

Facilitators' Guide

MenstruAction Bootcamp

Training of social champions on Menstrual Health
Management



Author

Sudeep Uprety

Contributors

Anna Bohlender

Dan Bahadur Khadka

Medha Sharma

Pankaj Bhattarai

Shibu Shrestha

Valerie Broch Alvarez

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About the Guide

This Facilitator's Guide for MenstruAction bootcamp is a reference document for facilitators to conduct the 4-day training to adolescents on menstrual health, dialogue and facilitation, leadership and communications skills for intergenerational dialogue.

The training is part of MenstruAction, an innovative year-long project funded by the Sector Initiative Gender 'Agents of Change – Innovation for Children's Rights' and GIZ 'Support to the Health Sector Programme' Nepal, and implemented by Visible Impact, to unleash adolescents as social champions by initiating intergenerational dialogues between them and their key agents for change, for taking joint actions to make schools gender transformative with a focus on menstrual health sensitivity, readiness and friendliness.

Menstruation is an important part of any girl and woman's life that is directly linked with her health, education, social and economic status and impacts society and community as well. Nepal, where females share more than half of the population proportion, 8.8 million menstruating girls and women (aged 10–49 years) face various forms of discrimination during menstruation, arising from socio-cultural and religious beliefs. Lack of access to sanitary pads, poor hygiene in many schools, and the stigma surrounding menstruation, leads to performance issues and high-dropout rates of adolescent girls from school.

With this project, we aim at empowering the girls so that they can protect themselves from discriminations, ensure their right to participation, education and advocate for enabling environment in their schools and communities. This project will unleash adolescents as "social champions" for sustainable development through enhancing their leadership and advocacy skills, introduction of reusable sanitary products in the school, and developing a sense of responsibility of the social leaders and adolescents towards their environment, communities and school. Realizing that concerted efforts are needed to identify and fulfill Menstrual Health Management (MHM) needs, this project also aims to incorporate the voices of adolescents in ways most appropriate to their respective engagement channels and specific challenges towards transformative gender norms in schools.

The training is targeted to adolescents aged 13-15 years in 30 public and private schools of Bidur Municipality of Nuwakot district. The project will develop 62 adolescent boys and girls as "social champions" who will then be responsible for reaching out to 1200 of their peers. Inclusiveness in terms of background will be prioritized for the project to reach out to adolescent from all backgrounds. The key people which include teachers, parents (including parents of adolescents with disabilities), ward leaders, municipal leaders and school management committee will be involved in the project to ensure ownership towards creating menstrual health friendly environment in schools and communities.

If you have any comments or feedback to improve this guide, please let us know at mail.visim@gmail.com

Valerie Broch Alvarez,
Senior Technical Adviser,
GIZ Nepal

Medha Sharma,
President and CEO,
Visible Impact

Introduction to the Social Change Training and Dialogue Concept

Menstruation is an important part of any girl and woman's life that is directly linked with her health, education, social and economic status and impacts society and community as well. Nepal, where females share more than half of the population proportion, 8.8 million menstruating girls and women (aged 10–49 years) face various forms of discrimination during menstruation, arising from socio-cultural and religious beliefs. Lack of access to sanitary pads, poor hygiene in many public schools, and the stigma surrounding menstruation, leads to performance issues and high-dropout rates of adolescent girls from school.

MenstruAction project is being implemented in Bidur municipality of Nuwakot district by Visible Impact with the financial and technical support from GIZ Nepal. The project takes holistic approach to make menstruation safer and healthier for women and girls, by reaching out to key decision makers in the community. This approach is based on building the capacity of adolescents to become social champions who can advocate with their key decision makers to act towards making their school gender sensitive and transformative. Inclusiveness, diversity, respect to rights and community ownership is the principle of the model. Before implementation of capacity development activities, inception meeting with the municipal authority, preliminary visits to the schools, and identification and formation of MenstruAction committee in each school has been completed.

Building capacities of adolescents to unleash them as social champions

A total of 60 adolescents belonging to diverse backgrounds will be mentored and trained over a period of 4 days. The mentoring sessions will focus on technical skills and soft skills, the marriage of which will support the social champions to understand how they can bring positive changes in their school and tackle stigma related to menstruation. The training environment will help them dive deeper into their responsibilities as social champions and also help students understand how they can work together, advocate for their rights and work towards a better-quality education. The training would be conducted in 2 batches – with around 30 adolescents in a single training.

The training course includes a mix of technical skills on puberty and menstruation, local governance, planning and budgeting, among others. Likewise, adolescents would also be oriented on advocacy skills such as leadership, public speaking, communications, among others. Participants would also be oriented on conducting community dialogue sessions with peers and key persons (parents, teachers, school management committee, health workers, undergraduate students and local leaders).

Role of the Facilitator

Who is a Facilitator?

There is a difference between training and facilitation. The training provides theory, information and activities to share and help retain the information. On the other hand, facilitation is about helping the thinking in a group. The facilitator model is based on collaboration. The facilitator provides the tools, structure, flow, calm, presence and energy to guide the group but not provide any direction or instruction in a certain way. A facilitator is also the one who has a flexible agenda and is adaptive to the context.

Skills required for the facilitator

Facilitators for the training would require the following skills:

- Expert in delivering youth training, ideally with a focus on menstruation and school health issues, dialogue skills, among others
- Quick thinker, able to adapt answers and questions according to how the discussion is running
- Observes behavior and interest level of the participants and makes subtle changes to gather more attention, as required
- Good listener and patient
- Is prepared with a copy of the agenda and any other materials required for the training
- Speaks loudly and clearly, not using any jargon and expands acronyms
- Keeps track of the time, ensuring that all topics are covered
- Has a big heart and is open and accepting opinions of others
- Brings the training into life and delivers the content of the training sessions.
- Motivates the children to participate
- Acts gender-sensitive and is gender aware (in particular with sensitive topics like puberty or menstruation);

Preparations required by the facilitator

- As there are around 30 participants in a room, make sure that the room has enough chairs and is spacious enough. Ideally seating in a circle around, with or without a table is best for the facilitator to move around and also for the participants to take notes if they'd like to, while seating.
- Develop a solid understanding of the topic, such as menstrual health, local governance, advocacy, conflict resolution, among others talking about it and how they will overcome these.
- Gain as much information on the participants as possible and provide relatable examples while discussing conflict resolution techniques, sharing conflicts that adolescent girls go through in everyday lives or other relevant sessions
- When running the training with a co-facilitator, proper communication needs to be done to ensure that both the facilitators are on the same page
- Familiarize with the training manual to be prepared to deliver the training; interact in a facilitator's team of two to deliver the content.
- Write a clear agenda and divide the sessions in case of two facilitators
- Have all materials ready

Gender and social inclusion sensitivity in the training

Gender

Gender is a critical dimension to consider when addressing youth concerns, especially regarding their health, education, nutrition, and other aspects. Gender norms are standards and expectations to which humans generally conform, within a range that defines a particular society, culture and community at that point in time. Often rooted in culture and beliefs, they can contribute to unintended pregnancy, STIs, HIV/AIDS, sexual violence and coercion, early marriage, and other harmful practices.

For girls, gender norms in many cultures, may include expectations of submissiveness, deference to male authority, dependence, virginity until marriage, and faithfulness during marriage. Norms for men, in contrast, are built around power and control, independence, not showing emotions, risk-taking, using violence to resolve conflict, early sexual activity, and having multiple sexual partners. Such inequality limits young people's control over their reproductive lives and reinforces centuries-old development challenges.

Adolescence provides an opportunity to address gender issues and related reproductive health concerns. Many projects that address gender inequality have focused primarily on the needs of girls, but there is growing recognition of the importance of working with boys and young men to help achieve positive long-term change. Working to change gender norms while people are young is a proven and cost-effective way of addressing gender inequalities and improving health, education, nutrition and other development concerns.

Social inclusion

Nepal has an undercurrent of pervasive, patriarchal social structures and a deep-rooted ethnic caste system woven into the fabric of an otherwise rich, diverse cultural heritage, restricting progress in all major development sectors. For Nepal to become a more democratic and resilient society, it must give women and girls, those who identify as LGBT, people who are differently abled, and those who come from historically marginalized ethnic groups equal access to resources and decision-making opportunities.

Young people in Nepal are not a homogeneous constituency, and their needs and life experiences vary dramatically. Different groups require specific attention with regard to the particular challenges of exclusion, inequality and discrimination they face. These include young women vulnerable to sexual abuse and exploitation; highly marginalized indigenous youth; disadvantaged young women and girls; Dalit youth; young people with disabilities; youth without basic education; unemployed youth; migrant workers and their families; rural landless and land-poor youth; young bonded and forced laborers; young urban slum dwellers and squatters; conflict-affected youth; young people especially vulnerable to climate risks; sexual and gender minority youth; and young people living with HIV, among others.

Thus, in this training, in all of the sessions, it should be ensured that special attention will be given in terms of orientation on gender and social inclusion sensitivities.

Day 1 – Sessions on Puberty and Menstruation

The inaugural day of the 4-day training programme for adolescents includes sessions on introducing the participants about the project, introducing the objectives of the training and importance of conducting inter-generational community dialogues.

The first day also includes technical sessions on understanding puberty, reproductive system and menstruation. Likewise, there are also sessions on addressing social stigma during menstruation and role of boys/men (and the community) in menstruation.

Day 1 – Sessions on Puberty and Menstruation

- Session 1: Getting to know each other and understanding the training and dialogue concept
- Session 2: Understanding Puberty and Menstruation
- Session 3: Reproductive system and physiology of menstruation
- Session 4: Addressing social stigma during menstruation
- Session 5: Role of boys/men (and the community) in menstruation
- Evaluation of Day 1

Session 1: Getting to know each other and understanding the training and dialogue concept

Objective of the Session:

- To orient the participants about the purpose of conducting the training and community dialogues
- To clarify the expectations from the participants about the training

Materials Required:

- Board
- Pens
- Ball of Wool

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Introduction of the training and objectives	15 minutes
2	Introduction of the participants - Activity – Ball of Wool	20 minutes
3	Description of the Community Dialogues – objectives, rationale	25 minutes

Expectations and wishes

Before the training sessions start, collect the expectations and wishes about the training and community dialogues from the participants. Possible questions include:

- What do you expect from the training and community dialogue orientation?
- What do you think the training sessions should be like?
- What questions do you have for the training facilitators?

Introduction and getting to know each other

The first session of the training would be about introduction and getting to know each other. The introductory session can be formalized by implementing set of activities in systematic manner as follows:

- Make sure every participant has a place to sit, and welcome everyone to the MenstruAction Bootcamp.
- Trainers, facilitators and participants introduce themselves, stating their names and giving their background.
- Ball of wool game - each participant holds the ball while they introduce themselves. The participant then holds on to the wool and passes or throws the ball to the next participant, creating a network of visible links between participants.

Why Adolescents for Community Dialogue?

During adolescence, adolescents experience conflicting feelings, crises, uncertainties, and insecurities, which vary according to personality traits and the cultural, social, and familial contexts. This phase is also a phase of discovery for adolescents to discover changes physiologically and emotionally.

The family is the ideal environment for educating adolescents, as within families, adolescents are taught about values and morals. However, issues such as sexuality and menstruation are not openly discussed in Nepali households. Consequently, how this education occurs depends largely on the characteristics of each family, who may feel unprepared to address these issues.

In this phase, arguments with parents tend to be constant, parental orders are challenged, and restrictions are questioned. Additionally, the adolescents idealize their future, professional life, and relationships and start to pursue relevant opinions to deal with this new phase. Thus, the opinions of those who were references during childhood assume great importance in decision-making.

Such conflicts can lead to imbalances in relationships, and coping with these situations becomes even more difficult. Parents feel powerless and may delegate this role to a third party, such as the school, health professionals, and social groups. Here in lies the importance of community dialogues to facilitate and trigger open discussions through the inter-generational dialogue with the adolescents, their families and communities.

