

PRE-TEST OF  
ADOLESCENT SEXUAL AND  
REPRODUCTIVE HEALTH NEWSLETTER-V

FINAL REPORT

*Submitted to:*

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## ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ASRH	Adolescents Sexual and Reproductive Health
AMK	Aamaa Milan Kendra
CREHPA	Center for Research on Environment Health and Population Activities
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
NGO	Non-Governmental Organization
RH	Reproductive Health
RHI	Reproductive Health Initiative
SRH	Sexual and Reproductive Health
STDs	Sexually Transmitted Diseases
UP	Umbrella Project
VDC	Village Development Committee

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## INTRODUCTION

### 1.1 Background

Following social research on adolescent sexual and reproductive health information needs, the RHI Umbrella Project designed and published the first four issues of adolescent sexual and reproductive health (ASRH) newsletter '*Jigyasa*' over the period of 2000-2003. CREHPA had undertaken the pre-testing of the all the first four issues of *Jigyasa*.

To explore the possibility of handing over the production of *Jigyasa* to other interested and capable organization, RHI/UP identified *Hatemalo Sanchar*, an NGO working in the field of communication and child rights to produce the fifth issue of *Jigyasa*. The previous experience with pre-testing of the first four issues of the newsletter indicated that the pre-testing could provide valuable suggestions and feedback to make the newsletter more attractive, appropriate and appealing for the target adolescents. Just as the pretest of the previous four issues of the newsletter, the pretest of the fifth issue of *Jigyasa* was also necessary and useful to determine the appropriateness of the newsletter.

Focus group discussion methodology was employed among the target adolescents aged 12-13 and 14-16 years residing in the project areas of *Hatemalo Sanchar* (Balkot, Bhaktapur) and *AMK* (RHI partner NGO, Bishankhunarayan and Harisiddhi, Lalitpur). Two separate research teams (one male team and one female team) facilitated the focus group discussions to generate creative ideas and opinions from the adolescents. In addition to the focus group discussions with adolescents, informal group meetings with parents and stakeholders were also organized to get their constructive suggestions and feedback on the draft newsletter.

### 1.2 Sites for the study

The pre-testing of the fifth issue of the adolescents sexual and reproductive health newsletter '*Jigyasa*' was carried out in two rural sites of Kathmandu valley: (1) Balkot from Bhaktapur with *Hatemalo Sanchar* and (2) Bishankhunarayan and Harisiddhi from Lalitpur with Amma Milan Kendra (AMK).

The sites and locations for the pretest were finalized in consultation with the officials of the concerned partner NGOs. Selection of the study locations, identification of the potential participants and arrangement of time and venue for the group discussions/meetings were also finalized through communication and coordination with the concerned partner NGOs and their staff/volunteers.

### 1.3 Groups covered for the pre-test

Focus group discussions (FGDs) were carried out among the literate and illiterate/semiliterate adolescents, separately. The adolescents were divided into two separate groups on the basis of their age, sex and education. Separate group discussions were organized with the adolescent girls and boys. The FGDs were conducted among the adolescent girls and boys aged 12-13 and 14-16 years residing in the study sites. In view of previous experiences during pre- and post-tests, the illiterate/semiliterate adolescents from 12-16 years were included in the same group.

A total of 10 focus group discussions with adolescent boys and girls were conducted. In Balkot, semiliterate/illiterate groups were not available. However, two FGDs with illiterate/semiliterate adolescent girls and boys could be conducted in Lalitpur. Two informal interactive group meetings (mixed) were organized with the parents and stakeholders, each from Lalitpur and Bhaktapur.

Table 1. Groups covered during the pretest study

Site	Literate group (12-13 years)	Literate group (14-16 years)	Semiliterate/illiterate (12-16 years)	Parents & Stakeholders
Hatemalo Sanchar, Balkot, Bhaktapur	Girls - 1 Boys - 1	Girls - 1 Boys - 1	- -	Mixed - 1
Aamaa Milan Kendra, Bishankhunarayan and Harisiddhi, Lalitpur	Girls - 1 Boys - 1	Girls - 1 Boys - 1	Girls - 1 Boys - 1	Mixed - 1
<b>Total</b>	Girls - 2 Boys - 2 4	Girls - 2 Boys - 2 4	Girls - 1 Boys - 1 2	Mixed - 2 2

For functional purpose of the study, literacy levels were defined as follows:

1. *Semi-literate/Illiterate: Those who have obtained non-formal education or less than five years of education (<5 grade).*
2. *Literate: Those who have completed five years of education or more (>5 grade).*

#### 1.4 Ethical issues

Informed consent was sought from the participants verbally at the time of the participants selection and before initiating focus group discussions with them. The research team had informed the participants about the purpose and procedure of the study and had made them aware of the fact that their participation would be voluntary and they had the right to leave the discussion at any time they desired. The research team assured the respondents/participants of the confidentiality of the information and that the information would be strictly used for the research purpose only.

#### 1.5 Research team and fieldwork

The research team consisted of a Study Coordinator (SC) and four Field Researchers (two males and two females). The team was provided a one-day extensive training on conceptual issues regarding sexual and reproductive health of adolescents, background information on the production of *Jigyasa*, RHI partners and target population of *Jigyasa*. They were also oriented about the methodology for the pretest of the newsletter.

The fieldwork duration was from December 31, 2002 to January 10, 2003.

The female field researchers conducted FGDs with the adolescent girls and the male field researchers conducted FGDs with adolescent boys. The informal group meetings with parents and stakeholders were organized by both the male and female researchers. In addition to the fieldwork, the researchers were also involved in compiling and analyzing the qualitative data collected during the pre-test study.

#### 1.6 The Procedure

As mentioned earlier, the pretest employed *focus group discussion* (FGD) technique to obtain adolescents' reactions and feedback on the draft newsletter. Though the planned numbers of adolescents in each group for the focus group discussion were 6-8, some of the groups had more than eight participants (up to 10) due to adolescents' eagerness to participate in the discussions. Other participatory research approaches were also used to solicit the required information where necessary.

In the first session, the groups were provided with a copy of the draft newsletter and they were asked to go through each items and illustrations. Then, they were invited to attend the second session to

discuss and provide feedback and opinion about the texts and illustrations they had gone through. The session of the focus group discussion lasted for 2-3 hours according to the groups.

### ***First Session***

The first session was an introductory session. In this session, the participants and facilitators introduced themselves and thereafter the facilitators explained the purpose of both the sessions.

The facilitator then demonstrated the newsletter and explained the purpose, importance and process of the pre-test. During this stage, participants' perception were sought by asking the following questions:

1.a. What does this [displaying the draft newsletter] look like?

1.b. What do the illustrations on the cover page mean to you?

The second activity in the first session was a discussion on illustrations of each section of the newsletter. The discussion focused on what they understood from the illustrations, beginning with the cover page.

In each section, the participants' reactions were sought whether the section/page was visually appealing or not, and whether the illustrations were understandable and meaningful.

The following questions were asked to solicit feedback on visual aspects/illustrations while the facilitator displayed the specific page:

1.c. What do you see in this section/page?

1.d. What are these [...the materials presented..] about?

1.e. What do you think about the colors?

1.f. Is there any illustration on this page that might offend or embarrass your friends?

1.g. Is there any illustration on this section/page that is confusing or difficult to understand. Which one?

### ***Second Session***

At the beginning of the second session, the participants were welcomed and the discussion began with the question what they felt while going through the newsletter.

The second session focused on three issues:

- Whether the messages were understandable
- Whether the illustrations and the messages in the text were matching, and
- Whether modifications were required

To solicit feedback on language/wording and appropriateness of the illustrations the following questions were asked (for each section):

1. What do you think; can your friends easily read and understand the texts?

2. Is there any word or sentence that might be offensive or that might offend or embarrass your friends or other people?

3. Are there any words, sentences or paragraphs that are difficult to understand or confusing? Which one?
4. How should these sentences or words be rephrased so that your friends can easily understand them?
5. Are there any illustrations that are not appropriate or not matching with the textual messages? If yes, which one?
6. What would you suggest to change to make these illustrations more appropriate and attractive? Do you suggest any other modifications or additional illustrations? What?

At the end, the participants were asked to express their overall opinion about the newsletter:

7. Is there anything in the newsletter that you like most? What?
8. Is there anything in the newsletter that you like least? What?
9. Is there any section that is not ideal in length i.e. too long or too short? Which one?
10. What do you think about the shape and size of the newsletter?
11. What do you think about the font size?
12. How interesting or attractive is this newsletter to adolescents like you? Is this appropriate for adolescents like you?
13. What do you think can be done to make this newsletter a better one? What can be modified added or removed to make it more appealing to adolescents like you?

At the end, the participants were asked whether they had any further queries. The facilitator addressed their queries as appropriate and thanked the participants for their input.

