



A Brief Report of

RADIO RUPANTARAN PROGRAM

under Risk Communication and Community Engagement
addressing exclusion error of Child Grant and Child Protection
Response on COVID-19 in Madhesh province



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Introduction

Due to Covid-19 pandemic which affected the entire world economically and psychologically especially children has been most affected during first and second wave. Students have been faced fear and having big issue of learning and going school so there was needed Child Protection strategy , Between this Support of UNICEF Nepal & LIFE Nepal Dhanusha start the project “Risk Communication and Community Engagement, addressing exclusion error of Child Grant and Child Protection Response on COVID 19 in Madhesh province” this project covered child protection through Radio program RUPANTARAN for adolescent and adult package focused on school and also psychosocial support in school.

LIFE Nepal has been implementing “Rupantaran” from 10th January 2021 in 5 district Dhanusha, Mahottari, Sarlahi, Siraha and Saptari of Madhesh province. “*Rupantaran*,” has the goal of empowering adolescents and addressing parents and local government officials to end harmful social norms. As a result, the program has desired outcomes which is increase knowledge on social and financial skills. Another goal of the “*Rupantaran*” is the parents orientation, which has the expected outputs of increasing parents’ knowledge about the topics the adolescents are learning. Together with these goals, the program as well extensively focuses on orienting and advocating the local government regarding the program.

With many success stories behind, “*Rupantaran*” has been considered one of the effective programs that has helped and is helping the adolescent females to be upfront and make outstanding changes in their lives. Now, the time has come for the local government makes stand to bring changes in the lives of these adolescents by mainstreaming the “*Rupantaran*” program in the local government plan. Advocating with the local government can be considered as an important step to incorporate “*Rupantaran*” in the local level plan for sustainability.

Objectives

The main objectives of Rupantaran provides the adolescent with practical skills and knowledge on gender equality and human rights (including child marriage related information), reproductive health, gender based violence, nutrition, communication, decision making and negotiation skills etc. The package not only helps expand networks among adolescent, it also capacitates them to be a change agent in their community.

This package has been extended through FM radio station and CPSW on selected modules (Adolescence, Gender-Based Violence and Sexual and Reproductive Health). Rupantaran deliver comprehensive sexuality education (CSE) to school adolescents in their communities. Rupantaran sessions are conducted with the help of the manual along with additional materials of scripted drama, information based and questioning answering to listener.

Psychosocial support provided in 8 palika of two district dhanusha & mahottari i.e. a) Janakpur Sub Metropolitan Municipality b) Aurahi Rural Municipality c) Chhireswarnath Municipality & d) Mithila Municipality (Dhanusha). e) Jaleswar Municipality, f) Ekdara Rural Municipality g) Mahottari Rural Municipality h) Bardibas Municipality (Mahottari) in all secondary level school . CPSWs were closely supporting psychosocial support to school's & community too .

Child marriage is common among the Madhesi community, where girls are married off as young as 15 years of age and mostly in secret and/or claiming that they are older (20 is the legal age of marriage). However, due to awareness-raising by rupantaran radio program people are aware to marry their daughters early.

Activity During Project

- Seven Days Community Psychosocial Workers' (CPSWs) Training on Basic psychosocial support
- Selection of palika supervisor in 5 District of Madhesh province (Dhanusha, Mahottari, Siraha, Sarlahi, Saptari)
- Selection of school for Rupantaran
- Production of Rupantaran program
- Selection of FM station
- Psychosocial support in Dhanusha and Mahottari
- Total listener and access of Rupantaran program

Seven Days Community Psychosocial Workers' (CPSWs)

Training on Basic psychosocial support

Almost every child in Nepal suffers violence – be it child marriage or violent discipline. Around 52% girls are married by age 18 compared to 19% boys (NDHS, 2016). Violent discipline (physical punishment or psychological aggression) affects 82 per cent of children aged between 1 and 14 years in Nepal (MICS, 2014). Over 50% of students aged 13-15 years reported being bullied on one or more days during the 30 days before the survey (Aryal et al., 2017). This violent

discipline is inflicted upon children by parents and caregivers who have insufficient skills regarding positive disciplining techniques.

- To provide concept on PSS, knowledge and skills for identification of PS problems associated with COVID-19, GBV, CP and other issues.
- To provide skills for identifying stress and its management and promote self-care of own and for the beneficiaries.
- To conduct orientation and sensitization program in community for promoting psychosocial well-being and case referral.
- To provide knowledge and skills for reporting and documentation.