Objective of conducting Community dialogue involving adolescents

Community dialogue is an intergenerational participatory method engaging adolescents and their parents/guardians. Since this a dialogue participated by various generations, it is called intergenerational dialogue. The method is built around a moderated, respect-based dialogue process across sexes and generations and is specifically designed to empower target groups to change their behaviour by strengthening their ability to take action for social change.

This intergenerational community dialogue embedded as a component of this project involves the following activities:

- Capacity Development Training for adolescents
- Dialogue with Peers
- Dialogue with Key persons
- Working together with the MenstruAction Committee – advocating on various themes such as sexual and reproductive health, education, local governance, among others

Role of adolescents in the community dialogues

Adolescents can play multiple roles in the community dialogues such as:

- Participant: Participating in the intergenerational dialogues and discussing their issues and anxieties with the other generations within their family such as parents, relatives as well as other members in the community

- Facilitator: Facilitating community dialogues within peer groups to motivate other adolescents to be a change maker as well as support other fellow adolescents to address their issues

Levels of influence

Thus, intergenerational dialogue involving adolescents will serve the purpose of this intervention to facilitate building of knowledge and understanding among adolescents at various levels such as:

- Individual level: understanding core issues about health and hygiene, local governance, leadership, communications and other aspects, leading towards personality development
- Family level: sharing of knowledge and understanding about sexual and reproductive health, governance, leadership, social taboos and other aspects with family members
- Community level: after identification of social champions, adolescents will be able to share knowledge and understanding about sexual and reproductive health, governance, leadership, social taboos and other aspects with community members

Session 2: Understanding Puberty and Menstruation

Objective of the Session:

- To orient the participants about the process of puberty including menstruation
- To discuss about the changes girls and boys go through during puberty and clarify any misunderstandings

Materials Required:

- Board or Projector
- Dumb Charade cards
- Pens
- Notebooks and pens for participants

Duration: 35 minutes

Detailed Session Plan:

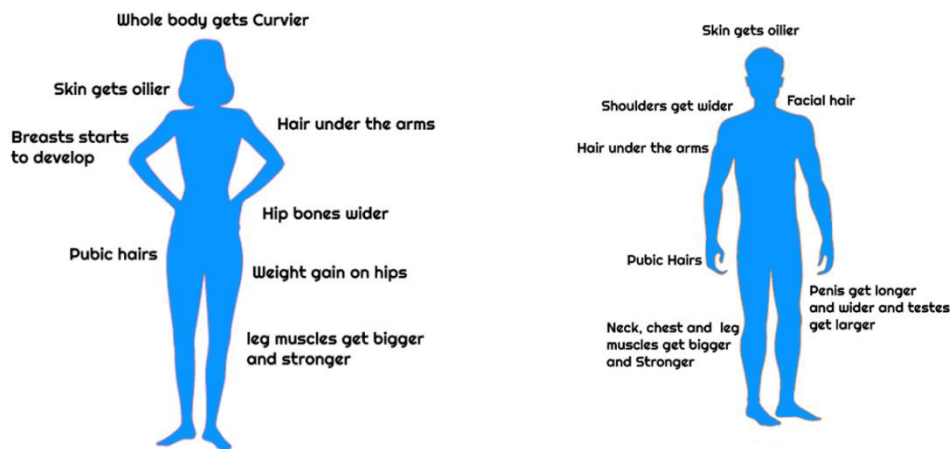
SN	Topics to be covered	Duration
1	Brief presentation about concepts of puberty and menstruation and changes girls and boys go through during this period	5 minutes
2	Game – Dumb Charade	25 minutes
3	Key take away points from the session	5 minutes

Presentation content:

What is Puberty?

Puberty is the transition from childhood to adulthood. During this process, boys or girls undergo changes to become adults and sexually mature. It involves a series of physical changes in both boys and girls that lead to the development of secondary sex characteristics, the physical features associated with adult males and females (such as the growth of pubic hair). While puberty involves a series of biological or physical transformations, the process can also have an effect on the psychosocial and emotional development of adolescents. The changes in body among adolescents also affect their self-identity and the responses to that identity. Relationships are also important during this stage as you feel more connected to peers and relationship with parents is quite detached. Therefore, there could be a distinct change in behaviour due to complex emotions and peer pressure.

Supportive images about puberty changes in boys and girls:



What is Menstruation?

Menstruation is a normal physiological change that women and girls go through from puberty or adolescence phase.

Detailed discussion on menstruation would be done in session 3.

Game – Dumb Charade

Instructions to the facilitator: Select one participant who will draw a card. If the participant is male, he will be provided with the chit that mentions changes occurring in female during puberty or changes in both, and similarly if a participant is female then she will be provided with the chit that mentions changes occurring in males during puberty or changes in both male and female. He/she should act rather than tell to explain what is written on the drawn chit. Every time new participants will be selected. Every participant will get an opportunity to explain the changes occurring during puberty. After each acting, the facilitator will elaborate about the changes and explain them in detail. Also, they can request the participants to share their experiences.

Key Take Away Points from the session (changes that occur among boys and girls during puberty)

Boys	Girls	Both
Broadening of chest, shoulders, Increase in weight and height	Breasts grow, swell and hurt just a bit	Weight and height increases rapidly
Voice changes may occur as voice gets deeper	Voice changes may occur, as the voice gets sharper	Skin becomes oily, sometimes with pimples/Acne
Beard and moustache develop	Widening of hips	Heavy sweating and body odor may appear
Penis and testicles grow larger	Menstruation starts and there is more wetness in vaginal area	Arousal of sexual feelings
Wet dreams and erection	Mood swings	Peer influence and acceptance is very high

Development of Adam's apple		Looking for an identity
		Development of physical strength and sports skill
		Development of bones and brain
		Development of molar teeth 2nd molar- 13 years 3rd molar- 14-25 years
		Development of underarm hair
		Development of pubic hair
		Feeling depressed from time to time
		Feeling unsure about right way to approach a certain task or taking decision
		Feeling attracted to boys or girls

References:

SPLASH, 2015. Menstrual Hygiene Management Toolkit. Washington D.C., USA. USAID/WASHplus Project

Visible Impact, 2019. Workshop Facilitation Guide on School Based Workshop on Menstrual Health Management.

Session 3: Reproductive system and physiology of menstruation

Objectives of the Session:

- To enhance the understanding of the participants about male and female reproductive system
- To explain to the participants about physiology of menstruation, menstruation cycle and the interaction of menstruation and fertility)

Materials Required:

- Chart of female external and internal reproductive system
- Chart of female external and internal reproductive system
- Apron with female internal reproductive system
- Projector or board
- Sound system
- Masking tape
- Marker
- Educational movie on physiology of menstruation

Duration: 45 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Explain to the participants about the objective, process and time required for the session.	5 minutes
2	Display and discuss on the male and female reproductive system through charts	10 minutes
3	Show the educational video about menstruation	5 minutes
4	Presentation of chart of menstruation cycle	10 minutes
5	Discussion on discomforts during puberty and menstruation	15 minutes

Charts of male and female reproductive system: Stick a chart of male and female external reproductive system in front of the participants. Have the name of the parts hidden with a masking tape. Ask the participants for the name of the organ and reveal it. Explain the function of the organs as you move ahead. Give the participants time to ask questions if anything is unclear.

Video of menstruation followed by display and description of menstruation cycle chart: Display the video of the menstruation followed by display and description of menstruation cycle chart.

Menstrual Cycle: The cycle of building and shedding of endometrium is called the menstrual cycle. A typical cycle is 28 days, although cycles can occur from 21 to 35 days. Each cycle involves the release of an egg (ovulation), which moves into the uterus through the fallopian tubes. Tissue and blood start to line the walls of the uterus for fertilization. If the egg is not fertilized, the lining of the uterus is shed through the vagina along with blood. The bleeding generally lasts between two and seven days, with some lighter flow and some heavier flow days. The cycle is often irregular for the first year or two after menstruation begins.

Premenstrual Syndrome (PMS): Most women and girls suffer from period pains, such as abdominal cramps, nausea, fatigue, feeling faint, headaches, backache and general discomfort. They can also experience emotional and psychological changes (e.g., heightened feelings of sadness, irritability or anger) due to changing hormones. This varies from woman to woman and can change significantly over a woman's life. Women and girls may also experience these symptoms during menstruation.

Discussion rounds on discomforts during puberty and menstruation:

Divide the participants into few groups and discuss the discomforts during puberty and menstruation.

Discomforts during menstruation

Heavy bleeding: Girls may have heavy bleeding during menstruation. Many of the girls are anemic because of heavy bleeding. It is better to consult doctor if some may have lump tissues coming out of vagina.

Breast pain: Breast pain is common discomfort which occurs during menstruation. This is because of the hormonal changes during menstruation period. The breast starts to become tender and swollen from the beginning of menstruation and it begins to relieve along with end of menstrual bleeding.

Mood swings: During onset of premenstrual symptoms and also during menstruation, because of imbalance of hormone in her body, a girl might have mood swings (sometimes sad sometimes overexcited) and in such condition if she isn't properly cared, she might have mental and emotional distress.

Lower abdomen and back pain (dysmenorrhea): It's normal to have mild cramps during period, because of uterine contractions. The uterus is a muscle that tightens and relaxes. This can cause jabbing, or cramp-like pain. Primary dysmenorrhea is the most common kind of dysmenorrhea. Cramping pain in the lower abdomen (belly) can start from 1–2 days before your period begins and can last 2–4 days. Secondary dysmenorrhea/Endometriosis is a condition that occurs when tissue similar to the lining of the uterus is found outside. This usually causes pain before and/or during menstrual period.

Tips to maintain health and reduce discomforts during menstruation

Walk for thirty minutes: Exercise causes the body to release chemicals called endorphins. These endorphins interact with the receptors of the brain and help to reduce the perception of pain. A simple walk can help to reduce the levels of stress and anxiety which further can help to reduce the severity of menstrual cramps.

Drink plenty of water (avoid drinking soft drinks): Drinking water keeps the body from retaining water and helps to avoid painful bloating during menstruation. Sugary carbonated drinks like soft drinks can cause bloating and water retention so such drinks should be avoided.

Take balanced diet: Balanced diet is necessary for the proper growth, development and functioning of the body and so it is important even during menstruation. A balanced diet containing lots of fresh fruits and vegetables should be included in the diet.

Drink hot soup or hot beverages: During the pain, take soup or hot beverages. Avoid tea and coffee. Because caffeine found in tea and coffee may cause the menstrual cramps to get even worse while hot soup and beverages help to soothe the pain during period cramps. Use the water bag or bottle with hot water in it and place it over the area of pain. Heat is supposed to work in the same way as the pain killer blocking pain receptors called P2X3. Therefore, application of heat in the lower stomach and back can help to reduce the pain.

Take foods rich in Iron and Vitamin C: Bleeding every month causes the depletion of different nutrients in the body. One of the important nutrients lost during menstruation is iron. Therefore, iron rich foods should be incorporated in the diet during menstruation. Vitamin C, is another important nutrient which should be incorporated in the diet as it aids the absorption of iron in the body.

Ten tips for maintaining hygiene during menstruation:

1. Be prepared for the upcoming menstruation period.
2. Use sterilized soft cloth, sanitary napkins, menstrual cup or other products during menstruation
3. Change the napkin in every 4-6 hours.
4. Don't throw the sanitary pad haphazardly or on the pan of the latrine, rather throw it on the dustbin or bury it into the soil or burn it in incinerator or open air away from human residence.
5. Take bath regularly during the period.
6. The reusable sanitary napkins need to be properly washed with soap and water which eventually should be dried in the sunlight.
7. Proper care needs to be taken during menstruation regarding proper nutrition and diet.
8. Perform pelvic floor exercise to strengthen your pelvic floor and reduce menstrual cramps and pain.
9. The genital organs should be washed every time when using toilet.
10. Discuss about any issue related with the menstrual health among your friends, seniors or health worker.