### 1.7 Pre-test schedule

The research team initiated its fieldwork from Bhaktpur (*Hatemalo Sanchar* program site) in December 2002 followed by fieldwork in Lalitpur (*AMK* project site). Following a week of preparatory works, orientation training for Hatemalo staff and volunteers was organized at CREHPA office. Then, fieldwork was initiated at Balkot, Bhaktpur. In view of the availability of potential informants, fieldworks in Bhaktpur and Lalitpur were conducted in alternate days. The preliminary findings of the pre-tests were drawn and shared with concerned officials of RHI and *Hatemalo* during the fieldwork period.

### 1.8 Limitations of the pre-test study

The study has only covered two rural sites of Kathmandu valley. It has not covered the urban and semi urban sites to represent the views of adolescents from those areas. Although the pretest was planned to cover four illiterate/semiliterate groups, only two FGDs could be organized with such groups.



## MAJOR FINDINGS OF THE RESEARCH

Overall, both the literate and illiterate/semiliterate adolescents liked the fifth issue of the adolescent sexual and reproductive health newsletter "*Jigyasa*". Unlike the previous issues of the newsletter, the draft of the fifth issue of the newsletter was more easily comprehensible to the adolescents. They further expressed that the newsletter was attractive in terms of texts, illustrations and color combinations.

The adolescent groups actively participated in the focus group discussions. They were very active in providing useful suggestions and feedback to further improve the draft newsletter. In Bhaktapur and Lalitpur, both boys and girls from the higher age groups (14-16 years) were able to comment on the different aspects of the newsletter such as illustrations, text, color combination and relevancy of the items to further improve it, compared to the younger adolescents (12-13 years).

The illiterate/semiliterate adolescents also liked the newsletter though they were unable to read the texts and comprehend the theme completely. They were very excited by the pictures and illustrations while going through the newsletter. The only section completely understood by the illiterate/semiliterate groups was the "*story by illustrations only*". Compared to the illiterate/semiliterate boys, the girls group was more active to comment and give suggestions for the improvement of the newsletter. However, both illiterate groups suggested more illustrations and photo stories for their better understanding and to make the newsletter more appealing.

The literate adolescents perceived the cover page as a book, a magazine, a newspaper, a calendar, a book of informative items, a chart and a message paper. Similarly, the illiterate/semiliterate adolescents also perceived the newsletter as a cover page, a book, a newspaper and a calendar.

When asked the meaning of *Jigyasa*, the adolescents cited that it meant curiosity, feelings of the heart, things to know and things we have to apply in our life. Only illiterate/semiliterate adolescents' girls could site the meaning of *Jigyasa* as asking something and feelings of the heart. The illiterate/semiliterate adolescents could not express what *Jigyasa* meant.

### 2.1 Appropriateness and Attractiveness of the Newsletter

All the literate adolescents liked and appreciated the newsletter as they discovered informative and attractive items useful for adolescents like them. They further expressed the appropriateness of the newsletter as it contained important informative items like information regarding sexual and reproductive health, menstruation care, sanitation, immunization, AIDS, brain storming exercises such as '*dimaag khiyaun*' and health tips for pregnancy care. They further emphasized its appropriateness as it covered the informative items, that were not covered by the school curriculum. The colorful presentation of the pictures and illustrations further enhanced the appropriateness and attractiveness of the newsletter.

Though the illiterate/semiliterate adolescent groups could not read the text, they were able to understand the theme from the pictures and illustrations of only a few items. Despite these factors, the illiterate/semiliterate groups expressed that the newsletter was appropriate for them. Both the girls and boys group liked the colorful presentation of the pictures and illustrations in the newsletter.

### 2.2 Most liked items

#### *Literate groups*

Overall, the literate adolescent groups liked all the items of the newsletter. However, when asked which items they liked most, the boys' groups ranked several items as the most liked items. These are:

the articles on son-in-law's health (*Jwai saheb ko swastha*), doctor's advise (*Doctor ko sallaha*), Sheela and Suresh's friendship (*Sheela ra Suresh ko mitrata*), story by illustrations only and lead article on immunization.

Unlike the boys groups, the girls groups were more specific on the items they liked most. They items they liked most by the girls groups were like Sheela and Suresh's friendship (*Sheela ra Suresh ko mitrata*), article on menstruation care and contribution. The reasons for choosing these items as the most liked ones were because these items were informative and appropriate for adolescents like them. They further expressed that the colorful illustrations and pictures further enhanced the attractiveness of these items. They further said that the colorful representation of the pictures and illustrations would help the illiterate adolescents to draw out the theme from these items.

### *Illiterate/semiliterate groups*

The 'story by illustrations only' and Sheela and Suresh's friendship (*Sheela ra Suresh ko mitrata*) were the most liked items by the illiterate/semiliterate groups. The illiterate/semiliterate groups were also asked to rank the items of the newsletter. But they could not prioritize the items as was done easily by the literate groups. However,

### **2.3 Least liked items**

All the items in the newsletter were liked by both the literate and illiterate groups. No item was pointed out as a disliked one.

### **2.4 Confusing items**

During the focus group discussion, the adolescents were also asked if they found any of the items confusing in the newsletter. Unlike the previous newsletter issues, the adolescents found the items in this newsletter comprehensive and less confusing.

### *Confusing items in the text*

Almost all the items were comprehensive by the adolescents except for a very few. Three literate groups (3girls group) said that the title "*Jwai sahebko swastha*" (Son-in-law's health) did not suit the text and suggested to be replaced by a new title "*Dhana Maya ra Mana Maya Ko Mitrata*" or "*Garvawati mahila wa baccha ko swastha*". One literate boys group could not understand the second question from the doctor's column and suggested for its simplification.

### *Confusing items in the illustrations*

Compared to the texts, some of the illustrations were found confusing by the adolescents. In the cover page, the second picture of a girl with the hot water bottle is not clear and suggested for its improvement, the two girls dancing is also confusing, the picture representing *dimaag khiyaun* and a boy and a girl getting married is also confusing. It is also not clear what the parrot is trying to convey.

The third picture from "*Jwai sahebko swastha*" looks as if they are having a dispute. The picture of Sheela's sister looks like her mother in "*Sheela ra Suresh ko Mitrata*". On page 11 "story by illustrations only" the ninth picture is confusing where the father looks like a lawyer.

### **Confusing & difficult words**

The adolescents groups found only few difficult words in the fifth issue of the adolescent sexual and reproductive health newsletter '*Jiygasa*'. The younger age groups had more difficulties in understanding all the words in the text than the older adolescents. There was no remarkable difference in boys and girls groups.

*Araththo, Dhanustankar, TT, Haki, Sankramana, Bhaksin, Pratirakshatmak, Adhai Mahina, Langado, Prajanan, Baiwahik, Skhalan, Uttejak, Sankraman, Ragras, Gaganchumbi, Briddhi, Avilasha, Samwega, Asankhya, Nirdayi, Awiwadan*

## 2.5 Offensive items

None of the items was considered offensive.

## 2.6 Too short & lengthy items

Though most of the groups expressed that the lengths of the items were satisfactory, one literate girls group expressed that the comic story on *Sheela ra Sureshko mitrata* was too short while one literate boys group expressed that the serialized story on *Hamro sapana eutai chha* was too long.

## 2.7 Size & shape of the newsletter

All the adolescent groups liked the size and the shape of the newsletter.

## 2.8 Proportion of illustrations

Proportions of illustrations to text were found to be enough by the literate adolescent groups, while the semiliterate/illiterate groups suggested adding more illustrations, pictures and photo stories.

## 2.9 Color combination

Although the groups liked the color combination of the newsletter, they suggested replacing the bright yellow and pink colors by natural-looking light colors.

## 2.10 Language & font

Overall, all the adolescent groups liked the language and the font of the newsletter.

