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Pragati: Proof of Concept Results
Nepal

Georgetown University's Institute for Reproductive Health and Save the Children

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TABLE OF CONTENTS

TABLE OF FIGURES

TABLE OF TABLES

LIST OF ACRONYMS

CAC	Community Awareness Centre
COFP	Comprehensive Family Planning
DTR	Difficult-to-Reach
FA	Fertility Awareness
FACT	Fertility Awareness for Community Transformation
FAM	Fertility Awareness-based Methods
FCHV	Female Community Health Volunteer
FGD	Focus Group Discussion
FHD	Family Health Division
FP	Family Planning
HFOMC	Health Facility Operation & Management Committee
HFS	Health Facility Staff
HMG	Health Mothers Group
IRH	Institute for Reproductive Health
MoHP	Ministry of Health and Population
NHTC	Nepal Health Training Center
POC	Proof of Concept
SDW	Solution Design Workshop
VDC	Village Development Committee
USAID	United States Agency for International Development
WCF	Ward Citizen Forum

EXECUTIVE SUMMARY

Pragati "Fertility Awareness for Quality of Life" is part of the Fertility Awareness for Community Transformation (FACT) Project, supported by United States Agency for International Development and implemented by Georgetown's Institute for Reproductive Health. Pragati aims to increase fertility awareness (FA) and family planning (FP) use through existing community networks in five districts of Nepal: Bajura, Nuwakot, Pyuthan, Rupandehi, and Siraha.

As a package of nine learning games, followed by discussions, Pragati is being implemented in Nepal to diffuse FA and FP information and to facilitate community discussions around social and gender norms that inhibit family planning use. Pragati, implemented in collaboration with Save the Children builds the capacity of Health Facility Operation and Management Committee (HFOMC) members to ensure project buy-in, Health facility staff (HFS) to provide support, and select community-based promoters comprised of Female Community Health Volunteers (FCHVs), select Health Mothers' Groups (HMGs) and male FP champions to play Pragati games in their communities. The games are designed to address topics related to fertility awareness, family planning, and social and gender norms. The primary beneficiaries of this intervention are men and women between 15 and 25 years old (married and unmarried), postpartum women, newly married couples, women with migrating spouses, and hard-to-reach groups (Janajati, Dalit, Chhetri, and Muslim).

This report describes Pragati's proof of concept (POC) phase, which was carried out in August 2016 and September 2016. During this phase, eight games were implemented in two Village Development Committees (VDCs) in each of the five FACT districts. A total of 83 HFOMC members, 47 HFS, 136 FCHVs, and 189 HMG champions were oriented to implement the games, 107 game sessions were conducted during the 6 week period of the POC, and 3,543 participants were reached. The main objective of the POC was to determine the feasibility and acceptability of the Pragati games and materials in the five districts. This report summarizes the findings based on the experience of district FACT staff, HFOMC members, HFS, and promoters when implementing the games in their communities and expands on the changes made to game materials before the rollout of the intervention in the pilot phase.

The Institute for Reproductive Health (IRH) and Save the Children used the findings from this phase to determine whether the games were an acceptable medium through which to diffuse FP and FA messages, start conversations on social and gender norms, and what changes should be made to the games themselves given the diverse context. Direct observations of game implementation, post-observation interviews, focus group discussions, and debrief sessions were used to collect data during this phase. The results suggest that games are a feasible and acceptable medium through which to diffuse FA and FP messages in the 5 districts of Nepal.

The key results of the Pragati POC phase include:

- The initial 1-day orientations for all actors proved to be too short to teach all 8 games and provided too little opportunity for practice. Based on focus group discussions and observational data, the orientations were modified to last 2 days. Furthermore, the games will be rolled out incrementally to provide space and time for promoters to apply their learning and practice playing the games and facilitating discussions.

- The buy-in of local stakeholders, the use of existing networks, and the inclusion of community participants in the participatory design of the intervention are crucial in this process. It allows for immediate feedback and local ownership during POC, and a realistic adaption to each of the games.

- Community-based promoters (FCHVs and HMG champions) are able to learn and implement the games in their communities. Observational data showed that promoters were able to convey the key messages of the games and engage participants through the discussion questions. However, poor facilitation skills and low literacy levels proved to be a challenge for the promoters. The inclusion of a session on facilitation during the orientations helped address these challenges. A coaching system was also added as an integral component of the intervention to ensure that promoters diffuse correct messages.

- Observational data also showed that men are an essential target group and should be involved in the intervention. Male champions were therefore identified as a way to reach men in these communities through existing networks such as the Ward Citizen Forum (WCF) and the Community Awareness Centre (CAC).

- The games proved to be feasible and acceptable in the diverse communities where they were tested. As an integral component of the games, reflection and discussion were challenges for community promoters to lead in their group sessions. The content of the games proved to be very high level with a lot of information. To address these challenges, the messages were simplified and reflection questions standardized across all games. Game materials were developed, color-coded, and included pictures to ease facilitation and help convey the key messages in each of the games.

The findings from the POC phase were used to refine and finalize seven Pragati games, drop one of the games due to observed implementation challenges, and add additional games to the package, for a total of nine games on FA, FP, and social and gender norms. This helped launch the pilot phase of the project in January 2017 across 12 VDCs in each district for a total of 60 VDCs.

INTRODUCTION

Background

Nepal's Demographic and Health Survey (NDHS) shows that although women report almost universal knowledge of family planning methods (99% of women and men are aware of at least one method of family planning), there is a high level of unmet need for family planning (27%).[1] NDHS also shows that only 25% of women can correctly identify their fertile time. We hypothesize that this high level of unmet need may be addressed through increasing fertility awareness.

Georgetown's Institute for Reproductive Health (IRH) is implementing a cooperative agreement from the United States Agency for International Development (USAID), the "Fertility Awareness for Community Transformation (FACT) Project" (Cooperative Agreement No. OAA-A-13-00083). FACT is a five-year, multi-country award, led by IRH, in partnership with Save the Children, the International Center for Research on Women, and Population Media Center.

FACT aims to foster an environment in which women and men can learn actionable information and take actions to protect their reproductive health throughout the life-course. As a research, intervention, and technical assistance project, FACT tests interventions (called solutions) for increasing Fertility Awareness and expanding access to Fertility Awareness Methods (FAM) at the household and community levels, with the goal of increasing use of modern contraception. IRH and its partners employ a systematic approach to testing hypotheses through developing and testing innovative solutions to achieve these goals.

FACT contributes to supporting Nepal by:

- Improving women and men's understanding of the risk of pregnancy at different times during the life course and during the menstrual cycle.
- Increasing understanding of how family planning methods work to increase demand and counter concerns, myths, and misperceptions.
- Helping couples to accurately plan and time pregnancies.

Reproductive Health in Nepal:

Only 25% of women can correctly identify their fertile time (for several days around the mid-point of the menstrual cycle).

21% of births occur with suboptimal spacing; that is, less than two years after the mother's previous birth. 39% of women have given birth or are pregnant by age 19.

Though nearly all women and men know of at least one contraceptive method, 27% of married women who want to space or limit births are not using family planning. The top reasons women give for not using family planning are:

- 40% because the husband is away
- 24% fear side effects or have health concerns about methods
- 7% became pregnant while using a method
- 6% wanting a more effective method

Source: Nepal DHS 2011

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[1] Married, fecund women who want to postpone their next birth for two or more years or who want to stop childbearing altogether, but are not using a contraceptive method, are considered to have an unmet need for family planning (NDHS, 2011).