This training was for introduce Causes of Psychosocial problem Explanation of Bio-Psychosocial Module Idioms of distress (how people express their distress in different community i.e. Tarai & other community based on their languages and cultures). How Child marriage and psychosocial issues inter related and how can be tackle the issues CPSWs were well known of communication skills for psychosocial support.

Selection of palika supervisor in 5 District of province 2

Palika supervisor was assigned for supervision of rupantaran program that FM station playing timely and also monitoring school and information about episode is going to play. Palika supervisor move on field minimum 4 days in their palikas school and ensuring the targeted listener listening and reporting for the same. Palika supervisor move two times in a week in their school, first they inform about radio program and secondly they went for reporting process and ensuring process of exact listener. Supervisor were sending their report on weekly basis to LIFE Nepal. 15 palika supervisor was assigned for 15 palika of Madhesh province, district was Dhanusha, Mahottari, Siraha, Saptari, & Sarlahi.

Here is the list below palika supervisor and assigned palika for rupantaran radio program

S.N.	Name	Gender	Palika Assigned	District	Cell Number
1	Ram Bhajan Yadav	M	Naraha Municipality , Siraha	Siraha	9825749890
2	Radhika Basnet	f	Kanchanrup Municipality, Saptari	Saptari	9824732309
3	Bikash Rajbanshi	M	Rajbiraj Municipality	Saptari	9814710435
4	Dipak Singh	M	Tilathi municipality, Koiladi	Saptari	9816756274
5	Sahida Khatun	F	Janakpurdham Sub-Metropolitan City	Dhanusha	9800894874
6	Manisha Ale (CPSW)	F	Mithila Municipality	Dhanusha	9826813307
7	Yogesh Mandal	M	Chhireswarnath Municipality	Dhanusha	9816887639
8	Sunil Kumar Yadav	M	Aurahi Rural Municipality	Dhanusha	9809620865
9	Shubham Kumari Mishra	F	Mahottari Rural Municipality	Mahottari	9815890205
10	Sakil Kawari	M	Jaleswar Municipality	Mahottari	9815811716
11	Ragini Pathak	F	Ekdara Rural Municipality	Mahottari	9800851560
12	Nitesh Kumar Mishra	M	Bardibas Municipality	Mahottari	9819806334

13	Dhruv yadav	M	Chakargatta Municipality	Sarlahi	9854035845
14	Nisha Mahato	F	Godeta Municipality	Sarlahi	9814839812
15	Shree Pd Mandal	M	Malangawa Municipality	Sarlahi	9844221406

Selection of school for Rupantaran

This project requirement was 80 school reach through rupantaran program in working area and targeted district. So we move on GBV free school selection process with the help of Local government and palika supervisor .We acknowledge the school list and students list. Project demand was minimum 80 school and minimum 30 thousand listener for the rupantaran so initially this action was helpful for accomplish the target.

Among these targets we found lumsum 40 thousand students listener from all 15 palika's school, but during program on aired we easily access to more than 40 thousand listener. During school selection also majored possibility of adult listener because students parents was targeted group for rupantaran package.

List of school selected, palika and district :

S.N.	School Name	Palika	District
1	Shree Sarvajani ma vi, Bengadawar	Mithila Municipality	Dhanusha
2	Shree Rastriya Adharbhat Vidyalya, Kemlipur	Mithila Municipality	Dhanusha
3	Shree Mahendra ma vi, Dhalkewar	Mithila Municipality	Dhanusha
4	Shree Secondary school, Ichhapur	Chhireshwarnath Municipality	Dhanusha
5	Shree Secondary school, Digambarpur	Chhireshwarnath Municipality	Dhanusha
6	Shree Janata Secondary school, Mahendranagar	Chhireshwarnath Municipality	Dhanusha
7	Shree Janata Secondary school, Sakhuwa	Chhireshwarnath Municipality	Dhanusha
8	Shree Janata Secondary school, Ramdaiya	Chhireshwarnath Municipality	Dhanusha
9	Shree Ni .ma. Vi., Worah	Chhireshwarnath Municipality	Dhanusha
10	Shree Ramjanaki Secondary school, Jhitkaiya	Aurahi Rural Municipality	Dhanusha
11	Shree sarvodaya secondary school, parwaha, paudeshwar	Aurahi Rural Municipality	Dhanusha
12	Shree Shankar Janata Secondary School, chakkar	Aurahi Rural Municipality	Dhanusha
13	Shree Aurahi Secondary School	Aurahi Rural Municipality	Dhanusha
14	Shree Sarswati Namuna Secondary school	Janakpur Municipality	Dhanusha
15	Shree Sankat Mo.De.Ra.School, Mahabir chowk	Janakpur Municipality	Dhanusha
16	Shree Rajarshi Janak S. School	Janakpur Municipality	Dhanusha