## 2.11 Suggestions for improvements

### Cover page

- Bright yellow color should be reduced. (2 literate groups)
- A mixture of pink and yellow color should be used for the background. (2 literate groups)
- Nail polish should be removed from the doctor's hand. (2 literate groups)
- Picture of *Yamraj* is not clear, hence should be replaced by an appropriate picture. (2 literate groups)
- Message trying to convey through parrot is not clear. (2 literate groups)
- The doctor should have a stethoscope (1 literate group)
- Bell's color bell should be light yellow (1 literate group)
- The pictures of immunization should be enlarged. (1 literate group)
- Pictures of the cover page should be enclosed in a box. (1 literate group)
- The color of the face should be natural. (1 literate group)
- A page containing table of content should be added. (1 literate group)
- Only important pictures should be highlighted. (1 literate group)
- The picture of question mark in the brain is not clear. (1 literate group)
- The man should wear a *Dhaka topi*. (1 literate group)
- A tie and belt should be included in the school uniform. (1 literate group)
- The last picture of the cover page is not clear, needs to be improved. (1 literate group)

- The picture of two girls sharing happiness is not clear, an appropriate picture should replace the existing one. (1 literate and 1 illiterate/semiliterate group)
- The logo of *Mero Bichar* is not comprehensive, should replace with a better one. (1 illiterate/semiliterate group)
- The role of parrot is not clear. (1 illiterate/semiliterate group)
- The picture of Yamraj is not comprehensive. (1 illiterate/semiliterate group)
- The logo of Dimag Khiyaun is confusing, hence should be replaced by a better one. (1 illiterate/semiliterate group)

#### Article on son-in-law's health (*Jwain saheb ko swasthya*)

- Bride's veil should be red. (4 literate groups)
- Bridegroom's *Suruwal* (trouser) should be white. (3 literate groups)
- A picture of two girls combing should replace the picture of the girls sharing happiness by dancing. (1 literate group)
- Roof of the house should be brown. (7 literate groups)
- *Dal*, *Nanglo's* color should be brown. (4 literate groups)
- A musical band should be shown in the picture of wedding ceremony. (1 literate group)
- A picture of a pregnant woman being taken to the health post should be added. (1 literate group)
- Yellow color should be reduced. (4 literate groups)
- Picture of two friends looks as if they are daughter and mother-in-law, hence an appropriate picture should replace the existing one. (1 literate group)
- Mountain and the hills should be clear. (3 literate group)
- The color of the tree should be green. (3 literate groups)
- The title of the article *Jwain saheb ko swasthya* should be changed by "health of a pregnant woman or health of a child" (3 literate groups)
- The title of the article *Jwain saheb ko swasthya* should be replaced by "friendship of Manamaya and Dhanamaya" (3 literate groups)
- Ground should be green. (1 literate group)
- The color of the hen should be natural. (2 literate groups)
- The picture of Dhanamaya and Manamaya looks like they are quarrelling; a pleasant picture should replace the existing one. (1 literate group)
- Garland of the bride and bridegroom should be made of 'Dubo'. (1 illiterate/semiliterate group)
- *Tika* should be red. (1 illiterate/semiliterate group)
- A picture of a pregnant woman taking TT injection should be added. (1 illiterate/semiliterate group)

#### Lead article on immunization (*Belaima khop dilaun, rog bata jogaun*)

- A light color should replace the background. (1 illiterate/semiliterate group)
- Message through parrot is not clear. (1 illiterate/semiliterate group)
- The shadow from the picture of the child should be removed. (2 literate and 1 illiterate/semiliterate group)
- A picture presenting the consequences of not taking complete immunization should be added. (1 illiterate/semiliterate and literate group)
- A nurse with a pleasant countenance should replace the existing one. (1 illiterate/semiliterate and 2 literate group)
- Color of the brick should be natural. (4 literate groups)
- A picture of a nurse giving injection to the girl sitting on the chair should be added. (2 literate groups)
- Text and picture in *dadura* and *BCG* are not corresponding, hence should be improved. (1 literate group)
- Title of the article should be placed in the center. (4 literate groups)

- Fonts in the message through the parrot is not clear, hence an appropriate font should replace the existing one. (1 literate group)
- Parrot should be placed on the top of the article in page 3. (1 literate group)
- The tongue of the child should look natural. (2 literate groups)
- Pictures presenting the consequences of polio disease and a healthy person after taking the complete dose of immunization should be shown. (1 literate group)
- Doctor's dress should be white. (4 literate groups)
- The message of the parrot should be written with black in red background. (4 literate groups)
- The nurse should wear a white nurse cap. (1 literate group)
- The color of the skin of the child should be natural. (6 literate groups)
- Typo errors should be corrected. (1 literate group)

### Exercises

- Font of the message of parrot is not clear, should be replaced by a clear font. (1 literate group)
- Road in 'find the way' should be broadened. (6 literate groups)
- A school and students should be added in the picture 'find the way'. (2 literate groups)
- Fonts used in the message of parrot should be increased. (2 literate groups)
- *Daura Duruval* in picture 'find the way' should be brown or white. (1 literate group)
- Cap should be made of Dhaka. (1 literate group)
- Color of the sari should be pink. (1 literate group)
- Signboard of the health post should be clear. (1 literate group)
- Color of the house should be dark yellow. (1 literate group)
- It would be clear if 'kothe jaal' is replaced by "kotha bhame". (2 literate groups)
- Man's head should be natural. (1 literate group)
- Some "Gaon khane khata" should be added. (1 literate group)
- Other exercises such as 'Match the following', 'Choose the right answer', 'true and false', should be added. (1 literate group)

### Friendship between Sheela and Suresh (*Sheela ra Suresh ko Mitrata*)

- Sheela's sister looks like her mother, hence an appropriate picture should replace the picture. (3 literate groups)
- Yellow color should be replaced. (8 literate groups and 2 illiterate/semiliterate group)
- The color of the face should be natural. (2 literate group)
- The signboard should contain the name of the school. (5 literate groups)
- Ganesh's moustache should be removed. (2 literate group)
- Color of sky should be sky-blue. (1 literate group)
- The third picture of page 7 is not clear, should be improved. (2 literate groups)
- Color of roof and door should be natural (brown or white). (5 literate groups)
- Something should be written on the blackboard. (1 literate group)
- The pants of the school dress should be light blue. (2 literate groups)
- The color of the wall in the house should be of natural color. (1 literate group)
- Color of the ground and tree should be green. (2 literate groups)
- Color of shirt in the school dress should be dark. (1 literate group)
- Typo errors should be corrected. (1 literate group)
- Different colors should be used for the school bags. (1 literate group)
- The 7<sup>th</sup> picture should have a net. (1 literate group)
- Some text should be added in the dreaming picture of page 7. (1 literate group)
- The ground's color should be brown. (1 literate group)
- Striped bed cover should be used on page 8. (1 literate group)
- Sheela's sister's shawl should be pink. (1 literate group)
- The fifth picture should be improved. (1 literate group)
- Trees and birds should be added in the pictures. (1 literate group)
- The color of bangles should be red in color. (1 illiterate/semiliterate group)

- A tie should be added in the school dress. (1 illiterate/semiliterate group)
- The last picture of page 7 is confusing, it needs to be improved. (1 literate group)

### Contribution

- Moustache of *Yamraj* should be improved. (1 literate group)
- The boarder of the national flag should be blue in color. (2 literate group)
- The shadow of girl in page 10 should be black. (1 literate group)
- The mountain should be green. (1 literate group)
- The picture 'kishore awastha ko samweg' is not clear, needs improvement. (2 literate groups)
- The color for *Yamraj's* dress should be blue (1 literate group)
- The yellow color should be reduced. (1 literate group)
- The color of the box should be replaced by a darker color. (1 literate group)
- The school tie should be uniform with all the students. (2 literate groups)
- Background color in the article 'Samanta' should be blue or black. (1 literate group)
- The title 'Samanta' should be placed on the top of the poem. (1 literate group)
- Background color of poem on AIDS should be white. (1 literate group)
- Color of eraser should be white. (1 literate group)
- The thorns from the '*Gadha*' should be removed. (1 literate group)
- Something should be written in the copy. (1 literate group)
- *Yamraj* should be replaced by a condom. (1 literate group)

### Story by illustrations only

- The father of the boy looks like a lawyer hence, an appropriate picture should replace the existing one. (2 literate group)
- Roof of the house should be brown. (3 literate groups)
- The girl looking from the window should be clear in the first picture. (4 literate groups)
- The man walking in the first picture should be removed. (1 literate group)
- Color of the tomato should be red. (1 literate group)
- In page 12 both the girl and boy seems to be working in the same office, hence should be improved. (2 literate group)
- The 10<sup>th</sup> picture of page 11 should be removed. (3 literate groups)
- Complete pictures of trees should be shown. (2 literate group)
- Tree's color should be green. (2 literate group)
- The color of the wall should be replaced by a natural color. (1 literate group)
- The color of the bus should be replaced by a bright color. (1 literate group)
- The red book should be removed from the 8<sup>th</sup> picture on page 11. (1 literate group)
- The yellow color should be reduced. (4 literate groups)
- On the 24<sup>th</sup> picture, the daughter looks elder than the mother, hence should be replaced by an appropriate picture. (1 literate group)

### Article on menstruation care (*Soniya yasai ta ramri jhanai ramri bhai*)

- The color of the hair should be black. (6 literate groups)
- *Dharo* (tap) should look natural. (4 literate groups)
- The pot containing water should be brighter. (1 literate group)
- The color of the shirt should be same in picture 5 as the others. (2 literate group)
- The color of the lips of boys and girls should be natural. (1 literate group)
- In picture 3, the clothes should hang on the two poles. (1 literate group)
- Girl's dress should be the same through out. (1 literate group)
- In picture 5, teeth should be shown. (1 literate group)
- *Soniya's* friend's hair should be of the same length. (2 literate groups)
- A tree in the 3<sup>rd</sup> picture and a sun in the 4<sup>th</sup> picture should be shown. (1 literate group)
- The hair should be natural of all the people in the last picture. (1 literate group)

