



Sparking Menstrual Hygiene Management (MHM) in Schools



**A Guidebook for
Master Trainers**

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List of ACRONYMS

FT	Focal Teachers
FAQs	Frequently Asked Questions
GFT	Girl Friendly Toilet
HO	Hand-outs
KPK	Khyber Pakhtunkhwa
MHM	Menstrual Hygiene Management
MTs	Master Trainers
P. E.	Physical Education
PMS	Premenstrual Syndrome
PTA	Parent Teacher Association
SMC	School Management Committee
TN	Trainer Notes
ToFT	Training of Focal Teachers
WASH	Water, Sanitation and Hygiene
WinS	Wash in Schools
WAP	Water Aid Pakistan

Acknowledgment

The development of this participatory and interactive Module on 'Sparking Menstrual Hygiene Management (MHM) in Schools' would not have been possible without a committed and dedicated team of individuals and organizations who believe that capacities have to be built to address this subject at multiple levels, so that adolescent girls can deal with menses in a safe, hygienic and dignified way.

Deep appreciation is extended to the following:

- Ms Saadia Adnaan Director Trainings, Federal Directorate of Education, who provided the leadership and coordination role in the development of the Menstrual Hygiene Management (MHM) in Schools implementation guidelines, and scaling up action plan.
- Ms. Noor-e-Ain, Principal, Islamabad Model College for Girls Quaid-E-Azam Colony; Ms. Shafia Bibi, Vice Principal, Islamabad Model School, 1-8/1; Ms. Nadia Mazhar, Principal, Islamabad Model School for Girls, Sangjani, and Ms. Riffat, Head Mistress, Islamabad Model School, G 8/2, who facilitated the technical and linguistic review of the document.
- The Master Trainers group from Federal Directorate of Education, who provided innovation, creativity, insights and inputs to further refine and finalize the document.
- The Mojaz Foundation team, who shared their experiences and learning from the pilot project, that became the core content of this module.
- The WaterAid team, including Ms Hina Kausar, Programme Coordinator, and Ms Therese Mohan, Regional Programme Manager South Asia, who provided dedicated inputs and ensured the required financial and technical inputs that could result in a quality product.
- The technical team at Mera Maan Pvt. Ltd, including Ms. Shahnaz Kapadia Rahat and Ms. Shahnaz Akhtar, who provided professional and dedicated inputs to successfully completing the task.

Introduction

Menstruation is a natural process. However, for many girls the transition into reproductive age is often met with fear and anxiety due to a lack of knowledge about menstruation and the changes that are occurring in their bodies, and a lack of resources to deal with the same. Menstruation is rarely talked about because of inhibitions and cultural taboos. Discussions on menstrual hygiene, i.e. how to manage menstruation safely and with dignity, is largely neglected by the water, sanitation and hygiene (WASH) sector and others working on reproductive health and education. School aged girls in marginalized communities face the largest barriers to MHM, since many schools do not have the necessary knowledge and understanding, supplies, and facilities to appropriately support girls during menstruation. This negatively impacts their education and ability to stay in schools.

A number of studies¹ suggest that girls' inadequate knowledge about menstruation and hygiene practices may be associated with psychological and emotional problems. Current trends in educational attainment indicate that Pakistan is under-performing in reducing the gender parity in education, with the country having the highest number of female out-of-school children in South Asia.

Many barriers exist that prevent MHM in schools, including lack of girls access to sanitation products and facilities, lack of social support, schools' lack of access to consistent supplies of water, restrooms that are not MHM friendly, and stigmatization of menstruation.

WASH in Schools (WinS)² aims to improve the health and learning performance of school-aged children - and, by extension, that of their families - by reducing the incidence of water and sanitation-related diseases. Within this larger mandate, MHM is a specialized and significant focus, especially for adolescent girls.