17	Shree Sakal Bhawan Kanya S. School	Janakpur Municipality	Dhanusha
18	Shree Ramjanaki Adharbhut school,Janaki nagar	Janakpur Municipality	Dhanusha
19	Shree Janaki secondary school	Janakpur Municipality	Dhanusha
20	Shree secondary school mujeliya	Janakpur Municipality	Dhanusha
21	Shree Janata S.School Padariya	Chakarghatta Municipality	Sarlahi
22	Shree Janata Secondary school Belhi	Chakarghatta Municipality	Sarlahi
23	Shree Janata S.school aurahi	Chakarghatta Municipality	Sarlahi
24	Shree Ram Janaki S.school Khoriya	Chakarghatta Municipality	Sarlahi
25	Shree Saraswati adharbhut school	Godaita Municipality	Sarlahi
26	Shree Janata S.school	Godaita Municipality	Sarlahi
27	Shree Beni bhola S. school	Godaita Municipality	Sarlahi
28	Shree Namuna S. School	Godaita Municipality	Sarlahi
29	Shree Baidyanath S.school	Godaita Municipality	Sarlahi
30	Shree Namuna S. School	Godaita Municipality	Sarlahi
31	Shree Rastriya Adharbhut school Khaira	Jaleshwar Municipality	Mahottari
32	Shree Janata Adharbhut School Mailbara	Jaleshwar Municipality	Mahottari
	Shree Janata S. School Mailbara	Jaleshwar Municipality	Mahottari
33	Shree Janata Adharbhut school ,Ramaul	Jaleshwar Municipality	Mahottari
34	Shree La.cha.mu. Secondary School,jaleshwar	Jaleshwar Municipality	Mahottari
35	Shree Janata S.school Pigauna	Jaleshwar Municipality	Mahottari
36	Shree Saraswati S.school, Tharuwahi	Jaleshwar Municipality	Mahottari
37	Shree Janata.pra.S.School, Prakauli	Jaleshwar Municipality	Mahottari
38	Shree Adharbhut school,mahadeb patti	Jaleshwar Municipality	Mahottari
39	Shree Ram Daras Sarvodaya Secondary School	Mahottari Rural municipality	Mahottari
40	Shree Laxmi Narayan Adharbhut School,Raniratwara	Mahottari Rural municipality	Mahottari
41	Shree Mahottari Secondary School, Mahottari	Mahottari Rural municipality	Mahottari
42	Shree Raghunath Secondary School, parsa	Mahottari Rural municipality	Mahottari
43	Shree Gonarpura Secondary school, Gonarpura	Mahottari Rural municipality	Mahottari
44	Shree Janata S.School, Madai	Mahottari Rural municipality	Mahottari
45	Shree Rastriya Adharbhut school, Harihirduwa	Mahottari Rural municipality	Mahottari
47	Shree Janata S.School Ajmarpatti	Ekadara Rural Municipality	Mahottari
48	Shree Munri S.School Bhatoliya	Ekadara Rural Municipality	Mahottari
49	Shree Ni.Ma.Vi. Behada	Ekadara Rural Municipality	Mahottari
50	Shree Secondary School, Ekdara	Ekadara Rural Municipality	Mahottari
51	Shree Secondary school Bela	Ekadara Rural Municipality	Mahottari
52	Shree Janata Secondary school Koluhwa	Ekadara Rural Municipality	Mahottari