- Natural color for stones below the tap should be used. (1 literate group)
- Lipsticks from the boys lips in the last picture should be removed. (1 literate group)
- The clothes hanging should be smaller. (1 illiterate/semiliterate group)

#### **Doctor's advise (*Doctorko sallaha*)**

- The bottle should be clearly shown in the picture of girl taking hot water bottle. (2 literate group)
- More questions related to adolescent problems should be added. (1 literate group)
- The doctor should have a stethoscope. (4 literate group)
- The picture of a girl swinging should be removed. (2 literate group)
- A tap should be shown in the picture of a girl having a bath. (1 literate group)
- A picture of a person with stomach ache should be added. (1 illiterate/semiliterate group)
- Nail polish from the doctor's nail should be removed. (1 literate group)
- A complete picture of a girl drinking hot water/tea should be shown. (1 literate group)
- The color of the dress of the girl swinging should be red. (1 literate group)

#### **Serialized story on we share the same dream (*Hamro sapana eautai chha*)**

- A background should be shown in the picture of the classroom. (1 literate group)
- Color of 'tamakhu' should be same in both the pictures. (1 literate group)
- The doctor should have a stethoscope. (1 literate group)
- The doctor should wear a white coat. (1 literate group and 1 illiterate group)
- The mat should be of natural color. (1 literate group)
- Cap should be of black *Dhaka*. (3 literate group)
- Campus dress should be in uniform. (3 literate groups)
- Title should be replaced by 'kasaiko bichar'. (1 literate group)
- More pictures should be added. (1 illiterate/semiliterate group)
- Larger fonts should be used in the parrot's message. (1 literate group)
- Text and the pictures of 'nati' and 'natini' are not matching, needs to be improved. (2 literate groups)
- A blackboard and chalk should be added in the classroom of the school. (1 illiterate/semiliterate group)
- The leg of the parrot should be black. (1 literate group)
- The story should be shortened. (1 literate group)
- Larger fonts should be used for message through parrot and the bold should be removed. (1 literate group)

#### **Addresses**

- The picture of a boy and a girl should look as if they are talking with each other. (1 literate group)
- The last text in the address section should be written with black fonts in a white background. (5 literate group)

#### **Informal Group Meetings with the Parents and Stakeholders**

The research team organized two informal group meetings with parents and stakeholders in Lalitpur and Bhaktapur during the pretest of the newsletter. The staff/volunteers of *Hatemalo Sanchar* and *AMK* assisted for organizing the informal group meetings with the parents and stakeholders in their respective program areas.

The meeting was facilitated by one of the research team members. At the beginning of the meeting the facilitator briefly informed the purpose of the meeting to the participants. After a short introduction of the research team and the participants, the participants were provided with a copy of the draft

newsletter and requested to provide their overall suggestions and feedback for the further improvement of the draft newsletter. While requesting their suggestions and feedback, the participants were also requested to focus on the texts, pictures, illustrations and color combinations as well. The appropriateness of the newsletter for the target adolescents were also explored in the group meetings.

**Table 2. Number of groups and participants in the informal group meetings**

Site	Parents & Stakeholders Group	Number of participants
Rural (Balkot, Bhaktpur with Hatemalo Sanchar)	1	10
Rural (Bishankhunaryan, Lalitpur with Aamaa Milan Kendra)	1	8

The participants participated actively in the group meetings and provided constructive and valuable suggestions to further improve the newsletter. Overall, they liked the contents, illustrations, and color combination of the newsletter and expressed its appropriateness to the adolescents as it contained important and relevant information for the adolescents.

The parents and stakeholders groups provided the following suggestions for further improving the newsletter:

- Color should look natural in the illustrations and pictures.
- Illustrations should match the text.
- Number of stories and poems should be increased.
- The bright yellow color used in the newsletter should be replaced by natural light colors



## FINDINGS BY SECTION FROM THE FOCUS GROUP DISCUSSIONS WITH LITERATE ADOLESCENTS

The research team conducted eight focus group discussions with the literate adolescent boys and girls groups for the pre-test of fifth issue of ASRH newsletter *Jigyasa*. The pretest covered two rural sites: Lalitpur (*AMK* program site) and Bhaktapur (*Hatemalo Sanchar* program site). The pretest was conducted in two locations Harisiddhi and Bishankhunaryan of Lalitpur and Balkot of Bhaktapur.

In the focus group discussions, the adolescents were requested to go through the draft newsletter and express their opinion, suggestions and feedback on specific sections of the draft newsletter starting from the cover page till the last page of the newsletter for its further improvement. The adolescents were requested to focus on the pictures, illustrations, text, color combination, relevancy of the items and the appropriateness of the newsletter for adolescents like them. Compared to the pre-tests of the previous issues of *Jigyasa*, the draft of the fifth issue was found more comprehensive and attractive by the adolescents. Very few comments were made for its further improvement. Almost all the participants participated actively and provided valuable suggestions and feedback during the session of focus group discussions. The extent of comments received on the different aspects of the draft newsletter such as illustrations, text, color combination and relevancy of the items increased with the age of the adolescent boys and girls in both the sites: Bhaktapur and Lalitpur.

### 3.1 Cover Page

The literate adolescents perceived the cover page as a book, a magazine, newspaper, calendar, book with knowledgeable items, flip chart and an informative paper. According to the adolescents, *Jigyasa* meant curiosity, inquisitiveness, feelings of the heart and something to know about. They found the cover page attractive and appealing and said that they could easily guess the various articles covered in the newsletter. The adolescents also liked the color combination of the cover page except for the bright yellow color.

#### *Suggestions for improvement:*

- Picture of two girls sharing happiness is confusing, hence should be replaced by an appropriate picture. (1 literate group)
- The bright yellow color should be replaced by a lighter color. (2 literate groups)
- The doctor should have a stethoscope. (1 literate group)
- Bell's color should be light yellow. (1 literate group)
- The nail polish from the doctor's hand should be removed. (2 literate groups)
- The pictures of immunization should be larger. (1 literate group)
- The background should be a mixture of pink and yellow color. (2 literate groups)
- Pictures of the cover page should be enclosed in a box. (1 literate group)
- The color of the face should be replaced by a natural color. (1 literate group)
- A page-containing table of contents should be added. (1 literate group)
- Only important pictures should be highlighted. (1 literate group)
- A white color should be used for the background. (1 literate group)
- The picture, question mark in the brain is not clear (1 literate group)
- Picture of *Yamraj* is not clear, hence needs to be improved. (2 literate groups)
- The role of parrot is not clear. (2 literate groups)
- The man should wear a *Dhaka topi*. (1 literate group)
- A tie and belt should be included in the school uniform. (1 literate group)
- The woman carrying *Nanglo* is not clear, needs improvement. (1 literate group)
- The last picture of the cover page is not clear, needs to be improved. (1 literate group)

### 3.2 Page: 1-2 Article on son-in-law's health (*Jwain sahebko swasthya*)

The literate adolescents liked the article on son-in-law's health (*Jwain sahebko swasthya*). They were enthusiastic to go through the article and enjoyed reading it. They further expressed that the article covered very important health issues like importance of pregnancy care. They further said that this article would help the pregnant women to overcome such similar problems if they came across. Although, the adolescents could not give the gist of the article only by illustrations, after going through the textual matters, they easily understood the theme and expressed that the text and the illustrations matched each other.

#### *Suggestions for improvement:*

- Bride's veil should be red. (4 literate groups)
- Bridegroom's *Suruwal* (trouser) should be white. (3 literate groups)
- The picture of the girls sharing happiness by dancing should be replaced by a picture of two girls combing. (1 literate group)
- Roof of the house should be brown. (7 literate groups)
- *Dal, Nanglo's* color should be brown. (4 literate groups)
- A musical band shown be shown in the wedding ceremony. (1 literate group)
- A picture of a pregnant woman being taken to the health post should be shown. (1 literate group)
- The yellow color should be reduced. (4 literate groups)
- Picture of the two friends looks like daughter and mother-in-law, appropriate picture should replace the existing one. (1 literate group)
- Mountain and the hills should be more visible. (3 literate groups)
- Tree should be green. (3 literate groups)
- The title of the article *Jwain saheb ko swasthya* should be replaced by "health of a pregnant woman" or "health of the child". (3 literate groups)
- The title of the article *Jwain saheb ko swasthya* should be replaced by "Friendship of Manamaya and Dhanamaya". (3 literate groups)
- The color of the ground should be green. (1 literate group)
- The green coat worn by the bridegroom's friend should be changed. (1 literate group)
- The color of the hen should be of natural color. (2 literate groups)
- The picture of Danamaya and Manamaya look like they are quarrelling, hence a pleasant picture should replace the existing one. (1 literate group)

### 3.3 Page: 3-4 Lead article on immunization (*Belaima khop dilau rog bata jogaun*)

Almost all the adolescent groups could understand the textual matters presented in the lead article on immunization (*Belaima khop dilau rog bata jogaun*). They said that it dealt with the importance of immunization for the children and pregnant women. They liked the article, as it was essential for children and women to take immunization to protect themselves from the various life threatening diseases.