Fertility Awareness is actionable information about fertility throughout the life course and the ability to apply this knowledge to one's own circumstances and needs. Specifically, it includes basic information about the menstrual cycle, when and how pregnancy occurs, the likelihood of pregnancy from unprotected intercourse at different times during the cycle and at different life stages, and the role of male fertility. Fertility awareness also can include information on how specific family planning methods work, how they affect fertility, and how to use them; and it can create the basis for understanding communication about and correctly using family planning.

IRH has dedicated support via central funds from USAID/Washington and mission funds from USAID/Nepal, under the FACT Project, to develop and test one fertility awareness solution in five districts of Nepal (Bajura, Nuwakot, Pyuthan, Rupandehi, and Siraha) over a five-year period (Figure 1). This solution currently referred to as Pragati, which translates as "Fertility Awareness for Quality of Life", tests the hypothesis that improved fertility awareness increases family planning use, and thus improves reproductive health outcomes. Implementing the project in multiple districts allows for the added benefits of reaching more women and men with high levels of unmet need, improving understanding of intervention effectiveness among different groups, and greater understanding of how fertility awareness information is diffused throughout communities. It also increases the potential for scalability at the national level, as the intervention will have been tested in diverse communities in each region of Nepal.

Solution Design

Formative research was conducted in five districts in Nepal to identify challenges around achieving fertility awareness and improved family planning use with a focus on hard-to-reach populations (Dalit, Janajati, Chhetri, and Muslim). The main findings of this formative research included 1) limited knowledge on FA and FP methods, 2) religious-cultural factors including social norms impedes FP use; 3) fear of side-effects, myths and misconceptions about modern FP methods; 4) structural barriers that make it difficult to access FP services. These results were used to identify focus communities, strategies for intervention, and dissemination of FP and FA information.

Figure 1 | FACT Project Districts

Using these findings, a series of Solution Design Workshops (SDW) were held with respective district health officials, community members, and leaders to identify the appropriate mechanisms for engagement and collaborative structures that include:

- The use of games to reach youth and hard-to-reach groups and to raise awareness around fertility and family planning, as well as to address gender and social norms that inhibit FP access and uptake.

- The utilization of existing platforms like Health Mothers' Groups (HMG), Female Community Health Volunteers (FCHVs), and Health Facility Operations Management Committees (HFOMCs) to engage hard-to-reach (HTR) groups

- Engagement with female and male champions to reach both men and women in their communities.

8

The results of the SDWs were five solutions (1 per district), which were then refined into 1 solution during a refinement workshop with some variations reflecting the different FACT districts. Pragati is a package of nine games as platforms for personal, as well as public, reflection and discussion, which aim to address the underlying social and gender norms that negatively influence family planning use. Building upon the norms identified during the formative research, the games raise these issues and offer a chance to reflect upon personal values, as well as assumptions around the social norms in their communities.

PRAGATI

The games and group discussions that form the interactive modules of Pragati address fertility awareness and its components, including: family planning, side effects, misconceptions about family planning methods, and gender and social norms around son preference and delaying first birth.

Two elements within Pragati that differ from a more traditional information, education, and communication intervention are the facilitation of reflective conversation and the use of a coaching system to support promoters based in the communities. Pragati defines 'critical reflection' as asking participants to look beyond commonly held beliefs and behaviors in their communities, to add depth and understanding, to speculate about the future, and to act.

During the POC phase, we found out that promoters need skills in asking open-ended questions, managing differing opinions, and allowing space for people to reflect on their own beliefs and behaviors. To transmit knowledge and encourage the personal reflection around social norms that influence individual behavior, Pragati uses a coaching system to strengthen the knowledge and skills of these community-based promoters.

The Pragati package contains tools for orienting, coaching, and empowering promoters (FCHVs, HMG and male champions, local health facility staff (HFS), and HFOMC members) to implement interactive, game-based education, discussion, and reflection sessions with people in their communities. It also contains tools for monitoring and program decision making for easy replication of the intervention.

While orientations are necessary to prepare individuals to facilitate games and community dialogue, we have learned that better community dialogue requires continued coaching and supervision of community promoters who lead game sessions. Interpersonal coaching, guided by HFS supervision of activities (game playing) offers an opportunity to strengthen relationships and facilitate learning between health facility staff and community providers. In the Pragati pilot phase, coaching is initially carried out by FACT project staff with a goal of transitioning coaching activities to health facility staff or other promoters/champions with facilitation experience.

At its core, Pragati includes nine interactive games focused on the benefits of family planning, fertility awareness, and family planning methods side effects, and common misconceptions about family planning methods in Nepal. The games also include messages to encourage reflection and discussion about gender and social norms (Table 1) that affect individual decision making and behavior related to FP use. These games were finalized after the POC and are currently being implemented in the pilot phase in all project districts.

Table 1: Pragati Games	
Name	**Purpose**
Game A: Hot Potato Game	Explores participants' values and open conversations about the possible benefits of FP
Game B: Agree/Disagree Game	Gives participants a chance to reflect on their own attitudes and values about fertility and FP
Game C: Menstrual Cycle Game	Helps participants understand the menstrual cycle and fertility during the typical woman's cycle and clarify misconceptions about menstruation and fertility
Game D: Son/Daughter Game	Shows participants how a baby's sex is determined by the man's sperm and encourages discussion about norms related to gender preference in Nepal
Game E: Life Cycle Hopscotch Game	Discusses how women and men make decisions about their health and FP throughout their lives
Game F: Method Matching Memory Game	Leads participants to learn about and become comfortable discussing the various FP methods that are available in Nepal
Game G: Side Effects Puzzle Game	Explores the side effects and misconceptions or myths associated with FP methods
Game H: Side Effect Method Match Game	Provides participants with information on which FP methods cause which side effects and discuss concerns about side effects of FP.
Game I: Role Play Game	Helps participants practice having conversations about FP, fertility, birth spacing, and life choices with friends, family, and members of the community.

PROOF OF CONCEPT PHASE

Objectives

The objectives of the POC were to test the system of orienting community-based promoters, the games, and their messages as they relate to FA, FP, social and gender norms. This phase was also used as a testing ground for the pending Pragati monitoring and evaluation system. The overarching objective of this phase was to determine the acceptability and feasibility of the games in each of the five FACT districts.

Methods

POC activities were conducted in August and September 2016. A combination of direct observations, brief interviews, focus group discussions (FGDs), and debrief meetings were used to capture POC data (Table 2). In total, 83 HFOMC members, 47 HFS, 136 FCHVs, and 189 HMG champions were oriented on implementing the games across two Village Development Committees (VDCs) in each of the five districts for a total of 10 VDCs.

Table 2: POC Activities per VDC – per District		
Activity	**Per VDC**	**Per District**
Direct Observations of Game Implementation	9	18
Post-observation Interview	9*	18
Participant FGD	1	3 FGDs**
Promoter FGD	1***	2
HFOMC Debrief	1	2
FACT Staff Debrief	-	1
Total (for 5 districts)		220
*Groups, **FGDs: 2 women, 1 men, ***4-5 FCHVs & 4-5 HMGs in each FGD		

Data collection tools were developed and applied at each level of the intervention as shown in Table 3. Examples of each tool can be found in Appendices 1-8.

Table 3: Method & Data Collection Tool				
Participants	**Direct Observation**	**Post Observation Interview**	**Focus Group Discussion**[2]	**Debrief Meeting**
Community Participants	Direct Observation Tool[1]	Post-Observation Interview Tool	Participant FGD Guide	-
		-		-
HMG		-	Promoter FGD Guide	
FCHV		-		-
HFS			Follow up visit - FGD	
HFOMC	-	-	-	HFOMC Debrief Guide
FACT Staff	-	-	-	FACT Staff Debrief Guide
1) The Direct Observation Tool provides both categorical and open-ended data. The post-observation interview tool is linked to the observation tool. 2) Data related to FGDs is captured by designating one staff person to be the note taker. They are not recorded. For the FACT Staff debrief guide, we determine who the note taker is at a later time. It may be someone from outside of each district team.				