53	Shree Rastriya Janata Secondary School,Halkhori	Ekadara Rural Municipality	Mahottari
54	Shree Dalit Janta Adharbhut school	Ekadara Rural Municipality	Mahottari
55	Shree Janata S.School	Bardibas Municipality	Mahottari
56	Siddarth Boarding School,Bardibas	Bardibas Municipality	Mahottari
57	Shree Saraswati Adharbhut school	Bardibas Municipality	Mahottari
58	Shree Deurali S.School	Bardibas Municipality	Mahottari
59	Center point Academy	Bardibas Municipality	Mahottari
60	Bardibas Boarding School	Bardibas Municipality	Mahottari
61	Sunshine Boarding school	Bardibas Municipality	Mahottari
62	Shree Rajendra Devaki s.School,Koiladi	Tilathi Rural Municipality	Saptari
63	Shree Janata S.School ,Topa	Tilathi Rural Municipality	Saptari
64	Shree Laxmi Nurshing Ballab S.School	Tilathi Rural Municipality	Saptari
65	Shree Kri.Ku.De.Ra.me.Adharbhut school,barsain	Tilathi Rural Municipality	Saptari
66	Shree Raja ji Adharbhut school, banarjhula	Tilathi Rural Municipality	Saptari
67	Shree Umeshwar Adharbhut school,Ioniya	Tilathi Rural Municipality	Saptari
68	Shree Adharbhut farsaith Rastriya school	Rajbiraj Municipality	Saptari
69	Shree Narendra Me. Janata Secondary School,boriya	Rajbiraj Municipality	Saptari
70	Shree Mahabir Secondary School Bishhariya	Rajbiraj Municipality	Saptari
71	Shree Pa. Vi. Secondary School	Rajbiraj Municipality	Saptari
72	Shree Ma.De.Adharbhut School Chanura	Rajbiraj Municipality	Saptari
73	Shree Adharbhut School Maleth	Rajbiraj Municipality	Saptari
74	Shree Janata Adharbhut School Musharniya,bharuwa	Rajbiraj Municipality	Saptari
75	Shree Adharbhut School Deuri Bharuwa Nawtole	Rajbiraj Municipality	Saptari
76	Shree Ke .A. Secondary School	Rajbiraj Municipality	Saptari
77	Shree Ra.Th.Jo.V. Secondary School	Rajbiraj Municipality	Saptari
78	Shree Durga Adharbhut School,Gorpar	Kanchanrup Municipality	Saptari
79	Shree shankar S.School,Rupnagar	Kanchanrup Municipality	Saptari
80	Shree Mahendra S.School, Baluwa	Kanchanrup Municipality	Saptari
81	Shree Adharbhut School, Barmajhiya	Kanchanrup Municipality	Saptari
82	Shree Rastriya Adharbhut School ,Jagatpur	Kanchanrup Municipality	Saptari
83	Shree Bhuwan Secondary School,Theliya	Kanchanrup Municipality	Saptari
84	Shree Sarvodaya Secondary School	Kanchanrup Municipality	Saptari
85	Shree Rastriya Secondary School ,Banrait tole	Kanchanrup Municipality	Saptari
86	Shree Shankar Secondary School,Barmajhiya,subatole	Kanchanrup Municipality	Saptari
87	Shree Laxminarayan Secondary School,Bairwa	Kanchanrup Municipality	Saptari
88	Shree Bhrikuti Secondary School,Dharampur,adarstole	Kanchanrup Municipality	Saptari
89	Shree Janata Secondary school Gauripur Laxmipur	Naraha Municipality	Siraha

90	Shree Janata Banbali Namuna Secondary School	Naraha Municipality	Siraha
91	Shree Saran Secondary School,	Naraha Municipality	Siraha

Production of Rupantaran program

A large body of evidence has established that adolescence (10–19 years) is a critical juncture in human life, where physical and neuro-cognitive transformation happens rapidly, second only to the transformations that take place during infancy and early childhood . It is also a period when hormonal changes induce high risk-taking behaviour and rebellious nature. This is a time when a child begins to move away from their family to interact with others in



society and seeks to establish his or her identity and recognition within the family, among their peers and in their community. So this program plays vital role for adolescence and parents .Rupantaran program design for 40 episode in Maithili language so we select one of the best production house, Natraj Production PVT.LTD from Janakpur in province 2. This production house has been many experience of production radio program (Audio & Visual). Team was perfect and can be tackle any time in any situation, listener was given proactive and best feedback of rupantaran.

Selection of FM station

Project was design for 15 local palika and targeted listener was minimum 30 thousand, there was problem to cover & reach targeted people so we select district wise total 5 FM station . FM station was so punctual, kindly, helpful, and result oriented vision. We found smooth relation with FM management during project. Basically FM station was selected because of there quality, frequency and access to reach easily.

Details of FM station

Rupantaran Program

On-Air Schedule

S.N.	Name of Radio Station	Address	Coverage area	Onair Time
1	Radio Malangawa 95.6 Mhz	Malangwa -8 Sarlahi	Malangawa,Godaita, Chakarghatta	4:00 to 4:45 pm
2	Radio Dhanush 99.7 Mhz	Dhanushadham-3 Dhanusha	Janakpur, Mithila, Aurahi, Chhreshwarnath	4:00 to 4:45 pm
3	Max FM 95 Mhz	Ramgopalpur, Mahottari	Bardibas, Jaleswar, Mahottari, Ekdara	5:00 to 5:45 pm
4	Appan FM 104.6 Mhz	Rajbiraj-7, Saptari	Rajbiraj, Kanchanrup, Tilathi	4:00 to 4:45 pm

5	Radio Salhesh 88.8 Mhz	Siraha	Narha	4:00 to 4:45 pm
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Psychosocial support in Dhanusha and Mahottari

What child brides and grooms have in common with children who suffer violence is that these children are more likely to drop out of school and suffer from psychological distress. The school setting can offer the answer to both issues. Ensuring retention of children in school is one of the most effective strategies to end child marriage. And to ensure students stay in school the school needs to be gender-sensitive and free from violence, including corporal punishment. Initially, the major activities of this project include capacity building of the teachers, advocacy level activities, community sensitization and increased access to psychosocial support to the children.

