, preferences, measuring the effectiveness of interventions, and evaluating the overall impact of the intervention in changing behavioral practices and in social norms	8. Whether audience feel that these activities would help to change the social norms concerning health, education, protection, sanitation, hygiene and rights of children and women why	<ul style="list-style-type: none"> <li>✓ Perception of audience about the effectiveness of these activities to change the social norms</li> <li>✓ Reasons of their perception</li> </ul>	<ul style="list-style-type: none"> <li>✓ Focus group discussion with audience of film shows, listeners of folk songs, attendees at community meetings</li> <li>✓ Qualitative Approach</li> </ul>	
	9. Whether the audience would play any social responsibility to change the social norms?	<ul style="list-style-type: none"> <li>✓ Intention of audience to actively participate to discuss the issues to change the social norms regarding the issues presented/discussed in the activities</li> </ul>		
	10. What the audiences think about the overall effectiveness of the activities?	<ul style="list-style-type: none"> <li>✓ To what extent the audience believe that these activities are effective to aware the community people about the issues</li> <li>✓ To what extent the audience believe that these activities would be effective to change the behavioral practice and social norms</li> <li>✓ Which medias would be more effective to bring change in social norms and behavioral practice of the community people</li> </ul>		
	11. Whether audiences have any suggestions and recommendations to improve the activities?	<ul style="list-style-type: none"> <li>✓ How to improve the activities to make them effective</li> <li>✓ What are weaknesses of the activities</li> <li>✓ Preferred timing, duration, venue, and messages.</li> </ul>		

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b>Behavioral Monitoring</b>				
To assess change in behavioral practices of community people and changes in social norms, specially, in terms of sanitation, hygiene as a result of the interventions	1. Whether community people are aware of use of sanitary latrine?	✓ No. of household (HH) used sanitary latrine	✓ Household (HH) Observation Method ✓ Quantitative approach	<i>Note 1: total 1512 HH will be observed for the study.</i>  <i>Note 2: Total 72 HH will be observed in each district.</i>
	2. Whether community people are aware of proper maintenance of sanitary latrine?	✓ No. of household maintains latrine properly		
	3. Whether community people are aware of waste management?	✓ No. of Household disposes the wastage properly		
	4. Whether community people are aware of washing hands at critical time?	✓ No. of HH keep soap near latrine ✓ No. of HH people wash hands at critical time		
	5. Whether community people use safe water?	✓ No. of HH use safe water (arsenic free water, pond water, etc.) ✓ No. of HH stores water properly		
	6. Whether environment for study children is available for children in HH?	✓ No. of HH where education friendly environment is available		
	7. Whether children/pregnant women are engaged in heavy work at HH level?	✓ No. of HH where children/women are engaged in heavy work		
	8. Whether any precautionary measures, like fencing the pond, have been taken for child protection and safety?	✓ No. of HH has taken the precautionary measures for child protection and safety.		

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b><i>Evaluation of reach, efficiency, efficacy and impact of interpersonal communication interventions at the grassroots level</i></b>				
To assess the level of awareness created on the different behaviors, i.e. whether DMC has been able to heightening the level of mass awareness (if yes, to what extent?), retention capacity of mass people and to evaluate the reach, efficiency, efficacy and impact of these inter-personal communication interventions at the grassroots level. To capture data on these issues	1. What are the demographic profiles of the respondents?	✓ Age, gender, profession, education, marital status, monthly income, family size of the audience.	✓ In-depth Interviews with community leaders ✓ Delayed interviews with community people and leaders ✓ Quantitative approach	<i>Note 1: Total 168 in-depth interviews would be conducted with community leaders and DMC officials for the study.</i>  <i>Note 2: Total 8 in-depth interviews with community leaders will conduct in each district.</i>  <i>Note 3: Total 42 in-depth interviews would be conducted with Teachers, 42 in-depth interviews with religious leaders, 42 in-depth interviews with elected leaders, and 42 in-depth interviews with DMC officials at field level.</i>  <i>Note 4: Total 72 delayed interviews will be conducted at HH level in each district</i>
	2. Whether community people are aware of the health, education, protection, sanitation, hygiene and rights of children and women and their sources of knowledge?	✓ No. of community people who are aware of the issues ✓ Sources from where the community people have gained the knowledge about the issues		
	3. To what extent the activities have reached the target group?	✓ No. of people in HH in the community level have seen the film show, listen the folk song, or attend the community meeting ✓ No. Film show, folk song, or community meeting have been watched/listened or attended by the people		
	4. Whether mass people have the retention capacity of vital messages concerning health, education, protection, sanitation, hygiene and rights of children and women?	✓ No. of people can recall the message ✓ No. of people at community level can recall the message accurately ✓ No. of people can recall the dialogue of film show/ lyric of folk song or contents of community meeting		
	5. Whether mass people could understand the message?	✓ No of people has understood the message accurately		

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b><i>Evaluation of reach, efficiency, efficacy and impact of interpersonal communication interventions at the grassroots level (cont.)</i></b>				
To assess the level of awareness created on the different behaviors, i.e. whether DMC has been able to heightening the level of mass awareness (if yes, to what extent?), retention capacity of mass people and to evaluate the reach, efficiency, efficacy and impact of these interpersonal communication interventions at the grassroots level. To capture data on these issues	6. What are the practices of community people with regards to health, education, protection, sanitation, hygiene and rights of children and women?	<ul style="list-style-type: none"> <li>✓ No. of people are following the desired practices with regards to the following issues:               <ul style="list-style-type: none"> <li>- Health</li> <li>- Education</li> <li>- Protection</li> <li>- Sanitation</li> <li>- Hygiene</li> <li>- Right of children and women</li> </ul> </li> <li>✓ Reasons for their practices</li> <li>✓ Is there any change in practices of the community people who watched the film show/ listened folk song or attended the community meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ In-depth Interviews with community leaders</li> <li>✓ Delayed interviews with community people and leaders</li> <li>✓ Quantitative approach</li> </ul>	<p><i>Note 5: Total 1512 HH level delayed interviews will be conducted for the study.</i></p> <p><i>Note 6: HH level delayed interviews will be conducted 30 to 40 days after the monitoring activities</i></p>
	7. Perception about the activities of the mass people?	<ul style="list-style-type: none"> <li>✓ No of people who perceive that activities undertaken by DMC is effective in raising the awareness level of community people about the issues</li> <li>✓ No. of people who perceive that activities are effective to change the behavioral practice of the community people</li> <li>✓ No. of people who perceive that activities are effective to change social norms</li> </ul>		