Table 4: Games tested per District During POC					
Game/District	Bajura	Nuwakot	Pyuthan	Rupandehi	Siraha
Hot Potato Game	X	X	X	X	
Agree/Disagree Game	X	X	X	X	
Menstrual Cycle game	X	X		X	X
Son/Daughter Game			X	X	X
Side Effects Puzzle Game			X	X	X
Side Effect Method Match Game	X	X	X		
Role Play Game	X	X			X
Story Bag Game			X	X	X

Limitations

The main objective of the POC phase was to test the feasibility and acceptability of games to diffuse FA and FP messages and encourage reflection on social and gender norms in the community while recognizing the lack of a representative sample. POC activities were limited to the communities in which they were implemented. Finally, participants were incentivized to play the games, which is unlike how it will occur in practice. As such, the findings of the POC phase are not generalizable.

Results

A total of 455 promoters (FCHVs, HMG Champions, HFS, and HFOMC members) were oriented on Pragati and 107 games sessions were conducted in the five districts (Table 5). Furthermore, a total of 3,543 participants were reached throughout POC. Overall, the games were well received except for one, the story bag game. This game proved to be challenging to teach the promoters, to facilitate, and play. Participants were engaged in the games and appreciated using games to learn about fertility awareness and family planning, and reflect on social and gender norms.

Table 1: Promoters oriented by district				
District/Promoters	HFOMC	HFS	FCHVS	HMG
Bajura	14	12	20	45
Nuwakot	16	10	55	36
Pyuthan	19	12	18	36
Rupandehi	18	4	25	36
Siraha	16	9	25	36
Total	83	47	136	189
				Total = 455

Furthermore, results showed that although promoters were able to keep participants engaged in the games, low-literate promoters needed more coaching and pictorial instructions. In addition, promoters' facilitation skills needed to be strengthened to provide correct messages and encourage community engagement. Observational data and recommendations were also collected and collated from each district on all 8 games implemented.

The Menstrual Cycle Game

The menstrual cycle game was very well received by both women and men. Participants enjoyed learning about women's fertility and were comfortable with the topics covered. However, some promoters did not share accurate information during the game. Thus, promoters need more support on the concepts related to fertility awareness to correctly explain the key messages of the game in addition to better facilitation skills to ensure that they cover each step and to ensure that they meet the game's key objectives. The menstrual cycle game was simplified to facilitate learning, and cards depicting the menstrual cycle were used during game play.

> "Menstrual cycle and sex determination role was new [for me], this certainly has increased fertility awareness among the community people"
> – *Male Participant, Rupandehi*

The Role Play Game

Most participants were engaged in the role play game and were comfortable discussing topics while "acting" a role. Some roles were not as popular as others (i.e. religious leaders were unpopular). Observations showed that the instructions and discussion topics needed to be more concrete for more fruitful conversation. There were recommendations for specific descriptions for each role and case study introductions at the start of the game to ease participants into role play. There were also suggestions to incorporate messages around early marriage and delaying first pregnancy. These suggestions were incorporated through specific reflection questions included in the game to help start conversations and the use of cards with pictures of key members of the community and their roles as they relate to decisions regarding FP use in the community.

> "Role play game provides knowledge on how to talk about family planning with different characters in our society"   – *Female Participant, Bajura*

The Seed Game

The seed game was quite informative and kept participants engaged. Observations revealed the terms "X" and "Y" chromosomes were difficult for participants to understand as well as using different seed types and sizes. However, participants requested more information regarding chromosomes. Although, the intention of this game was to provide information on how sex is biologically determined, the game could result in blaming men for the sex of the child. Thus, we revised the information about chromosomes and the use of "X" and "Y". There were recommendations to encourage teaching the game with both men and women whenever possible, as well as suggestions to include conversation on social norms around son preference in the version of the game to be used during the pilot phase. Fnally, the name of the game was later modified because not all communities were using seeds to play the game.

> **"** "This seed game is so interesting; I want to bring my family members and some leaders to play this game"   *– Female Participant, Pyuthan*

> **"** "I found the seed game more interesting because sex is completely determined by male" *– Female Participant, Pyuthan*

The Hot Potato Game

The hot potato game had some logistical challenges related to facilitation and managing large groups of participants. Participants often lost sight of the key messages and were fixated on the throwing and catching aspects of the game. Furthermore, promoters had trouble stopping rounds and facilitating discussion with groups of more than 10 people. Participants became easily discouraged when they could not answer a question. In the revised version of the game, we reduced the number of reflection questions and only suggest 2-3 answers per round. Additionally, the instructions of the game were modified to limit the group size to 6-7 participants per session and also remove the "rapid fire" aspect of the game and turn it into an opinion sharing activity. The reflection questions on FP–related messages in the game help reinforce the image of a "happy family" in Nepal, message endorsed by the MOFP in other programs across the country.

The Method Matching Game

The method matching game provided the most 'concrete' information for participants and was the easiest for them to easily understand family planning methods. Although they enjoyed learning about all the methods available, the matching activity overshadowed the "information sharing" part. Incorporating a reflection question after each "match" solved this challenge. Furthermore, promoters had trouble remembering information about all the methods. A solution to this was to create an 'FP Cheat Sheet' which includes all the FP methods available in Nepal with information related to the side-effects of each, effectiveness, and return to fertility after discontinuation. The information is consistent with the Comprehensive Family Planning (COFP) curriculum used by the Nepal Health Training Center (NHTC) to train FP providers at health facilities. In addition, game cards were revised to include the pictures used by the MoHP and the use of the local names of each FP method to avoid confusion and the spread of incorrect information. Finally, the instructions of the games were revised to include examples on each FP methods to help promoters effectively lead the discussion session of the game.

> **"** "Now I came to know that Minilap doesn't make women weak or decrease sexual desire. These are myths. I will get a Minilap in the upcoming sterilization camp rather than take Depo every three months"   *– Female Participant, Siraha*

The Side Effects Puzzle Game

The side effects puzzle game was quite beneficial to male and female participants who were already familiar with a FP method. Although this game allowed participants to share their own experiences with FP methods, those who were not familiar with any FP method felt discouraged. Literate promoters requested resource sheets to provide more information to participants. Furthermore, throughout the game, the linkage of FP methods to health facilities was not made clear. Promoters need to reinforce the referral message and the idea that some side effects are not medically harmful. This was addressed through a referral question at the end of each game. An important suggestion was that general information about side effects should be introduced before the game starts. The 'FP Cheat Sheet' created for the method matching game which highlights important side effects and misconceptions about each FP method is also used for this game.

> " "We preferred games that were both fun to play and do not involve intellectual thinking too much" – *Male Participant, Rupandehi*

The Vote with Your Feet Game

The results from this game were mixed across all districts. Some participants were shy and not readily able to share their personal opinions during the game. Furthermore, promoters needed more directed practice, especially around reflection and relating FP to the activity. There were recommendations to change the tone of the games to encourage sharing. In the revised version of the game, questions began with "What (or how) would people in your community" instead of "What (or how) would you". Participants felt comfortable with not being asked a question directly. Moreover, game instructions included a session on how to set ground rules before having participants vote and stress the notion that voting is anonymous and on how to limit group size to 7-8 participants. Finally, other revisions include shortening and simplifying leading statements but also tying in FP at the end of the game to meet the game's key objectives and changing the title of the game to closely mirror it equivalent in Nepali.

