Report on Pretest of Rupantaran e-learning platform
Kapilvastu, Lumbini Province

KARYASHALA CREATION, KUPONDOL, LALITPUR

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BACKGROUND

Rupantaran basically is a life skill and financial skills based training focused on adolescents in particular adolescent girls. The modules of Rupantaran were prepared by UNICEF in collaboration with the Government of Nepal. The Rupantaran package has proved record in transforming the lives of children and adolescent to act against harmful social norms and values. Due to Covid-19, the schools were closed and students were unable to take physical classes. During COIVD time UNICEF decided to create radio version of the package which successfully implemented in UNICEF working districts and has given an idea to create such version to scale up its reach to more adolescents.

FightBack, an organization working in empowering young girls with self-defense training came up with the idea of the e-learning platform of Rupantaran hence UNICEF and Fightack joined hand on this process which later Karyashala Creation joined as a technical lead to provide technical inputs and content creator having technical expertise in this area. In this process two stakeholder meeting was organized in order to collect their feedback on the planned content and KAP Matrix (Knowledge, Attitude, Practice). Then after as suggested during the stakeholder meeting the team of content (content, audio, video, App) decided to conduct a pre-test session with children of Rupantaran district in order to collect their feedback. The first pre-test was done in Apex School, Kathmandu by FightBack and the second was conducted in Kapilvastu, Lumbini Province. The report therefore explains about second pretest feedback and learning. In order to avoid pressuring any participants and ensure that more precise and honest feedback would come for the upcoming result, the participant feedbacks were taken as an openly instead of doing Questions and Answers session. However, due to limited time, the section of Menstrual Hygiene and feedback on Child Marriage Audio was taken simultaneously. The program was successful with the help of Mr. Narayan Ghimire, Program coordinator of SSDC, local organization who has partnered with UNICEF who implements Rupantaran there.

1.1 Venue
The training venue was at SSDC (Siddhartha Social Development Center) in Kapilvastu, Lumbini Province. The program was held on 7th January 2023.

1.2 Participants
There were total 15 young girls who took part in the program.

1.3 Organizers

The pre-test was organized by FightBack in coordination with local organization of Kapilvastu SSDC which is supported by UNICEF and technical contributed by Karyashala Creation.

2. PROCEEDINGS

2.1 Session I

The pre-test was organized on 7th January 2023. The facilitators for the session were Mr, Vikrant Pandey, founder of FightBack, Ms. Ashmita Sharma, e-learning officer of FightBack and Miss Rakcsha Chettri representing the team Karyashala Creation. The first session was based on a self-introductory part of the Rupantaran e-learning platform.

FightBack Session

The session was led by Mr. Vikrant Pandey. He shared a brief history of how the FightBack organization was formed and what led him to start e- learning the Rupantaran platform. A small session on self-defense was conducted. Where participants were very excited and loved the 30 minutes session on self-defense.

Feedbacks

- The FightBack session where young participants from age 15 to 21 liked 30 minutes of the self-defense session.
- The participants wanted to take the full course on FightBack in the coming future.

2.2 Session II- Feedback on Stories

The pre-test for the Rupantaran e-learning session started after the 30-minute self-defense lesson. 15 people had taken part in the event. The session started with the interpretation of the three stories, which were given to each participant so that each person could provide feedback. First, the pretest was completed according to the modules. Before giving out the stories to each participant, Ms. Ashmita, the e-learning officer form team FightBack, gave a briefing in which she requested the participants to point out the words that might be confusing.

Feedback on Module 4 Story

1. No significant comment was raised by the children except 2 of them shared the number should be written in numeric form instead of words.

Feedback on Module 9 Story

1. Children shared that the conversation is very interactive and useful which help them to understand why child club is important and why it is necessary to engage them in child club.

Feedback on Module 14 Story

1. Some words children found not easy to understand hence requested to revise those terms and terms like that in other stories and text as well i.e. Buletin (बुलेटिन) and Prativa Prasfutan (प्रस्फुटन).

2. The line told by Dinesh's character was confusing for the participants as the message was not clear what Dinesh was trying to portray through the line hence requested to revise.

2.3 Session III- Rupantaran e-learning Module Feedback Session

After fully considering the three module stories' feedback the preliminary test was set to be started. The 15 participants were divided into three groups, each with a laptop, so they could experience e-learning and offer feedback as necessary. Mr. Vikrant provided instructions on how many videos would be shown in the module before the session began. Therefore, a discussion session was held following each module.