Objective	Key questions	Indicator/s	Measurement Methods	Samples
<b><i>Evaluation of reach, efficiency, efficacy and impact of interpersonal communication interventions at the grassroots level (cont.)</i></b>				
To assess the level of awareness created on the different behaviors, i.e. whether DMC has been able to heightening the level of mass awareness (if yes, to what extent?), retention capacity of mass people and to evaluate the reach, efficiency, efficacy and impact of these interpersonal communication interventions at the grassroots level. To capture data on these issues	8. Most preferred activities to motivate the people to change their behavioral practices?	<ul style="list-style-type: none"> <li>✓ What activities is considered as most effective to motivate the community people</li> <li>✓ Why</li> <li>✓ Which medias would be more effective to bring change in social norms and behavioral practice of the community people</li> </ul>	<ul style="list-style-type: none"> <li>✓ In-depth Interviews with community leaders</li> <li>✓ Delayed interviews with community people and leaders</li> <li>✓ Quantitative approach</li> </ul>	
	9. Whether the community people would play any social responsibility to change the social norms?	<ul style="list-style-type: none"> <li>✓ Intention of community people to actively participate to discuss the issues to change the social norms regarding the issues presented/ discussed in the activities</li> </ul>		
	10. Suggestions and recommendations of the mass people?	<ul style="list-style-type: none"> <li>✓ How to improve the activities to make them effective</li> <li>✓ What are weaknesses of the activities</li> <li>✓ Preferred timing, duration, venue, and messages.</li> </ul>		

## Appendix E: Questionnaires

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE  
EFFECTIVENESS OF THE DIFFERENT MEDIA BEING USED BY THE  
DEPARTMENT OF MASS COMMUNICATION (DMC) IN THE FIELD**

**OBSERVATION CHECK LIST  
FOR  
MONITORING AND EVALUATION OF ANNOUNCEMENT THROUGH MIKING OF  
FILM SHOWS /FOLK SONGS**

Name of the Agency: DEPARTMENT OF MASS COMMUNICATION

Location of announcement session:

Date of the session: ..... Time of the session: .....

Interviewed by: .....

Q-1: Was announcement through microphone was held before staging the film show/folk song? Yes  No

Q-2: Was announcement through microphone was done according to predetermined schedule? Yes  No

Q-3: Was announcement through microphone was done in the predetermined venue/places? Yes  No

Q-4: How much attentive and enthusiastic were the audiences during announcement through microphone

Very high  High  Fair  Low  Very low

Q-5: Observation indicators

Time  Venue  Date  Event (that has

been narrated)

Event (that has not been narrated)

Information/message

Announced

Unannounced

**Q-6:** Was any other source/medium used to inform about the film show/folk song? Yes

No

What sources.....?

**Q.7: Other important observations:**

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE  
EFFECTIVENESS OF THE DIFFERENT MEDIA BEING USED BY THE  
DEPARTMENT OF MASS COMMUNICATION (DMC) IN THE FIELD**

**OBSERVATION CHECK LIST  
FOR  
MONITORING AND EVALUATION OF**

**FILM SHOW SCREENING  /FOLK SONG PLAYING**

**Name of the Agency: DEPARTMENT OF MASS COMMUNICATION**

**Location of Film show/ Folk song:**

**Date of the show: ..... Time of the show: .....**

**Interviewed by: .....**

**Q-1: Was the film show/folk song staged? Yes  No**

**Q-2: Was the film show/folk song staged according to predetermined schedule? Yes  No**

**Q-3: Was the film show/folk song staged in the predetermined venue? Yes  No**

**Q-4: Number of audience in the beginning of film show/folk song:**

**20-50  51-100  101-150  151-200**

**201-250  251-300  301-350  350+**

**Q-5 Number of audience at the end of film show/folk song:**

**20-50  51-100  101-150  151-200**

201-250

251-300

301-350

350+

<b>Q-6: Ratio of adult female and male in the beginning of film show/folk song</b>	<b>Females</b>	<b>%</b>	<b>Males</b>	<b>%</b>
<b>Q-7: Ratio of adult female and male at the end of film show/folk song</b>	<b>Females</b>	<b>%</b>	<b>Males</b>	<b>%</b>

<b>Q-8: Ratio of adolescents and adults in the beginning of film show/folk song</b>	<b>Children and adolescents</b>	<b>%</b>	<b>Adults</b>	<b>%</b>
<b>Q-9: Ratio of adolescents and adults at the end of film show/folk song</b>	<b>Children and adolescents</b>	<b>%</b>	<b>Adults</b>	<b>%</b>

**Q-10: How much did the audience enjoy the film show/folk song?**

Very high  High  Fair  Low  Very low

Why? \_\_\_\_\_

**Q-11: How was the announcement given immediately before staging the film show/folk song?**

Very good  Good  Not good at all

**Q-12: What was the instant reaction of audiences to the information/messages of the film show/folk song?**

Very enthusiastic  Enthusiastic  Somewhat enthusiastic  Not enthusiastic

**Q-13: What messages/information did the film show/folk song disseminate?**

**Q.14: Other important observations:**

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE  
EFFECTIVENESS OF THE DIFFERENT MEDIA BEING USED BY THE  
DEPARTMENT OF MASS COMMUNICATION (DMC) IN THE FIELD**

**OBSERVATION CHECK LIST  
FOR  
MONITORING AND EVALUATION OF COMMUNITY MEETINGS**

Name of the Agency: DEPARTMENT OF MASS COMMUNICATION

Location of Community Meeting:

Date of the meeting:..... Time of the meeting:.....