With declaration of COVID-19 as a global pandemic, this project has been extended to provide the psychosocial support to all the people from 2 districts ,dhanusha & mahottari of Nepal province 2. With Nepal lying adjacent to China, the origin of pandemic, and having a large number of migrant workers travelling abroad and foreign internationals coming to the country daily, the country has been categorized as amongst the high risk countries assuming owing to low-resource setting and poor contingency plan.

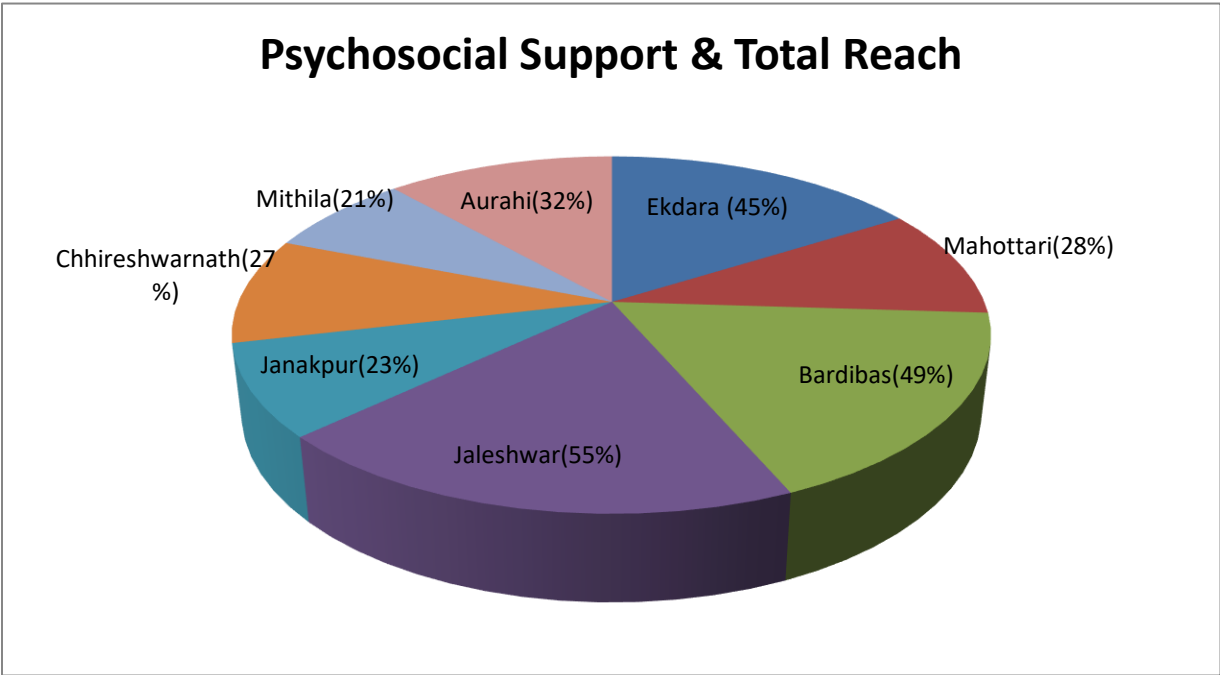
- This programme contributes to protection, and psychosocial well-being of children and adolescents from all forms of violence, abuse and exploitation.
- The program aims to provide psychosocial support to girls and boys vulnerable to violence including child marriage and violent discipline. It also aims to increase knowledge of teachers, students and parents on harmful effects of violence against children and capacitate teachers on positive discipline techniques.