2.3.1 Module 1 Video sharing on Rupa and Rani

Today, we often compare ourselves to others. For instance, when my friends used to buy something from the market, I wanted to buy it too, but I later realized that I shouldn't do that and shouldn't spend money. The video's content was excellent; a 17-year-old adolescent girl.

After sharing the Rupa Rani video, a quiz based on the video was given. Participants following the conclusion of the video and quiz. Each group participated in a focus group discussion to provide clear feedback. The participants thought that placing the quiz immediately following the video demonstrated a clear comprehension of the activity and video, which they could use in their daily lives. The participants found the quiz extremely useful and enjoyable. As a result, every program participant enjoyed the information in Rupa and Rani. There was no need to include new content.

"I believe we should start saving more money and maintaining a clean environment like Rupa. , 15 years old". .

"We tend to grasp the message of a video quickly because it contains simple information that anyone can easily understand".

Feedbacks from participants

- The student who was not part of Rupantaran can also easily understand the content.

- There is nothing more to be added to Rupa and Rani's content.

- The video was interesting part that through this video they learn the art of saving and spending with a clear concept.
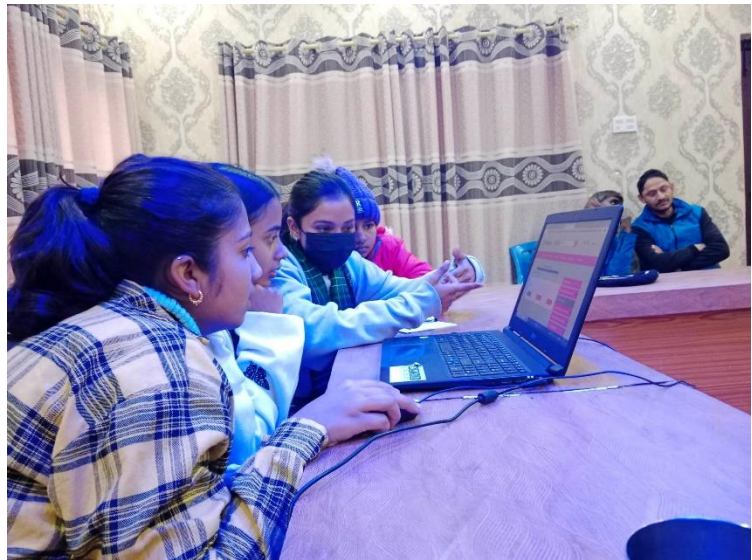
2.3.2 Reproduction and Sequencing

"Through this video, we came to know the consequences of having intercourse without using protection like HIV /AIDS could happen. which the video showed us clear information"- 17 years old girl.

Teamwork was noticeable as everyone engaged in discussion and carried out the activity in reproduction and sequencing after watching a video on reproduction. The participants were very eager to use their laptops to solve the issue. They were eager to see the sequencing part's outcome. The activity had to be restarted by all three groups because they could not complete it simultaneously. Going back and starting over gave them the knowledge and motivation they needed to complete the activity correctly for the next time.

Following the completion of the reproduction video and the sequencing exercise, each group was asked for feedback. The young viewers appeared to find the video to be both interesting and educational. Feedback was largely favorable.

"What happens nowadays is even after using protection the women sometimes mistakenly gets pregnant and society blames that it is a women fault, but people happen to doubt the women about how women got pregnant, so it is necessary for every people of our society to see this video". A 17-year-old girl stated.

"The video was good because while taking reproduction class, the chapter was dismissed by our teacher. So, this video would help everyone".

The final discussion came to the conclusion of having an easy environment for teachers as well as students so that the students would easily understand the process.

Feedbacks from participants
1. The video and sequencing provided knowledge on the X chromosomes and Y chromosomes.
2. The video shows a clear picture of how women should not be blamed for giving birth to a female child.
3. Neither female nor male is to be blamed for the birth of a female child.
4. The video showed how a female gets pregnant.
5. Unprotected sex results in diseases like HIV/AIDS.
6. The video can be useful for us in the future.
7. The start again button helped us to get knowledge deeply.
8. Sequencing helped us to what comes after what was really important.
9. Sequencing on filing cases could be relatable and easy for us as well. It would make us more aware of the process.

2.3.3 Flip Contraceptive

The main motive of contraceptives was to provide knowledge to young participants. So that they can have ideas after having knowledge of reproduction. In this session, the image would flip and the information will be shown.

Feedback
1. The flip was good enough as it provided information for young participants.

2.3.4 Menstrual Hygiene and Child Marriage Audio

On the part of menstrual hygiene and child Marriage audio, the feedbacks were taken after completing both sessions, the participants seemed to have curiosity regarding hygiene. Most of the participants were aware of menstrual hygiene such as soaking pad in a bucket of water and later disposing. While for some participants this thing was new and happen to learn through the video.

