THE JANI PAD: IMPROVING WOMEN’S HEALTH AND EDUCATION IN WESTERN KENYA

ABSTRACT
This primary research study was conducted in collaboration with Village Volunteers to assess and inform the JaniPad social enterprise project in Western Kenya. The JaniPad is a sanitary pad made from an invasive aquatic plant species on Lake Victoria, the water hyacinth. The goals of this project are threefold: provide young women with menstrual management options so they are able to attend school while menstruating, provide women in the region with gainful employment, and provide the region with an effective and sustainable solution to the water hyacinth problem.

Village Volunteers is partnering with three Kenyan-based nonprofit organizations to implement and design this project: Namunyak Maasai Welfare, Common Ground for Africa, and Sister Freda’s Foundation. I traveled to Kenya during the summer of 2012 to conduct research with the female students that attend these organizations’ schools. One-on-one interviews, focus groups, and observations were used to answer the following questions. What are the current sentiments of the female students? What do these students like and/or dislike about the product?

Majority opinion clearly shows the importance of the JaniPad’s low cost, quality, and name to the product’s potential users. In addition, participants vocalized their support of the environmentally conscious and sustainable aspects of the project. This feedback can be used by Village Volunteers to secure funding and better inform the JaniPad project’s business plan. Furthermore, this case study has the potential to help similarly situated communities find an effective and sustainable solution to the water hyacinth problem.

INTRODUCTION
For many young women in Kenya, being forced to miss school is currently an unavoidable reality. Numerous women and schoolgirls are forced to stay at home while they are menstruating due to the fact that personal hygiene products are not readily available in the area. As a result, “this can lead to them falling behind in their studies and possibly dropping out of school altogether” and many “families may suffer from increased poverty as women are unable to work during their menstruation” (Thornander, n.d.). The absence of clean and safe sanitary pads in the region has huge consequences. Currently 870,000 Kenyan schoolgirls are forced to miss four days of school each month because they are unable to afford personal hygiene products while they are menstruating (Thornander, n.d.).

A seemingly unrelated problem is affecting lives along the shores of western Kenya’s Lake Victoria. An invasive aquatic plant species, indigenous to South America’s Amazon Basin, is now choking out the shoreline and many shallow bays. This plant is known as the water hyacinth. This development is extremely problematic for local peoples, and its presence has affected many.

The proliferation of water hyacinth caused a number of environmental and socioeconomic impacts, including obstruction of fishing grounds and transport routes; disruption of hydropower generation; smothering of fish hatcheries, nurseries and feeding grounds; fouling of shoreline watering points; and the introduction of disease pathogens and vectors (including bilharzia, skin rashes and dysentery) (Sikoyo & Goldman, 2007, p. 445).

In 2009, a group of five students from Chalmers University of Technology in Sweden participated in a “Reality Studio” design and engineering course (Thornander, n.d.). The class encouraged students to identify real world problems and creative solutions. The students traveled to Western Kenya, and were told by people in the area of the water hyacinth problem. Similarly, they became aware of the alarming statistics surrounding school absences due to menstruation. Their solution was the creation of the JaniPad, a biodegradable sanitary pad made from the stem of the water hyacinth plant.

In early 2011, the JaniPad creators decided to collaborate with a US based 501(c)(3) organization to design and implement a business plan for the product, and the creators contacted Village Volunteers to do so. Village Volunteers has been working in western Kenya for nine years, and the organization has numerous partners and contacts in the region. Village Volunteers is working with Namunyak Maasai Welfare, Common Ground for Africa, and Sister Freda’s Foundation to establish a social enterprise project in the region that will “provide girls and women a low cost, biodegradable product that sustains income-generating jobs and provides school girls with access to necessary personal hygiene products” (Village Volunteers, 2012).

PURPOSE, CLIENT, & AUDIENCE
As the current Associate Director of Village Volunteers, I hope this research can assist the parties involved in answering the following questions: What are the current sentiments of the female students at the Sirua Aulo Academy, the Pathfinder School, and the Nzoia Nursing College towards the JaniPad product? What do these students like and/or dislike about the product? This study employs individual surveys, focus groups, and observation to answer the aforementioned questions.

The majority of participants (75 percent) were between the ages of 0 and 15, 24.5 percent were between the ages of 16 and 25, and 0.5 percent were between the ages of 26 and 35. Every participant in this study is a student. At the Pathfinder School and Sirua Aulo Academy, grades 7 and 8 were surveyed, and at the Nzoia Nursing College, 4th-year student nurses were interviewed.