As a pioneer in the area of MHM in Schools, Water Aid Pakistan (WAP) implemented a three-year project in 123 girls' middle and high schools in Swat, Muzaffargarh and Islamabad. To date, it also mobilized and involved MHM champions and ambassadors from government, civil society, women focused organizations, private sector, and legislators to respond to the cause. Based on the progress, the organization decided to consolidate its learning and replicate and expand the experience to create a movement for Menstrual Hygiene Management (MHH) in government Schools in Islamabad, Punjab and Sindh. To do this, a number of important steps had to be considered:

- How to create the architecture for a cascade rollout so that MHM related information and inspirational messages can be disseminated to students in government school across Islamabad, Punjab and Sindh?

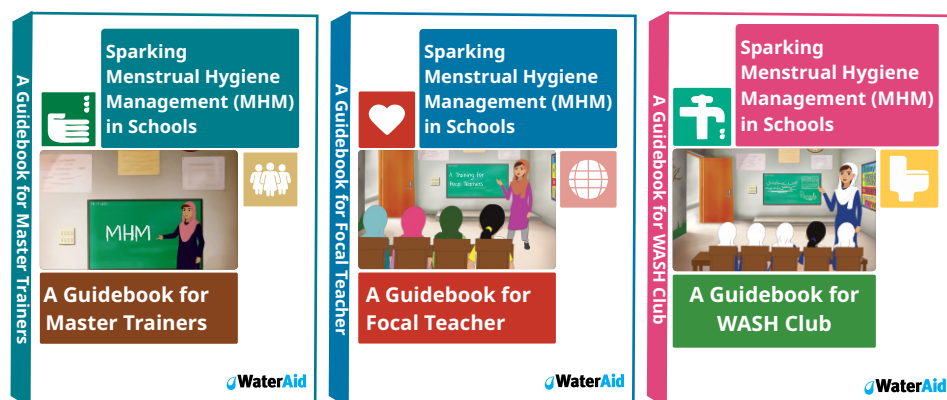
¹ <http://menstrualhygieneday.org/wp-content/uploads/2017/03/Final-Full-Report-UNICEF-June-2016.pdf>.

² https://www.unicef.org/publications/files/CFS_WASH_E_web.pdf

Introduction

- How to design easy to use messages and materials so that all key stakeholders who will be active in this sparking MHM in schools process can use these?
- How to train the three key stakeholders, i.e. Master Trainers, Focal Teachers and WASH Club members so that they can play effective role in the sparking MHM in their schools process?

To take forward the scaling process, Water Aid Pakistan sought the technical assistance from Mera Maan Pvt. Ltd, a social enterprise that builds capacities to build capacity and specializes in cascade rollouts. The cascade architecture for the program was designed and visualized. Three Guidebooks have been created to institutionalize the Sparking Menstrual Hygiene Management (MHM) in Schools at a national level, i.e.



This ToMT has been designed to develop a cadre of Master Trainers in Islamabad, Punjab and Sindh so that the MTs can effectively conduct the training of Focal Teachers who are the lynch pin in the entire process, and who will:

- Onboard schoolteachers and highlight the importance and scope of MHM, and the role teachers must play in this sparking MHM process.
- Establish an MHM agenda in an existing WASH Club/Group, or if one does not exist, then form a WASH Group with an agenda for sparking MHM in schools.
- Motivate, mobilize and support WASH Club/Group members to orient, and inspire behaviour change in students for safe and dignified MHM.
- Support teachers and WASH Club/Group members to monitor, maintain and advocate for WASH facilities in school, and mobilize resources for the 3rd Connect (behaviour change) activities.

The ToFT is designed as a 3-day, 18 hour, non-residential training. The start and end time per day should therefore be managed accordingly. The MT Guidebook contains instructions for how to deliver the training to FTs, and includes Trainer Notes and step-by-step detailed session plans.

Introduction

This MT Guidebook includes trainer notes and handouts to conduct the following sessions:

Session-1: Setting the Stage

The session includes an interactive way for the FTs to get to know each other. It follows with a story to inspire the FTs of how even one teacher can make a difference. It provides an overview of the overall process of Sparking MHM in Schools, introduces the FTs to the Guidebook for Focal Teachers, and tells them how this 3-day workshop is organized.