References:

Eunice Olsen, 2013. (Youtube video) Menstrual Hygiene Education: Journey to Becoming a Woman. A Project Precious film. Retrieved from: <https://www.youtube.com/watch?v=kqNCLVyKFc>

Visible Impact, 2019. Workshop Facilitation Guide on School Based Workshop on Menstrual Health Management.

Session 4: Addressing social stigma during menstruation

Objectives of the Session:

- To clarify some of the common myths and practices related to menstruation in the society
- To identify some of the ways to address the existing social stigma and taboo regarding menstruation

Materials Required:

- Board or Projector
- Sticky notes
- Flip Chart
- Marker

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Plenary work about statements of menstruation	10 minutes
2	Obstacles related to menstruation	10 minutes
3	Addressing social stigma of menstruation	10 minutes
4	Participants show their solution to the social stigma regarding menstruation	25 minutes
5	Review of skit and key points from the session	5 minutes

Plenary discussion about statements of menstruation:

Read out loud every sentence and ask the participants to raise their hand if they think this statement is true or false. After each statement, ask the participants what could be the right answer (in case the statement was wrong).

Notes to the facilitator: The following table has the list of the myths with correct responses and facts. While doing actual exercise, keep the True/False and Facts column empty for the participants to discuss and fill in.

Myth/practice	True or False	Facts
Menstruating women and girls shouldn't eat certain foods (e.g. yoghurt, vegetables, cold water) because they harm her body.	False	Menstruating girls need to eat foods that contain iron to replace iron losses during bleeding. Also, eating fresh fruit and foods high in calcium can help keep them healthy.
Starting menstruation means a girl is ready to marry and have children immediately.	False	A girl's body is still developing after she has started menstruating. Getting married and having a baby early during their development phase could lead to health problems for both the mother and child.

A woman or girl must sleep separately during her menstrual period even if she doesn't want to.	False	There is no reason why a woman or girl should sleep separately, until only if she is in pain and wants to sleep separately.
Religions place various restrictions on menstruating women and girls but there is no reason women or girl should not attend a religious function. It should be all upon her choices.	True	
A woman or the girl should not cook during her menstrual period even if she wants to.	False	A woman can continue to cook during her menstrual period. She should ensure good personal hygiene as usual.
Menstruating women or girls are unclean just because women or girls are menstruating and shed blood from vagina.	False	Menstruation is a sign of health and normal development. Menstrual blood is the same as blood from anywhere else in the body and is usually sterile. Girls should always maintain good hygiene throughout their menstrual periods.
Taking a bath/shower/washing the body makes women/girls weak.	False	Taking bath/shower/washing the body during menstruation is necessary as it prevents a woman from getting infections.

Obstacles related to menstruation: Ask the participants to identify the restrictions or obstacles related to menstruation and list them on a board and check if they match with the obstacles listed below:

Restrictions or obstacles related to menstruation in Nepal

- a) Isolation from the family: usually, relegation to neighbor's house during first menstruation and to a floor corner in their own house.
- b) No entry to the kitchen and prayer room
- c) Limited or no access to family events and celebrations
- d) No access to pills during excessive pain
- e) Lack of access to sanitary pads: Commercial sanitary pads are expensive and parents—particularly in low-income families—are reluctant to spend money on pads
- f) Issues of leakage and resulting embarrassment
- g) Extra work to wash the clothes used during the first three days of menstruation and scrub the floor they slept on during the period
- h) Non-menstruating females take responsibility of the kitchen for the entire family when their mothers and other members of the family are menstruating every month (males don't cook in many of the families)
- i) Lack of running water and trash bags to dispose the pads at school

- j) Safety concerns when forced to stay in other people's houses during first menstruation
- k) Lack of access to the kitchen—and thus food and beverages—during menstruation when family members are away

Group work: addressing social stigma of menstruation:

Form a group of 5-6 participants and ask each group to choose one obstacle and prepare one solution of addressing the social stigma – either in a form of a short sketch (of maximum 5 minutes) or a statement sentence).

References:

Ganga Gautam, 2018. 3 strategies to address menstruation taboos for girls in Nepal. Brookings Institute. Retrieved from: <https://www.brookings.edu/blog/education-plus-development/2018/09/21/3-strategies-to-address-menstruation-taboos-for-girls-in-nepal/>

Visible Impact, 2019. Workshop Facilitation Guide on School Based Workshop on Menstrual Health Management.

Session 5: Role of boys/men (and the community) in menstruation

Objectives of the Session:

- To enhance the understanding of importance of men (and the community) for maintaining safer and healthier menstruation of girls
- To promote role of men in menstruation

Materials Required:

- Sticky notes and pens
- Flipcharts and pins
- Marker

Duration: 45 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Brief explanation about exercise related to role of boys/men in menstruation	5 minutes
2	Exercise on role of boys/men in menstruation	25 minutes
3	Presentation and discussion of content about roles of boys/men and the community in menstruation	15 minutes

Interactive exercise on role of boys/and men in menstruation:

Form groups of 5-6 participants and ask them to write their ideas about the role of boys and men during menstruation in sticky notes and stick it on the newsprint. They should highlight key points and present it in the plenary. Plan 15 minutes of discussion and 10 minutes of presentation of each group. Ask every group to read out loud their 2-3 main highlights.

Presentation and discussion of content about roles of boys/men and the community in menstruation:

The following explanation will be delivered by the trainers. Explain in brief about the individual, family, community and national role of men (and the community) in menstruation.

Individual Role:

- Supporting mother/sister/daughter who is menstruating in her daily activities
- Not making fun of a girl while she is experiencing discomforts during menstruation and creating a cozy environment for her.
- Buying products to manage her menstruation as per her preference
- Complimenting her, being kind and helping out with chores
- Providing psychological support and care

Family Role:

- Maintaining confidentiality

- Maintaining hygiene and sanitation
- Motivating female family members during the period
- Discussing with family about combating isolation during menstruation for their mothers/sisters.

Community Role:

- Conducting awareness campaigns in the community about various health hazards during menstruation.
- Being an advocate of boys/men's support for menstruating women/girls through local media such as FM, dailies/weeklies and local TV
- Creating counseling centre in the community and requesting nurses/public health specialists in the community to support the local women/girls for psychosocial support

National Role:

- Launching the national interventions on menstrual hygiene management
- Including women in policy level discussions and developing plans and policies to address menstruation related stigma/taboo in the community
- Formulating plans and policies regarding creating safe environment for menstruating girls/women; support Government in implementing laws against discrimination during menstruation.

Key take away of the session:

- Ask the participants what impressed them the most in today's session and what are they key take away in the plenary.

References:

Visible Impact, 2019. Workshop Facilitation Guide on School Based Workshop on Menstrual Health Management.

Evaluation of Day 1

At the end of day for a short evaluation should be done. Ask the participants to come to the front and tick the following boxes:

	Smiley with a happy face :-)	Smiley with a medium happy face :-	Smiley with an unhappy face :-(
I did like the atmosphere			
I did like the training content			
I learned a lot today			

Day 2 – Sessions on youth leadership, advocacy and local governance

The second day of training includes sessions on social marketing using menstrual products and menstrual health friendly schools. Apart from that, there are also sessions on youth leadership and advocacy. Under youth leadership, there is a session on mobilizing social champions for menstrual action and youth led advocacy for social change and social dialogue. Likewise, participants would also be oriented on local governance, planning and budgeting aspects.

Sessions for this day include:

- Session 6: Social marketing using menstrual products
- Session 7: Menstrual health friendly schools
- Session 8: Youth leadership for social change: social champions for menstrual action
- Session 9: Youth led advocacy for social change and social dialogue
- Session 10: Local governance, planning and budgeting

Session 6: Social marketing using menstrual products

Objective of the Session:

- To enhance the understanding of the participants about the various products for managing menstruation
- To engage men in promotion and social marketing of menstrual products

Materials Required:

- Board or Projector
- Products to manage menstruation
- Chit with name of the product, and their details

Duration: 30 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Presentation about social marketing of menstrual products	15 minutes
2	Game: Advertising menstrual products	15 minutes

Examples of social marketing examples of menstrual products:

Sustainable Health Enterprises (SHE) helps women in Rwanda jumpstart locally owned franchises to manufacture affordable, eco-friendly menstrual pads. Made from local, absorbent and affordable banana fiber, SHE's go! pads are produced sustainably at industrial scale with local farmers and manufacturing teams, first by producing banana fluff in a central location and then assembling the pads in a decentralized network around the country.

Kindara provides knowledge and support to understand how their fertility works and take ownership of their reproductive health. Kindara's Fertility app for iPhone and Android has helped tens of thousands of women get pregnant faster, or avoid pregnancy naturally, and better understand their cycles. The Flow is a similar app that helps women understand the phases of their menstrual cycle.

Game: Advertising menstrual products

Ask the girls and boys to form a line each facing each other. When they stand randomly, tell them that a boy and a girl who are facing each other form a pair. Make pairs of 4 with two boys and two girls. Each pair picks one chit that has the name of the product used to manage menstruation. Each pair prepares a tagline for advertisement of the product and shares in the group.

References:

Ashoka, 2015. 5 Amazing Companies Working in Menstrual Hygiene. Forbes. Retrieved from <https://www.forbes.com/sites/ashoka/2015/06/10/5-amazing-companies-working-in-menstrual-hygiene/#48ab5d4e59bf>

Session 7: Menstrual health friendly schools

Objective of the Session:

- To orient the participants about importance and benefits of menstrual health friendliness including facilities in schools
- To aware the participants about the consequences of lack of menstrual health friendly schools

Materials Required:

- Board or Projector
- Sound system
- Sticky notes
- Flip Chart
- Marker

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Video Documentary on health friendly schools with discussion in the plenary afterwards	15 minutes
2	Presentation on conditions for menstrual health friendly school and related challenges incorporating menstrual hygiene friendly infrastructure and menstrual hygiene friendly teaching and school environment	10 minutes
3	Exercise: The ideal health friendly school	35 minutes

Video Documentary on health friendly schools with discussion in the plenary afterwards: Show the video documentary to the participants about menstruation experience in schools and ask them to highlight key lessons that they got after watching the documentary. Ask the participants after the video what are their main learnings/takeaways.

Presentation on conditions for menstrual health friendly schools (including challenges for girls)

The following are the conditions for a menstrual health-friendly school in terms of infrastructure and supportive environment that should be introduced by the facilitator in a presentation

Infrastructure

- Separate latrines are available for boys and girls, and male and female teachers
- Latrines have doors with locks, and are secure and private with a privacy wall
- Latrine, water supply and hand-washing facilities are in a safe location
- Latrines are easily cleanable and there is an efficient mechanism for sustaining cleanliness and maintenance
- The facilities are accessible for all girls, boys and staff, including those with mobility limitations

- Each unit has a washable container with lid for collecting soiled sanitary materials, and wrapping materials
- A small mirror is present in the latrine to help girls check for spotting or leaking
- A mechanism is established for the collection and disposal of sanitary protection materials, such as in a pit or incinerator
- Changing facilities are provided in a larger latrine cubicle that can be used by all girls, so that sanitary protection materials can be changed discretely
- Latrines and bathing units have lights and are near the dormitories
- A financing mechanism is established to sustain the operation and maintenance of the water supply, latrine and hand-washing facilities.
- Supply of emergency stock of menstrual products and medicine in schools.

Supportive Environment

A girl can openly discuss about her problems during menstruation with her friends/teachers, including male, without being mocked at.

Menstrual health challenges faced by school girls and female teachers

- Infrastructure related challenges
- Lack of sanitary protection materials
- Lack of girl-friendly latrines and changing facilities
- Lack of water and sanitation facilities
- Lack of facilities to dispose sanitary materials (Waste collection containers and incinerators)

Other challenges

- Less concentration and participation, including not standing up to answer questions
- Absenteeism
- Fear of using the latrine
- Inability to keep clean
- Bodily smell or the smell of used sanitary materials that have to be taken home for disposal
- Lack of knowledge
- Exclusion from sports

Ask the participants afterwards if they would like to add any challenges they faced or if they have any questions.