#### *Suggestions for improvement:*

- The shadow from the picture of the child should be removed. (2 literate groups)
- A picture presenting the consequences of not taking vaccination should be shown. (1 illiterate/semiliterate and literate group)
- Color of the brick should be natural brick color. (4 literate groups)
- A picture of a nurse giving injection to the girl sitting on the chair should be shown. (2 literate groups)
- Text and picture in *dadura* and BCG are not corresponding, needs to be improved. (1 literate group)

- Title of the immunization article should be placed in the center. (4 literate groups)
- Fonts in the parrot's message should be replaced by a clear font. (1 literate group)
- Parrot should be placed on the top of the article on page 3. (1 literate group)
- The tongue of the child should look natural. (2 literate groups)
- Doctor's dress should be white. (4 literate groups)
- The parrot's message should be written with black ink in red background. (4 literate groups)
- The nurse should wear a white nurse cap. (1 literate group)
- The child's skin color should be of natural color. (5 literate groups)
- Typo errors should be corrected. (1 literate group)

### 3.4 Page: 5-6 Exercises (*Dimaag khiyaun*)

The adolescents also liked the section on exercises and expressed its importance. They said that the exercise would help them to remind the knowledgeable items they had learnt in the newsletter. They further added that the exercises would also refresh their thinking and further enhance their thinking capacity. The literate adolescents could easily solve the exercises that were presented in the newsletter such as 'find the way', 'fill in the blanks', etc.

#### *Suggestions for improvement:*

- Font in the parrot's message is not clear; a clear font should replace the existing one. (1 literate group)
- Road in the 'find the way' should be broadened. (6 literate groups)
- A picture of a school with some students should be added in 'find the way'. (2 literate groups)
- Larger fonts should be used in the parrot's message. (2 literate groups)
- *Daura suruwal* in the picture 'find the way' should be brown or white in color. (1 literate group)
- Cap should be made of Dhaka. (1 literate group)
- Color of the sari should be pink. (1 literate group)
- Signboard of the health post should be clear and visible. (1 literate group)
- Color of the house should be dark yellow. (1 literate group)
- It would be clear if the name of the '*kothe jaal*' is changed to '*kotha bharne*'. (2 literate group)
- Some '*Gaon khane khata*' should be added. (1 literate group)
- Other exercises such as 'match the following', 'choose the right answer', 'true and false', should also be added. (1 literate group)

### 3.5 Page: 7-8 Comic story on friendship between Sheela and Suresh (*Suresh ra Shila ko mitrata*)

All the adolescent boys and girls groups enjoyed reading the comic story on friendship between Sheela and Suresh (*Sheela ra Suresh ko mitrata*). They expressed that the story contained knowledgeable and important messages about the friendship between boys and girls. One boys group (12-13) shared that they had faced similar problem and said that this article would help them to solve the problem and would also inspire others to think positively towards the friendship between boys and girls.

#### *Suggestions for improvement:*

- Sheela's sister looks like her mother, hence an appropriate picture should replace the existing one. (3 literate groups)
- The color of the face should be natural. (2 literate groups)
- The signboard should have the name of the school. (5 literate groups)
- Ganesh's moustache should be removed. (2 literate groups)
- Color of the sky should be sky-blue. (1 literate group)

- The third picture on page 7 is not clear, should be more clear and visible. (2 literate groups)
- Color of roof and door should be natural i.e. brown or white. (5 literate groups)
- Something should be written on the blackboard. (1 literate group)
- Color of pants in the school dress should be light blue. (2 literate groups)
- The color of the wall in the house should be natural. (1 literate group)
- Color of the ground and tree should be green. (2 literate groups)
- Color of shirt in the school dress should be dark blue. (1 literate group)
- Typo errors should be corrected. (1 literate group)
- Different colors should be used for the school bags. (1 literate group)
- A net should be shown in the 7<sup>th</sup> picture. (1 literate group)
- Something should be written in the dreaming portion of the picture on page 7. (1 literate group)
- The ground's color should be natural i. e. green or brown. (1 literate group)
- A striped bed cover should be used for the bed in page 8. (1 literate group)
- Sheela's sister's shawl should be pink. (1 literate group)
- The fifth picture, needs to be improved as it looks Sheela is scolding Suresh. (1 literate group)
- Trees and birds should be added. (1 literate group)
- The last picture of page 7 is confusing, needs to be improved. (1 literate group)

### 3.6 Page: 9-10 Contribution (*Mero Bichar*)

All the adolescents liked the section on contribution as it covered various items contributed by adolescents like them. They further appreciated the section as they could also show their hidden talent that existed within them. They also found the poems informative and knowledgeable as it dealt with AIDS, changes during adolescent age, gender equality and importance of education. This section further encouraged them to send their contribution on adolescent issues.

#### *Suggestions for improvement:*

- Moustache of *Yamraj* should be improved. (1 literate group)
- The boarder of the national flag should be dark blue. (2 literate groups)
- Black color should be used for the shadow of girl on page 10. (1 literate group)
- The mountain should be green. (1 literate group)
- The picture of 'kishore awastha ko samweg' is not clear, needs to be improved. (2 literate groups)
- The color of *Yamraj's* dress should be blue. (1 literate group)
- The yellow color should be reduced or replaced by a lighter color. (1 literate group)
- The color of the box should be dark. (1 literate group)
- School tie should be included in the school uniform. (2 literate groups)
- Background color of the article 'Samanta' should be blue or black. (1 literate group)
- The title 'Samanta' should be placed on the top of the poem. (1 literate group)
- Background color of poem on AIDS should be white. (1 literate group)
- The color of the eraser should be white. (1 literate group)
- Thorns form the 'Gadha' should be removed. (1 literate group)
- There should be something written in the copy (1 literate group)
- Replace 'Yamraj' with condom (1 literate group)

### 3.7 Page: 11-12 Story by illustrations only

The story by illustrations only was liked by all the adolescent groups. They could easily relate the "story by illustrations only" and could also explain the gist of it. From the illustrations, they concluded that one should not get married at an early age, one should get married only when one is qualified and self reliant. They further said that they should also obey the parents and follow their advice.

### *Suggestions for improvement:*

- The father of the boy looks like a lawyer, an appropriate picture should replace the existing one. (2 literate groups)
- Roof of the house should be brown. (3 literate groups)
- The girl looking from the window in the first picture should be clear. (4 literate groups)
- The man walking in the first picture should be removed. (1 literate group)
- Color of the tomato should be red. (1 literate group)
- On page 12, both the girl and boy seem working in the same office, it needs to be improved. (2 literate groups)
- The 10<sup>th</sup> picture from page 11 should be removed. (3 literate groups)
- Complete picture of trees should be shown. (2 literate groups)
- The color of the tree should be green. (2 literate groups)
- In the picture of the boy dreaming, the color of the cap of the bridegroom should be replaced by a better color. (1 literate group)
- The color of the wall should be changed by a natural color brown. (1 literate group)
- The red book should be removed from the 8<sup>th</sup> picture on page 11. (1 literate group)
- The yellow color should be reduced. (4 literate groups)
- In picture 24, daughter looks elder than mother, hence an appropriate picture should replace the existing one. (1 literate group)

### **3.8 Page: 15 Menstruation care (Soniya yasai ta ramri, jhanai ramri bhai)**

All the adolescents liked the article on menstruation care. Compared to the boys group, the girls groups liked the article more. The adolescents further stressed it's importance as it dealt with menstruation care, how to keep oneself clean during menstruation and the importance of maintaining hygienic conditions during menstruation.

### *Suggestions for improvement:*

- The color of the hair should be black. (6 literate groups)
- Tip of the tap should be natural. (4 literate groups)
- The pot containing water should be brighter in color. (1 literate group)
- Shirt's color should be same as in picture 5. (2 literate groups)
- The color of the lips of boys and girls should be natural. (1 literate group)
- In picture 3, clothes should hang on the two poles. (1 literate group)
- Girl's dress should be the same in all the pictures. (1 literate group)
- In picture 5, teeth should be shown. (1 literate group)
- The length of Soniya's friend's hair should be of the same length. (2 literate groups)
- A tree should be added in the 3<sup>rd</sup> picture and a sun should be added in the 4<sup>th</sup> picture. (1 literate group)
- Hair should be natural in the last picture. (1 literate group)
- Natural color should be used for stones below the tap. (1 literate group)
- Lipsticks from the boys lips should be removed in the last picture. (1 literate group)

### **3.9 Page: 16 Doctor's advice (Doctor ko sallaha)**

The doctor's advice was liked by all the adolescents. They found the column important as they could send queries on health matters. One girls group (12-13) could not understand the second question from this column and suggested a more simple language.