These organizations, and their respective schools, were chosen for this study because of their location. All three organizations operate in western Kenya, near Lake Vic-
The Evans School Review Vol 3, No. 1, Spring 2013

64

The authors describe the difficulty of ridding the area of the invasive species, and their water hyacinth. Sikoyo & Goldman (2007) explain, groups, both private and public, have attempted to reduce the ever-increasing levels of people living along the shores of Lake Victoria (Sikoyo & Goldman, 2007). Numerous independently. There is strong evidence that the water hyacinth poses problems to communities the issues of the invasive water hyacinth plant and women’s health in the region indepen-
dently. There is strong evidence that the water hyacinth poses problems to communities

with a viable solution to alleviate these coexisting problems.

HUMAN SUBJECTS PROTECTION

Due to the sensitive nature of the research and the numerous human subjects that will be involved, a human subjects protection approved by the Seattle University Institutional Review Board was obtained. Participants were asked to disclose sensitive information. To ensure the privacy of all participants, their names and identities have been kept confidential to ensure honest feedback. Furthermore, verbal consent was obtained from each of the survey’s participants to ensure their full understanding of the research before starting the research process.

LITERATURE REVIEW

A review of the pertinent academic literature provides evidence of the lack of women’s health programs, their importance, and the potential to reduce poverty through social enterprise. The JaniPad social enterprise project aims to do just that through educating and employing women in western Kenya. Because the JaniPad is a new product, little to no research has been conducted on its use. However, many researchers have explored the issues of the invasive water hyacinth plant and women’s health in the region independently. There is strong evidence that the water hyacinth poses problems to communities and people living along the shores of Lake Victoria (Sikoyo & Goldman, 2007). Numerous groups, both private and public, have attempted to reduce the ever-increasing levels of water hyacinth. Sikoyo & Goldman (2007) explain,

The combination of biological, mechanical and manual removal brought the water hyacinth infestation in Uganda under control by the end of 1998. At the same time, the control programme provides valuable lessons for improving the EIA methodologies that govern shared water-courses (p. 453).

The authors describe the difficulty of ridding the area of the invasive species, and their research reaffirms the fact that its presence is harmful both socially and economically to the countries that border the lake.

Another article impacting the JaniPad study is “Women’s educational attainment and intergenerational patterns of fertility behavior in Kenya” by Omariba (2006). The article identifies the link between education and family planning. This correlation is extremely important because it shows the far-reaching impact education can have on young women. The author found that the demographic in which use of modern contraceptives is the highest is that of women with a secondary education or higher (Omariba, 2006, p. 458). The author also found that the education level of the husband was a significant determinant in family planning practices in Kenya. The positive effects of education permeate many facets of life, including health and prosperity. These findings reinforce the significance of the JaniPad project by highlighting the importance of education and its link to health and stability.

Kirk and Sommer (2008) examine the relationship between the health, wellbeing, and menstrual management of young girls with education in the article entitled “Menstruation and body awareness: Linking girls’ health with girls’ education”. The focus of the paper is on young girls in developing countries and the access they have to sanitary facilities, personal hygiene supplies, and education. Kirk and Sommer (2008) conduct a thorough literature review on the topic, citing similar studies conducted in Nepal, Somalia, and India. The authors also provide readers with recommendations on how these young girls’ access to education can improve. The research finds that creating girl-friendly, health-promoting learning environments is imperative to educational attainment. However, the authors do not look at Kenya in particular.

Marni Sommer, the coauthor of the previous study, went on to examine the experiences of young girls in northern Tanzania with menstruation and schooling through their own words. The article entitled “Ideologies of sexuality, menstruation and risk: Girls’ experiences of puberty and schooling in northern Tanzania” focuses on how menstruation affects girls’ school attendance as a result of cultural beliefs and gender discriminatory school environments. The author explains that this research is important because data on girls’ voiced experiences is largely absent in the current literature. To answer her research questions, Sommer (2008) uses comparative case studies and in-depth interviews. Girls currently enrolled in school and girls who have dropped out of school were interviewed (16 total), to explore whether the onset of menstruation had been a factor in their premature dropout. The author found that menstruation does create challenges for girls attending school, and she found large gaps in the girls’ knowledge about body changes and sexual health. This study shows that menstrual management is, in fact, creating barriers to educational attendance and attainment.