Session-2: On boarding School Teachers

This is a session that the FT will deliver to other teachers in her school. It covers key MHM messages, why this topic is important to discuss in girls' schools, and the role that teachers can play in supporting the WASH Club in sparking MHM in schools.

Session-3: Activating MHM in WASH Club

This session is at the core of the 'Sparkling MHM in Schools' process. Based on past experience, WaterAid Pakistan is convinced that MHM in schools is possible only through the energy, commitment and consistent efforts of selected students in the school, closely supported by teachers. This session provides guidelines on how to bring the WASH Club members on board, and provide them the overall guidelines on how they can initiate a 3-connect engagement with adolescent girls in their school. As depicted in the visual on Sparking MHM in Schools, a nominated Focal Teacher would spark the process by training other teachers and activating the WASH Club to on-board students (1st connect), deepen engagement with the students (2nd connect) and implement behaviour change activities (3rd connect).



Sessions 4, 5, 6, 7, 8: How to Effectively Deliver the MHM Module in School

These sessions will acquaint the FTs to the Guidebook for Focal Teachers, and provide them the skills to effectively deliver the MHM module to teachers and WASH Club members. It will allow all participating FTs to demonstrate their abilities to conduct the sessions, and organize/supervise the 3rd connect activities that can lead to behaviour change with regard to MHM.

Sessions-9: Action Plan, Feedback and Close

This session will conclude the ToFT, reiterating main points, encouraging FTs commitment to action, and obtaining their feedback on the training.

Each ToFT session has been detailed as follows:

- **Title**
- **Duration**
- **Objectives**
- **Methodology**
- **Material & Equipment**
- **Hand-outs**
- **Trainer Note/s**
- **Steps**

Aristotle aptly said, 'Well begun is half done!.' We believe that if as MTs, you are able to inspire and equip the FTs so that they are inspired with a positive intent and passion to take the MHM agenda, the foundation for the sparking MHM process will have been established.

Therefore, good luck to you!

Note to Master Trainer

Please use the list below as a checklist to remind you of the list of things to do before, during and after the training of Focal Teachers. It includes a list of stationery that is required for the effective rollout of the 3-day Training of Focal Teachers (ToFT).

Pre-Training Preparations:

Collect information and logistical support for the training you are about to conduct in terms of the following:

- Complete names and contact details of the participants
- Bio and contact details of the co-trainer/s
- Travel, transport, lodge and board details for self and participants (as needed)
- Registration and attendance form for the participants
- Guidebook for Master Trainer, Focal Teachers and WASH Club/Group

Organize or collect stationery for the participants (1 per person):

- Guidebook for Focal Teachers (Fts)
- Guidebook for WASH Club/Group
- Writing pad
- Bag to hold the stationery
- Ball point (non-clickable)
- Name tags
- Place tags
- Handouts to be given out separately, as indicated in the MT Guidebook. Give instructions on how these will be managed.

Non-consumable stationery for use by the Master Trainer:

- Flipchart stand (1)
- Duster (1)
- Training banner (1)
- Ruler (1)
- Scissors (2)
- Stapler (1)
- Extension cord (1)
- Panaflex posters for selected handouts
- Props developed for the training of Focal Teachers

Consumable stationery for use by the Master Trainer:

- Flip charts –50
- Coloured charts for making head bands – 10
- Board Markers (Black) 8
- Board Markers (Blue, Green, Red) 6 (2 each)
- Stapler Pins (Medium) 2 Boxes
- Masking Tape (2 inch) 2

Note to Master Trainer

- Glue Stick (Medium) 1
- Permanent Markers (Cut edge Black) 6
- Permanent Markers (Cut edge Blue, Green, Red) 6 (2 each)
- Squash Tape (1 inch) 1
- Box of crayons (12 colors) 1
- Inexpensive, 'nice to receive' prizes for the participants

Visit the training venue at least two days in advance to ensure that the chosen room has appropriate light (preferably natural), available space, seating arrangements, space for group work, serving places for teas and lunch, etc. If possible, chose a venue that allows enough space to seat participants in small groups of 5-6 members, rather than a U-shaped seating.