Interviewed by: .....

Q-1: Was the community meeting organized/held? Yes  No

Q-2: Did Tathaya Office organize film show/folk song before or after the community meeting? Yes  No

If no, continue from Question 5

Q-3: When was the film show/folk song staged? Before or after the community meeting? Before  After

Q-4: Was community meeting held immediately after the film show/folk song? Immediately after  After some lapse

Q-5: Was community meeting held in the predetermined venue? Yes  No

Q-6: Was community meeting held according to discussion guide? Yes  No

Q-7: Which issues were discussed in the community meeting?

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**Q-8: Number of audience in the beginning of community meeting:**

20-50       51-100       101-150       151-200     

201-250       251-300       301-350       350+     

**Q-9 Number of audience at the end of community meeting:**

20-50       51-100       101-150       151-200     

201-250       251-300       301-350       350+     

<b>Q-10: Ratio of adult female and male in the beginning of community meeting?</b>	<b>Females</b>	<b>%</b>	<b>Males</b>	<b>%</b>
<b>Q-11: Ratio of adult female and male at the end of community meeting?</b>	<b>Females</b>	<b>%</b>	<b>Males</b>	<b>%</b>

<b>Q-12: Ratio of adolescents and adults in the beginning of community meeting?</b>	<b>Children and adolescents</b>	<b>%</b>	<b>Adults</b>	<b>%</b>
<b>Q-13: Ratio of adolescents and adults at the end of</b>	<b>Children and adolescents</b>	<b>%</b>	<b>Adults</b>	<b>%</b>

community meeting?				
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**Q-14: How much did the participants enjoy the community meeting?**

Very high  High  Fair  Low  Very low   
Why? \_\_\_\_\_

**Q-15: Which topics were discussed?**

**Q-16: Which topics were discussed with importance in the community meeting??**

**Q-17: Was the discussion carried out in easy language in the community meeting??**

**Q-18: Did participants agree to change their behavior after discussion of relevant issue in the community meeting?** Yes  No

**Q-19: Did participants discuss in the meeting?** Yes  No

**Q.20: Other important observations:**

**Name of the Interviewer:**

**Signature:**

**Date:**

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE  
EFFECTIVENESS OF THE DIFFERENT MEDIA BEING USED BY THE  
DEPARTMENT OF MASS COMMUNICATION (DMC) IN THE FIELD**

**DELAYED INTERVIEW QUESTIONNAIRE  
TARGET GROUP: COMMUNITY PEOPLE**

**Name of the respondent:**

**Program:** Film Show  Folk Songs  Community Meeting

**Location/address of the respondent:**

**Distance from the Program Venue (approximate): Meter/Miles**

**Date of the interview:.....**

**Time of the interview:.....**

**Interviewed by:**

**Q-1: Please tell us your age ...Years**

**Q-2: Please tell us your occupation? ...**

**Q-3: Please tell us your educational qualification? ...**

**Q-4: Please tell us your marital status? ...**

**Q-5: Please tell us your monthly income? ...**

**Q-6: Please tell us number of your family members? ...**

**Q-7: Have you every heard of issues like health, education, protection, sanitation, hygiene, and rights of women and children?** Yes  No

**Q-8: If yes, please tell us from where did you hear about issues on health, education, protection, sanitation, hygiene, and rights of women and children?**

**Q-9:** Have you ever watched/participated in any program/activity of DMC/Tathaya office? Yes  No

**Q-10:** If yes, can you recall the program/activity? Yes  No

**Q-11:** Which programs you can recall? Film show Folk song Community meeting Other

**Q-12:** Please tell us the information/messages disseminated by these programs?

**Film show:**

**Folk song:**

**Community meeting:**

**Q-13:** Did you understand the information/messages disseminated by the programs? Yes  No

**Q-14:** If yes, please tell us what did you understand

**Film show:**

**Folk song:**

**Community meeting:**

**Q-15:** Do you consider these information/messages important? Yes  No

**Q-16:** Will you spread these information/messages? What will be your roles?

**Q-17: Have you discussed/shared these information/messages with anyone?** Yes  No   
Why?

**Q-18: Do you think these information/messages can help change behavior?** Yes  No

**Q-19: If yes, please tell us how?**

**Q-20: Will you behave/act according to these information /messages?** Yes  No   
Why?

**Q-21: Have you already behaved/acted according to these information/messages?** Yes  No   
Why?

**Q-22: Do you think you have received adequate information from these messages?** Yes  No   
Why?

**Q-23: Do you think these messages are attractive enough?** Yes  No   
Why?

**Q-24: Do you think these messages are consistent with our social norms and practices?** Yes  No   
Why?

**Q-25: Is there any part of these programs/activities that you have liked or disliked?** Yes  No

**Q-26: If yes, what are these Film show:  
and why?**

**Folk song:**

**Community meetings:**

**Q-27: What do you like about the followings regarding the activities of Tathaya office?**

<b>Time</b>	<input type="text"/>	<b>Venue</b>	<input type="text"/>	<b>Duration</b>	<input type="text"/>	<b>New message/information</b>	<input type="text"/>
	_____		_____		_____		_____

**Q-28: Please tell us any recommendation that you have?**

**Q-29: Please give us your overall recommendations for making these programs more meaningful and effective for effecting desired change in individual behavior and social norms regarding health, child education, child protection, sanitation, hygiene, and rights of women and children?**

**Q-30: Do you want to have more different/new programs/activities on the above-mentioned issues? If yes, what kind of activities? What else... What else...**

**Q-31: Please tell us how the new programs/activities you have mentioned will help you?**

**Name of the Interviewer:**

**Signature:**

**Date:**

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE  
EFFECTIVENESS OF THE DIFFERENT MEDIA BEING USED BY THE  
DEPARTMENT OF MASS COMMUNICATION (DMC) IN THE FIELD**