In the article entitled “The girl with her period is the one to hang her head: Reflections on menstrual management among schoolgirls in rural Kenya”, MacMahon et al. (2011) employ qualitative research methods to better understand how menstruation impacts the lives of schoolgirls in rural Kenya. The authors discovered that the participants felt an extreme sense of shame as a result of their menstruation, and that insufficient personal hygiene products were available (MacMahon et al., 2011). Many girls noted not being able to attend school due to unsatisfactory facilities, inadequate supplies, and em-
barrassment. The authors conclude by identifying the need for future research on practical and sustainable menstrual management options. This article clearly outlines the importance of further study on the relationship between education and menstrual management, and it encourages researchers and practitioners to develop personal hygiene options for young women. The JaniPad has the potential to do just that.

In addition to the health and safety aspect of the JaniPad, the project will also involve a social enterprise that will employ local women. In the article entitled “Reproductive health needs to be front and centre in development,” Chowdhury (2010) examines the connection between economic opportunity and women’s health programs. Women usually reinvest a much higher portion of their earnings in their families and communities than men do, spreading wealth beyond themselves (Chowdhury, 2010). This could be one reason why countries with greater gender equality tend to have lower poverty rates. One of the best guarantees for getting countries on a faster track to less poverty and more economic opportunity is investing in reproductive health programs for women (Chowdhury, 2010). Social enterprise projects, and other development works that provide women with income, are proven approaches to poverty reduction. This article effectively demonstrates the power and importance of women’s health initiatives and education programs, and its findings demonstrate the potential impacts the JaniPad project could have on the women involved.

**Conceptual Framework**

While some research has been conducted on the relationship between education and menstrual management in Kenya, more needs to be done. In addition, many of these articles identify insufficient menstrual knowledge, practices, and personal hygiene product alternatives but few propose practical solutions. This study hopes to further explore the sentiments of young women in western Kenya on the currently available sanitary hygiene options and their desire for a local, sustainable product that will make use of the problematic water hyacinth plant. This study could provide similarly-situated communities and regions, such as the Bay of Bengal in India, with options for ridding their waterways of the aquatic water hyacinth plant. This study could provide similarly-situated communities and regions, such as the Bay of Bengal in India, with options for ridding their waterways of the water hyacinth in a productive and efficient manner.

**DATA COLLECTION METHODS SAMPLING**

The sampling frame for this study includes the female students at the Sirua Aulo Academy, the Pathfinder School, and the Nzoia Nursing College. I used purposive sampling to gather participants for individual surveys and focus groups. Girls who wished to participate in both a survey and focus group were permitted to do so, and girls that preferred participating in one or the other were given their preference. I explained to each participant that the research being conducted was completely separate from the school and that their participation in no way impacted their studies or grades.

Girls in grade (standard) 7 and higher were allowed to participate in an attempt to talk to as many girls as possible that were familiar with the topic. In total, the sampling frame includes 130 girls, and 106 students chose to participate.

**DATA COLLECTION METHODS: SURVEY & PROTOCOL FORMS**

Data was collected through individual surveys, focus groups, and observation. I met with the students to explain the research and take questions in a group setting prior to getting started. In addition, I spent at least three days at each location getting to know participants before the research began. This allowed for the development of trust and familiarity. The surveys followed the attached questions (See Appendix A³), and the focus groups only included the open-ended survey questions. The use of survey-based interviews allowed for the collection of quantitative and qualitative data, and they provided data from a large number of students. The focus groups, on the other hand, allowed for a more in-depth conversation. To ensure a high comfort level among participants, focus groups were limited to students and myself. No school faculty or staff members were present.

The questions used in both the surveys and focus groups start with general inquiries about how the participants are managing their menstruation. The questions then focus on the impact their menstruation has on their education and their school attendance. In addition, each participant was asked about her interest in participating in the JaniPad social enterprise. The questions concluded with general demographic information such as age and occupation (to discern whether girls work while they attend school). Eight of the 14 questions were close-ended, and options were given for responses. This multiple-choice and degree of intensity format reduced the time needed to complete the survey, and it allowed for quantitative data analysis. The wording of the questions was selected with a young audience in mind to ensure the participants’ understanding.

Throughout my time in western Kenya, I made observations and took notes on the availability and cost of personal hygiene products. In addition to observing each of the three schools, I also explored where products were available for sale in the nearby communities.