### *Suggestions for improvement:*

- The bottle should be clearly shown in the picture. (2 literate groups)
- More questions should be added. (1 literate group)

- The doctor should have a stethoscope. (4 literate groups)
- The picture of a girl swinging should be removed. (2 literate groups)
- A tap should be shown in the picture of a girl bathing. (1 literate group)
- The nail polish should be removed from the doctor's nail. (1 literate group)
- A complete picture of the girl drinking hot water/tea should be shown. (1 literate group)
- The color of the dress of the girl swinging should be red. (1 literate group)

### 3.10 Page: 17-18 Serialized story we share the same dream (*Hamro sapana eutai ccha*)

The serialized story we share the same dream "*Hamro sapana eutai ccha*" was liked by most of the adolescent girls and boys. However, one boys group (12-13) said that the serialized story was a bit lengthy and suggested to shorten the story in the next issue. They further expressed that it gave important knowledge and information about the risks of early marriage, pregnancy care and child bearing. They also said that the article contained messages and highlighted the importance of being self-reliant. The story further advised the readers to visit the health centers for regular check ups too.

#### *Suggestions for improvement:*

- A background should be shown in the picture where a teacher is teaching. (1 literate group)
- Color of 'tamakhu' should be the same in both the pictures. (1 literate group)
- The doctor should have a stethoscope. (1 literate group)
- Doctor should wear a white coat. (1 literate group)
- Mat should be of natural color. (1 literate group)
- Cap's color should be black or made of 'dhaka'. (3 literate groups)
- Campus dress should be in uniform. (3 literate groups)
- Title should be replaced with 'kasaiko bichar'. (1 literate group)
- Large fonts should be used in parrot's message and the bold should be deleted. (1 literate group)
- Text and the picture are not matching, 'nati and natini' needs to be corrected. (2 literate groups)
- The leg of parrot should be black. (1 literate group)
- Shorten the story (1 literate group)

### 3.11 Page: 19 Addresses

The last page of *Jigyasa*, containing addresses, was considered important by the adolescents as it provided different addresses of RHI/Umbrella partner NGOs. They said that they could send their contributions for the newsletter to the addresses provided and give information to other adolescents in their school and community too. The right hand side column of this section was suggested to improve by the adolescents, as the write up within the box was not readable.

#### *Suggestions for improvement:*

- The picture of a boy and a girl should look as if they are talking with each other. (1 literate group)
- Black fonts in the white background should be used for the last text in the address section. (5 literate groups)

## FINDINGS BY SECTION FROM THE FOCUS GROUP DISCUSSIONS WITH ILLITERATE/SEMILITERATE ADOLESCENTS

Focus group discussions could be conducted with only two illiterate/semiliterate adolescent groups (one boys group and one girls group) for the pretest of the newsletter. Both the groups were covered from Lalitpur, program site of Aamaa Milan Kendra. The two locations were Bishankhunarayan and Chhampi. Both the boys and girls groups showed active participation in the FGDs. They were interested to go through the illustrations, comic stories and the pictures of the newsletter with much eagerness.

Almost all the participants of the group discussions were illiterate and could not read the titles of the articles/text given in the newsletter. Semiliterate participants were very few and could hardly read the titles and understand the theme of the articles presented in the newsletter. When asked the meaning of *Jigyasa*, the boys group could not express the meaning. However, some participants from the girls group said that *Jigyasa* meant; to ask something and feelings of the heart. To make the newsletter more appropriate for illiterate/semiliterate adolescents like them, they suggested more illustrations and pictures to be added in the newsletter.

Between the two groups, the girls group was more active and interested in the group discussions than the boys group. Suggestions were made for further improving the newsletter. The girls group could comprehend the illustrations and relate the story just by going through them. They could also guess some of the textual matters more easily than the boys could. Compared to the girls group, the boys group was passive and needed more probing while going through the illustrations and the textual portion.

### 4.1 Cover page

Most of the girls and boys were able to interpret only some of the illustrations and pictures presented in the cover page of the newsletter. The adolescents perceived the cover page as a book, newspaper and a calendar. The illiterate and semiliterate adolescents found the cover page attractive and appropriate, as it was colorful with different attractive illustrations and pictures. By looking at the pictures and illustrations, they said that it dealt with doctor's advice and health issues like maintaining oneself clean, drinking boiled water, immunizing the children on time etc. They further said the pictures and illustrations showed that people from different fields had different interests and all should coordinate and try to live in peace and harmony.

#### *Suggestions for improvement:*

- Background should be white. (1 girls group)
- The logo of exercise *Mero Bichar* is confusing, should be replaced by a comprehensive one. (1 girls group)
- The role of parrot is not clear. (1 girls group)
- The picture of Yamraj should be replaced by a suitable one. (1 girls group)
- The logo of the exercise *Dimag Khiyaun* is not clear, needs to be replaced by a simpler one. (1 girls group)

### 4.2 Page: 1-2 Article on son-in-law's health (*Jwain sahebko swasthya*)

The girls group could guess illustrations presented in page 1 and 2 but they could hardly understand the textual matters. None of the participants could understand the text and the complete theme of the text. However, they could say that the content was about pregnancy care and TT. Some of the girls cited that the text was about the right age on marriage. Very few comments were made by the adolescents for its improvement.

#### *Suggestions for improvement:*

- Dress of the bridegroom should be white. (1 girls group)
- Garland should be of *dubo*. (1 girls group)
- The color of the ground should be of natural color (green or brown). (1 girls and 1 boys group)
- Mountain should be green. (1 girls and 1 boys group)
- Roof of the house should be natural. (1 girls group)
- The veil of the bride should be red. (1 boys group)
- The color of the hen should be of natural color. (1 boys group)
- *Nanglo* and *dalo* should be natural. (1 boys group)
- Tree should be green. (1 boys group)
- A picture of a pregnant woman taking injection should be added. (1 boys group)

#### **4.3 Page: 3-4 Lead article on immunization (*Belaima khop dilaun rog bata jogaun*)**

Though most of the participants in the FGDs could easily identify the illustrations regarding immunizations on page 3-4 they could hardly read the title and understand the complete theme of the text. They also noticed the parrot's message but could not understand the message. When asked what the chapter was about, they said that it was about immunization, healthy tips and about TT injection.

#### *Suggestions for improvement:*

- The shadow from the picture of the child should be removed. (1 girls group)
- One picture presenting the consequences of polio should be added. (1 boys group)
- Title of the article is not clear. (1 girls group)
- Shadow should be removed. (1 girls group)
- The picture of the girl taking injection look like as if she is angry, hence an appropriate picture should replace the existing one. (1 girls group)
- The color of the box should be lighter than the child inside the box. (1 girls group)
- Message through parrot is not comprehensive. (1 girls group)

#### **4.4 Page: 5-6 Exercises (*Dimaag khiyaun*)**

The adolescent girls and boys could not make any significant comments for its improvement on the section on exercises. The girls group could solve only one item *find the way* from this section whereas the boys group was unable to say what the section was all about.

#### *Suggestions for improvement:*

- The path for the exercise *find the way* should be more longer and difficult. (1 girls group)
- Yellow color of the house should be replaced by a lighter color. (1 girls group)

#### **4.5 Page: 7-8 Comic story on friendship between Sheela and Suresh (*Shila ra Sureshra ko mitrata*)**

Most of the adolescents who participated in the focus group discussion could interpret the comic story on friendship between Sheela and Suresh (*Shila ra Sureshra ko mitrata*). Though they could relate the story by just looking at the pictures, they interpreted Sheela's sister as her mother. They said that friendship between a girl and a boy is natural and should be accepted as a normal phenomenon.

#### *Suggestions for improvement:*

- Student should wear a tie. (1 boys group)
- Color of Sheela's sister's bangles should be red. (1 boys group)
- Bed cover should be red or white. (1 boys group)



- The white roof should be blue. (1 boys group)
- The signboard should have a school name. (1 boys group)
- Ground should be green. (1 boys group)
- The last picture on page 7 is not clear, needs to be made more clear and visible. (1 boys and 1 girls group)
- Ribbon should be blue. (1 girls group)
- Sheela's sister looks like her mother, a younger woman should replace Sheela's sister. (1 girls group)
- Roof of the school should be blue. (1 girls group)
- The yellow color should be reduced or replaced by a lighter color. (1 girls and 1 boys groups)
- Sheela's sister seems as if she is scolding, the picture should be improved. (1 girls group)

#### 4.6 Page: 9-10 Contribution (*Mero bichar*)

The illiterate/semiliterate adolescents could not understand the section on contribution and could not say what it was about. By looking at the pictures only, they said that it was about a girl and boy getting equal opportunity for education.