The Story Bag Game

Unlike the majority of the other Pragati games implemented, the story bag game was difficult for promoters to lead and for participants to understand. The promoters found it difficult to facilitate the game while the participants were embarrassed and disengaged when they were unable to create or follow a story line. Furthermore, the messages about FP and FA were not clear which might have contributed to participants becoming disengaged. To simplify the game and to make it more participatory and easy to facilitate, we replaced it with two games with pictorial instructions and complementary themes: the life cycle hopscotch and the method matching memory games.

The Life Cycle Hopscotch Game

This game helps participants discuss how women and men make decisions about their health and FP throughout their lives. By defining different hopscotch squares as different age ranges, this game encourages discussions about when in the life course certain reproductive health decisions are made. This was one aspect of the story bag game that was too abstract for participants. Using a common game in Nepal and simple reflection questions facilitated participation and inclusion. General feedback was positive for this game and small revisions included clear instructions and streamlining the discussion questions.

The Method Matching Memory Game

This game provides information about the various FP methods available in Nepal. It involves matching cards with the same family planning method name, information about use and effectiveness, and illustration, allowing women and men to learn about and understand their modern method options. This game relies on the 'FP Cheat Sheet' and complements the life cycle hopscotch game as it helps participants discuss where they are in their life course and which modern FP method might be suitable. General feedback on this game has been positive with small revisions related to the game cards and simple discussion questions.

Summary

All project staff analyzed the results of this testing phase and refined the games and materials based on community feedback. During this refinement process, the revised games were demonstrated to government officials from the Family Health Division (FHD) of the MoHP and other representatives from international non-government organizations (I/NGOs). They provided additional feedback and approved the games to be rolled out in the pilot phase. This led to the finalization of the games and the printing of all game materials for all five districts.

Monitoring and Evaluation

The Pragati M&E system is designed to collect data from all promoters at all levels of the intervention. During the POC, the M&E system, data collection process, and tools were tested so that key issues could be appropriately addressed and modifications could be implemented immediately.
The data collection tools were available for FCHVs and HMG champions, who were oriented on how to fill them out after completing their activities. However, filling the forms proved to be a challenge as some FCHVs and HMG champions could not read nor write. The tools were also very long with broad instructions. This affected the completeness and quality of the data. To resolve these issues for the pilot phase, the tools were shortened and included pictorial representations of the instructions so that illiterate FCHVs and HMG champions could more efficiently record game activities conducted. Another revision involved illiterate FCHVs either asking a literate group member to fill the form or the help of a literate family member or close friend.

The data collection process is based on the current system of the MoHP and involves FCHVs meeting with HFS monthly to turn in data, receive FP methods, and address any challenges. For Pragati, FCHVs and HMG champions dropped the completed forms at the health facility for FACT project staff to collect and input in the database. This process of routinely collecting the expanded community data proved feasible and even though some FCHVs and HMG champions could not make it to the health facility in time because of work, they were able to subsequently drop the forms. During the pilot, the same system will be used with FACT staff following up with promoters who have not dropped their forms, simplified and final M&E tools, and the use of a dashboard by staff to record all M&E data.

> **"**
> "The Pragati game tools developed for the promoter [FCHVs and HMG champions] were beyond the level of their capacity. Even some of the literate champions had difficulty filing it."   *– Male Participant, Rupandehi*

DISCUSSION

Orientation

Ensuring the buy-in of local stakeholders was an important goal during the POC phase. However, the coordination of a 1-day orientation for health facility staff and promoters (HFOMC members, FCHVs, and HGM champions) on all 8 games proved to be challenging. Participants came late to orientations and often had different schedules, which delayed activities and reduced the time available to go through all the games. Additionally, patients seeking services often interrupted HFS since they could not leave the health facility to attend orientations. Finally, the orientation post-tests proved to be a challenge especially for illiterate promoters. These findings led to the development of a 2-day orientation package for all promoters, which includes a refined post-test. Furthermore, the content was simplified and reduced to leave adequate time for practice of the games during the session. Early coordination with local stakeholders was suggested to district staff for training activities to start on time so that all topics are covered during orientations. Lastly, a coaching system was included as an essential component of the intervention to strengthen promoters' capacity and to ensure that the correct messages are diffused.

Implementation

During implementation, it became clear that the games were too complex given the low literacy levels of HFOMC members, FCHVs and HMG champions within these communities. The games needed to include simple and clear instructions, simple messages, and pictures to facilitate learning and implementation. Furthermore, promoters found it challenging to facilitate the games, control large crowds, and lead the reflection question sessions at the end of each game. These difficulties increased the time spent on playing each of the games. Based on these observations, we modified the orientations to include a session on developing promoters' facilitation skills; reduced and simplified reflection questions at the end of every game; and included strategies to control large crowds, such as choosing private places to play games and/or playing games separately in smaller groups.

Engagement

Participants were highly engaged in the games and appreciated this innovative and fun way of learning about fertility and family planning. They asked various questions during the games indicating their interest in the messages and topics. However, it was difficult to keep participants for long periods given their expectations regarding incentives and the fact that playing the games took them away from their paid employment. To address this particular challenge in the pilot phase, community sessions will occur at different times of the day that are convenient for community members so that they can fully participate in the games. Furthermore, the games were simplified and shortened to last between 15 to 25 min.

Comprehension/Content

For the games to be played properly and to convey the correct information, the content needed to be conveyed in simple ways using color-coded cards, simple and clear directions, and pictorial instructions. With reflection questions being an important component of all the games, it became apparent that they needed to be standardized across all games for quick facilitation and learning. Finally, the games have key messages that complement each other and during the pilot phase, the games will be paired up so that the key messages are conveyed correctly and efficiently.

Summary

Lessons learned from each step of the POC phase contributed to the improvement of the content and implementation of the games. Employing a coaching system and a 2-day orientation for health facility staff to help ensure the buy-in of local stakeholders was beneficial to all parties involved. Moreover, modifications were made to the implementation process to address obstacles around complex instructions, low literacy, and poor management of large crowds. Addressing these issues with changes to the structure and implementation process positively impacted the quality and time management of game sessions. Furthermore, in order to keep the community engaged in these games, sessions will be held at different times in the day to accommodate work schedules. Lastly, challenging content materials were modified in a standardized manner to include color-coded cards with simple and easy directions, so that promoters are easily able to convey the key objectives and messages of each game.

CONCLUSION

The POC phase in the five districts provided the opportunity to test all eight Pragati games multiple times in different contexts. Moreover, it created a platform to test the different adaptations of the games based on the constant feedback that FACT staff and promoters provided as they facilitated and played the games. The final Pragati package contains nine games, which will be implemented during the pilot phase. Involving local stakeholders in the design of Pragati proved to be essential to the design as it ensured buy-in and led to a solution that could address the unique needs of the diverse target communities.

The orientations are adapted to include an initial orientation session on three core games (the menstrual cycle game, the son/daughter game, and the side effect puzzle) and sessions on facilitation and coaching, as they prove to be crucial in ensuring that games are played correctly with the diffusion of appropriate messages. The six additional games of the package will be introduced to the community-based promoters monthly to ensure that they are all correctly learning and practicing each game. Every game is simplified, shortened, and includes color-coded materials for promoters of various literacy levels in addition to standardized reflection questions.

The results of this phase, even though not generalizable to the larger Nepali population, shows that games could be used as a medium to provide fertility awareness and family planning messages in the community. Community participants are engaged in the games and appreciate learning, discussing, and reflecting upon subjects that are not frequently discussed in a fun and creative manner. As this intervention is scaled to 12 VDCs in each district during the pilot phase over a one-year period, ongoing activities include monitoring implementation, documenting adaptions to the games, and addressing community reach by encouraging social diffusion. Finally, the results of the pilot phase will inform the final package of games and Pragati's potential scalability to other VDCs and districts in Nepal.