**IN-DEPTH INTERVIEW QUESTIONNAIRE  
FOR COMMUNITY LEADERS AND COMMUNITY PEOPLE**

**TARGET GROUP: (Tick the appropriate box)**

**TEACHER  RELIGIOUS LEADERS  UP CHAIRMAN/ MEMBERS   
DMC OFFICIALS**

**Name of the respondent:**

**Type of Location/ Type of address:**

**Date of the interview:.....**

**Time of the interview:.....**

**Interviewed by:.....**

**Q-1: Please tell us your age? .... Years**

**Q-2: Your educational qualifications.....**

**Q-3: Your marital status.....**

**Q-4: Monthly income.....**

**Q-5: Number of family members.....**

**Q-6: Have you every heard of issues like health, education, protection, sanitation, hygiene, and rights of women and children?** Yes  No

**Q-7: If yes, please tell us from where did you hear about issues on health, education, protection, sanitation, hygiene, and rights of women and children?**

**Q-8: Have you ever watched/participated in any program/activity of DMC/Tathaya Office?** Yes  No

**Q-9: If yes, please tell us which program?**                      **Film show**                      **Folk song**                      **Community meeting**                      **Others**

**Q-10: Can you please recall from where did you come to know about the programs/activities?**    **Yes**     **No**

**Q-11: If yes, please tell us from where**                      **Film show**                       **Folk song**                       **Community meeting**                       **Others**

**Q-12: How important do you think these programs are? (1=most important)**                      **Film show**                       **Folk song**                       **Community meeting**                       **Others**

**Q-13: How informative do you think these programs are? (1=most informative)**                      **Film show**                       **Folk song**                       **Community meeting**                       **Others**

**Q-14: How attractive do you think these programs are? (1=most attractive)**                      **Film show**                       **Folk song**                       **Community meeting**                       **Others**

**Q-15: Can you recall what you have heard/learned from these programs?**    **Yes**     **No**

**Q-16: If yes, please tell us what you have heard/learned?**

<b>Film show:</b>
<b>Folk song:</b>
<b>Community meetings:</b>

**Q-17: Do you consider the information/messages important? Yes  No**

**Q-18: If yes, please tell us how these messages are important in our lives?**

--

**Q-19: Do you think people can retain/remember the messages disseminated by the programs/activities of DMC/Tathaya office? Yes  No**

**Q-20: If yes, please tell us how?**

--

**Q-21: Do you think that people at large can understand these messages? Yes  No**

**Q-22: If yes, please tell us how?**

--

**Q-23: Do you think that people can behave in desired manner regarding the following issues after watching the programs/activities of DMC/Tathaya Office?**

a. **Health of family members** Yes  No   
If yes, please tell us how?

b. **Education of children** Yes  No   
If yes, please tell us how?

c. **Child protection** Yes  No   
If yes, please tell us how?

d. **Sanitation of family members** Yes  No   
If yes, please tell us how?

e. **Hygiene of family members** Yes  No   
If yes, please tell us how?

f. **Rights of women and children** Yes  No

If yes, please tell us how?

Q-24: Do you think people consider these programs as effective in changing social norms and practices? Yes  No

Q-25: If yes, please tell us how?

Q-26: How effective do you think these programs are (1=most effective)

	Film show		Folk song		Community meeting		Others	
--	-----------	--	-----------	--	-------------------	--	--------	--

Q-27: Please tell us, why and how these can be effective?

**Film show:**

**Folk song:**

**Community meeting:**

Q-28: Which media do you think will be most effective in changing social norms and practices of the community? Why?

**Q-29:** Do you think the messages disseminated by the programs of DMC/Tathaya office will motivate people to change social norms and practices? Why and how?

**Q-30:** What do you recommend to make these programs more effective?

**Q-31:** Have you noticed weaknesses of these programs? If yes, please tell us what are these and what do you recommend to overcome?

**Q-32:** Please tell us what do you like about the following aspects of the programs?

<b>Time</b>	<input type="text"/>	<b>Venue</b>	<input type="text"/>	<b>Duration</b>	<input type="text"/>	<b>New Message/information</b>	<input type="text"/>
	_____		_____		_____		_____

**Q-33:** Please tell us any recommendation that you have?

**Q-34:** Please give us your overall recommendations for making these programs more meaningful and effective for effecting desired change in individual behavior and social norms regarding health, child education, child protection, sanitation, hygiene, and rights of women and children?

**Q-35:** Do you want to have more different/new programs/activities on the above-mentioned issues? If yes, what kind of activities? What else? What else?

**Q-36:** Please tell us how the new programs/activities you have mentioned will help you?

**Name of the Interviewer:**

**Signature:**

**Date:**



- Q-9: Did you enjoy the program of DMC/Tathaya office? Why do you think so?** Yes  No
- Q-10: Did you understand the messages disseminated by the program?** Yes  No
- Q-11: If yes, please tell us what have you understood?**
- Q-12: Please tell us what messages/information the program disseminated?**
- Q-13: Do you consider the messages important? Why?** Yes  No
- Q-14: Do you agree with the messages? Why?** Yes  No
- Q-15: Will you spread these messages? Why and how?** Yes  No
- Q-16: Do you think these messages have given you adequate information? Why?** Yes  No
- Q-17: Do you think these messages are attractive? Why?** Yes  No
- Q-18: Do you think these messages are consistent with our social norms and values? Why?** Yes  No
- Q-19: Is there any aspect of the program that you have liked or disliked?** Yes  No

**Q-20: If yes, what are these and Liked:  
why?**

**Disliked:**

**Q-21: Please tell us what do you like about the following aspect of this program?**

**Time**  **Venue**  **Duration**  **New messages**

**Q-22: Please tell us any recommendation that you have?**

**Q-23: Please give us your overall recommendations for making these programs more meaningful and effective for effecting desired change in individual behavior and social norms regarding health, child education, child protection, sanitation, hygiene, and rights of women and children?**

**Q-24: Do you want to have more different/new programs/activities on the above-mentioned issues? If yes, what kind of activities? What else? What else?**