During four month 9th Dec 2020 to 7th April 2021 our CPSWs support on psychosocial first aid, Orientation and refer data

s.n.	CPSWs Name	Field Area	District	Pshycosocial Support						Group Session			
				Achieved	Male	Female	Case Refer	Male	Female	Achieved	Male	Female	Total Reach
1	Raj Birendra Mahato	Ekdara Rural Municipality	Mahottari	114	64	50	18	12	6	13	210	202	526
2	Jyoti Kumari Jha	Mahotarri Rural Municipality	Mahottari	70	28	42	20	8	12	11	84	129	283
3	Sanjita Basnet	Bardibas Municipality	Mahottari	124	49	75	32	11	21	17	169	187	480
4	Suraj Ram	Jaleshwar Municipality	Mahottari	138	75	63	24	16	8	15	373	364	875
5	Puja Shrestha	Janakpur sub metropolitan	Dhanusha	59	27	32	6	3	3	5	30	101	190
6	Lalita Mandal	Chhireswarnath Municipality	Dhanusha	68	29	39	16	4	12	11	81	145	294
7	Manisha Ale	Mithila Municipality	Dhanusha	53	24	29	8	1	7	12	135	225	413
8	Jay Kumar Adhikari	Aurahi Rural Municipality	Dhanusha	82	59	23	3	3		11	159	163	404

		Total		708	355	353	127	58	69	95	1241	1516	3465
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Pie-Chart of Psychosocial Support & Total Reach Mahottari and Dhanusha



UNICEF Nepal, LIFE Nepal and TPO Nepal managed the one day training to school teacher in dhanusha



Two teacher from each school participated. This training seeks to improve participants’ knowledge of psychosocial issues related to children in an emergency. It aims to foster and reinforce attitudes and behaviors in the classroom that are conducive to promoting the psychosocial well-being of learners. 6 In order to achieve this change, training will engage participants through presentation and discussion of ideas and concepts – as well as “experientially.” This means that the starting point must be participants’ own experiences, beliefs, values, knowledge, attitude and emotions, not those of the literature or of the trainer.



Teachers will be better equipped to support children and address the difficulties and problems associated with child development and behaviour.

In turn, these skills can assist all children to gain a better sense of well-being and a more positive future outcome. Another approach that is stressed in this training method is that of role modelling. These workshops provide an opportunity for the trainers to model a teacher's supportive behaviour in the classroom. The trainer's attitude and behaviour should mirror the qualities that are required of a teacher seeking to support children and promote psychosocial well-being.

Total listener and access of Rupantaran program



Rupantaran radio program was on aired through 5 FM station across 5 district of province 2 dhanusha, siraha, mahottari, sarlahi and saptari. Total number of school was 92 school of province 2. Between this we promote rupantaran program by questioning and answering with students about rupantaran and used to give prize to them, this activity was more powerful to create excitement for rupantaran to students. Regular field visit and counseling teacher and students makes project successful. This

picture shows while in shree Janaki secondary school class 6 to class 10 students are listening rupantaran program and they giving valuable input to program.

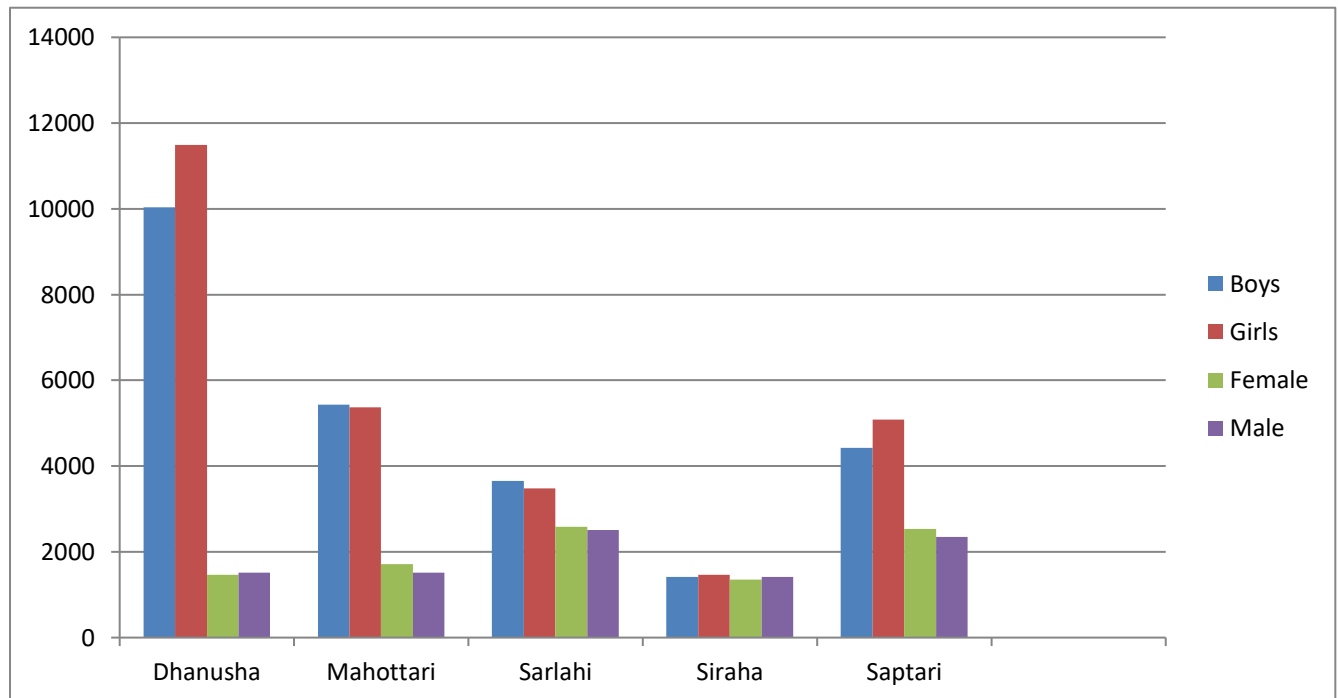
After listening the rupantaran students was so much happy due to knowledge base package, our team were asked some questions regarding rupantaran episode and they give correct answer so that they having gift as book. This is the sample of one school activity, we accomplish in all 5 districts school same as this.