**DATA MANAGEMENT & ANALYSIS**

As mentioned above, both quantitative and qualitative data was collected from surveys, focus groups, and observations. The one-on-one surveys and the focus groups were not transcribed. This decision was made due to the sensitive and personal nature of the research. However, each survey was assigned a number (in the order in which they occurred) and recorded through note taking. The quantitative results were then entered into Excel, coded (according to the data dictionary in Appendix B), and analyzed to find majority thought and opinion. The qualitative results were analyzed by searching for common ideas and themes and their frequencies. Similar to the quantitative data, each focus group was numbered for tracking and organizational purposes. The notes were then analyzed to find themes. In addition, the responses received at the three different research locations were kept separate. This allows each location to serve as a third variable or control variable in the analysis, as some results have the potential to be location specific. Similarly, data collected from my observations was coded according to location and entered into the Excel workbook to provide additional context and information for the study.

**VALIDITY, GENERALIZABILITY & QUALITY CONCERNS**

This research study is intended to serve as a case study. The participants selected from the population were chosen through purposive sampling methods. In other words, a convenience sampling was used. As previously mentioned, I worked and collaborated with three local nonprofit organizations while in Kenya. Each of these organizations comprises
a school: Sirua Aulo Academy (located outside of Kilgoris), the Pathfinder School (located outside of Kiminini), and Nzoia Nursing College (located outside of Kitale). See Map 1.

Traditionally case studies lack external validity. However, three different types of data collection methods were employed in this study: one-on-one interviews, focus groups, and observation. The use of these three methods allows for triangulation, which increases the internal validity of the research (Johnson, 2010, p. 79).

RESULTS

Surveys

On the individual surveys, 64 percent of respondents answered “yes” to the initial question of whether or not they currently use sanitary pads. The remaining 36 percent answered “no,” and every respondent that answered “no” did so because they are not yet menstruating. No respondents selected “Other.” As a result, the second survey question was not applicable because participants either use sanitary pads only or because they do not currently need personal hygiene products.

The third survey question results can be seen in Figure 1. The three most important sanitary pad features, to participants, are that of cost, whether or not the product is locally made, and the product’s name (in that order).

Nearly 88 percent of the girls surveyed would use the new water hyacinth based pad if it were available. Four percent would not use the product, and eight percent were unsure. Overall, 85 percent of the girls interviewed liked the name “SafiPad” (a name suggested by the product’s creators) whereas only 27 percent liked the name “JaniPad.” A Seattle-based Kenyan women’s group suggested the “SafiPad” name to Village Volunteers, and the organization has been considering it as an option ever since. When participants were asked what they would name the water hyacinth based pad, if they could name it anything, the most common response was “SafiPad.” Twenty-two participants responded with “SafiPad. The second-most popular response, “JaniPad”, was given by six participants, and the 3rd-most popular response, “KenyaPad”, was given by three participants.

The eighth survey question asked participants if they have ever missed school because of their period. The results are displayed in Figure 2. The majority, 48 percent, said that they have never missed school because of their period. However, nine percent said they miss school on occasion. Thirty-six girls did not answer this question. The “N/A” column represents them. The question is not applicable because these participants are not yet menstruating.
The observations made in each of the three research locations are listed in Chart 1.

**Focus Groups**

The focus groups provided additional insight into the issues at hand. The same questions used in the surveys generated discussion and more in-depth responses amongst participants in the group setting. One topic that emerged from the focus groups was the knowledge that the water hyacinth plant is a problem. The students were vocal about their support of the JaniPad project because it makes good use of the plant. One student quickly commented, “and the water hyacinth is a cancer to Lake Victoria.” The conversation that took place in this specific focus group was centered more on the importance of the lake’s health and stability than the importance of menstrual management. The sustainable and local aspect of the JaniPad should not be underestimated.

Many participants noted that the Swahili word “jani,” meaning leaf, seemed like a “gross” or “unclean” name for a sanitary pad. Others were concerned that it would not make sense or be appealing to non-Swahili speakers. Focus group discussion also revealed that there is a commonly used toilet paper name “safi.”

Another topic that came up in a focus group discussion was the fact that many girls do not buy their own sanitary pads. With the majority of schools in Kenya being boarding schools, female students have their parents buy enough sanitary pads to last them the term, and they stock up again when they return home. Some participants stated that they do not purchase sanitary pads themselves because of convenience, and others explained that they avoid purchasing sanitary pads because it is embarrassing.