As soon as you have participants contact details, form a WhatsApp group. This will allow effective group communication, e.g. when giving instructions, sharing photos and other documents, and keeping connected to each other, even after the training.

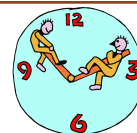
During Training:

- ☐ On the first day, arrive at the venue at least 1.5 hour before the official start time. Set-up the registration desk, audio-visual aids, presentation and material. On the remaining days, arrive at least 1 hour before to ensure that the room is adequately set up.
- ☐ Assign responsibilities for the co-facilitators, coordinators, and any other helpers so that logistics are effectively handled and everyone knows who is to do what, and when.
- ☐ Make sure that all requested stationery and material are available in the training room.
- ☐ At the end of each day, type up, or ask someone to do so, all the notes that are taken during group work and presentations, so that these can be incorporated in the end-of-training report.
- ☐ Throughout the session, review and update the manual, incorporating examples, quotes and relevant stories – so that gems of wisdom can be incorporated in subsequent training.

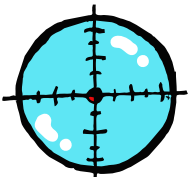
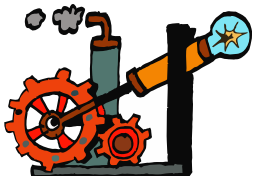


Post Training Arrangements

- ☐ Collect filled evaluation forms. Count to ensure that all participants have filled out the form and given their feedback.
- ☐ Dispense and record DSA/TA to participants, as required by the client.
- ☐ Photograph all charts and posters and retain them as records of in-training discussion and exercise summaries. Hold on to these documents till the client accepts the end of training report, and destroy thereafter.
- ☐ Return all remaining stationery into a trainers' kit for future use.

Session-1: Setting the Stage



Duration
105 minutes

Preparation Sheet	
 <p>Objectives</p>	<p>By the end of the session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> Engage with each other and ask and answer personal questions; Describe the important role that a focal teacher can play as an MHM changemaker; Describe the overall contents of the 3-day Training of Focal Teachers (ToFTs) workshop.
 <p>Methodologies</p>	<ul style="list-style-type: none"> Ice breaking activity (Micro lab) Small group discussions Case scenario - One person can make a difference!
 <p>Materials</p>	<ul style="list-style-type: none"> Workshop banner Flip chart & cards with 4-questions Flip chart with introductions Guidebook for Focal Teachers
 <p>Trainer Notes</p>	<ul style="list-style-type: none"> Trainer Note-1 The Poem – Aao kuch kar jayein Trainer Note-2 One person can make a difference! Trainer Note-3 Visual overview of sparking MHM in schools Trainer Note-4 Roles and responsibilities of a Focal Teacher Trainer Note-5 Workshop Agenda