Total Listener of Rupantaran radio program District wise is :

District	Boys	Girls	Female	Male	Bramhin/chhetri	Madheshi	Dalit	Janjati	Muslim	Other	Grand Total
Dhanusha	10034	11495	1469	1517	3432	11305	3067	4122	2522	67	24515
Sarlahi	3658	3480	2589	2514	712	5301	1913	2670	1591	54	12241
Mahottari	5437	5372	1713	1514	1263	6101	1865	2770	2024	13	14036
Saptari	4426	5087	2531	2354	1663	4999	2168	3167	2391	10	14398
Siraha	1418	1466	1351	1410	395	2416	1025	988	814	7	5645
	Total				7465	30122	10038	13717	9342	151	70835

Table



Learning

- Girls, to help them develop their skills, confidence and friendships
- Adolescent boys and young men, to engage them as brothers, peers, partners, and future fathers
- Families, to help them learn how to treat their daughters equitably and how to set healthy boundaries
- Schools, to help them become gender-responsive, adolescent-friendly spaces that optimise learning;
- Through rupantaran radio program adolescent boys and girls Access to quality education
- Freedom from child labour, domestic and care work responsibilities
- Transitions to (post-) secondary educational and learning pathways
- Adolescent and adult parents easily known about stay healthy.
- Rupantaran helps to maintain a nutritious diet.
- Manage menstruation and pubertal development.
- Ensure sexual and reproductive health through radio program.

Challenge

We did find that parents were unable to give much time to their children. This was more common in the rural community, where most parents work as daily wage laborers. Fathers start work early in the morning and travel long distances to the city for work or only return home . Hence there is not much interaction between children and their father. Mothers too are

engaged in wage labor in agriculture and do not have time for children. While they persuade children to go to school, they cannot keep track of whether they are actually going to school, or their studies or peer groups. older adolescent boys and girls may have dropped out of school due to being mistreated in school or because parents did not have time to be persistent enough to keep them in school or discuss alternatives.

Beside this some parents have no equipment or radio to listen FM . But they are so much excited to listen rupantaran program so some time we gather students and play program to listen . major challenge was we unable to get weekly report on time palika supervisor was giving their full effort but some time school closed and exam held so these problem occur .Some time due to technical problem FM station were unable to play program but they repeat program another day too.

Conclusion

Overall, Risk Communication and Community Engagement, addressing exclusion error of Child Grant and Child Protection Response on COVID 19 in province 2 project is most powerful for the adolescent and adults behavior and knowledge change. Five district was covered through rupantaran radio program package and we after closely monitoring I found more effectiveness of this program because due to COVID 19 school were closed and disturbed so this program creates bridge of it. According to data easily can find that rapidly changes in behavior. Local government also support us proudly and smoothly finalize the desire objectives, they appreciate the project is changing positive way in community and school.

Rupantaran helps to reach more people through radio program . We can now easily see huge positive change in human behavior. At last this types of program through electronic media is the best way to reach more people , now adolescent boys and girls and adults are happy with this project success outcomes .

Case study

Case 1

My life changed by transformation

Introduction



This picture is of Gudiya Khatun. These are not regions. She lives in Ramban 5 of Godaita Municipality in Sarlahi District. Gudiya Khatun, who is studying in class 8, is one of the 5 daughters and 1 son of Sabela Mansur. Raised in a peasant family, Khatun is hard working and simple-minded. He is now 16 years old.