**Q-25: Please tell us how the new programs/activities you have mentioned will help you?**

**Name of the Interviewer:**

**Signature:**

**Date:**

**MONITORING ONGOING PROJECT ACTIVITIES & EVALUATING THE EFFECTIVENESS  
OF THE DIFFERENT MEDIA BEING USED BY THE DEPARTMENT OF MASS  
COMMUNICATION (DMC) IN THE FIELD**

**FOCUS GROUP DISCUSSION GUIDE  
TARGET GROUP: (Tick the appropriate box)**

**AUDIENCE OF FILM SHOWS**

**LISTENERS OF FOLK SONGS**

**ATTENDEES AT COMMUNITY MEETINGS**

<u>Topic</u>	<u>Guidelines for Moderator</u>	<u>Purpose/ Objective</u>
<b>Introduction (10 minutes)</b>	<p>1.a) First, greet all participants and thank them for being present in the discussion session. Then, present the context and contents of the focus group discussion.</p> <p>b) Introduction by the participants: This is for the first time we are meeting each other in a group. Before we start our discussion, let us introduce to each other with our names and addresses.</p> <p>c) Present yourself and the organization:</p> <p>Thank you all for being present in today’s discussion session. We have come from RCS, a research organization working for UNICEF in this project. Our job is to gather opinion and information from people on various issues by means of such discussion sessions. Through discussion, we try to understand what people are thinking and feeling about certain issues. By doing so, we can help service providing organizations to understand how they can serve the people better.</p> <p>Today, we have met to discuss and understand issues relating to different media activities of Department of Mass Communication (DMC)/Tathaya Office in the field level. We would like to understand whether people could understand these programs easily, whether the programs are useful to people, etc. The comments that you will provide in the discussion is vary important to us as it would help us determine how these programs can be improved to give better quality services to mass people.</p> <p>d) Inform the participants that tape-recorder will be used and their comments will be recorded. At the same time, assure the participants that their participation will be used for research purpose only and their identity will not be disclosed.</p> <p>We will record your conversations and my colleague will take written notes. Your comments are very valuable to us. We may not remember everything you will say during reporting and that is why we are recording and taking notes. However, we assure you again that your identity will not be disclosed and the findings will be used for research purpose only.</p>	<p>Give participants idea about the discussion and create an environment for congenial discussion.</p>

*Directions for Moderator: Ensure that participants do not feel uncomfortable and mechanical because of use of tape recorder. If they do, then withdraw use of tape-recorder in a way so that the participants can understand that tape-recorder is not being used.*

Give participants idea about the discussion topic and gather insight about degree of understandability and internalization of the activities by the participants (7 minutes)	2.	<p><b>Give participants idea about Film show/Folk song/Community meeting and initiate discussion.</b></p> <p><i>Discussion on activities</i></p> <p><i>Have you ever heard of/known about this activity? If yes, from where did you hear/know? Did you ever participate in this activity? What did you do/what activities were done? How were the activities carried out?</i></p> <p><i>Directions: Discuss about the activity and gather opinion of all participants</i></p>	Level of consciousness about information/idea/knowledge provided by the activities Film show/Folk song/Community meeting
		<p><i>Can you tell what information/messages were disseminated by this activity? What other message? What else? what else...?</i></p>	<ul style="list-style-type: none"> <li>• Source of information</li> <li>• Main idea</li> </ul>
Understandability of language/topic presented	3	<ul style="list-style-type: none"> <li>• What did you think after hearing/knowing these ideas/messages?</li> <li>• What did you understand from these ideas/messages?</li> <li>• Was there any word of phrase that was difficult to understand? If yes, please tell us which ones.</li> <li>• Do you consider these ideas/messages important in the context of our society? Why do you think so?</li> <li>• Was the idea/message capable of drawing attention? If no, why...? What should be done to draw attention through the message?</li> <li>• Was the idea/message easy to be remembered? If no, why? What should be done so that the message/idea can be easily remembered?</li> <li>• Which parts of the ideas/messages you failed to understand? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Understandability /difficulty of language/words</li> <li>• Proper internalization of idea/message</li> <li>• Importance of idea/message</li> <li>• Reasons behind opinion of participants</li> </ul>
Activities	4	<ul style="list-style-type: none"> <li>• What did these activities aim to help you understand? Did you understand accordingly? Why do you think so?</li> <li>• Do you think you have learned something from these activities? Why do you think so?</li> <li>• Do you think these activities related/relevant to our social norms and practices</li> <li>• If yes, why and how?</li> <li>• If no, why?</li> <li>• In your opinion, what modification/addition should</li> </ul>	<ul style="list-style-type: none"> <li>• Relevance of Film show/Folk song/Community meetings</li> </ul>

be done to make these activities easily understandable? Do you think that you got any message from these activities, which can be followed? If yes, what are these messages...?

Present behavior and practice	5	<ul style="list-style-type: none"> <li>• What do you do regarding <b>health of family members</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>health of family members</b>? If yes, how? If no, how can it be made possible?</li> <li>• What do you do regarding <b>education of children</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>education of children</b>? If yes, how? If no, how can it be made possible?</li> <li>• What do you do regarding <b>child protection</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>child protection</b>? If yes, how? If no, how can it be made possible?</li> <li>• What do you do regarding <b>sanitation of family members</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>sanitation of family members</b>? If yes, how? If no, how can it be made possible?</li> <li>• What do you do regarding <b>hygiene for family members</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>hygiene for family members</b>? If yes, how? If no, how can it be made possible?</li> <li>• What do you do regarding <b>rights of women and children</b>? What else...? What else?</li> <li>• Do you think that it is possible to follow the messages/idea that were disseminated regarding <b>rights of women and children</b>..? If yes, how? If no, how can it be made possible?</li> </ul>	<ul style="list-style-type: none"> <li>• Present behavior and practice of participants on health, education, protection, sanitation, hygiene, and rights of women and children</li> </ul>
Attitudes toward change	6	<ul style="list-style-type: none"> <li>• Will you change your behavior individually/by yourself only after knowing/participating in the activities on <b>health of family members</b>?</li> <li>• If yes, why? How? If no, why</li> <li>• Will you change your behavior collectively/in groups after knowing/participating in the activities on</li> </ul>	<p>Attitude of participants regarding changing behavior according to concerned activities/ideas/mes</p>