An additional theme in the focus group conversations was that of comfort, or the lack thereof. Multiple students noted that they do not feel comfortable discussing menstruation with teachers and staff at their schools because they are mostly male. One participant noted, “If I must miss school during my time, I tell my teacher I don’t feel well.” Another participant noted that she would disclose the true nature of the issue if the teacher were female.

**Observations**

The observations made in each of the three research locations are listed in Chart 1.

<table>
<thead>
<tr>
<th>Location</th>
<th>Price</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pathfinder Academy Canteen</td>
<td>KES $135</td>
<td>16 pads</td>
</tr>
<tr>
<td>Kilimani</td>
<td>KES $50</td>
<td>7 pads</td>
</tr>
<tr>
<td>Kitale</td>
<td>KES $55</td>
<td>8 pads (poor quality)*</td>
</tr>
<tr>
<td>Kilgoris</td>
<td>KES $145</td>
<td>16 pads</td>
</tr>
</tbody>
</table>

*Quality stated/determined by focus group participants

**DISCUSSION**

Finding majority thought and opinion is key in this study. As a retail product, the Janipay should aim to please and accommodate as many users as possible. The data gathered in this study both reinforces and contradicts the themes presented in the literature review. For example, all three of the schools that participated in this research are private schools. The parents of these students are able to pay school fees, and many are able to afford sanitary pads for students. The relationship between menstrual management and education does not seem to be as dichotomous in these schools as the literature suggests (displayed in Figure 2). Furthermore, if students are not buying their own sanitary pads, it may be worthwhile to explore the parents’ sentiments and values on the topic since they are the individuals with purchasing power.

Given the responses to the third survey question, with “name” being the second-most important feature for participants, Village Volunteers should reconsider the product’s current name. A productive topic for further study could be the product names suggested by participants. Since each girl was asked what she would name the product, responses varied greatly. Compiling a list of these responses, and then using them as answers to a multiple-choice type question would be an effective way of gauging interest in new names. In addition, further research needs to be done on the name “safi,” to clarify whether or not “SafiPad” is a feasible option given the existing product.

The topic of product cost came up in both surveys and focus groups. Cost was the most frequent response to the third survey question. It is imperative that the JaniPad is priced competitively for the product to sell and be successful. One focus group mentioned the possibility of providing JaniPads for students for free for a period of time. This will introduce the product to people, and it will give them an incentive for trying the new product. After a period of a few months, the product could then be priced fairly and sold.
The literature review and research both indicate that the topic of menstruation is embarrassing for young women. Participants in the study verbalized that they avoid purchasing sanitary pads if they can and rarely talk to male teachers about the topic. However, the students indicated that they would be willing to talk to a female teacher or school staff member if the opportunity presented itself. I believe that the women that create JaniPads have a unique opportunity to fill this void. If the JaniPad producers are working with local schools and vendors, they can also serve as health educators. This unique blend of roles will make the position and project more socially acceptable, and it will benefit the female students involved. Not only will this serve as a method for getting the JaniPad name out, it will also provide these young students with a currently unavailable resource.

CONCLUSION & RECOMMENDATIONS

The data gathered in this study reveals that the participants value the following sanitary pad features: low cost, locally made, and name. To make the JaniPad appealing to young women, in addition to being an effective social enterprise project, I recommend Village Volunteers does the following:

• Further study on the product’s name
• Pricing must be competitive
• User trials to ensure product is of high quality
• Mention water hyacinth on packaging
• Utilize already existing women’s groups and networks to implement project
• Expand role of JaniPad producers to community and school educators
• Emphasize sustainable and job-creating aspects of project to funders

Overall, the research participants were both excited and intrigued by the prospect of the JaniPad project. The majority of students interviewed stated that they would be willing to try the product and participate in the project’s social enterprise. Before implementing the JaniPad project, the abovementioned recommendation should be implemented in the design and business plan. The data gathered in this study can also assist Village Volunteers in providing quantitative data to potential funders and grantors. I believe the JaniPad project has great potential, both in Kenya and in other communities struggling to contain the water hyacinth plant.

AUTHOR AFFILIATIONS

Kate Paisley (kepaisley@gmail.com) completed her MPA with a focus in nonprofit management at Seattle University’s Institute of Public Service in December of 2012. Her professional interests include international development, public health, and environmental management. Kate is the current Associate Director of Village Volunteers, a Seattle-based nonprofit that works in Africa, India, and Nepal.