REFERENCES

Ministry of Health Population NE, ICF International Inc. Nepal demographic and health survey 2011. Kathmandu, Nepal: Ministry of Health and Population, New ERA, and ICF International, Calverton, Maryland; 2012.

APPENDICES

Appendix 1: Pragati POC Direct Observation Form

Direct Observation Form: Pragati POC
PROMOTERS & PARTICIPANTS

OBSERVER NAMES: _____

DATE: _____ **DISTRICT:**_____ **VDC:** _____

PROMOTER #/NAMES: _____ **TIME STARTED:** _____ **TIME FINISHED:** _____

WHAT GAME DID YOU WATCH: _____

HOW MANY PEOPLE PARTICIPATED IN THE ACTIVITY?

Beginning: Total: _____ **Men:** _____ **Women:** _____

End: Total: _____ **Men:** _____ **Women:** _____

Directions: Tick the appropriate box under each column below. Only add text to each item below in extremely strong or extremely poor implementation activities to provide more detail.

Promoter Engagement	Always	Sometimes	Not at all	
1. Promoter introduced herself and/or puts people at ease				
2. Promoter was engaging the participants (eye contact, active listening)				
3. Promoter clearly knew all of the steps necessary to implement the games				
4. Promoter was able to keep participants on task throughout the game				
5. How many minutes did it take the promoter to organize the participants?	Number of minutes: _____			
	Yes	**No**	**Not sure**	
6. Were there any major challenges or obstacles to organizing the participants? (i.e.; loud noises, not enough space, too many people interested)				
6a. If yes, describe:				
Participant Engagement	**Always**	**Sometimes**	**Never**	**Not Sure**
7. Participants appeared to be engaged in the game				
8. Did the participants appear to understand the steps of the game? **(Did they ask clarifying questions, agree, nod, and follow steps presented to them?)**				

		Always	Sometimes	Never	Not sure
9.	Did the participants appear to make links between the activities in the game and the larger goal of the game?				
10.	Was the game appropriate for all ages?				
11.	Was the game appropriate for men?				
Game Fidelity		**Always**	**Sometimes**	**Never**	**Not sure**
12.	Was the game culturally appropriate for the participants?				
13.	Was the length (time) of the game appropriate?				
14.	Did participants disengage during any parts of the game?				
	14a. If yes, please describe when:				
15.	Accurate information was shared with the participants				
	15a. If no, what topics were challenging for the promoter?				
16.	Steps in the game were clearly presented to the participants				
	16a. If no, what steps were most challenging for the promoter?				
17.	Appropriate language was used for all participants				
18.	Used job-aids (materials) to implement the games appropriately				
19.	Appropriately administered reflection questions after the game was completed				
20.	Provided links between the participants responses to the reflection questions and practical information about reproductive health				
Feasibility					
21.	What types of challenges did the promoter have with in the community/location/weather/timing? Please provide examples.				
22.	What steps/activities/guidance are needed to better prepare the other promoters when implementing the games? Please provide suggestions.				
Scalability					
23.	After watching this game, how could the training, implementation, and or materials be modified to ensure easy implementation?				

Post Observation Interview Form: Pragati POC
PARTICIPANTS

OBSERVER NAMES: _____

DISTRICT: _____ **VDC:** _____

PROMOTER #s: _____ **PROMOTER NAME(S):** _____

NAME OF GAME OBSERVED: _____

Directions: When the promoter is completed playing the game, ask the following questions to the entire group of participants or those who are willing to say and answer questions. For the bottom questions, it's acceptable to use single words or a couple of words to capture the ideas mentioned.

Group		
Gender (count)	# Men _____	# Women _____
How many of you are: (Ask participants to raise hands)		
Under 14 years old	#	
Between 15 – 19 years old	#	
Between 20 - 24 years old	#	
Between 25 – 29 years old	#	
Over 30 years old	#	
How many of you were able to follow all aspects of the game? (Ask participants to raise hands)	#	
What part(s) of the game were difficult to follow? Or what part of the game did you not understand? *Collect the first five responses. Ask them why it was difficult to follow?*	Part mentioned	What made it difficult to follow?
What was your favorite part of the game? *Collect the first four responses. Ask them why it was their favorite?*	Part mentioned	Why was it your favorite

	Message mentioned	What do you remember about that message?
What do you think was the most important message for this game? *Collect the first four responses. Ask them what they remember about the message/*		

Observers: List some general feedback on the game you watched during this session.

For example: Was the game implemented in the same way you anticipated [as per game instructions]? What things did this Promoter do/not do that would be helpful to share for the other staff and promoters? What critical skill did this person have (or lack) that would be beneficial to include in future trainings?

PRAGATI POC Evaluation
FGD Guide: Community Members
[Men and Women between 18 – 25 years old]

Purpose

Succinctly capture the participants' experience interacting with the games in a controlled environment.

Instructions

Participants will be recruited conveniently by FACT district level staff. The participants can come from local areas of town where people congregate. The desired number of participants in an FGD is 8. It is acceptable to have as few as 6 and as many as 10 participants. Women and men should be between 18 - 25 years of age. Recruitment can occur in any common area. The recruitment guide (below) should be used when engaging participants.

The FGD should occur in a quiet space during a pre-set time. This time will be articulated to the participants upon recruitment and directions to the location provided by the field staff. Participants will not be consented to participate, but their rights and participation guidelines will be read to them prior to initiation of the FGD. If they do not agree to the guidelines, they will not participate in the FGD. They are free to leave at any time.

FGDs will not be recorded. Notes from the field staff and a short debriefing will generate the required information. Notes will be collected by the Project Coordinator and stored in a single envelope/folder that is kept in a safe place. We will redistribute these notes just before writing the report.

Recruitment Guide

We are recruiting women and men between 18-25 years of age. Women and men will participate in separate FGDs. They can be either married or unmarried and both can be within the same FGD. They should be approached by someone of the same sex and the following base dialogue can be used and modified:

Field staff: *Hello. My name is ____ and I'm working with Save the Children and Georgetown University on a project in your community. [Show them an ID or something official with your name on it.] I am collecting information from different people in the community about different games on health topics that you may have played in this community.*

I am asking about 8 people to come to [NAME of Place] tomorrow and play three games with our team and discuss the games.

Unfortunately, we are not able to pay your for your time during the meeting, but we will provide light refreshments for you and the other participants.

Is this something you are interested to be a part of?

[If yes]

Can you tell me how old you are?

[If not between 18-25 years old]

Thank you for sharing your age. We really appreciate your interest. Unfortunately we are limited to including people within a very small range of ages. Thank you for your interest. Maybe next time you can be involved.

[If between 18-25 years old]

*Ok, thank you for sharing your age. Our meeting will be held at [Name of location] _____. We would like to conduct this meeting at __:__ AM/PM. Will you be able to make it? [**Determine what times/adjustments are appropriate for our field staff prior to heading out to recruit participants.**]*

FGD Process: As stated above, we are interested to capture relevant information about the games and the participants' experiences playing those games. Thus, during each FGD 3 games will be played – led by a FACT team member. After the completion of each game, the questions listed below will be asked of the participants and the staff will take notes capturing their responses. It will be best if 2 or 3 staff members participate in each FGD. The staff member implementing the game will not take notes, but will debrief with the others to discuss his/her experiences. Staff can switch roles (game instructor, note takers).

NOTE: Below are main questions and probes. Probes should be used if the interviewer feels additional questions are necessary to provide a clearer understanding of the participant's experiences and perspectives. Some participants will need probing questions to elicit their response, others will not.