Benefits of good menstrual hygiene in school for girls

Highlighting the benefits of good menstrual hygiene in school (available sanitary protection materials; clean and safe toilets, bathing or changing facilities with locks on the inside of doors; discrete disposal facilities; understanding and supportive staff; information on menstrual hygiene):

- More time spent in school
- Increased concentration
- Higher confidence buildup
- Increased comfort, good hygiene, less irritation from sanitary materials and less risk of related infections
- Greater participation
- More confidence to stand up to answer questions and ask to leave the classroom to use the latrine

Exercise on ideal menstrual health friendly school:

Ask the participants how their health friendly school should look like and what do they need. This can be done in group work of 4-6 persons (gender mixed). Each group draws a picture of the menstrual health friendly school and the pictures are hanged on the wall (but not discussed in detail) afterwards. The participants can look at it in the break time.

References:

HatsOn Advertising, 2016. Menstrual Education film. Youtube. Retrieved from: <https://www.youtube.com/watch?v=Ce8-Jxwp4G4>

Visible Impact, 2019. Workshop Facilitation Guide on School Based Workshop on Menstrual Health Management.

Session 8: Youth leadership for social change: social champions for menstrual action

Objective of the Session:

- To aware the participants about the importance of youth leadership for social change, linking with the community dialogue
- To orient about various leadership features and styles

Materials Required:

- Board or Powerpoint
- Speaker
- Flipchart
- Markers

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Reminder of intergenerational dialogue concept and role of social champions	15 minutes
2	Short videos on few youth leaders in Nepal who have initiated social change	10 minutes
3	Exercise on participants' role model and their qualities	10 minutes
4	Discussion and reflection of qualities of the participants' role model	10 minutes
5	Discussion on how youth can engage for social change in Nepal	15 minutes

Start the session with an overview of the dialogue concept, goals and what is expected to achieve with the dialogues the social champions have. Remind them on their roles (see introduction of day 1 session one for this input). Make the participants understand, that they learn content on menstruation as well as advocacy, leadership and dialogue skills to transfer their knowledge into practice, share it with others and foster social dialogue and social change within their community.

Short videos of youth leaders

Display short videos of youth leaders in Nepal:

- Paras Khadka on Golden 1000 days or Nutrition
- Reecha Sharma on Gender Based Discrimination

Ask the participants afterwards what they did like most on the youth leaders and their projects.

Leadership qualities

Explain: When you grow from childhood to youth and later into adulthood you are gradually becoming leaders of your own lives. Leadership is also practiced by your teachers, local leaders, youth group leaders and employers. This requires leadership skills. But what are leadership skills?

Exercise: Ask for examples of leadership skills. Allow time for reflection. If no one comes up with any suggestions, provide a few examples from the list below. Write all suggestions on a flip chart. Ask the participants to explain what each quality entails:

- Honesty
- Respect for everyone's opinion
- Time management skills
- Ability to reach a compromise
- Ability to influence others
- Possess techniques to explain difficult issues properly
- Ability to provide quick responses and make quick decisions when needed
- More knowledge than others
- Friendliness
- Selflessness
- Being responsible
- The will to be a leader, but without being autocratic

Qualities of a Bad Leader

- Poor Integrity – for example engaged in unethical behavior
- Lack of Adaptability - stubborn, slow to adapt to changing situations and is demonstrating a "my-way-or-the-highway" attitude
- Little Vision for the Future – not focused on the future and being satisfied with whatever is present now
- Lack of Accountability - unable or unwilling to shoulder this responsibility and instead deflect blame to others and take credit for themselves
- Poor Communication Skills - not able to communicate that plan to team members in a way that is easy to understand and motivating

References:

Brian Tracy, 2019. Leadership Weaknesses: How to Spot the Qualities of a Bad Leader. Forbes. Retrieved from: <https://www.forbes.com/sites/forbescoachescouncil/2017/11/29/leadership-weaknesses-how-to-spot-the-qualities-of-a-bad-leader/#78f502d87a56>

Paradym TV, 2018. Women's Day Special. Youtube. Retrieved from: <https://www.youtube.com/watch?v=iSoNe0kJ4xU>

UNICEF Nepal, 2017. Paras Khadka on importance of Golden 1000 days. Youtube. Retrieved from: <https://www.youtube.com/watch?v=cqZSZnccrvC>

Session 9: Youth led advocacy for social change and social dialogue

Objective of the Session:

- To orient participants about their role (advocacy for menstruation) in the dialogue with peers, gatekeepers
- Introduce the concept of youth led advocacy in the dialogue for community dialogue
- To orient participants about advocacy concepts and its benefits for social change

Materials Required:

- Board or Projector
- Speaker
- Flipchart
- Markers

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Short video about youth advocates and discussion with the participants about the importance of advocacy	20 minutes
2	Brief orientation about advocacy and its steps and the role of social champions in these key advocacy processes	10 minutes
3	Exercise on advocacy for community dialogues	30 minutes

Short Video

- Display a short video about youth advocates who are carrying out various initiatives across the world
- Discuss with the participants about the importance and other examples of doing youth led advocacy for social change

Advocacy for Community Dialogues

Advocacy is about speaking up, making your voice heard and sharing your experience with others on a particular issue. It is about stepping into leadership and influencing others for a particular cause. Advocacy is mainly important for adolescents and young people whose voices that are not normally heard. The principles and approaches of advocacy can be used, mainly for facilitating community dialogues – supporting the participants to identify a problem, the stakeholders associated with it and brainstorming ideas to address the issue.

Steps of advocacy

1. Identify a problem: Defining a problem you want to address
2. Identifying your advocacy targets
3. Identifying available resources and timeline

4. Developing advocacy messages
5. Developing advocacy plans – who does what and when
6. Monitoring and evaluating your advocacy activities

Exercise: Divide the participants into groups and ask them to discuss and develop their advocacy plan on the importance of community dialogues

References:

ECPAT International, 2012. Youth Power – A Manual on Youth Led Advocacy. Retrieved from: https://www.ecpat.org/wp-content/uploads/legacy/YPP%20manual_Advocacy.pdf

Global Citizen, 2017. Meet the 2017 Youth Advocates who are changing the world. Youtube. Retrieved from: <https://www.youtube.com/watch?v=TIhnhZQnNA8>

Session 10: Understanding local governance, planning and budgeting

Objective of the Session:

- To have clear understanding of local governance structure in Nepal
- To understand local planning and budgeting procedures in Nepal

Materials Required:

- Board or Powerpoint
- Flipcharts
- Markers

Duration: 90 minutes (including 60 minutes of experience sharing by local government representative on local planning and budgeting)

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Orientation on current governance and administrative structure in Nepal	10 minutes
2	Orientation on current planning and budgeting procedures in Nepal	10 minutes
3	Presentation of municipality performance of Bidur municipality	10 minutes
4	Experience sharing by local government representative on local planning and budgeting	45 minutes
5	Q and A session with the local government representative and participants	15 minutes

Presentation Content:

Exercise: Conduct a quiz with the participants with some facts and figures of local governance including some of the information as listed below:

Administrative Context:

- Altogether there are 753 local bodies which includes 6 metropolitan cities, 11 sub-metropolitan cities, 276 municipalities and 460 rural municipalities (Gaunpalikas)
- Within the 753 local bodies, there are 6743 wards
- There are 77 districts and therefore there are 77 District Coordination Committees (DCCs)
- All local level development planning and implementation is conducted by local bodies (municipalities and rural municipalities) while DCCs just play coordination role to facilitate the planning and implementation process
- There are 7 provinces with Kathmandu as the capital of the central government
- Bidur municipality lies in Province 3
- In terms of Human Development Index (HDI), most municipalities have HDI score in between 0.41 to 0.45 (places with HDI score closer to 1 is considered to be more developed)
- Nuwakot district has 2 municipalities, 10 rural municipalities

Governance Structure

- The state is headed by President followed by Deputy President.
- There are effectively 8 governments in Nepal – 7 provincial governments and 1 central government. Each government has 3 tiers of structure – Legislative, Executive and Judiciary.
- Under Executive structure, there is a council of ministers headed by Prime Minister at central level and Chief Minister at provincial level. Likewise, in each local bodies, there are mayors and deputy mayors heading the local government.
- Under Legislative structure, there is House of Representatives and National Assembly in all seven provinces and central government.
- Under Judiciary, there are judges at the Supreme Court, Appellate Court and District Court.

Some of the infographics that could be used while explaining the local governance structure is listed in Annex 3.

Planning Context

National Planning Commission leads the planning procedure of the central government. There are annual plans conducted every year and periodic plans. Nepal is currently in the 14th periodic plan which started from fiscal year 2073/74 and ends in 2075/76. Budget allocation for each plan is done for based on the plan documents, which needs to be approved by the central government.

As in the central government, the local government (municipalities) also develop their annual work plan and budget.

7 Steps for Local Development Planning and Budgeting

- Receive the Fiscal Transfer framework and budget and program formulation guideline from the Federal and Provincial level
- Resource estimation and total budget limit determination
- Plan selection from the settlement/tole level
- Ward level plan prioritization
- Formulation of budget and programs by the Budget and Program Formulation Committee
- Approve the budget and program by the meeting of the village/municipality and submit it to the conference
- Approval of the budget and the program by the meeting of the village/municipality council meeting

Local Plan Formulation Timetable

SN	Work Details	Fiscal Year Timetable
1	Receive the Fiscal Transfer framework and budget and program formulation guideline from the Federal and Provincial level	Ashad 2 (June 16)
2	Resource estimation and total budget limit determination	Baisakh 30 (May 13)
3	Plan selection from the settlement/tole level	Jestha 15 (May 29)
4	Ward level plan prioritization	Jestha 15 (May 29)
5	Formulation of budget and programs by the Budget and Program Formulation Committee	Ashad 15 (June 29)

6	Approve the budget and program by the meeting of the village/municipality and submit it to the conference	Ashad 15 (June 29)
7	Approval of the budget and the program by the meeting of the village/municipality council meeting	Ashad 30 (July 14)

References:

Ministry of Federal Affairs and General Administration website: www.mofaga.gov.np

National Planning Commission website: www.npc.gov.np

Nepal In Data: www.nepalindata.com

Evaluation of Day 2

At the end of day for a short evaluation should be done. Ask the participants to come to the front and tick the following boxes:

	Smiley with a happy face :-)	Smiley with a medium happy face :-	Smiley with a unhappy face :-(
I did like the atmosphere			
I did like the training content			
I learned a lot today			

Day 3 – Sessions on Public Speaking, Interview and Dialogue Facilitation skills

The third day of the training would focus on public speaking followed by the session on interviewing and dialogue facilitation/moderation approaches and techniques. There will also be sessions on conflict resolution followed by orientation about the approaches and steps of conducting community dialogues.

- Session 11: Public speaking and verbal communication
- Session 12: Interview skills and dialogue skills
- Session 13: Conflict Resolution
- Session 14: Using internet and social media for good
- Session 15: Conducting Community Dialogues

Session 11: Public speaking and verbal communication

Objective of the Session:

- To learn about basic tips on public speaking and verbal communication to use it in the dialogue session
- To practice and learn from each other on public speaking and verbal communication skills for the dialogue sessions

Materials Required:

- Flipchart
- Board or powerpoint
- Phone/Video Camera

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Sample speech by facilitator and discussion on good speech characteristics	10 minutes
2	Video recording participants' speech	30 minutes
3	Review of participants' speech	10 minutes
4	Activity and tips on dealing with nervousness	10 minutes

Activity content:

Sample speech and interaction on good speech characteristics

Facilitator delivers a 2-minutes sample speech and interacts with the participants about good speech characteristics such as easy to understand, fun to listen to, interactive, among others.

Tips on preparing a speech

Organize the body first: Establish the main points or purpose of the speech. Make sure these points are clear and believable. Consider the amount of time you have to relay your message.

Next, organize the introduction: Orient the audience to what you are going to tell them. Get the audience's attention and interest. Develop some credibility by assuring them you are knowledgeable of the topic. Provide some background information that is relevant to the topic.