Session Plan: Setting the Stage

#	Steps
1	<p>(2 minutes) Tell the participants that every prayer that rises from the heart leaves more room there for Allah. Begin the training by requesting a person to volunteer and offer a few verses from the Holy Quran. Welcome the Focal Teachers to this 3-day Training of Focal Teachers (ToFT). Briefly introduce yourself in terms of your name, designation, and your experience as a trainer and with the education sector.</p>
2	<p>(3 minutes) Refer to the workshop banner with the title ' Sparking MHM in Schools'. Tell the FTs that you would like to start this workshop with a beautiful poem.</p> <p>Use Trainer Note-1, and ask the FTs to refer to Hand out 1 of their FT Guidebook, i.e. the poem - Aao kuch kar jayein. Tell the participants that you will ask one of them to loudly recite the poem. They should all listen carefully for you will then ask them what were the key messages in the poem.</p> <p>Ask one of the FTs to stand up and recite the poem. Then ask the participants what in their view was the key message. Make sure that the following messages are noted:</p> <ul style="list-style-type: none"> • Even a small insect has the motivation to be of help to others. • The smallest deed can mean a lot to someone. <p>Tell them another story as follows:</p> <div style="border: 1px solid #008080; padding: 10px; margin: 10px 0;"> <p>An old man was walking on the beach at dawn. He noticed a young man ahead of him picking up starfish and flinging them into the sea. Finally, catching up with the youth, he asked him why he was doing this. The answer was that the stranded starfish would die if left until the morning sun. "But the beach goes on for miles, and there are millions of starfish," countered the old man. "How can your effort make any difference?" The young man looked at the starfish in his hand and then threw it to safety in the waves. "It makes a difference to this one", he said.</p> </div> <p>Tell the FTs that this training, and what they will do after going back to school, is not about passing on information. It is about inspiring behaviour change. It is a mission. It is about extending help and support on an issue that is taboo and therefore silent, causing unnecessary stress and distress amongst adolescent girls, which can be prevented so easily, with a little effort on our parts.</p>

Session Plan: Setting the Stage

#	Steps
	<p>(16 minutes) Tell the participants that before beginning this session, you would like them to have an opportunity to know each other. Ask them to stand up and walk to an open space where you will give them instructions. Once everyone is standing in a circle, instruct as follows:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When I ask you, you will walk around, stop, form a group of four, five or six people, introduce yourselves, and discuss a question. <input type="checkbox"/> You will do this FOUR times, and each time you will try to form groups of new people so that you can meet as many people as possible. <input type="checkbox"/> For each round you will be given a new question to discuss. <input type="checkbox"/> You must all note the responses so that we can discuss the same in the larger group. <p>Begin the exercise, asking participants to walk around, stop and discuss. Instructions for the specific rounds are as follows:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid #008080; padding: 10px; width: 45%; margin-bottom: 10px;"> <p>Form into groups of 4 persons each, introduce yourself to others, and discuss why you became a teacher.</p> <p style="text-align: right; font-weight: bold; font-size: 24px; background-color: #008080; color: white; border-radius: 50%; width: 30px; margin: 0 auto;">1</p> </div> <div style="border: 1px solid #008080; padding: 10px; width: 45%; margin-bottom: 10px;"> <p>Form into groups of 5 persons each, introduce yourself to others, and discuss what you understand by MHM?</p> <p style="text-align: right; font-weight: bold; font-size: 24px; background-color: #008080; color: white; border-radius: 50%; width: 30px; margin: 0 auto;">2</p> </div> <div style="border: 1px solid #008080; padding: 10px; width: 45%; margin-bottom: 10px;"> <p>Form into groups of 6 persons each, introduce yourself to others, and discuss whether MHM should be introduced in schools?</p> <p style="text-align: right; font-weight: bold; font-size: 24px; background-color: #008080; color: white; border-radius: 50%; width: 30px; margin: 0 auto;">3</p> </div> <div style="border: 1px solid #008080; padding: 10px; width: 45%;"> <p>Form into groups of 7 persons each, and discuss why teachers and students should be involved in sparking MHM in schools?</p> <p style="text-align: right; font-weight: bold; font-size: 24px; background-color: #008080; color: white; border-radius: 50%; width: 30px; margin: 0 auto;">4</p> </div> </div>
4	<p>(15 minutes) Invite participants back to their tables. Tell them that before you discuss the questions asked in the previous activity, you would like to facilitate a formal round of introductions. Ask each person to introduce herself, in 30 seconds, as follows:</p> <ul style="list-style-type: none"> ● Name ● Designation ● Organization ● One quality about you that you are proud of

Session Plan: Setting the Stage

#

Steps

(15 minutes) Now process the four questions, round by round, in the plenary. Make sure that most people have the opportunity to participate in the discussion.