*Suggestions for improvement:*

- The yellow color should be reduced. (1 girls group)
- Letters should be in handwritten form. (1 girls group)

#### 4.7 Page: 11-12 Story by illustrations only

The section on *illustration* was the only section that was completely understood by the illiterate/semiliterate adolescent groups. They could easily relate the story by illustrations only and could clearly interpret the message. Furthermore, they were excited and eager to relate the story from the illustrations. According to them, the illustrations discouraged early marriage and emphasized on education.

*Suggestions for improvement:*

- In the 8<sup>th</sup> picture, color of book should not be red. (1 girls group)
- Picture of a girl looking from the window should be clear. (1 girls group)
- The boys should look at the window. (1 girls group)
- The yellow color should be reduced. (1 girls group)
- Roof of the house should be white or red. (1 boys group)
- Tree should be green. (1 boys group)
- Bell's color should be natural. (1 boys group)
- In picture 8, the color bridegroom's cap should not be red. (1 boys group)
- Color of bus should be bright. (1 boys group)
- Wall's color should be white, red or light yellow. (1 boys group)

#### 4.8 Page: 15 Menstruation care (*Soniya yasai ta ramri, jhanai ramri bhae*)

Though the illiterate/semiliterate adolescents could not exactly guess the theme of the text by illustrations, they expressed that it was about personal hygiene and keeping oneself neat and clean.

*Suggestions for improvement:*

- Hair of the girl should be black. (1 girls and 1 boys group)
- A complete full picture of a girl should be shown. (1 girls group)
- The cloth kept to dry in the sun should be small. (1 girls group)
- Teeth should be shown in the laughing picture. (1 boys group)
- Hair of the boys in the last picture should be black. (1 boys group)

**4.9 Page: 16 Doctor's advice (*Doctor ko sallaha*)**

Both the girls and boys groups of illiterate/semiliterate adolescents could not comprehend the questions and answers portion from the doctor's column. However, by looking at the doctor's picture, they identified the doctor and said that the content dealt with health related problems and general hygiene. Likewise, by looking at the pictures of the girl bathing and drinking the groups said that it was about health and hygiene during menstruation.

*Suggestions for improvement:*

- Bottle's top (*Tuppo*) should be shown. (1 girls group)

**4.10 Page: 18-19 Serialized story we share the same dream (*Hamro sapana eutai chha*)**

Though the group could not read and understand the serialized story *Hamro sapana eutai chha* the adolescents liked the chapter as they could draw conclusion by looking at the pictures only. According to them, the serialized story focused on child bearing, education, health check up and pregnancy care.

*Suggestions for improvement:*

- More pictures should be added. (1 girls group)
- Doctor's should wear a white coat. (1 girls group)

**4.11 Page: 20 Addresses**

The illiterate/semiliterate groups could not understand the last page of the newsletter though they said that the last page contained many envelopes. Looking at the pictures of a girl and a boy, the girls group said that it was about a boy sending a letter to his girl friend. The group could not make any suggestions for the improvement of this section.

## CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Conclusions

The research team successfully completed the pre-test of the fifth issue of adolescent sexual and reproductive health newsletter "*Jigyasa*" in the project sites of *Hatemalo Sanchar* and *Aamaa Milan Kendra*. Compared to the previous issues of the draft newsletters, this fifth issue was more comprehensive to the target population. The entire adolescent groups, both literate and illiterate/semiliterate, liked the draft of the fifth issue of *Jigyasa*. All the adolescents actively participated in the focus group discussions with great enthusiasm and provided constructive suggestions and feedback for its improvement. The parents and stakeholders also liked the draft newsletter and emphasized the importance for its continuation and production. The parents and stakeholders group also provided constructive feedback to further improve the newsletter.

Regarding the texts of the newsletter, only a few modifications were required based on the adolescents' suggestions. The title of the first article "*Jwai sahebko swastha*" was recommended to be replaced by "*Dhan Maya ra Man Mayako mitrata*" or by "*Garvawati mahila ko swastha*" by the girls groups (3 groups). Likewise, only one literate boys group (12-13 years) could not understand the second question and answer section from the doctor's column. Regarding the illustrations and pictures, the girl and boy getting married (cover page), the picture of Dhan Maya and Man Maya (page 1), the picture of Sheela's sister (page 7), the picture of the boy's father (page 11) and the picture of the girl with hot water (page 16) needed slight modifications. The comic story on Sheela and Suresh was suggested to make lengthy whereas the serialized story was suggested to make short by the adolescents.

According to the parents and stakeholders, only modifications in the color combination were suggested. The bright yellow colors were suggested to be replaced by light and natural colors. They also suggested adding more stories and poems to make the newsletter further attractive and appealing to the adolescent groups.

## 5.2 Recommendations

- Bright colors used in the newsletter should be replaced by natural-looking light colors.
- The title of "*Jwai sahebko swastha*" should be replaced by "*Dhan Maya ra Man Mayako mitrata*" or by "*Garvawati mahila ko swastha*".
- Comic story on Sheela and Suresh should be made lengthy.
- More stories and poems should be added.
- More pictures and illustrations should be added for illiterate/semiliterate adolescents.
- Glossary of words should be attached to each item.
- The serialized story should be shortened.
- All the adolescent groups and the parents and stakeholders groups suggested the bright yellow color to be replaced by lighter colors.
- The parents and stakeholders recommended for the production and continuation of the newsletter.

# **Annex**

## **Suggestions for the improvement of the fifth issue of *Jigyasa* and difficult words by section**

### **Cover page**

1. Picture of two girls sharing happiness is confusing. (1 literate and 1 illiterate/semiliterate group)
2. Reduce yellow colour. (2 literate groups)
3. The doctor should have a stethoscope. (1 literate group)
4. Bell's colour bell should be light yellow. (1 literate group)
5. Remove nail polish from the doctor's hand. (2 literate groups)
6. The pictures of immunization should be larger. (1 literate group)
7. Mix two colours in the background; pink and yellow. (2 literate groups)
8. Pictures of the cover page should be enclosed in a box. (1 literate group)
9. The colour of the face should be natural. (1 literate group)
10. Add one page containing table of content. (1 literate group)
11. Put only important pictures. (1 literate group)
12. Make a white background. (1 literate group)
13. The question mark in the brain is not clear. (1 literate group)
14. Picture of *Yamraj* is not clear. (2 literate groups)
15. The role of parrot is not clear. (2 literate groups)
16. The man should wear a *Dhaka topi*. (1 literate group)
17. A tie and belt should be included in the school uniform. (1 literate group)
18. The woman carrying a *Nanglo* is not clear. (1 literate group)
19. The last picture of the cover page is not clear. (1 literate group)

### **Article on son-in-law's health (*Jwain saheb ko swasthya*)**

1. Bride's veil should be red. (4 literate groups)
2. Bridegroom's *Suruwal* (trouser) should be white. (3 literate groups)
3. The picture of the girls sharing happiness by dancing should be replaced by a picture of two girls combing. (1 literate group)
4. Roof of the house should be brown. (7 literate groups)
5. *Dal*, *Nanglo*'s colour should be brown. (4 literate groups)
6. A musical band should be placed in the picture of wedding ceremony (1 literate group)
7. A picture of a pregnant woman being taken to the health post should be shown. (1 literate group)
8. Reduce yellow colour. (4 literate groups)
9. Picture of two friends looks s they are daughter and mother-in-law, should be replaced by an appropriate one. (1 literate group)
10. Mountain and the hills should be clear. (3 literate groups)
11. Tree should be green. (3 literate groups)

12. The title *Jwain saheb ko swasthya* should be changed by "health of the pregnant woman or health of the child". (3 literate groups)
13. The title *Jwain saheb ko swasthya* should be changed by "Friendship of Manamaya and Dhanamaya". (3 literate groups)
14. Ground should be green. (1 literate group)
15. Green coat worn by the bridegroom's friend should be changed (1 literate group)
16. Hen's colour should be natural (2 literate groups)
17. The picture, Danamaya and Manamaya taking looks like they are quarrelling (1 literate group)
18. The garland should be of ...grass (1 illiterate/semiliterate group)
19. *Tika* should be red (1 illiterate/semiliterate group)
20. One picture of a pregnant woman taking TT injection should be added (1 illiterate/semiliterate group)