Organize the conclusion to wrap up and summarize what you just told them: Restate the main points or purpose. Tie any loose ends up and bring the audience back to the beginning by reiterating the main message.

Finally, Practice, Practice and Practice: Each time you give a speech it gets better and you gain more confidence.

Video Recording Participants' Speech

Video record participants speaking on what makes a good speech. They can record the speech in pairs and then discuss in pairs how it was giving feedback to each other. This would mean 15 minutes of preparation and recording a 2 minute/ 5 sentence speech and then 15 minutes of discussion.

Activity on dealing with nervousness

Have the participants brainstorm why would someone be afraid of public speaking (for example; lack of confidence, not being prepared). These may be recorded on the flip chart. Next ask, how do we show nervousness (for example: blushing, stuttering, sweating, umm's, ands, etc...). Record these responses on a flipchart.

Tips on dealing with nervousness

- Select a topic that you are interested in or want to learn more about.
- Prepare your speech at least one week ahead of time.
- Practice several times each day.
- Take on a positive attitude and look forward to the presentation.
- Imagine yourself as a great speech giver.
- Visualize the audience and their positive reaction to your speech.

Try these exercises right before giving your speech:

- Calm yourself by taking several slow deep breaths
- Make and hold your fists tight for five seconds then relax
- Repeat this several times
- Practice positive self-talk. "You are the best!" "Your speech is a winner!" Smile to yourself.
- Think of yourself in the most relaxing place you know.

References:

Steven R. Lewis, Speaking with Confidence. University of Nevada. Retrieved from: <https://www.unce.unr.edu/publications/files/cd/2000/cm0008.pdf>

Session 12: Interview skills and dialogue skills

Objective of the Session:

- To learn about basic interviewing and dialogue facilitation skills to apply for the dialogue sessions

Materials Required:

- Board or Powerpoint
- Flipchart
- Markers

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Orientation about exercise on interview and community dialogue skills	5 minutes
2	Role play presentation on intergenerational dialogue	20 minutes
3	Listening exercise	20 minutes
4	Orientation on interview skills	10 minutes
5	Discussion on key takeaways from the session	5 minutes

To reach these objectives and engage in successful dialogue, participants need to have certain dialogue, listening and interview skills. The following approach can be used to give participants an action-oriented introduction to the topic 'Identifying good interviewing and dialogue skills'. Here, participants tackle the issue interactively, and explore it under the facilitator's guidance.

Role-play presentation by two facilitators to demonstrate dialogue skills

Two role-plays will be presented by two facilitators, one where the interviewer does not show any dialogue skills, one where they she does shows the essential dialogue skills. The participants should watch out for differences in the way the people behave in the two role-plays. Don't say what the role-plays are about - let the participants find out by themselves.

Examples for bad dialogues, that can be displayed:

In the first role-play, the young person does not show any dialogue skills:

- The social champions does not explain what they want to talk about and why.
- The social champion rushes through several questions and does not listen to what the other person have to say.

The social champions interrupt the older person, or laughs.

Examples for good dialogues, that can be displayed:

- The social champion explains what they would like to talk about in the dialogue
- The younger person listens attentively, without interrupting.

After these two role-plays, a facilitator from the team asks the participants to point out the differences between the two role-plays. Which was the better dialogue and why?

Listening exercise

Ask the participants to form pairs and sit facing each other.

Ask one of the two to share a nice memory they have of their grandfather/-mother (or of an older uncle/aunt or some other older man/woman in their life).

Explain that the ‘listener’ should listen intently until – after about one to two minutes – you clap your hands. When they hear the clap, they should stop listening completely while the other one continues to tell their story. After one to two minutes, you clap your hands again to stop the conversation and the pairs should change roles. Now the listener should share a memory of their own with the other one listening for about two minutes, and then not listening, again for one to two minutes.

After this, the participants go back to their places in the big circle. Ask them what it felt like to be listened to intently – and what it felt like *not* to be listened to when you are sharing something important.

Ask participants to list the signs of good listening. Have cards with drawings of these signs ready and hold them up when the signs are named. Then pin them to a pinboard or a large sheet of paper on the wall where everyone can see them, preferably next to the flipchart with the most important interview skills from the exercise before. Although such signs are different from culture to culture, they may include:

- a friendly, interested face
- nodding
- a slightly forward-leaning posture
- eye contact

If participants bring up other signs of good listening for which you don’t have a card, ask them to draw them and add them to the pinboard.

Most important interview skills

At the end of this exercise, point out the most important dialogue skills that these role-plays demonstrated. Ask the participants to think about certain steps and skills that contribute to a successful dialogue. The skills should be listed (either written down or in pictures) on a flipchart and remain visible for participants in the following days, when they actively enter into dialogue with the older generation.

References:

BMZ (2016): How to facilitate Generation Dialogues. For reproductive health & rights. A manual for facilitators of women's dialogues. URL: **Error! Hyperlink reference not valid.**

GIZ: Dorina Beck, Anna Bohlender and Lea Lösch (2017). Methodology, Concept and Implementation of Intergenerational Dialogue in Timor-Leste.

Session 13: Conflict resolution

Objective of the Session:

- To have clear understanding of what conflict means and how it can be resolved especially during the intergenerational dialogue sessions
- To practice conflict resolution skills through some case studies

Materials Required:

- Board or Powerpoint
- Newsprint
- Marker

Duration: 45 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Brainstorming with participants what conflict means and in which situations/settings conflict occur	5 minutes
2	Discussion on various stages of conflict	10 minutes
3	Discussion on conflict intensity scale	5 minutes
4	Case Study on Mediating Conflict	25 minutes

Brainstorming with the participants what conflict means

Conflict is a phenomenon in all relationships and groups. Conflict needs to be accepted as a part of a young person's life. Conflict in itself is neither good nor bad. Rather, it is one's attitude and reaction to it that makes it either constructive or destructive.

Some of the terms associated with the term "conflict" are:

- Friction, something not going well, rivals, anger, complications, war, incompatibility, competition, different views

Stages of conflict

Intrapersonal: conflict within the individual (for example, a person who cannot make decisions).

Interpersonal: conflict among two or more individuals (for example, an argument between a boyfriend and girlfriend, or between a student and her/his teacher, or child and parent, or between friends/colleagues).

Intragroup: conflict within a group (for example, between members of the same work or football team).

Intergroup: conflict between two or more groups (for example, between two different youth gangs, or between students and the school faculty).

Gender dimensions of conflict: There are many factors that can contribute to a conflict. These factors include religion, age, class, nationality, ethnicity, sexual orientation, and gender. Gender differences and inequalities are important considerations in analyzing the reasons for conflict and ways to resolve it.

Role of Perceptions in conflict: For a conflict to exist, the people or groups who are involved must perceive the situation as a conflict. If no one is aware of a conflict, it is generally agreed that no conflict exists. Thus, whether a conflict exists or does not is a perception issue. Sometimes, perceived conflicts are not real. For example, a young person may have had an argument with his/her parent and consider it a “conflict”. In the end, both realize that they are saying the same thing, just expressing it in different ways. By thinking of it as a “conflict” both the young person and parent find it harder to communicate with each other.

Conflict intensity scale

The scale consists of a horizontal line with five vertical tick marks. Below each tick mark is a label describing the level of conflict.

No conflict					Annihilatory conflict
Minor disagreements or misunderstandings	Overt questioning or challenging	Threats and ultimatums	Aggressive physical attack	Overt efforts to destroy the other party	

Positive:

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- Understanding
- Patient

Negative:

- Aggressive attitude
- Controlling
- Getting emotionally involved
- Diffident
- Inattentive

Main Functions of a Mediator

- Focusing and generating of trust: To be a focus for, and generator of, trust. To offer both confidentiality and understanding. To help the parties see the possibility of communication with each other, encouraging them to believe that a way forward can be found.
- Reframing of conflict: To help reframe the conflict as a common problem.
- Observing of ground roles: To assist in creating an atmosphere in which emotions can be expressed but also managed. Exercising, when necessary, the authority they have been given by both sides to maintain an agreed process.
- Clarifying issues and options: To assist in the clarification of issues and options, encouraging both sides to be clear about what they need and what they can offer.
- Shifting focus from past to present: To help shift attention from the past to the present and future.
- Encouraging creative solutions: To encourage imagination and evaluation in relation to options.

Case Study for Mock Mediation Session

Situation: Some girls and women working in local NGOs in Achham have gathered to discuss about ending Chhaupadi practice in the community. Some community leaders are not comfortable with these discussions and trying to obstruct these groups of girls and women. You, as a group seek help from the ward chairperson to address the issue.

Role-play: Divide into 5 groups with 6 members in each group. The actors should include NGO workers, community leaders, ward chairperson. Ward chairperson will act as a mediator between NGO workers and community leaders to address the Chhaupadi issue in the community.

References:

United Nations, 2013. Conflict Negotiation Skills for Youth. Retrieved from http://creducation.net/resources/Conflict_Negotiation_Skills_Youth_UNESCAP.pdf

Session 14: Using internet and social media for good

Objective of the Session:

- To learn about best practices of being safe online
- To learn about tips of using social media for good

Materials Required:

- Projector
- Flipchart
- Markers

Duration: 45 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Brief orientation about benefits of internet and social media	10 minutes
2	Discussion about use of social media by participants	15 minutes
3	Tips on being safe online	10 minutes
4	Short video about using internet safely and final message	10 minutes

About Benefits of Internet and Social Media

- Strengthening friendships
- Makes teenagers more confident and outgoing
- Vehicle for doing good such as community causes, cleaning campaigns, relief campaigns, etc
- Reduces feelings of isolation
- Platform for sharing your passion, career paths
- Vehicle for personal expression
- Tool for gathering information

Interactive discussion

- How many of you use social media? What do you generally use it for?
- Identify positive and negative impacts of using social media
- Identify risky behaviors on the internet?
- Ask participants what are their biggest problems on social media?

Tips on Being Safe Online

1. Be your own person: Don't let friends or strangers pressure you to be someone you aren't, and know your limits.
2. Be nice online: People who are nasty and aggressive online are at greater risk of being bullied or harassed themselves. If someone's angry or rude to you, try not to react. Instead talk to a trusted family member or a friend who can help. Use privacy tools to block the meanies.

3. Think about what you post: Sharing provocative photos or private details online can cause you problems later on. Even people you consider friends can use this information against you, especially if they become ex-friends.
4. Passwords are private: Don't share your password even with friends. Pick a password you can remember but no one else can guess.
5. Be careful about the message: It may be fun to check out new people for friendship or romance, but be aware that, while some people are nice, others act nice because they're trying to get something. Flattering or supportive messages may be more about manipulation than friendship or romance.
6. Don't talk about sex with strangers: Be cautious when communicating with people you don't know in person, especially if the conversation starts to be about sex or physical details. If they persist, call your local police or someone whom you can trust in family.
7. Avoid in-person meetings: The only way someone can physically harm you is if you're both in the same location, so – to be safe – don't meet them in person. If you really must get together with someone you "met" online, don't go alone. Have the meeting in a public place, tell a parent or some other relatives, and bring some friends along.
8. Don't measure your own life based on what others post: People typically post happy photos and stories online and don't usually share their boring or sad moments or unflattering photos. Don't assume that others have better lives than you do, based on what they post.
9. Be smart when using a smartphone: Be careful who you give your number to and how you use GPS and other technologies that can pinpoint your physical location. Be sure to secure your phone with a PIN, password, fingerprint or facial recognition.
10. Use social media only as a means for socializing and information, and use it on optimum basis. Do not let the use of social media hamper your education and life.

Short animated video:

Display animated video highlighting the advantages of using social media.

References:

AMAZE, 2017. Being Safe on the Internet. Youtube. Retrieved from:
<https://www.youtube.com/watch?v=HxySrSbSY7o>

Sherri Gordon, 2019. Surprising Ways Your Teen Benefits from Social Media. Very Well Family. Retrieved from: <https://www.verywellfamily.com/benefits-of-social-media-4067431>

Session 15: Practice Community Dialogue with Peers

As part of the training programme, the participants will go through peer community dialogue sessions. For 30 participants in a training, 6 groups will be formed and these groups will undergo community dialogue sessions for 2 topics. In each group, there would be support from the facilitator and the teacher from MenstruAction committee (committee formed to govern, implement and advocate for activities to ensure menstrual health friendly school and environment).