General Information

Date: _____ **District:** _____

Moderator:_____ **Assistant(s):**_____

Games played: 1) _____ **2)** _____ **3)** _____

Introduction – Read by the person facilitating the first game.

Hello, my name is _____. Thank you for taking the time to speak with me today. Our team is interested to learn more about your experiences playing 3 games with us today. The information that you provide will be very useful to us. We will use it to update each game before it is shared in the community with people just like you. We appreciate your participation and want you to have fun playing the games.

Today's meeting will take about 2 hours.

We want to improve these games. So, we are interested in what works and what does not work well.

Some of the games address issues that are different from other games you play. As we mentioned when we recruited you the other day, the focus of the game is on men's and women's reproductive health. You can choose when to provide feedback to our questions. Also, you are free to leave this meeting at any time. Our emphasis is for you to have fun while playing these games and providing us with feedback. We appreciate your participation today, but we understand that it is voluntary and you can leave at any moment if you want to.

Would you like to establish any ground rules for our group today? [List ground rules on a flip-chart paper and hang in room]

If you have any questions about the process that we will use today, please ask.

Okay, thank you for your agreement to move forward.

The name of the first game is: _____ [Proceed with game #1]

Engagement Questions

1) Please describe the game you just played.

       a. Was the game fun, what did you enjoy about it?

       b. If the game was not fun, what made it not fun?

Complexity Questions

2) Can you describe any steps in this game that you did not understand?

a. Is this game something that you could teach to someone else (if you had the proper materials)? Is it like any other games that people play in your community?

b. Where did you get confused during our directions for the game?

c. What are the most important steps that you would need to share with another person?

Comprehension Questions

3) What information do people in your community learn from this game? Which pieces of information do you feel are most important for them to learn?

a. Would they apply this information to their life? If so, how would they do that?

b. Do you think that people would share this information with friends and family? If so, who would they share it with and why?

Appropriateness

4) Are there any parts of this game that may make people in your community uncomfortable?

a. Would you please explain which they are and why.

b. What could be done to make people more comfortable about these parts of the game?

5) Will all ages of people in your community find this game appropriate?

a. If not, what ages would not be appropriate and why?

b. If all ages can play this game: What is it about this game that makes it appropriate for all ages?

6) Are there groups of people in your community for whom this game would not be appropriate?

a. If so, which groups might not enjoy playing this game?

PRAGATI POC Evaluation
FGD Guide: Promoters

Purpose

Succinctly capture the experience of promoters (FCHVs & HMGs) when implementing the Pragati intervention in their VDCs.

Instructions

Participants (FCHVs and HMGs) will be recruited conveniently by FACT district level staff. Participants should be approached during district level staff field work. The desired number of participants in an FGD is 8. It is acceptable to have as few as 6 and as many as 10 participants. The minimum number of FCHVs for the FGD is 5. There should be at least one FCHV for each of the 3 games implemented in that VDC (i.e., one who implemented game #1, one for game #2, and one for game #3). Recruitment can occur in any common area. The recruitment guide (below) should be used when engaging participants.

The FGD should occur in a quiet space during a pre-set time. This time will be articulated to the participants upon recruitment and directions to the location provided. Participants will not be consented to participate, but their rights and participation guidelines will be read to them prior to initiation of the FGD. If they do not agree to the guidelines, they will not participate in the FGD. They are free to leave at any time.

FGDs will not be recorded. Notes from the field staff and a short debriefing will generate the required information. Notes will be compiled by the district coordinator in a single envelope that is sealed when finished using notes for reporting.

Recruitment Guide

We are recruiting FCHVs and HMGs who were trained as part of the Pragati POC activities and asked to implement games in their communities. FCHVs and HMGs should participate in the same FGD. They should be recruited by district level staff. The following base dialogue can be used and modified for recruitment:

Field staff
Hi! It's good to see you again _____. I hope that your family is well and that everything is going well with the games and your work.

Since you were trained a few weeks ago, we would like to ask you some questions about the training and playing the games with others in the community. I am asking about 8 of the FCHVs and HMGs who were trained to come to our office on _____ and answer some questions about your experiences.

Unfortunately, we are not able to pay your for your time during the meeting, but we will provide light refreshments for you and the other participants.

Is this something you are interested to be a part of?

[If yes]

*Ok, great! We will be meeting on [**insert day**] at [**insert time**]. We will meet at [**insert location**]. Will you be able to make it?*

[If yes]

Do you know where that is? [**Provide directions.**] [**Determine what times/adjustments are appropriate for our field staff prior to heading out to recruit participants.**]

FGD Process

As stated above, we are interested to capture relevant information about the games and the Promoters' experiences implementing those games. You are going to ask the Promoters specific questions about their experiences implementing games. You will need to identify a note taker(s) for this focus group. After the FGD, you will debrief with the others to discuss his/her experiences, the things that you heard, and the ideas that were shared. Staff are encouraged to switch roles (asking questions, taking notes).

NOTE: Below are main questions and probes. Probes should be used if the interviewer feels additional questions are necessary to provide a clearer understanding of the participant's experiences and perspectives. Some participants will need probing questions to elicit their response, others will not.

General Information

Date: _____ District/Location: _____

Moderator:_____ Assistant(s):_____

Introduction – Read by the person facilitating the first game.

Hello, my name is _____. Thank you for taking the time to speak with me today. Our team is interested to learn more about your experiences implementing games in the community. The information that you provide will be very useful to us. We will use it to update each game before it is shared in other VDCs. We appreciate your participation and want to have fun talking with you today.

It's important that you know that we are not going to report anything you say in here today to your supervisors, friends or family. The information you share will only be used to help us improve the games.

Today's meeting will take about 2 hours.

You are free to leave this meeting at any time. Our emphasis is to have an open conversation about your experiences. We appreciate your participation today, but we understand that it is voluntary.

Would you like to establish any ground rules for our group today? [List ground rules on a flip-chart paper and hang in room]

If you have any questions about the process that we will use today, please ask. Are there any questions right now?

Are you ready to proceed?

Okay, thank you for your agreement to move forward.

You all were asked to implement a game in the community.

Can you tell me the names of the three games that each of you implemented?

[Write on flip-chart paper]

1. _____ 2. _____

3. _____ 4. _____

5. _____ 6. _____

Training Questions

1) Do you feel that training prepared you to implement the games?

      a. What aspects/activities in the training were most helpful preparing you to implement the games?

      b. What types of things could you have used more time or information about during training?

      c. What do you feel was missing from that training?

2) Was it easy to play the games in the community the very first time?

      a. Can you describe how you felt?

      b. Was playing the games different from your usual work? Did it require you to do anything that made you uncomfortable?

      c. How did you overcome any challenges or nervousness around playing that games?

      d. Did you create an action plan for implementing the games? Was that useful for you? How was it useful/not useful?

Materials Questions

3) There are several different materials associated with implementing the games. How did the training provide you with a chance to become confident implementing the materials?

      a. What materials did you find to be most useful when implementing the games? What made those materials useful?

      b. Which materials were would you change, add, throw away? Please provide information about each.

Participant Engagement Questions

4) How long does it take you to organize the participants? (time) What types of challenges/ obstacles to organizing the participants occur (i.e.; loud noises, not enough space, too many people interested)?

5) Can you describe times during the games when the participants become **more** engaged? (i.e., clearly listening to you, moving around as instructed, singing/answering questions)

      a. What types of things did you do to keep them engaged during the game?

      b. What types of things stopped/halted their engagement?