Round-1: Why did you become a teacher?

Most FTs may say that they wanted to give back to society, to be able to make a difference in the lives of others. Tell them that this workshop is about continuing that noble agenda and being of greater value to the school and each and every girl as well.

Round-2: What do you understand by MHM?

Most FTs will be able to describe the three words, i.e. menstrual, hygiene and management. Encourage responses, and conclude as follows: It is the management of menstruation, a normal process in the lives of adolescent girls and women. MHM allows girls to manage their monthly menses in a safe, private, and healthy manner, with respect and dignity, leading to safety for self and others. Emphasize that to be able to this, one needs information and awareness, relevant and adequate facilities, materials, and family and social support.

Round-3: Should MHM be introduced in schools?

5

There may be varying opinions on this question. Some may say it is a personal matter and should be dealt at home. However, it is important to emphasize that for some girls, the transition into reproductive age is often met with fear and anxiety due to a lack of knowledge about menstruation, and the changes that are occurring in their bodies. School-aged girls from marginalized communities face considerable barriers to MHM, as many schools do not have the necessary facilities, supplies, knowledge, and understanding to support these girls during menstruation. This negatively impacts their education and ability to come to school, and sometimes even to stay on in school.

Some schools are insensitive to this reality, and often have inadequate water and sanitation facilities, making it challenging to adopt MHM, causing stress and embarrassment for female students. There are also local cultural beliefs and taboos related to menstruation that can threaten a girl's physical and/or emotional well-being. Such barriers can hinder girls' access to equitable education, and impact their dignity and empowerment.

Why introduce MHM in schools? Because schools are a place where we can reach a large number of girls together. And schools are not just places to learn about academic subjects, but to also learn about life skills and how to be a healthy and confident human being.

Session Plan: Setting the Stage

#	Steps
	<p>Round-4: Why should teachers and students be involved in sparking MHM in schools?</p> <p>When we talk to mothers, we affect one household. But when we engage teachers, we institutionalize the message for dissemination to a very large number of households. Also, after parents, teachers are the adults that most girls look up to, and hence they have a major influence on the girls. Considerable informal learning happens when girls interact with each other. Many girls look up to their monitors and their seniors, and are influenced by them.</p>
	<p>(20 minutes) Tell the participants that they have been invited as Focal Teachers to spark the MHM process in their schools. Ask them if they think that 1-2 teachers can make a difference? Obtain some responses, and then use Trainer Note-2 (refer participants to Hand out 2 of their FT Guidebook), i.e. 'One person can make a difference! Instruct FTs to read the story in 10 minutes, and individually write their responses to the three given questions.</p> <p>After 10 minutes, process questions as follows:</p> <p>What role did Musarrat play in sparking MHM and hygiene promotion in the school? She recognized the problem, and took ownership for its solution. She also brought relevant persons on board, including the Principal, Jamila, the administration, the teachers, and those students who would help her to promote the message and behaviour change program.</p>
6	<p>Is it possible for 1-2 persons to bring about such change? In actual fact, only a few people are needed to envision change and drive a change agenda. It is for these people to maintain focus, inspire others to join up, and supervise the change process.</p> <p>What are some personal qualities needed to be able to manage a change process? Make sure that the following competencies are discussed as well:</p> <ul style="list-style-type: none"> Ability to find and inspire the right people ● Ability to take initiative ● Put in hard work ● Believe when no one else will ● To be humble, approachable and friendly ● To be able to solve problems ● To give credit to others ● Courage to address taboo issues confidently and sensitively ●