BIBLIOGRAPHY


END NOTES

1, 2. All appendices are available at the end of this article online. Go to the publisher’s Web site and use the search engine to locate the article at <https://depts.washington.edu/esreview/>
Appendix A: Research Survey

Thank you for agreeing to participate in our survey. We encourage you to be open and honest in your responses. The answers that you give and your identity will be kept private. All participants in this study will remain anonymous.

This study is being conducted by Village Volunteers, in partnership with Namunyak Maasai Welfare, Common Ground for Africa, and Sister Freda’s Foundation. Our aim is to better understand the community need for, and feelings about, the JaniPad. We hope this information can assist us in creating a sustainable enterprise and a useful product that will improve financial stability, educational attainment, and women's health in the region.

1. Do you currently use sanitary pads/towels?
   a. Yes
   b. No
   c. Other
2. If no, what do you use?
3. What features do you look for in a sanitary pad/towel?
4. Would you try or use the new water hyacinth based towel if it was available?
   a. Yes
   b. No
   c. Not Sure
5. What are your thoughts on the name “SafiPad”?
6. What are your thoughts on the name “JaniPad”?
7. What would you name the new towel made from the water hyacinth plant?
8. Have you ever missed school because of your period?
   a. Frequently
   b. Occasionally
   c. Almost Never
   d. Never
   e. Other
9. Does your school provide sanitary pads for students?
   a. Yes
   b. No
   c. Do not know
   d. Other
10. If your school does provide sanitary pads, are they available for free or for purchase?
    a. For free
    b. For purchase
    c. Not provided
    d. Do not know
    e. Other
11. If your school provided towels for students, would you use them?
    a. Yes, if they are free
    b. Yes, if they are for purchase
    c. No
    d. Do not know
    e. Other
12. Would you be interested in working with other women/girls to create a biodegradable towel made from water hyacinth?
    a. Yes
    b. No

Appendix B: Data Dictionary

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Variable Name</th>
<th>Conceptual Definition</th>
<th>Operational Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Question 1)</td>
<td>Current use</td>
<td>Respondent does or does currently use sanitary pads</td>
<td>01 = Yes 02 = No 03 = Other</td>
</tr>
<tr>
<td>2 (Question 4)</td>
<td>Potential JaniPad Use</td>
<td>Respondent would or would not use the JaniPad</td>
<td>01 = Yes 02 = No 03 = Not Sure</td>
</tr>
<tr>
<td>3 (Question 8)</td>
<td>Missed School due to Menstruation</td>
<td>Respondent has or has not missed school due to their period</td>
<td>01 = Frequently 02 = Occasionally 03 = Almost Never 04 = Never 05 = Other</td>
</tr>
<tr>
<td>4 (Question 9)</td>
<td>Current Sanitary Pad Availability in Schools</td>
<td>Respondent’s school does or does not currently supply sanitary pads</td>
<td>01 = Yes 02 = No 03 = Do Not Know 04 = Other</td>
</tr>
<tr>
<td>5 (Question 10)</td>
<td>Current Sanitary Pad Availability in Schools- for Free or Purchase</td>
<td>Respondent’s school does supply sanitary pads for free, for purchase, or does not at all</td>
<td>01 = For Free 02 = For Purchase 03 = Not Provided 04 = Do Not Know 05 = Other</td>
</tr>
<tr>
<td>6 (Question 11)</td>
<td>JaniPad Use in Schools</td>
<td>Respondent would or would not use Janipads if their school provided them</td>
<td>01 = Yes, if they are free 02 = Yes, if they are for purchase 03 = No 04 = Do Not Know 05 = Other</td>
</tr>
<tr>
<td>7 (Question 12)</td>
<td>Social Enterprise Interest</td>
<td>Respondent would or would not be interested in creating Janipads</td>
<td>01 = Yes 02 = No 03 = Do Not Know 04 = Other</td>
</tr>
<tr>
<td>8 (Question 13)</td>
<td>Age</td>
<td>Respondent’s current age</td>
<td>01 = 0-15 years 02 = 16-25 years 03 = 26-35 years 04 = 36-45 years 05 = 46+ years</td>
</tr>
</tbody>
</table>

*Questions 2, 3, 5, 6, 7, and 14 are not included in the codebook because they solicit open-ended responses.*