6) Can you describe times during the games when the participants become **less** engaged? (i.e., not listening, talking, moving out of the group)

      a. When less engaged: How could we modify the game or the instructions to increase the participants' engagement?

      b. When participants were not engaged, how did you try to redirect them back into participating in the game? Did that work well? What other ways could you redirect them?

Reflection Questions

Sometimes reflection questions can be very challenging. Especially when the participants are a little shy or topics are challenging. We are interested to know more about the reflection questions you asked and how participants reacted to those questions.

7) Can you describe the process of asking the reflection questions after the games? Were you able to ask reflection questions at the end of playing the games? How did you introduce the idea that you were going to ask questions of the participants?

> a. Did the participants understand the questions you were asking about the games? How did you know they understood? What types of questions did they ask YOU about your questions?

> b. Were participants willing to share their personal reflections about the game? What types of things did they say?

> c. Please raise your hand if you ONLY played the games with women. For those who did not raise their hand: Was sharing the same for men and women? If not, how was it different?

> d. What other types of questions or comments did you receive from participants after the game was completed?

Age & Cultural Appropriateness

8) How appropriate are the games for all ages in the community?

> a. What ages should not participate in the games? Would you please share more about why this is not a good game for that age level?

> b. What opposition could the games face in the community related to the age of the participants?

9) How appropriate were the games for each ethnic group? How many of you had women and men from different ethnic groups participating in the games?

> a. Was anyone offended by the games?

> b. Did the participants express any level of frustration or suggest that the games disrespected them or their culture in any way? If so, what did they say? Did anyone walk away from the games in anger? [if yes] What did you do in this instance?

Scalability

Now that you have implemented the games we would like to know:

10) We want to teach others these games as quickly as possible. What advice do you have for us when implementing these games in other communities? What types of things would you suggest to the next group of people who are using the games?

9) We understand that you have many responsibilities. What other activities or topics could be included in the games or reflection questions?

[Thank the group for their thoughtful responses and begin game #2, then #3. After game #3, thank the participants, etc.]

PRAGATI POC Evaluation
HFS Conversation Guide

Purpose

Succinctly capture the perspectives of the HFS members on the training they received and how it impacted their service delivery.

Instructions

Each district team will have a debriefing or meeting with the HFS toward the end of the POC process. This meeting will likely take place at the health facility, but the location can vary depending on when and where staff are able to meet the HFS.

Below are some questions to guide your conversation with the HFS. The questions are very general. Please take notes during these discussions and ask the HFSs for clarification if their answers are vague or general. Specific examples are better.

Questions

Acceptability Questions

1) Since the training, how has your work changed? Or how has the way you approach your work changed?

       a. Has the information that you are providing clients changed in any way? If so, how has it   changed?

       b. Have you been able to better connect with clients in any ways? If so, can you provide an example?

2) When you think back to the training, what topics or activities do you remember the most?

       a. What aspects of that training have been most useful to your work?

       b. What topics or activities have not been useful to your work?

       c. What types of things should the training emphasize in the future?

PRAGATI POC Evaluation
HFOMC Debrief Guide

Purpose

Succinctly capture the perspectives of the HFOMC members on the use of games in their VDC using a series of questions asked in every site.

Instructions

Each district team will have a debriefing or meeting with the HFOMC toward the end of the POC process. Below are several questions that we would like to be asked to the participants of that meeting. They do not need to be asked in sequence and every question does not need to be addressed if the answers are obvious to the team. District level staff should identify a note take for these meetings and the team should review the notes, edit, and agree on the content at the end of the meeting. You will use these notes for report writing.

Questions

Acceptability Questions

1) Were you ever able to witness any games being implemented by HFS, FCHV or HMG in you VDC?

   a. Can you tell us more about the games you witnessed?

   b. How were the participants interacting with the games?

   c. Did it appear that participants were learning relevant information through the game?

2) Were you aware that the games were being implemented in the community?

   a. Were the comments by participants generally positive or negative? What types of things did you hear from the community about the games?

   b. Did anyone mention opposition or problems that the games were being implemented in the community?

3) What types of feedback did you get from the HFS or the FCHV staff? Be specific about which type of provider gave the feedback.

   a. What challenges did they mention?

   b. What successes did they mention?

Feasibility Questions

4) Was there any additional work for you to facilitate the implementation of games in your VDC? If so, please describe what that work entailed?

   a. What aspects of this were challenging? Is there another way for this to happen that is less burdensome for you?

5) What other activities have you become involved with or interested in since your orientation? Which? Why?

   b. What aspects of this were easy?

Scalability Questions

6) When you think about implementing the games, what components would you definitely retain if doing this again?

     a. Why would you retain those aspects?

     b. How do they align with other goals and activities in your VDC?

     c. How useful was your action plan?

     d. What, besides game implementation, was included in your action plan? What, if anything, have you done to fulfill this plan? How did it go?

7) Would you recommend using games in other VDCs?

     a. What benefits would you mention to members of HFOMCs in other VDCs?

     b. What challenges would you include in your description of the games?

PRAGATI POC Evaluation

Purpose

Succinctly capture your experience as a team overseeing the training for the games and providing technical assistance necessary to ensure strong implementation by FCHVs and HMGs.

Instructions

Prior to writing their report, each district team will take time to sit together and discuss the various aspects of the work that they just oversaw, capture that discussion in notes and then write the POC report for their district. This is a three-part process. In **Part 1** the team will focus on your experience through discussion and note taking (**debrief meeting**). **Part 2** will entail **reviewing the notes** from the debrief meeting and determining what your team will share about the POC to the other staff. **Part 3** is all about **writing it down** in the structure that is provided in this document.

The District Project Coordinator will schedule appropriate meeting times and target deadlines for the following events:

- Debrief meeting (approximately 4 hours – you may want to split it up)
- Notes confirmation meeting & report writing assignments (2 hours)
- Writing (TBD)
- Report review meeting (2 hours)
- Report submission to deadline (established by Kathmandu staff)

Responsibilities

Project Coordinator:

- Establish times and locations for meeting
- Lead the debrief meeting, facilitating conversation about the questions in the report outline
- Prepare the documentation necessary for the team to participate in the meeting
- Share any notes/observations for team to review before debrief meeting
- Determine who is taking notes during each section of the debrief – this should not fall on one person for the entire meeting
    - Establish note typing assignments and a deadline for notes to be typed out and shared with staff
- Coordinate the writing assignments for the report
- Contribute to the writing of the report
- Provide edits to the report prior to submission to FACT Kathmandu team

Project Officers:

- Ensure availability for meetings
- Review necessary documentation prior to meeting
- Contribute to the conversation
- Take notes at some point during the debrief
- Volunteer for writing assignments and complete them on time
- Review typed notes to ensure that their ideas are reflected

Debrief Meeting Note Takers

- Include topic being discussed in notes

- Write clearly
- Capture the ideas being presented by the team members – if not certain, ask specific team member to clarify
  - Clarification questions can include:
    - This is what I hear you saying, "…" is that correct?
    - Excuse me, "Would you please provide an example or context so that I can better understand."
- At the top of each sub-section of your notes, you should have 1 – 2 summary sentences. You will write this after the meeting is over and include it first in your typed notes.
  - For example: If you were taking notes on the Pragati Games Training (Question 1), there would be a general statement like:
    - "*The team felt very well prepared to train promoters on several of the games, but they could have used additional guidance on the CycleBeads Game and the Hot Potato game. Coordination of the venue and logistics for the event were not problematic.*"
  - Be certain to answer the questions that are being asked in that section and not give "extra information"
  - If there is information that you feel is critical and should be included, the Project Coordinator will make a memo that will be attached to the report
- Type out your notes after the meeting is finished and share them with the team

FACT Staff – Kathmandu and US

- Coordinate responses and questions
- Review reports and provide feedback
- Consolidate the reports into a single POC report
- Disseminate this report to the district teams when completed
- Use the feedback from the district teams to improve the POC materials and rollout plan

PRAGATI POC Report

TEXT – about 3 paragraphs, can include a list of information

<mark>*THIS SECTION SHOULD BE WRITTEN LAST*</mark>

Text should include information on:

- **Number of people trained and type (provider or promoter)**
- **Number of observations conducted and type (provider or promoter)**
- **Coordination of training and observations**

Pragati Games Training (General)

1. How prepared was your team to implement the training for the Pragati games? Include: team's knowledge of materials and games, ability to convene the necessary participants, coordinate the venue and various copies/food/logistics.