Group formation would be inclusive, and adolescents from all backgrounds and persons with disabilities will be represented. The dialogue session will focus on the following topics:

Session 1: Journey from childhood to womanhood

Goals

1. Participants understand about the underlying causes and factors of social taboos that exist, especially for growing adolescent girls
2. Participants gain broader understanding about gender equality and ways to address gender norms to break the intergenerational cycle of restrictions

Materials

- Rolls or large sheets of paper
- Charts about male and female reproductive system
- Charts about menstruation cycle
- Markers

Duration: 60 minutes

Session 1 Activities

- Social champions show the chart about puberty/reproductive system (male/female)
- They also show the picture about menstruation cycle
- Presenting the 2 learnings, that impressed the social champion the most
- Open discussion after every presentation
- Possible questions: what changed the most during puberty for you?

Session Closure

Thank all the participants for their time and commitment to be part of the community dialogue session. Allow some participants to share any thoughts about the process – areas for improvement and whether they would wish to participate in other sessions as well.

Session 2: Products on menstrual health and menstrual health in schools

Goals

1. Participants identify various menstrual products that are currently available and their features
2. Participants discuss about ways of developing products that meet their menstrual needs and market them

Materials

- Rolls or large sheets of paper
- Markers
- Various menstrual products

Duration: 60 minutes

Session 2 Activities

- Social champions ask the peers which products they know
- Social champions present the 2 products that impressed them the most (Showing the video, if possible)
- Then ask/discuss the following questions:

What do we need to make our school and community more menstruation friendly?

What can we achieve together?

Session Closure

Thank all the participants for their time and commitment to be part of the community dialogue session. Allow some participants to share any thoughts about the process – areas for improvement and whether they would wish to participate in other sessions as well.

Evaluation of Day 3

At the end of day for a short evaluation should be done. Ask the participants to come to the front and tick the following boxes:

	Smiley with a happy face :-)	Smiley with a medium happy face :-	Smiley with a unhappy face :-(
I did like the atmosphere			
I did like the training content			
I learned a lot today			

Day 4 – Sessions on Community Dialogues and Documentation

The last day of the training would focus on mock sessions on community dialogues to the participants and practicing the dialogues with the peers and key persons.

As it is the last day, there is also a specific session with the teachers on the follow up activities, the overall reflection of the training, feedback from participants, certificates distribution and closing ceremony.

Sessions for the day include:

- Community Dialogue with key persons
- Session 16: How to write down and wrap up the dialogues

Session 16: Practice Community Dialogue with key persons

The second community dialogue session will be held with the key persons. The participants will do a role play of being a key person and represent his/her opinion during the dialogue. For this purpose, key person will be defined as a local community representative such as ward committee member of a municipality. Participants will be divided into various groups and there will be support from the facilitator and the teacher from MenstruAction committee (committee formed to govern, implement and advocate for activities to ensure menstrual health friendly school and environment) to facilitate the discussions.

Session: “How can we act together to improve menstrual health in schools and the community?”

Goals

1. Participants discuss about the menstrual health conditions in schools and the community
2. Participants identify potential areas for improvement in menstrual health management in both school and community settings

Materials

- Rolls or large sheets of paper
- Markers

Duration: 60 minutes

Community Dialogue Plan

Question for the dialogue with key persons/gatekeepers (asked by social champions):

- What do you think or know about menstrual health?
- How was menstrual health management in schools 5-10 years ago – how did it change?
- What are main challenges for menstrual health management in schools and the community?
- What needs to be done in the school/in the community to improve menstrual health in schools?

Session Closure

Thank all the participants for their time and commitment to be part of the community dialogue session. Allow some participants to share any thoughts about the process – areas for improvement and whether they would wish to participate in other sessions as well.

Session 17: How to write down and wrap up the dialogues

Objective of the Session:

- To learn how to write down and document the community dialogues

Materials Required:

- Board or Powerpoint
- A-4 size paper
- Pens

Duration: 60 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Tips on Written Communication and Documentation Skills	7 minutes
2	Exercise on note taking skills	30 minutes
3	Review and discussion on the exercise	10 minutes
4	Short video about writing effectively and review of the session	13 minutes

Tips on Written Communication and Documentation Skills

Audience: Keep your audience/reader in mind before you begin writing the piece. The audience is mainly what determines the content to be written. Once you have an idea about who is the intended audience, you can judge for yourself what other necessary steps need to be taken to ensure the completion of the communication cycle, which is, after all, the intention of any piece of communication.

Information: The basics of communication should be covered in your piece of written communication. The 5 Ws and 1 H - Who, What, Where, When, Why and How (either completely or at least the ones that need to be) should be in your writing.

Tone: Deciding the tone of your communication depends on the audience to a large extent. For instance, you cannot use a condescending tone with a person who is at a higher post than you at work. Nor can you use an arrogant tone for something that is meant to reach a large number of people at one time. Another instance, is letter writing. Tones can vary from casual, semi-formal to formal, depending on who you're communicating with and what you intend to communicate.

Language: Language forms one of the major chunks of written communication that one needs to develop. This does not mean that you need to have a flair for writing. It simply means that you must be well versed with the fundamentals of the language. These include grammar, spellings, figures of speech, parts of speech, punctuation, etc. Following the basics of the language is more than enough to be a decent writer.

Length: Knowing when to stop applies to written communication as well. You can't just keep writing on and on, when not required. The key, as the old adage goes, is to be 'clear, concise and correct'. But this does not necessarily mean that you cut short on something that requires to be explained in detail. If you feel something's getting too long, break it up into parts. This makes it easier for you as well as the reader.

Exercise

Write a short one-page summary report of the community dialogue activity highlighting the key discussions, behavior of the participants (tonality, language, body language) and lessons.

Review

Review the summary written by participants and whether all the qualities of a good written communication have been met or not (audience, information, tone, language and length)

Short Video:

Display a short video about writing effectively.

References:

Learn English with Emma, 2013. 5 tips to improve your writing. Youtube. Retrieved from: <https://www.youtube.com/watch?v=GgkRoYPLhts&t=259s>

Session 18: Journey So Far Exercise

Objective of the Session:

- To reflect and document key moments from the 4-day training

Materials Required:

- Newsprint
- Markers
- Board or Projector

Duration: 45 minutes

Detailed Session Plan:

SN	Topics to be covered	Duration
1	Brief Description about the activity	5 minutes
2	Individual exercise on timeline of interesting events	40 minutes

Description:

- Show a picture of what a timeline looks like for the participants.
- Ask the participants to reflect on the 4-day journey and map out interesting events that happened to them during various stages of the training

Evaluation of Day 4

For the final day, participants will provide feedback of their experience of entire training package. The evaluation form is attached on Annex 5.

Annex 1: Energizers

Days of Our Lives

Instructions

1. Give each participant a piece of paper.
2. Explain the rules:
 - Draw pictures that tell the story of the “days of your lives” and put your name on it.
 - The drawings will be collected
 - Drawings will be redistributed randomly. (If you receive your own drawing, you should exchange with someone else or return it to the pile).
 - Then introduce the person whose drawing you have, and tell that person’s story by interpreting the drawing.
 - The artist may not interrupt while the speaker is interpreting.
 - After each person finishes the introduction, the artist will have an opportunity to correct misconceptions.
3. Begin the activity by asking for a volunteer to start.

Favorite Things

Instructions:

1. Handout postcards to participants so that they can list their favorite things.
2. Organize participants into pairs.
3. Ask participants to share favorite things with their partners.

Baggage Claim

Instructions

1. Pass out cards to participants and ask them to "pack their bags" by filling in the blanks.
2. Explain that they will now experience going to the baggage claim and accidentally picking up someone else's bag.
3. Ask participants to walk around the room, shaking hands and introducing themselves to other participants in the following way:
4. The first time each person shakes hands with another person, both participants will introduce themselves and tell each other what is in their bags (based on the information they wrote on the card).
5. The pair will then exchange bags and move on to greet other participants.
6. As they greet other participants they will shake hands and introduce themselves but explain that they have the wrong "bags". They will then proceed to tell each other who their "bags" belong to and what's in them, using the information on the cards they have in their hands.
7. After each meeting, they will "trade bags" and then move on to another participant.

8. At the end of three minutes, ask participants to stop. 5. If the group has twenty or fewer participants, you can ask participants to read the name of the person whose card they are holding, introduce that person by what's in their bag, and return the card to that person so that everyone will eventually be holding their own "baggage" again.

Power Ball Activities

Instructions to Facilitator

1. Students should stand and form a big circle around the room
2. Explain the rules listed below.
3. The facilitator or youth volunteer will serve as the: caller" of a topic.
4. The "caller" will choose a topic and announce it to the class, then throw the ball to someone in the circle for a response.
5. After several people address that topic, move on to another topic
6. Move from lighthearted to serious topics.

Activity Rules

Read the activity rules to the class and write them where the students can read along as well:

Whoever has the ball has the POWER

1. The POWER bearer has the power to talk and share his/her ideas, feeling and experiences.
2. The POWER bearer must talk and say his/her name. He/she may talk for a maximum of two minutes about the topic
3. You can't speak unless you have the ball. You may raise your hand in order speak.
4. The POWER bearer decides who speaks next, by throwing the ball to the next person.
5. Only the "caller" calls out a topic to address. The "Caller" should call out several different topics before ending the activity.

Topics "Callers" Can Use

1. If I had power, I would...
2. If I could have complete control over my life, I would...
3. A good friend will always...
4. As a leader, I would...

Just Like Me

Instructions:

Tell participants that this activity consists of one person standing up and saying something they feel, did or would like to do and others respond "just like me" if the statement applies to them. For example, one person may say, "yesterday, I watched my favorite sport' team game". Then, another person (or more than one person) stand up and says, "Just like me".

Then, move on to the next participant, until all get a chance to participate in the activity.

Tell participants that this helps them learn more about their peers. They can learn that they have things in common with their peers.

If I had it My Way

Instructions:

Tell participants to say two things they would change beginning with the phrase: “It I had it my way”. For example, if I had it my way, I would be rich and living in a mansion.

Three Pieces of Paper

Instructions:

- Provide paper to participants.
- Explain to participants that the quickest way to find out some things about another person is to ask them significant questions.
- Pass out the three pieces of paper to each participant.
- Ask participants to choose a partner who is someone they don’t know or don’t know well.
- Once partnered, ask participants to answer the follow question.
- Now tell them they have 3 minutes to have partner conversations, taking turns with questions and answers.

Questions:

- What are some of your favorite movies?
- What activities were you involved in during high school?
- What sports team do you root for?
- What’s your favorite hobby?
- What are your favorite TV shows?

Telephone Game

Instructions:

- Ask participants to stand forming a circle
- Tell participants that they will be provided with a phrase and that they are to repeat (whisper) that same phrase to the participant next to them until all participants have a chance to receive and send that message. An example of a phrase could be: When you focus on the problem, the problem gets bigger. Make sure that the students do not talk to their peers during this activity.
- Ask the last person what the phrase is?
- Tell them that this activity reinforces the importance of active listening.