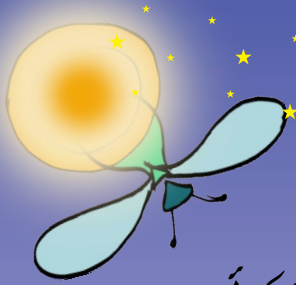
Session Plan: Setting the Stage

#	Steps
7	<p>(10 minutes) Tell the participants that sparking MHM in schools program is about finding a 'Musarrat'. Someone who can see the dream, someone who cares about making sure that adolescent girls transition in a dignified and confident manner into adulthood, and who want to ensure adequate access to resources and facilities at school. Ask them, how do they think this will happen?</p> <p>Use Trainer Note-3 (refer participants to Hand out-3 in FT Guidebook) for a visual overview of the process for 'Sparking MHM in Schools'. Explain the role that Focal Teachers would play, who like Musarrat would first on-board school teachers, then activate a group of WASH Club members, who would then, with the support of the Focal Teacher and other teachers, initiate a 3 connect behaviour change program with students.</p>
8	<p>(8 minutes) Use Trainer Note-4 (refer participants to Hand out-4 of FT Guidebook) for the roles and responsibilities of a Focal Teacher:</p> <ul style="list-style-type: none"> ● Orient other teachers about MHM and the role they, as teachers, can play in sparking MHM in school. ● Establish MHM focus in an existing or new WASH Club. ● Support WASH Club members to orient, and inspire behaviour change in students. ● Support teachers and WASH Club members to monitor and maintain WASH facilities in school. ● Mobilize resources for Girl Friendly Toilets (GFTs) and 3rd Connect (behaviour change) activities.
9	<p>(8 minutes) Tell the FTs that this 3-day training has been structured to acquaint them to the Guidebook for Focal Teachers, and train them to effectively deliver the MHM module to teachers and WASH Club members. The training will require them to demonstrate their abilities to conduct the sessions in their FT Guidebook, and organize/supervise the 3rd connect activities. Hand out the workshop Agenda (use Trainer Note-5 to make an appropriate Agenda, and have copies to hand out to the participants).</p> <p>Briefly explain each session of the agenda in a way that participants look forward to their implementation.</p>

Session Plan: Setting the Stage

#	Steps
10	<p>(5 minutes) Orient the FTs to the two Guidebooks, i.e. for the FTs and for WASH Club members. Explain the layouts of each book as follows:</p> <p>FT Guidebook: Refer to the Table of Content. And explain as follows:</p> <ul style="list-style-type: none"> • There are separate Hand outs that will be referred to during the session. • There are two sessions, one for teachers and the other for Wash Club members. • Each session has a planning sheet followed by a detailed session plan. <p>The WASH Club Guidebook comprises instructions for the three connect, as follows:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid #008080; border-radius: 10px; padding: 10px; text-align: center;"> <p>1st Connect</p> <p>Aao Baat Karein</p> </div> <div style="border: 1px solid #008080; border-radius: 10px; padding: 10px; text-align: center;"> <p>2nd Connect</p> <p>Aao Rang Bharein!</p> </div> <div style="border: 1px solid #008080; border-radius: 10px; padding: 10px; text-align: center;"> <p>3rd Connect</p> <p>Aao Fun Karein</p> </div> </div>
11	<p>(3 minutes) Conclude this session by once again welcoming the participants to the ToFT. Assure the participants that the 3-days days will have a lot of learning and a lot of fun.</p> <p>Ask them if they have any questions or clarifications about the training or logistics, and respond to the same.</p>

Trainer Note-1: The Poem - Aao Kuch Kar Jayein



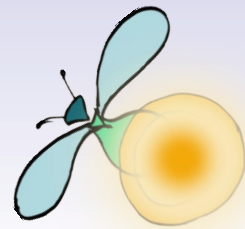
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ہر چیز پہ چھا گیا اندھیرا
جگنو کوئی پاس ہی سے بولا
کیڑا ہوں اگرچہ میں ذرا سا
میں راہ میں روشنی کروں گا
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کہتا تھا کہ رات سر پہ آئی
پہنچوں کس طرح آشیاں تک
سن کر بلبل کی آہ وزاری
حاضر ہوں مدد کو جانِ دل سے
کیا غم ہے جو رات ہے اندھیری
اللہ نے دی ہے مجھ کو مشعل

ہیں لوگ وہی جہاں میں اچھے

آتے ہیں جو کام دوسروں کے

ڈاکٹر علامہ محمد اقبال
(ماخوذ از ولیم کوپر)



Trainer Note-2: One person can make a difference!