Text   Text   Text

2. What was the general reaction of POC training participants? (i.e., Was their reaction positive or negative? Did they have many questions or few questions and if they had questions, what general types of questions – not game specific.) Please explain your answers.

Text   Text

3. What were top three things you learned from the training evaluations? Specifically, things that we can improve upon in the next training?

Text   Text   Text

4. What additional preparation or support would you need to implement the POC training again? How can the Kathmandu and US based FACT team support you for the upcoming pilot training? (Provide clear examples so that we can make take action).

Text   Text   Text

FP Training (General)

1. How prepared was your team to implement the training for the FP Training to HFS? Include: team's comfort and knowledge of materials/FP methods and ability to convene the necessary participants, coordinate the venue and various copies/food/logistics. How could this be improved for Pilot?

```
Text

Text

Text
```

2. What was the general reaction of HFS when receiving this training? (i.e., Was their reaction positive or negative? Did they see a benefit in this training? Did they have many questions or few questions and if they had questions, what general types of questions – not game specific.) Please explain your answers.

```
Text

Text
```

3. What were top three things you learned from the training evaluations? Specifically, things that we can improve upon in the next training?

```
Text

Text

T
```

4. What additional preparation or support would you need to implement the POC training again? How can the Kathmandu and US based FACT team support you for the upcoming pilot training? (provide clear examples so that we can make take action).

```
Text

Text

Text
```

Game Implementation

Name of Game: _____

1. You were able to observer this game being played. Do you feel that the training prepared the promoters to implement the games effectively? What aspects of the training were reflected in strong implementation? How could the training for the game improve to assist the promoters?

Text

Text

Text

2. Were the providers confident using the materials for this particular game? If not, please explain any challenges you saw during implementation. Also, please describe how you might modify the materials for this game moving forward.

Text

Text

3. Generally, were the participants engaged during this game? When were participants more/less engaged? Were the providers effective in redirecting/refocusing the participants who were disengaged? What things did they do to pull participants back in to the game?

Text

Text

4. How did the game work in increasing participants' knowledge about the topic and/or challenge their understanding of the concepts? What types of behaviors, questions or interactions did you witness that reflect this impact?

Text

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1. You were able to observer this game being played. Do you feel that the training prepared the promoters to implement the games effectively? What aspects of the training were reflected in strong implementation? How could the training for the game improve to assist the promoters?

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Text Text
Text Text Text

4. How did the game work in increasing participants' knowledge about the topic and/or challenge their understanding of the concepts? What types of behaviors, questions or interactions did you witness that reflect this impact?

Scalability

1. In what ways did implementing the Pragati games stretch the technical and organizational skills of the FCHV and HMGs?

Text

Text

2. What alternative ways could we investigate and test (later) related to the training of new promoters on the Pragati games? What sharing or VDC to VDC interaction or district-level interaction would facilitate dissemination of the games faster and easier than trainings? [*The idea doesn't have to be completely fleshed out, but rather something for us to investigate.*]

Text

Text

3. In what ways do the games provide flexibility to be implemented in other locations? Or how could the games be modified to allow for local adaptations?

Text

Text

Text

4. Other than the groups that we're currently working with, what other stakeholders will need to be brought into the discussion when we plan to scale-up the games?

General Findings

THIS SECTION SHOULD BE WRITTEN AFTER THE OTHER SECTIONS AND BEFORE THE INTRODUCTION

1. Provide three examples of how you observed the Pragati games addresses three of the project goals: 1) increasing fertility awareness, 2) addressing myths and misconceptions about FP methods, and 3) increasing couple communication.

Text

Text

Text

Text

Text

2. What are the top three recommendations that you feel are essential in the success of the Pragati games moving forward?

Text

Text

Text

Text

Figure Text

Notes

Please use this section to add any additional information related to the games, their implementation and the training. If you have specific questions for the Kathmandu and US staff to answer, please write them in **bold type.**

Photos

If you have photographs that you would like to share in your report, please copy/paste them here. The Kathmandu team will contact you to get the best file from you after review.

Appendix 9: HMOC Orientation Agenda

**Fertility Awareness for Community Transformation (FACT) Project–Nepal
HFOMC Orientation**

Objectives:	HFOMC members understand the importance of supporting FP use in their community and develop action plan to do so	
Participants		
Time	**Activity**	**Discussion Points & Resources**
10:00-10:30	**Introductions**	Game - What I like and don't like about being a man or a woman
10:30 – 11:00	**Introduction to Pragati**	Why games FP + fertility awareness + social norms Different platforms The importance of influential people in supporting family planning use – influence social norms
11:00 – 11:15	**Tea Break**	
11:15-11:45	**Seed Game**	Demonstrate Point out that it is the male that determines the sex of the child.
11:45 – 12:30	**Demonstrate Menstrual Cycle Game**	Demonstrate Discuss why understanding the menstrual cycle is important in a family and why comfort discussing these things is important
12:30-13:30	**Lunch Break**	
13:30 – 14:15	**Demonstrate Game 10 role playing**	Demonstrate game discussing family planning with different community and family members Link to ability of influential people to support conversations about family planning
14:15 – 15:00	**Discuss ways to engage men**	Small group discussion A. Why do we do it? B. What is it? C. Who does it benefit? D. How (where and when) do we do it?
15:00-15:15	**Tea Break**	
15:15-16:30	**Develop action plan**	Develop action plan for influencing and supporting FP work in the community

Appendix 10: FCHV/HMG Champions Orientation Agenda

Fertility Awareness for Community Transformation (FACT) Project-Nepal
FCHV / HMG Champion Training

Objectives:	FCHVs and HMG Champions feel comfortable facilitating games and discussion about family planning in their groups and communities.	
Participants	**All FCHVs and 2 HMG champions from each HMG in one VDC**	
Time	**Activity**	**Discussion Points & Resources**
11:00 – 11:30	**Introductions**	Game - What I like and don't like about being a man or a woman
11:30 – 12:00	**Introduction to Pragati**	Why games FP + fertility awareness + social norms Trust and confidentiality Different platforms
12:00-12:30	**Practice Game (divide into 3 groups – each group will learn one game)***	Participants play the game and being their own reflections
12:30 – 13:30	**Lunch Break**	
13:30 – 14:30	**Practice Facilitating Game (in game specific groups)**	Practice – Debrief: What was easy / what was difficult / clarifications (if extra time, can play a second game or another person can practice)
14:30 – 15:00	**Trust game** **Discuss facilitation**	Review elements of Pragati Review facilitation skills / trust and confidentiality
15:00-15:45	**Community Activity Log / Individual Activity Log**	**Review and practice completing activity logs**
15:45-16:00	**Develop action plan**	Develop action plan for working in the community

Appendix 11: District Specific POC Reports

POC Evaluation
Report _Pyuthan.do

POC Evaluation
Report_Bajura.docx

POC Evaluation
Report_Nuwakot.do

POC Evaluation
Report_Rupandehi.c

POC Evaluation
Report_Siraha.docx