Annex 2: Detailed Training Schedule

Day One

Session Title	Duration	Time Slot
Opening/Inauguration <ul style="list-style-type: none"> - Inauguration by Chief Guest - Opening Remarks by Chief Guest and other dignitaries 	45 minutes	9:00 – 9:45
Introduction <ul style="list-style-type: none"> - Introduction of the training organizers and participants - Orientation about training sessions and housekeeping rules 	45 minutes	9:45 – 10:30
Expectation Mapping and Ice Breaking <ul style="list-style-type: none"> - Expectation mapping of the participants - Ice Breaking exercise among participants 	30 minutes	10:30 – 11:00
Session 1: Introduction to social change training and dialogue concept	30 minutes	11:00 – 11:30
Break/Refreshments	15 minutes	11:30 – 11:45
Session 2: Understanding puberty and menstruation	35 minutes	11:45 – 12:20
Session 3: Reproductive system and physiology of menstruation	45 minutes	12:15 – 13:05
Lunch Break	60 minutes	13:05 – 14:05
Energizer Game	15 minutes	14:05 – 14:20
Session 4: Addressing social stigma during menstruation	65 minutes	14:20 – 15:25
Break/Refreshments	15 minutes	15:25 – 15:40
Session 5: Role of boys/men (and the community) in menstruation	50 minutes	15:40 – 16:30
Feedback collection from participants and Wrap Up of Day One	15 minutes	16:30 – 16:45

Day Two

Session Title	Duration	Time Slot
Introduction of the agenda and topics for the day	15 minutes	9:00 – 9:05
Session 6: Social marketing using menstrual products	30 minutes	9:05 – 9:35
Session 7: Menstrual health friendly schools	60 minutes	9:35 – 10:40
Break/Refreshments	15 minutes	10:40 – 10:55
Session 8: Youth leadership for social change: social champions for menstrual action	60 minutes	10:55 – 11:45
Session 9: Youth led advocacy for social change and social dialogue	60 minutes	11:45 – 12:45
Lunch Break	60 minutes	12:45 – 13:45
Energizer	15 minutes	13:45 – 14:00
Session 10: Local governance, planning and budgeting	30 minutes	14:00 – 14:30
Break/Refreshments	15 minutes	14:30 – 14:45
Experience sharing by local governance representative on local planning and budgeting	60 minutes	14:45 – 15:45
Feedback from Participants and Wrap Up of Day Two	15 minutes	15:45 – 16:00

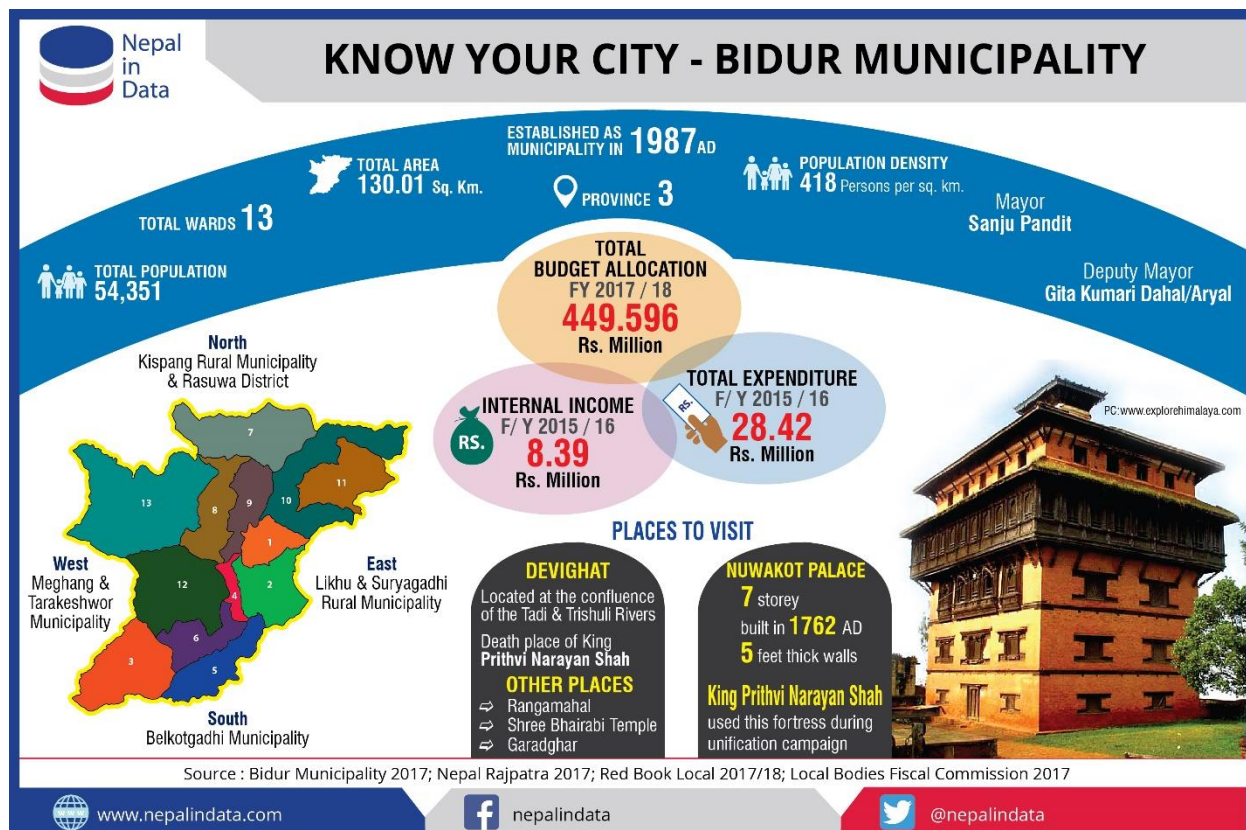
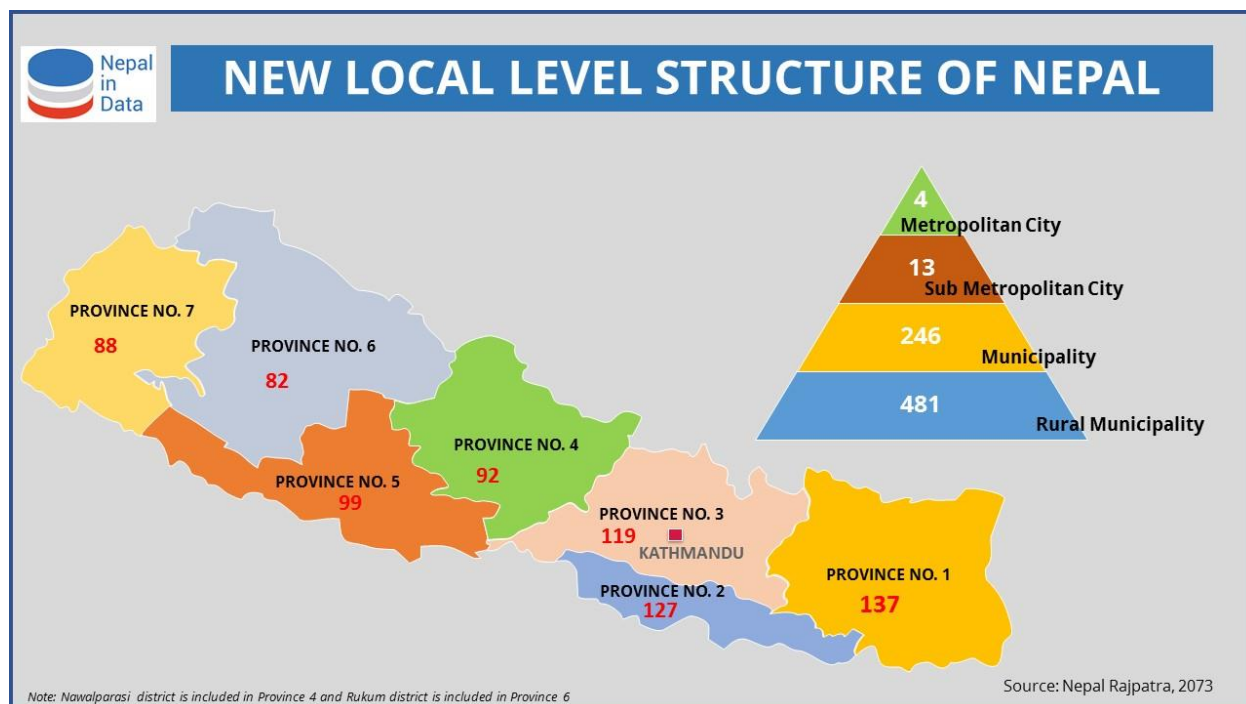
Day Three

Session Title	Duration	Time Slot
Introduction of the agenda and topics for the day	15 minutes	9:00 – 9:15
Session 11: Public speaking and verbal communication	60 minutes	9:15 – 10:15
Session 12: Interview skills and dialogue skills	45 minutes	10:15 – 11:00
Break/Refreshments	15 minutes	11:00 – 11:15
Session 13: Conflict Resolution	45 minutes	11:15 – 12:00
Session 14: Using social media for good	45 minutes	12:00 – 12:45
Lunch	60 minutes	12:45 – 13:45
Energizer	15 minutes	13:45 – 14:00
Revision of Community Dialogue principles, process and ground rules	30 minutes	14:00 – 14:30
Break/Refreshments	15 minutes	14:30 – 14:45
Session 15: Practice Community Dialogue with Peers	60 minutes	14:45 – 15:45
Reflection of the Community Dialogue	30 minutes	15:45 – 16:15

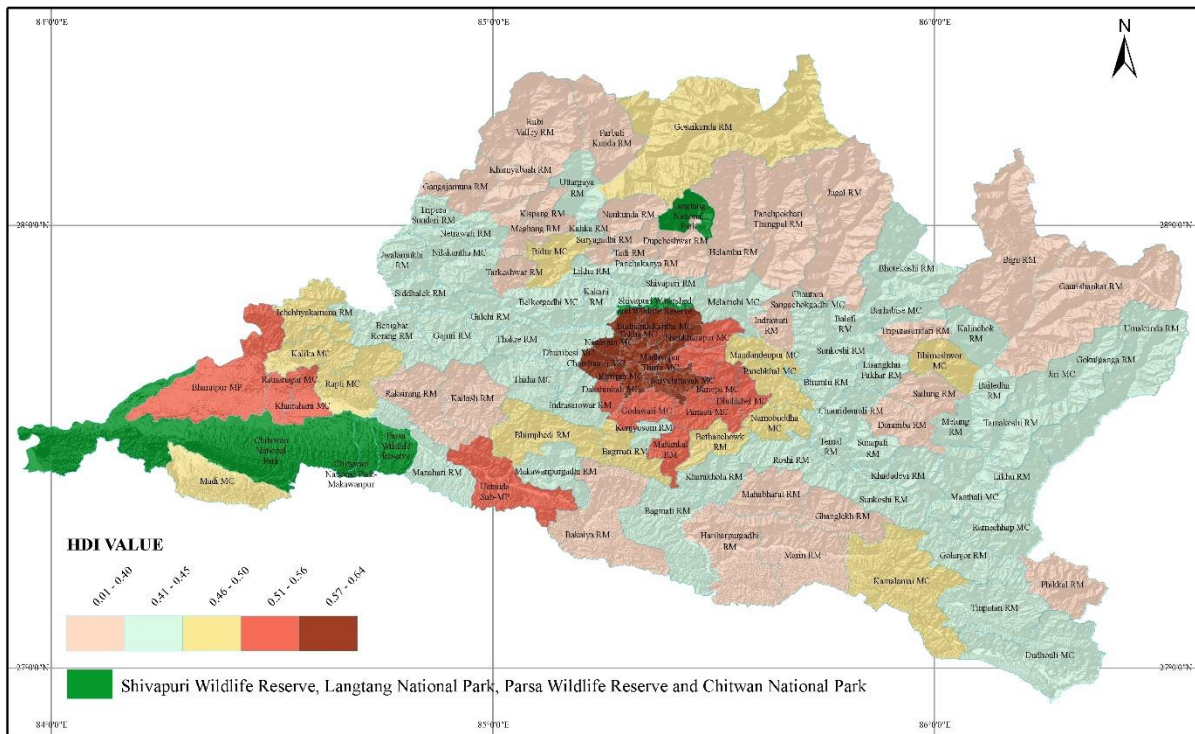
Day Four

Session Title	Duration	Time Slot
Introduction of the Agenda and topics for the day	15 minutes	9:00 – 9:15
Session 16: Practice Community Dialogue with Gate Keepers	60 minutes	9:15 – 10:15
Reflection of the Community Dialogue by facilitator and participants	30 minutes	10:15 – 10:45
Break/Refreshments	15 minutes	10:45 – 11:00
Session 17: How to write down and wrap up the dialogue	60 minutes	11:00 – 12:00
Session 18: 'Journey So Far' Exercise (a timeline of interesting events that took place during the training)	45 minutes	12:00 – 12:45
Lunch Break	60 minutes	12:45 – 13:45
Final Feedback from Participants, Reminder about Roles and Responsibilities of MenstruAction Committee and Wrap Up of Training (closing ceremony, certificate distribution, others)	60 minutes	13:45 – 14:45
Break/Refreshments	15 minutes	14:45 – 15:00
Orientation to teachers about training sessions and next steps	60 minutes	15:00 – 16:00