Background

Even though she was born in a poor family, she has 5 sisters and 1 brother. The father was more important to the son than the daughter, so the father was more important to the brother. Gudiya was worried about the habit of marrying daughters early due to poverty. Gudiya's soul says that the tradition of marrying her sister without further education is saddened due to various evils in the society. The more dowry he has to pay for her daughter's education, the more Sabela Mansur decides to marry her youngest daughter together with gudiya. As a result, her desires, aspirations and goals could not be fulfilled as she had hoped, and her habit of living alone and worrying about the future had wiped out her feelings. Khatun's idea was to become successful by studying a lot and to strengthen the financial problems of the family by earning income by working hard.

When my mother and father kept saying that I must get married, I agreed that I should stay for a few days and finally get married one day or another. Meanwhile, one day while I was studying in school, a sister came and introduced herself and told me about the radio program rupantaran prepared by Life Nepal Dhanusha. She also gave information about the radio conversion program for teenagers and parents. At first I was not interested in the program, but as I listened to it, my mind started to smile and I informed my mother and father about the conversion. And my father started listening program.

After listening to this program, the father came to know that getting married under the age of 20 is called child marriage. Thus, it is considered a legal crime to get a child married and action is taken according to the law. Do not do this because of physical, mental and financial problems as well as emotional problems after child marriage. At the same time, I was very happy to see the father and mother change their mindset that their son and daughter should have the same attitude. This program has removed my father's ignorance. Today, I consider myself the luckiest person in the world. Because today I am very happy, now I can do what I



want. I think I can earn an income by becoming a successful person by studying a lot and I can do something for my family. I would like to extend my heartfelt thanks to Life Nepal and the Transformation Program.

Therefore, many positive changes have taken place in the past and present condition of gudiya's. In fact, the conversion program has helped other families like Sabela Mansur. We can easily understand that many teenagers like Gudiya Khatun have made a positive change in their lives.

Case 2:

We are the beloved son of seven sisters of my father

Introduction



The story is told by daughter of Ram Prit Kapar and mother Chandrakala Devi Kapar of Bathnaha village in Ekadara village municipality ward no. 5 of Mahottari district. This village with more than 300 households is inhabited by people of different castes and ethnicities. Growing up in a poor family, Minu Kapoor is a teenager who has the courage to fulfill her dream by overcoming various hardships. She says that her father had to marry two sisters because he had seven sisters. Minu's seven sisters were forced to go to school and stay at home due to social barriers such as not having to talk to anyone much, not leaving the house much, not meeting anyone without work, not talking much. Many daughters like Minu have been struggling in various ways with the idea that there is

a difference between a son and a daughter due to illiteracy of father and mother. I am Minu Kapar. I am the third of seven sisters. Although the financial situation of the house is not so satisfactory, the goal is to learn life based skill and make a living. Being the most beloved daughter of the mother, she was facing many problems due to the social bond and ignorance between the sons and daughters.

I love sewing so much that I spend my free time at home sewing clothes for myself and my neighbors. It's not that the father and mother didn't love me, they loved us very much, but it was difficult for the daughter to live openly because of the wall of do's and don'ts. What kind of love is this that people can't do what they want? No one but me knows the importance of a son in the family. It would have been like this if he had given birth to a son. It was very sad when my father repeatedly told us in front of our sisters. The loneliness that plagued Pauda's heart in the different home of such a son



and daughter had plagued me and my sisters. Mean while, one day a sister came to the school and informed me about the conversion program being aired on the radio. She said her name was Ragini Pathak. While Didi was talking about the subject matter of the program, I asked her if there was any discrimination in your house like my house, she said no discrimination. While my father listening to the program on the subject that son and daughter should not be different, son and daughter should be the same, daughter can do all the work like son, I saw a few tears in the father's eyes.

In fact, after listening to the conversion program, Ramprit's eyes filled with tears and he realized that the behavior I had done had hurt my daughters' feelings. The transformation program has made him realize that he hurt his daughter's heart in ignorance while loving her. Again, Ramprit Kapar sat down with his daughters and talked openly about the issue of son and daughter being the same. Now he has no doubt that he has seven daughter as son.

There is an atmosphere of happiness in Minu Kapoor's house now, father and mother have been giving freedom to daughters like sons, now daughters in her house are loving father and mother more than before. Ramprit says that he will marry his daughter only after teaching her a lot. I would like to thank UNICEF Nepal and LIFE Nepal from the bottom of my heart for bringing positive change in my life and making me feel free and happy in my family.

Some Glimpse



Figure 1 coordination with school siraha



Figure 2 orientation to students on rupantaran



Figure 1 Student orientation Dhanusha



Figure 2 Listening Rupantaran janakpur



Figure 1 orientation to student saptari



Figure 2 Rupantaran recording time



Figure 3 Teacher supporting for rupantaran promotion