Whereas on the part of the audio on child marriage, the written was easy for them to read but audio in Nepali was much preferable as they understood Nepali language easily.

Feedbacks from participants

1. We were unfamiliar with how to dispose of the sanitary napkins. Even our teachers were uninformed of that.
2. The participants were eager to put these techniques into practice.
3. It was simple for the ones who could understand Maithili, and it was simple for the Nepali who could read it. Consequently, Nepali audio would also be better.
4. The participants had a good understanding of child marriage.

Statement from participants

After taking the Rupantaran course, I was able to prevent child marriage in my own neighborhood. - 15-year-old adolescent girl

We have been taking and teaching Rupantaran classes for the past three years, and as a result, we were able to set our Ward free from child marriage- 17-year-old adolescent girl.

After attending Rupantaran class, the participants started making small, individual changes for themselves. – Participating girl

2.3.4 Gender-Based Violence

The video on gender-based violence was very much liked by the participants. The video helped them to understand more than what was written in the module. After completing the video, the activity on matches the column was conducted. The participants enjoyed the activity matching the column part and having a lot of information.

Feedbacks from Participants

1. The video along with matching the sentence with each image was more informative for us.
2. The video was informative and well-presented.
3. The video has the information we studied.
4. Doing it in practical was easy for us. Even in the module of Rupantaran, we did know the proper information so practically doing made us easier especially in matching the column.

2.3.5 Equity and Equality
The video was informative giving a proper and valid example made it easier for us to understand the terms like equity and equality.

2.3.6. Family Livelihood
The video was relatable for the participants. As the video presented well with examples.

While watching the video I could relate to my family story because my household story is the same my father is the bread earner of my family and there may factor where we have to spend money while living livelihood. – participating girl

Family livelihood seemed relatable to majority of participants to their household expenses. Participants were keen interested and like the concept of family livelihood in the module.

2.3.6. Snakes and Ladder Game
Every participant was given a chance to play games, with each they happen to get new information. The participants really enjoyed snakes and ladder games. They also suggested it

would be better if a game like this was kept in every module if possible. The snakes and ladder game highlighted the positive and negative results of the information. The participants were interested to reach the top and find new information.

Along with this Mr. Pandey shared about eh voucher scheme of Rupantaran e-learning platform. He further explained what would be the positive impact of the voucher and what would participants get from the voucher the participants gave certain suggestions on vouchers as well. Participants suggested various things which the participants could buy through points they earned through Rupantaran e-learning app.

1.   Stationary
2.   Pads (Sanitary Napkins)
3.   Medicine.
4.   Money
5.   Mobile top-up
6.   Institutional training/ Scholarship.
7.   Cycle.

The majority of participants did not vote for mobile top-up. Participants did not like the idea. Rather they advised that, the person who would share the app of Rupantaran to his/her friend and if s/he accepts the request, the one who sent the information would be rewarded with more points.

One feedback had come whether all children would be able to install the app and get along with it. Another girl replied -

"Today's child can use TikTok, gaming app, Facebook and type message as well without any training so why can't they use Rupantaran e-learning app".- 17 years old stated.

Conclusion

The feedbacks on Ruprantaran e learning platform were positive. On the basis of observation, the participants were keenly interested in taking e-learning classes. All participants were excited about every activity and were excited about the final product. With some minor changes suggested by participating girls and few advises for future production the pre-test session concluded with happy note.

Annex 1

- **Team FightBack, Karyashala Creation with member of SSDC.**

Annex 2

- **List of Participants**

	Rupantaran Pre - test						
S.N	Name	Age	Address	School Name	Contact No	Travel Allowance	Signature
1	Sheshmati mallah	18	Suddhadhani	Shree Purna keshar S. bagadi	9821091077		
2	Sundari loniya	17	mayadevi-3	Shree Purna keehar.c.s bagar	9746936693		
3	Indramati Sahani	14	Fmahadev	shree moti bhan mo. hi	9814498011		
4	kalpana yadav	16	Suddadhani	Shree moliyhari mati	9807510501		
5	Jaya Bhandari	16	Shivaraj-3	Shree sannyathanSecondarysl.	9862706080		
6	Sabina bhusal	16	Shivaraj-3	shree sannyathan secondary schl.	9847324149		
7	Jaskala Supary	16	shivraj-2	Shree baal shiksha Secon	9840158277		
8	Sadhana Gupta	15	shivraj-8	shree bal jyuti ma.vi B.	9827436466		
9	Jeeya Pariyar	17	Shivraj-1	shree Nepal Ardesh Secs	9811456159		
10	Rachana Lamsal	15	Shivraj-2	Shree bal shiksha S.S.	9867295402		
11	sashkala Jaiswal	15	shivraj-4	Shree Ranglal SS.	9818230585		
12	suman Dhobi	21	krishnanagar-2	modasa Arbiyp Ishm	9811662841		
13	Rupa Kashyap	16	krishnanagar	Shree Ram trot Kharaholur	9877873177		
14	Sapha Kashyap	17	Krishnanagar	Shree devi vidhya peeth shivanagar	9810801484		
15	Kishlawati Yadav	18	"	"	9821094601		