Annex 3: Infographics about Local Development and Governance



PROVINCE 3 HUMAN DEVELOPMENT INDEX (HDI)



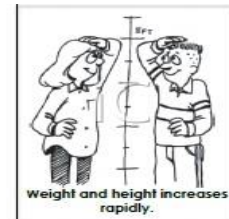
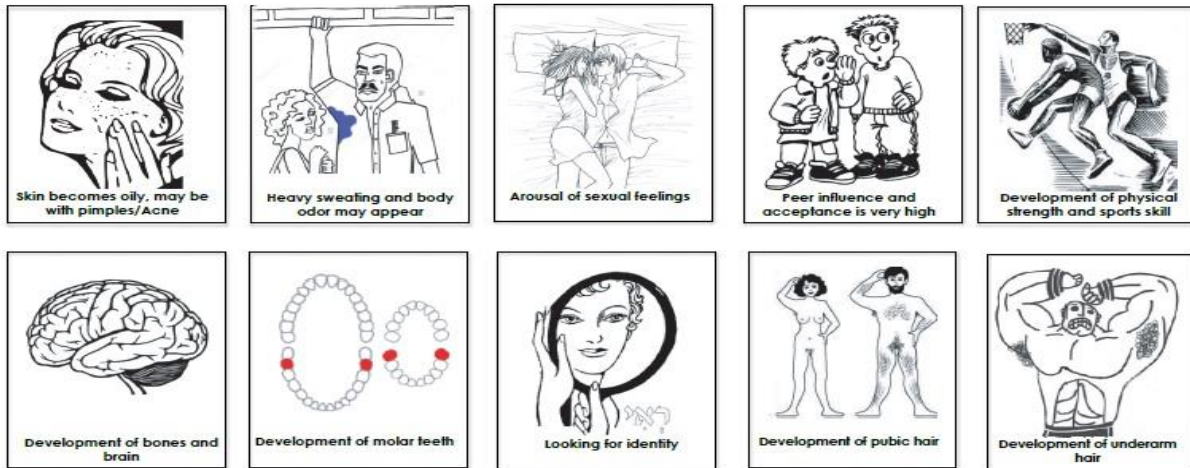
Note: MP= Metropolitan Sub-MP= SUB- Metropolitan MC=Municipality RM= Rural Municipality

Source: mofaga.gov.np

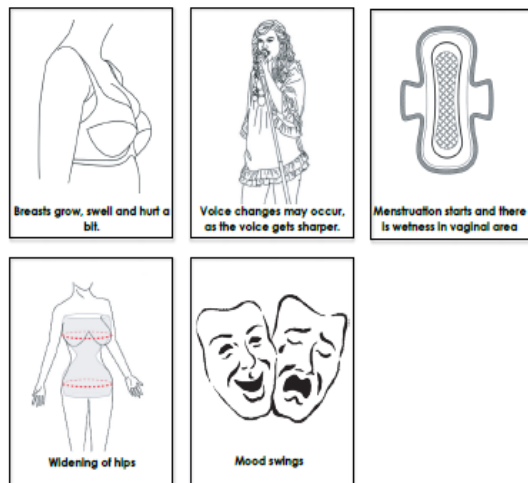
Annex 4: Dumb Charade Cards

Dumb Charade Cards

Changes in both boys and girls during puberty



Changes in girls during puberty



Changes in both boys and girls during puberty



Annex 5: Description of roles

Terms of Reference of Committee member of School MenstruAction Committee

Contract period: 11 months	Project: MenstruAction (GIZ S2HSP) Location: Bidur, Nuwakot
Overall purpose of the role: <p>The MenstruAction Committee will be established in each school where MenstruAction program is implemented. The committee will be the main governing body of the project in the school, and shall contribute to the success of the project in the school. The committee shall advocate with the school authority, ward and municipal leaders for menstrual health friendliness in school and support to increase knowledge of adolescents regarding sexual and reproductive health and rights, practice gender equality and enhance overall leadership of adolescents. Also, it shall advocate to allocate budget for menstrual health friendly school in the municipality.</p>	
Specific Responsibilities: <ul style="list-style-type: none">• Serve as the governing body and be responsible for implementation of the overall project in that school.• Facilitate and co-ordinate the dialogue session to be conducted by social champions with School Management Committee (SMC), gatekeepers (parents, teachers, health workers) and ward and municipal leaders• Convene regular meetings with school authority, ward and municipal leaders to enhance ownership on menstrual health friendliness in the Bidur municipality, and develop advocacy plans as required.• Co-ordinate with nearby health facility to deliver specific lectures by health workers• Advocate for budget allocation for MHM activities to ward and municipal leaders and SMC or in any relevant space.• Develop an action plan for the usage of seed grant to initiate activities for better menstrual health management in the school through consensus among all the committee members.• Maintain the emergency stock of menstrual products in the school.• Participate in periodic reviews, mid-term review, joint planning meeting etc.• Record the decisions made by the committee in the form of meeting minutes• Regularly communicate with the field officer regarding progress in the school• Participate in other activities as required.	
Composition: <p>The committee will comprise of 7 members:</p> <ol style="list-style-type: none">1. Principal of the school - 1	

2. Adolescents social champions -2 (1 female, 1 male)
3. Teachers (male or female)
4. Members of School Management Committee 2
5. Ward leader -1

The Principal of the school will be the chair of the committee.

Benefits

There are no direct benefits for being a member of the committee, but there are certain reimbursements:

- Nominal travel expenses will be reimbursed for the meeting conducted or participated by the committee members external to the committee meeting, upto NPR 5000/- per school during the project period. Travel expenses for attending other meetings can also be reimbursed, depending upon the availability of the fund.
- Each MenstruAction Committee will be provided products to maintain stock for MHM products worth NPR 5,000/- per school.
- Each MenstruAction Committee will be provided products worth NPR 10,000/- per school to implement the joint action plan developed together with SMC.

Role of Social Champions

Who are social champions?

Social champions are those selected students who have received an intensive 4 days training on menstrual health management, advocacy and conduction of community dialogues skills. With the skills they have, they will be responsible for the conduction and completion of the following activities.

1. Participate in the joint action plan meeting to develop an implementation plan for the school with the other members of the MenstruAction Committee
2. Conduct 2 dialogue session with peers with the support of the teachers
3. Conduct 2 dialogue session with key persons with the support of the teachers
4. Document the findings from the dialogue session and share the report with the field officer of Visible Impact
5. Conduct one dialogue session with the members of the School Management Committee to present the key recommendations from the previous dialogue sessions
6. Co-ordinate with the teacher and school authorities to organize an exhibition to share the learnings from the training and dialogue sessions itself
7. Advocate at the ward and municipal level for prioritization of Menstrual Health at the planning at ward and municipal level itself.

Incentives

The social champions will not be provided any cash incentives, but will be provided in-kind stationaries and menstrual management products as incentives for their contribution.

Role of teachers

The teachers are part of the MenstruAction Committee and bear the following responsibilities :

1. Facilitate and support the social champions in the conduction of the 2 dialogue sessions with peers and 2 dialogue session with key persons, including logistics support.
2. Document the findings from the dialogue session and share the report with the field officer of Visible Impact
3. Co-ordinate with the school authorities to organize an exhibition so that the social champions can share the learnings from the training and the dialogue sessions itself.
4. Support the usage and record maintenance of the products in the emergency stock in schools.
5. Serve as a bridge between social champions and MenstruAction Committee, and support them in the completion of the project, as required.
6. Advocate at the ward and municipal level for prioritization of Menstrual Health at the planning at ward and municipal level itself.

Incentives

1. The teachers will be provided Rs.500 for facilitation of each dialogue session which will be given after the completion of all the dialogue sessions. There will be 4 dialogue session in total.
2. This incentive is different than the advocacy incentive that will be provided to each MenstruAction Committee for lobbying with the local government.

Annex 6: Documentation of dialogue sessions

Peer Dialogue Session

Date: _____

Time: _____

Venue: _____

Number of participants: _____

Key findings and observations of the dialogue session

Lessons learnt

Challenges faced

Dialogue session with Key Persons

Date: _____

Time: _____

Venue: _____

Number of participants: _____

1. How was the behavior of the participants during the dialogue session?

2. How was the interaction of the participants during the dialogue session?

3. Key findings and observations

A. What kind of activities are males and females engaged in now Vs 5-10 years ago?

B. How was Menstrual health in schools 10 years ago and how is it now. How has the scenario on menstruation changed?

C. What needs to be done in the school and in the community to improve menstrual health?

D. What are the responsibilities of community leaders and key persons to improve menstrual health friendliness of schools and the community?

E. Key recommendations

4. Lessons Learnt

5. Challenges / Obstacles faced

Annex 7: Evaluation Form

Training course title: MenstruAction Workshop

Date: May 2019

Age: []

Gender Male [] Female []

A. Evaluation of workshop design, trainers and atmosphere

	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
1. I liked the workshop.	[]	[]	[]	[]	[]
2. The Workshop materials were sufficient.	[]	[]	[]	[]	[]
3. The Workshop period was enough	[]	[]	[]	[]	[]
4. Interactive methods were used	[]	[]	[]	[]	[]
5. The trainer team could listen to the participants and answered their questions.	[]	[]	[]	[]	[]
6. The workshop atmosphere was engaging and productive	[]	[]	[]	[]	[]
7. I would recommend this workshop to others	[]	[]	[]	[]	[]
8. I would like to attend such a workshop again	[]	[]	[]	[]	[]
9. I was able to benefit from the experience of other participants	[]	[]	[]	[]	[]
10. I would like to continue to exchange views on this subject with some of the other participants	[]	[]	[]	[]	[]

What could the trainer team improve/do better?

B. Transfer of content, information and skills

	Totally Disagree	Disagree	No Idea	Agree	Totally Agree
1. All information we received in the workshop were easy to understand	[]	[]	[]	[]	[]
2. I can apply practices ,which I learned in the workshop, in my dialogues	[]	[]	[]	[]	[]
3. I believe that the practices we have learned in the workshop are useful for me (e.g. personal development)	[]	[]	[]	[]	[]
4. I was able to bring my own experience and examples into the training course.	[]	[]	[]	[]	[]

Please list the topics that the workshop did not deal with, but would have been important for you:

C. Overall evaluation of Workshop

	Very Good	Good	Little	Poor
1. Quality of all sessions in the workshop	[]	[]	[]	[]
2. All content of the Workshop	[]	[]	[]	[]
3. Relation with my life	[]	[]	[]	[]
4. Impact on my personal development	[]	[]	[]	[]

E. Self-Evaluation – What did I learn?

Pre-workshop knowledge level					Post –workshop learning level			
I didn't know anything	I knew a bit	I knew	I knew very well		I didn't learn anything	I learned a bit	I learned	I learned very well
				1. I have knowledge about puberty and reproductive systems				
				2. I have knowledge about menstruation and menstrual health in schools				
				3. I have knowledge about menstrual products and how to use them				
				4. I know methods for conduction dialogues.				
				5. I feel comfortable in conducting dialogues with peers and key persons				
				6. I know how to address sensitive topics with others				
				7. I know how to advocate for youth topics and menstruation issues				

F. Suggestions and further comments

1. What was the most important thing you learned in the workshop and why?

2. How will you use what you learned in daily life, school or work?

3. Other comments and suggestions

Thank you!

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