#### Difficult words

*Araththo, Dhanustankar, TT, Haki*

#### Lead article on immunization (*Belaima khop dilau, rog bata jogau*)

1. Background colour should be lighter (1 illiterate/semiliterate group)
2. Message through parrot is not clear (1 illiterate/semiliterate group)
3. Remove the shadow from the picture of the child (2 literate and 1 illiterate/semiliterate group)
4. Add the picture presenting the consequences what happens if someone (1 illiterate/semiliterate and literate group)
5. Nurse looks as if she is angry with the girl (1 illiterate/semiliterate and 2 literate group)
6. Colour of the brick should be natural (4 literate groups)
7. The nurse should give injection for the girl sitting on the chair (2 literate groups)
8. Text and picture in *dadura* and BCG are not corresponding (1 literate group)
9. Title of the immunization article should be in the centre (4 literate groups)
10. Fonts in the message through the parrot is not clear (1 literate group)
11. Parrot should be kept on the top of the article in page 3 (1 literate group)
12. The tongue of the child should be natural (2 literate groups)
13. Colour of the woman taking injection should be black (1 literate group)
14. Pictures presenting both the consequences of polio disease and a healthy man should be given (1 literate group)
15. Doctor's dress should be white (4 literate groups)
16. In the message, carrying by the parrot, the message should write with black in the red background (4 literate groups)
17. Skin colour of the child should be natural (1 literate group)
18. The nurse should wear on the top of the head (1 literate group)
19. Skin colour of the child should be natural (5 literate groups)

20. Correct typographical errors (1 literate group)

Difficult words

Sankramana, Bhaksin, Pratirakshatmak, Adhai Mahina, Langado

Exercises

1. Fonts used in the message of parrot is not clear (1 literate group)
2. Road in the 'find the way' should be broad (6 literate groups)
3. Make school and student in the picture 'find the way' (2 literate groups)
4. Fonts used in the message of parrot should be larger (2 literate groups)
5. *Daura Duruwal* in picture 'find the way' should be brown or white (1 literate group)
6. Cap should be made of Dhaka (1 literate group)
7. Colour of the sari should be pink (1 literate group)
8. Signboard of the health post should be clear (1 literate group)
9. Colour of the house should be dark yellow (1 literate group)
10. It would be clear if the name of the 'kothe jaal' is changed as "kotha bharné"
11. Men's head should be natural (1 literate group)
12. Add some "Gaon khane khata" (1 literate group)
13. Other exercises such as 'Match the following', 'Choose the right answer', 'true and false', should be added (1 literate group)

Difficult words

*Prajanan, Baiwahik, Skhalan, Uttejak, Sankraman*

Friendship between Sheela and Suresh (Sheela ra Suresh ko Mitrata)

1. Sheela's sister looks like her mother (3 literate groups)
2. Reduce yellow colour (8 literate groups and 2 illiterate/semilliterate group)
3. Face colour should be natural (2 literate group)
4. There should name in the signboard of the school (5 literate groups)
5. Moustaches from Ganesh's face should be removed (2 literate group)
6. Colour of sky should be sky-blue (1 literate group)
7. The third picture of page 7 is not clear (2 literate groups)
8. Colour of roof and door should be natural (brown or white) (5 literate groups)
9. Write something in the blackboard (1 literate group)
10. Colour of pants in the school dress should be light blue (2 literate groups)
11. Wall's colour in the house should be natural (1 literate group)
12. Colour of the ground and tree should be green (2 literate groups)
13. Colour of shirt in the school dress should be dark (1 literate group)
14. Correct the typographical errors (1 literate group)
15. Use different colour for school bag (1 literate group)

16. Show net in the 7<sup>th</sup> picture (1 literate group)
17. Write something in the dreaming picture of page 7 (1 literate group)
18. Make natural for the ground's colour (1 literate group)
19. Use stripe bed cover for the bed in page 8 (1 literate group)
20. In the 9<sup>th</sup> picture, make callout and write the words (1 literate group)
21. *Shall* worn by the Sheela's sister should be pink (1 literate group)
22. In the fifth picture, it seems as if she is scolding Suresh (1 literate group)
23. Add trees and birds in the pictures (1 literate group)
24. Make red for the colour of bangles (1 illiterate/semiliterate group)
25. Add tie in the school dress (1 illiterate/semiliterate group)
26. The last picture of page 7 is confusing (1 literate group)

### Contribution

1. Moustaches of *Yamraj* should improve (1 literate group)
2. Make blue for the boarder of the national flag (2 literate group)
3. Use black colour for the shadow of girl in page 10 (1 literate group)
4. Make green for the mountain (1 literate group)
5. The picture 'kishore awastha ko samweg' is not clear (2 literate groups)
6. Use blue colour for *Yamraj's* dress (1 literate group)
7. Reduce yellow colour (1 literate group)
8. Make dark for box's colour (1 literate group)
9. School tie should be uniform (2 literate groups)
10. Background colour in the article 'Samanta' should be blue or black (1 literate group)
11. The title 'Samanta' should be on the top of the poem (1 literate group)
12. Background colour of AIDS poem should be white (1 literate group)
13. Colour of eraser should be white (1 literate group)
14. Remove thorns from the 'Gadha' (1 literate group)
15. There should be something written in the copy (1 literate group)
16. Replace 'Yamraj' with condom (1 literate group)

### Difficult words

*Ragras, Gaganchumbi, Briddhi, Avilasha, Samwega, Asankhya, Nirdayi, Aviwadan*

### Story by illustration only

1. The father of the boy looks like a lawyer (2 literate group)
2. Roof of the house should be brown (3 literate groups)
3. Make clear for the girl looking from the window in the first picture (4 literate groups)
4. Remove walking man in the first picture (1 literate group)
5. Colour of the tomato is not good (1 literate group)



6. In the picture page, 12 both the girl and boy seems working in the same office (2 literate group)
7. Remove the 10<sup>th</sup> picture of page 11 (3 literate groups)
8. Complete picture of trees should be shown (2 literate group)
9. Tree's colour should be green (2 literate group)
10. In the picture of the boy dreaming, the colour of the cap wearing by the bridegroom is not good (1 literate groups)
11. Wall's colour is not good (1 literate group)
12. Make bright for bus's colour (1 literate group)
13. Remove red book from the 8<sup>th</sup> picture of page 11 (1 literate group)
14. Reduce yellow colour (4 literate groups)
15. In picture 24, daughter looks elder than mother (1 literate group)

Article on menstruation care (Soniya yasai ta ramri jhanai ramri bhai)

1. Hair colour should be black (6 literate groups)
2. Tip of the tap should be natural (4 literate groups)
3. The pot containing water should be brighter (1 literate group)
4. Shirt's colour should be same in picture 5 (2 literate group)
5. Lips of boys and girls colour should be natural (1 literate group)
6. In picture 3, cloth's should hang on the two poles (1 literate group)
7. Girl's dress should be same (1 literate group)
8. In picture 5, show teeth (1 literate group)
9. Make of same length for the hair of Soniya's friend (2 literate groups)
10. Make tree in the 3<sup>rd</sup> picture and sun in the 4<sup>th</sup> (1 literate group)
11. Make everybody's hair natural in the last picture (1 literate group)
12. Use natural colour for stones below the tap (1 literate group)
13. Remove lipsticks from the boys lips in the last picture (1 literate group)
14. In second picture, show complete picture of girl with the stain on her back (1 illiterate/semiliterate group)
15. Make small for the hanging cloth on the sun (1 illiterate/semiliterate group)

Doctor's advise (Doctorko sallaha)

1. Show the bottle clearly in the picture of girl taking hot water bottle (2 literate group)
2. Add more questions (1 literate group)
3. The doctor should have a stethoscope (4 literate group)
4. Remove the picture of girl swinging (2 literate group)
5. Show tap in the picture of girl bathing (1 literate group)
6. Add a picture of stomach paining (1 illiterate/semiliterate group)
7. Remove nail polish from the doctor's nail (1 literate group)
8. Show complete picture of the girl drinking hot water/tea (1 literate group)
9. Use red colour for the dress of the girl swinging (1 literate group)

## Serialized story on we share the same dream (Hamro sapana eautai chha)

1. In the picture of teaching, show background (1 literate group)
2. Colour of 'tamakhu' should be same in both the pictures (1 literate group)
3. The doctor should have a stethoscope (1 literate group)
4. Doctor should wear white coat (1 literate group and 1 illiterate group)
5. Mat should be of natural colour (1 literate group)
6. Cap's colour should be black or 'dhaka' (3 literate group)
7. Campus dress should be uniform (3 literate groups)
8. Title should be replace with 'kasaiko bichar' (1 literate group)
9. Add pictures (1 illiterate/semiliterate group)
10. Make larger for the fonts in message through parrot (1 literate group)
11. Text and the picture are not matching, 'nati and natini' (2 literate groups)
12. Add blackboard and chalk in the classroom of school (1 illiterate/semiliterate group)
13. Make black for the leg of parrot (1 literate group)
14. Shorten the story (1 literate group)
15. Make larger for the fonts of message through parrot, remove bold (1 literate group)

### Addresses

1. Make the picture as if they are talking each other (1 literate group)
2. Use black fonts in the white background for the last text in the address section (5 literate group)