**health of family members?**

sages

- If yes, why? How? If no, why
  
- Will you change your behavior individually/by yourself only after knowing/participating in the activities on **education of children**?
- If yes, why? How? If no, why
- Will you change your behavior collectively/in groups after knowing/participating in the activities on **education of children**?
- If yes, why? How? If no, why
  
- Will you change your behavior individually/by yourself only after knowing/participating in the activities on **child protection**?
- If yes, why? How? If no, why
- Will you change your behavior collectively/in groups after knowing/participating in the activities on **child protection**?
- If yes, why? How? If no, why
  
- Will you change your behavior individually/by yourself only after knowing/participating in the activities on **sanitation of family members**?
- If yes, why? How? If no, why
- Will you change your behavior collectively/in groups after knowing/participating in the activities on **sanitation of family members**?
- If yes, why? How? If no, why
  
- Will you change your behavior individually/by yourself only after knowing/participating in the activities on **hygiene of family members**?
- If yes, why? How? If no, why
- Will you change your behavior collectively/in groups after knowing/participating in the activities on **hygiene of family members**?
- If yes, why? How? If no, why
  
- Will you change your behavior individually/by yourself only after knowing/participating in the activities on **rights of women and children**?
- If yes, why? How? If no, why
- Will you change your behavior collectively/in groups after knowing/participating in the activities on **rights of women and children**?
- If yes, why? How? If no, why

Perception of participants about effectiveness of the activities

7

- Do you think that these activities will help/play important role in motivating community people to change behavior regarding **health of family members**?
- Why do you think so? Why? Why?
- Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and

- Perception of participants about effectiveness of these activities in motivating community people to

- behavior?
  - Why do you think so? Why? Why?
  - Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
  - Why do you think so? Why? Why?
  - How these communication materials are improved to affect desired behaviors and attitude regarding **health of family members** by providing relevant information and knowledge?
  - Why do you think so? Why? Why?
- Do you think that these activities will help/play important role in motivating community people to change behavior regarding **education of children**?
  - Why do you think so? Why? Why?
  - Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and behavior?
  - Why do you think so? Why? Why?
  - Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
  - Why do you think so? Why....? Why ....?
  - How these communication materials are improved to affect desired behaviors and attitude regarding **education of children** by providing relevant information and knowledge?
  - Why do you think so? Why.....? Why.....?
- Do you think that these activities will help/play important role in motivating community people to change behavior regarding **child protection**?
  - Why do you think so? Why.....? Why.....?
  - Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and behavior?
  - Why do you think so? Why....? Why....?
  - Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
  - Why do you think so? Why....? Why ....?
  - How these communication materials are improved to affect desired behaviors and attitude regarding **child protection** by providing relevant information and knowledge?
  - Why do you think so? Why.....? Why.....?
- Do you think that these activities will help/play

- change behavior
- Reasons behind perception

important role in motivating community people to change behavior regarding **sanitation of family members**?

- Why do you think so? Why.....? Why.....?
- Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- How these communication materials are improved to effect desired behaviors and attitude regarding **sanitation of family members** by providing relevant information and knowledge?
- Why do you think so? Why.....? Why.....?
  
- Do you think that these activities will help/play important role in motivating community people to change behavior regarding **hygiene of family members**?
- Why do you think so? Why.....? Why.....?
- Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- How these communication materials are improved to effect desired behaviors and attitude regarding **hygiene of family members** by providing relevant information and knowledge?
- Why do you think so? Why.....? Why.....?
  
- Do you think that these activities will help/play important role in motivating community people to change behavior regarding **rights of women and children**?
- Why do you think so? Why.....? Why.....?
- Do you believe that these communication materials disseminate adequate information and knowledge for bringing desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- Do you believe that information and knowledge disseminated by these communication materials can affect desired attitude and behavior?
- Why do you think so? Why.....? Why.....?
- How these communication materials are improved

to affect desired behaviors and attitude regarding **rights of women and children** by providing relevant information and knowledge?

- Why do you think so? Why.....? Why.....?

Overall evaluation 8  
of  
understandability/i  
nternalization/effe  
ctiveness of these  
activities/ideas/me  
ssages by the  
participants

- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **health of family members**?
  - Why do you think so? Why.....? Why.....?
  - Do you agree with ideas/messages presented on **health of family members**?
  - Why do you think so? Why.....? Why.....?
  - Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **health of family members**?
  - Why do you think so? Why.....? Why.....? If yes, how.....?
  - Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **health of family members**?
  - Why do you think so? Why.....? Why.....? If yes, how.....?
  - In overall, do you think that these activities/ideas/messages on **health of family members** will be useful to you personally/individually? Please tell us details?
  - In overall, do you think that these activities/ideas/messages on **health of family members** will be useful to the community? Please tell us details?
  - What will you suggest us to make these activities/ideas/messages on **health of family members** more meaningful?
  - What else.....? What else.....?
- 
- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **education of children**?
  - Why do you think so? Why.....? Why.....?
  - Do you agree with ideas/messages presented on **education of children**?
  - Why do you think so? Why.....? Why.....?
  - Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **education of children**?
  - Why do you think so? Why.....? Why.....? If yes, how?

- Perception of participants regarding effectiveness of activities in making desired change in social norms and practices

- Attitude of participants towards making desired change in social norms and practices

- Perception of participants regarding effectiveness of activities in making community people conscious

- Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **education of children**?
- Why do you think so? Why....? Why....? If yes, how?
- In overall, do you think that these activities/ideas/messages on **education of children** will be useful to you personally/individually? Please tell us details?
- In overall, do you think that these activities/ideas/messages on **education of children** will be useful to the community? Please tell us details?
- What will you suggest us to make these activities/ideas/messages on **education of children** more meaningful?
- What else.....? What else.....?

- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **child protection**?
- Why do you think so? Why....? Why....?
- Do you agree with ideas/messages presented on **child protection**?
- Why do you think so? Why....? Why....?
- Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **child protection**?
- Why do you think so? Why....? Why....? If yes, how?
- Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **child protection**?
- Why do you think so? Why....? Why....? If yes, how?
- In overall, do you think that these activities/ideas/messages on **child protection** will be useful to you personally/individually? Please tell us details?
- In overall, do you think that these activities/ideas/messages on **child protection** will be useful to the community? Please tell us details?
- What will you suggest us to make these activities/ideas/messages on **child protection** more meaningful?
- What else.....? What else.....?

- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **sanitation of family members**?
- Why do you think so? Why....? Why....?

- Do you agree with ideas/messages presented on **sanitation of family members**?
- Why do you think so? Why....? Why....?
- Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **sanitation of family members**?
- Why do you think so? Why....? Why....? If yes, how.....?
- Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **sanitation of family members**?
- Why do you think so? Why....? Why....? If yes, how?
- In overall, do you think that these activities/ideas/messages on **sanitation of family members** will be useful to you personally/individually? Please tell us details?
- In overall, do you think that these activities/ideas/messages on **sanitation of family members** will be useful to the community? Please tell us details?
- What will you suggest us to make these activities/ideas/messages on **sanitation of family members** more meaningful?
- What else.....? What else.....?

- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **hygiene of family members**?
- Why do you think so? Why....? Why....?
- Do you agree with ideas/messages presented on **hygiene of family members**?
- Why do you think so? Why....? Why....?
- Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **hygiene of family members**?
- Why do you think so? Why....? Why....? If yes, how?
- Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **hygiene of family members**?
- Why do you think so? Why....? Why....? If yes, how?
- In overall, do you think that these activities/ideas/messages on **hygiene of family members** will be useful to you personally/individually? Please tell us details?
- In overall, do you think that these activities/ideas/messages on **hygiene of family members** will be useful to the community? Please tell us details?

- What will you suggest us to make these activities/ideas/messages on **hygiene of family members** more meaningful?
- What else.....? What else.....?
- Do you think that these programs can help making desired change in behaviors, and social norms and practices regarding **rights of women and children**?
- Why do you think so? Why.....? Why.....?
- Do you agree with ideas/messages presented on **rights of women and children**?
- Why do you think so? Why.....? Why.....?
- Will you play any social role by yourself/individually in making desired change in behaviors and social norms and practices regarding **rights of women and children**?
- Why do you think so? Why.....? Why.....? If yes, how?
- Will you play any social role collectively in making desired change in behaviors and social norms and practices regarding **rights of women and children**?
- Why do you think so? Why.....? Why.....? If yes, how?
- In overall, do you think that these activities/ideas/messages on **rights of women and children** will be useful to you personally/individually? Please tell us details?
- In overall, do you think that these activities/ideas/messages on **rights of women and children** will be useful to the community? Please tell us details?
- What will you suggest us to make these activities/ideas/messages on **rights of women and children** more meaningful?
- What else.....? What else.....?

Overall  
Recommendations

- Please give us your overall recommendations for making these activities more effective and meaningful to bring desired change in behavior and social norms regarding health, education, protection, sanitation, hygiene, and rights of women and children
- Recommendation s
- Do you want to have more and different/new activities on the above mentioned issues? If yes, what kind of activities? What else...? What else.....? If no, why.....?
- How do you think that these new programs/activities will help you?

## Appendix F: Terms of Reference

<b>UNICEF-BCO : TERMS OF REFERENCE (TOR)</b>
<p><b>Project/Assignment Title:</b> To monitor ongoing project activities and evaluate the efficacy and impact of the different media being used by the Department of Mass Communication (DMC) in the field. The current activities include the following;</p> <ul style="list-style-type: none"> <li>- Films Show screenings</li> <li>- Use of Folk Songs,</li> <li>- Community Meetings</li> <li>-</li> </ul> <p>The scope of the assignment will include the following</p> <ol style="list-style-type: none"> <li>a. Monitoring a nationally representative sample of activities being implemented by the DIO's</li> <li>b. Assess the level of awareness created on the different behaviours promoted through the use of the above inter-personal communication channels under the project titled 'Advocacy and Communication for Children and Women'</li> <li>c. Evaluating the efficacy on one IPC medium against the other.</li> <li>d. Propose recommendations to strengthen and improve the project interventions.</li> </ol>
<p><b>Work Plan Code number: YI505-02-04</b></p>
<p><b>BACKGROUND</b></p> <p>The project – Advocacy and Communication for Children and Women – commenced in 1996 under the Ministry of Information (MoI) with support from UNICEF, the first phase of which ended in 2000. In concurrence with the five-year country programme cycle between the Government of Bangladesh and UNICEF, the project's second phase covered the period from 2001 to 2005, and the third and present phase commenced in 2006. The project is currently being implemented by nine agencies of MoI. Among these, five agencies are regularly funded on the basis of a mutually agreed annual work plan and four agencies are proposal-based and funded on the basis of merit of the proposals. The five regular funded implementing agencies are: Ministry of Information (MoI) Planning Cell, Bangladesh Betar, Bangladesh Television (BTV), National Institute of Mass Communication (NIMC) and Department of Mass Communication (DMC).</p> <p>The DMC is the sole implementing agency within the MoI which is involved with inter-personal communication and reaches grassroot communities through its 68 District Information Offices (DIOs) across 64 districts and four offices in the Chittagong Hills Tracts region. The DMC has focused on heightening the level of mass awareness including conducting community-based education activities on various issues related to the wellbeing of children and women through activities that include Films Shows followed by Meena episodes, Folk Songs and Community Meetings.</p> <p>At the completion of the second phase and half-way into the third phase, UNICEF seeks to first monitor DMC's activities to ensure that activities are conducted as per the original plan and then evaluate the reach, efficiency, efficacy and impact of these inter-personal communication interventions at the grassroots level. It is a much needed study in order to understand the project's impact — especially as far as inter-personal communication is concerned – to build on the experiences gained, progresses achieved and lessons learnt. UNICEF's objective is to increase the effectiveness and quality of the interventions from the learning of the evaluation, and to rectify weaknesses identified in past implementation.</p>

Monitoring the balance activities for a specified period of 3-4 months during this third phase and conducting the impact evaluation of the project will be the main objectives of this assignment. The study must be conducted with a thorough analyses of the project components, their output, outcomes and impacts in order to enhance their effectiveness and relevance in the current third phase spanning from 2006-10.