Annex 3

- **Schedule**

S.N.	time	task	Required materials	RP	Remarks
1.	10:00-11:00	Registration and Lunch		FightBack	
2.	11:00-11:20	Introduction and objective sharing		FightBack – Vikrant Pandey	
3.	11:20-12:00	FightBack Session			
4.	12:00-12:15	BREAK			
5.	12:15-12:20	Group Division		Ashmita Sharma	5 person x 3 groups = 15 person
6.	12:20-1:00	Review on stories/text	Stories from Rupantaran	Karyashala Creation team + Local Facilitator	- given 3 stories to each group and ask them if they like story or not, what they understood or not, is follow-up questions were relevant or not, what they learn from story (what should they do and what they should not). - Give 15 min to each group to complete this task. Once 15 min is over then share story and feedback from with other so that other group can add their comments as well. For this each group will get 10 min.
7.	1:00-2:30	Technical demonstration		Karyashala Creation team + Local Facilitator _ FightBack technical team	- Rupa and Rani story - Quiz (RR story) - Module 13 Reproduction process (SRHR) - Reproduction process sequencing - Contraceptive flip - MH video - Pot video (financial literacy) - snake and ladder - Equity and Equality video - ECM audio
8.	2:30-2:35	Vote of thanks and group picture		FightBack	
9.	2:35-3:00	Refreshment			

Annex 4

- FGD Questionnaire

S.N.	Content	Question				General Question
		Knowledge	Attitude	Skills	Behavioural Change	
1.	Video on Rupa and Rani + Quiz on Rupa and Rani	• What did you learn from the video?	• Will you know save all your money or use your money and other resources efficiently?	• After this what you learnt about saving and expending?	• One thing you can commit after this	• How did you find the video of Rupa and Rani?
2.	Reproduction + sequencing	• What was your perception about females giving birth to girl child? Could you please give one example if you have one?	• Why do you think safe sex is important?	• After watching this video and playing sequencing card what sort of skills, you learnt?	• One thing you can commit after this	• What knowledge did you gain from the video • How much time did you take to complete the sequence? • Was there any need to go back and watch the video for the second time. • By completing the sequence what idea did you get.
3.	Flip Contraceptives	• How many types of contraceptives we knew through this exercise?	• Do you think knowing about contraception is important?	• Now you know about contraception, so	• One thing you can commit after this	• Did you know the word contraceptives?

				what you can do now?		• After having completed the flipping session what are the thigs you learnt for the flip session. • Was the flip knowledgeable enough or confusing?
4.	Module 13 Menstrual Hygiene	• Can you share 2 learning from this video?	• What you used to think about food habits earlier, has this video change you thought?	What can you do know for the maintaining hygiene during menstrual process?	• One thing you can commit after this	• Feedback and Knowledge sharing from participants • Did you know about Menstrual Hygiene?
5.	Module 7 Nutrition	• Is this session important or you've known this earlier			One thing you can commit after this	• How did you find the video? Do you wish to add anything?
6.	Module 3 Child Rights	• What are the 4 types of child rights? • Can you share about child rights with your friends now?			One thing you can commit after this	• Anything you would like to add or something which is really inspiring?
7.	Moule 14 Child Marriage	• Why child marriage is social crime?	• Why we need to be vocal against child marriage?	• What can be done to end child marriage	One thing you can commit after this	• Anything you wish video has highlighted ?

					from our community?		
8.	Module 14 GBV	• What is gender according to you? • Was the video knowledgeable enough for to grab information • Did you understand the terms and words?				One thing you can commit after this	
9.	Module 15 Online Safety	• Did you have any knowledge on Cyber Crime?				One thing you can commit after this	
10.	Module 4 Equity and Equality	• What is the difference between equity and equality? • What do you experience in your community? • Equity or Equality • Did you get the knowledge that wanted to provide through this video?				One thing you can commit after this	