**2. PURPOSE OF ASSIGNMENT:**

To monitor the implementation of the activities and to evaluate the impact and assess efficacy of Films Shows, Folk Songs and Community Meetings implemented by the Department of Mass Communication (DMC) as a tool of inter-personal communication for behaviour and social change by taking interviews, conducting group discussions with audience of film shows, listeners of folk songs, attendees at community meetings, exit polls (seeking instant reaction of audience after shows) and delayed interviews (after 30 days or more) and secondary data in order to assess mass people’s retention capacity of vital messages concerning health, education, protection, sanitation, hygiene and rights of children and women also to assess their change in behavioural practices and changes in social norms as a result of the interventions.

This will also include development of a study methodology, questionnaires and any other tools that may be necessary. The study will cover the following:

- ✚ Basic demography of audiences
- ✚ Sampling and study of activities of a representative sample of DIOs in each division
- ✚ Efficacy (if we want to know if it is cost effective for instance) and effectiveness of interventions in order of audience preference and retention capacity
- ✚ Monitoring of project activities for a period of 3-4 months
- ✚ Recall of core messages transmitted through the interventions
- ✚ Identify any changes in terms of behaviour or social norms.
- ✚ Degree of urgency among audiences to change behaviour based on the messages

**3. Estimated Budget:**

**4. Duty station:** UNICEF Dhaka

**5. Supervisor (must be staff member):** Communication Officer, Communication & Information Section, UNICEF

**6. Description of assignment:** (provide detail and in quantitative terms, add pages if required)

Tasks	End Product/ deliverables	Time frame
<p>1. Attend a briefing with UNICEF</p> <p>2. Develop a monitoring framework, methodology, geographical coverage, time line, etc...)</p> <p>3. Develop monitoring protocols and methodology and indicators for the study; translation into Bangla.</p> <p>4. Training of data collectors</p> <p>5. Data collection and analysis</p> <p>6. Monthly monitoring reports</p> <p>7. Submission of draft final report</p> <p>8. Final report</p>	<p>1. Methodology finalized and questionnaire developed in consultation with UNICEF</p> <p>Monitoring framework developed and shared for comments from UNICEF and DMC. (word of caution: Involve DMC headquarters in every stage and make sure they agree with this evaluation)</p> <p>Protocols Developed</p> <p>Trained data collectors</p> <p>Collection complete</p> <p>Monthly reports received</p> <p>Draft report</p> <p>Final report</p>	<p>1. Meeting</p> <p>2. Questionnaire developed - 02 weeks</p> <p>3. Protocols developed - 02 weeks</p> <p>4. Training of data collectors - 02 weeks</p> <p>5. Data collection and analysis - 16 weeks</p> <p>6. Every month (04 reports)</p> <p>7. Draft report submission - 04 weeks after monitoring exercise is over</p> <p>8. Final report presentation - 04 weeks</p> <p>Total: 30 weeks</p>
<p><b>7. Qualifications or specialized knowledge/experience required for the assignment:</b></p> <p>.</p>		

## Appendix G: Findings from Household Observation

A household checklist was used to collect some vital information about the conditions of the households in the vicinity of the areas where the DMC interventions were held. The purpose of this step was to supplement other findings on change in behavioral practices of community people, in terms of sanitation, hygiene, etc. as a result of the interventions. However, as mentioned earlier, this step did not involve any strict scientific research procedure.

### G.1 Whether community people used latrine

Most of the households, around 78 percent, have designated latrines. Proportions of households having designated latrines are high in Barisal and Rajshahi, the proportion being around 88 percent. On the other hand, proportions of households having designated latrines are low in Chittagong and Sylhet, around 68 percent. It may be noted here that the latrines mentioned here were not necessarily sanitary latrines but rather “designated and specific place to be used as latrine” only.

### G.2 Whether households maintained cleanliness in latrines

On an average of the six divisions, about 83 percent households maintain cleanliness in latrines. In Khulna division, it was observed that 100 percent households maintain latrines clean. Proportion of households maintaining clean latrines are lowest in Chittagong, as maintained by about 67 percent households.

### G.3 Whether households disposed waste properly

According to average of the six divisions, 81 percent households dispose waste properly. This findings were based on observing whether there had been any designated place for waste disposal near the household and whether the household area were clean from waste. It was observed that in Sylhet 100 percent households dispose waste properly. Relatively, the picture is a bit disappointing in Chittagong where only 49 percent households dispose waste properly.

### G.4 Whether households had support for children study

Whether a household has support for environment of study for children was measured indirectly by observing whether the households have support materials and facilities for such an environment. Four major support facilities were identified and those included chair, table, separate study room, and books. According to the observation, average of the six divisions show that still about 20 percent of the household do not have adequate books (adequacy of books were based on the judgments of the field workers) which are essential for a study friendly environment. Having a separate study room was observed only in 31 percent households. However, 73 percent households had tables while 67 percent households had chairs.



## **G.5 Whether any precautionary measures have been taken for child safety**

The field workers observed to find out whether the households have taken any precautionary measure for child safety in household and household surroundings. One example of precautionary measures considered as fencing ponds near a household had there been a pond near the household. Data showed that only in 49 percent of the households having ponds, such precautionary measures were taken. Rajshahi division had the highest number of households that have taken such precautionary measures. About 62 percent households in this division have taken such measures. Dhaka appeared to be least performing in this criteria as here only 33 percent of the households have taken such precautionary measures.