Musarrat was 10 years old when she left for Dubai with her family. When she was 20, her family moved back to Pakistan. By then, Musarrat had completed her Bachelors Degree. When the government announced teaching jobs, she applied and was selected as a teacher. She was posted at a peri-urban school in Samanabad. In her first week at school, Musarrat was oriented to the teachers, students and support staff. She was happy to see that the school was full of flowers and trees. She learnt that the students participated in intra school sports competitions and arts, and the academic results were good enough to enable some of the girls to transition to a college.

Musarrat was however concerned about some challenges she saw around her, for example:

She learnt that there was increased absenteeism among girls in grade 6 and above (or after girls reach puberty).



The toilets were dirty with sanitary pads and used tissues thrown all over the place, sometimes even in the commode, water tank or hidden behind doors.

No soaps were available in any of the bathrooms. Stagnant water was visible in and around the basins.



Paper and plastic bags, and other garbage could be seen all around the compound.

As the weeks went by, Musarrat realized how much she loved her work, and the people around her, specially the girls who studied there. But she also kept thinking of how to find a way to overcome the sanitation and hygiene conditions in the school. She really wanted the girls who studied in the school to have a healthy and hygienic environment and facilities. Finally, one day, she decided to raise her concerns with the Principal, who was attentive and encouraged Musarrat to come up with a solution, but one which did not require any major funds.

While Musarrat was still thinking about what to do, she met Jamila, a young and energetic teacher in the school. The two of them started discussing the hygiene situation in the school, and Musarrat told Jamila about her meeting with the Principal. Since Jamila had already been teaching at the school for three years. She was familiar with the other teachers and the girls. Jamila suggested to Musarrat to take the other teachers on board and inspire selected girls in coming up with a solution to the many identified problems. The two then went to the Principal to seek her approval, and they received the same.

Trainer Note-2: One person can make a difference!

In the lunch break that day Musarrat spoke to the other teachers, requesting their support in establishing a WASH Club/Group in the school. Some of the teachers were sceptical, but most were positive. Musarrat requested the teachers to nominate 1 student per class as a WASH Club/Group member. Once the 20 students came together, Musarrat and Jamila oriented them to the some basic concepts on menstrual hygiene management, the issues with regard to keeping the existing toilet and compound facilities clean, and providing adequate facilities for comfort and dignity of those girls who had menses. They requested the girls support to improve this situation, by orienting their class fellows, mobilizing required resources, and becoming sanitation and hygiene monitors for the school.

Given a specific direction and targets, the Wash Club/Group members became charged! Within a month, they had oriented their fellow students on sanitation and hygiene. By the end of the second month, many of the classes had made, and contributed, dustbins for their classes, corridors and compound; posters with messages on how to keep the bathrooms clean, and how to manage their menses. Some classes collected a few rupees to buy 'class soap' so that every girl could wash her hands properly. And some classes started putting together both personal and class MHM kit including soap, towel, an underwear, a pad and tissues. The sanitation and hygiene monitors started checking cleanliness at toilet and compound levels, and reporting the same to their class teachers, who in turn reported the same to administration.

Within four months there was a visible difference. The school compound, the toilets and the hand washing areas looked so much cleaner. Sanitary pads were being properly disposed off in closed bins. Adolescent girls were comfortable knowing that they had access to resources to manage their menses with dignity and hygiene, and that they could talk to someone if they needed support. Many of the girls shared stories of how earlier they would not drink water for an entire day for fear of going to the toilet. With cleaner toilets that issue was also resolved. And the best part was that those girls who were absent from school during their menses, no longer missed school, thus reducing overall absenteeism in schools.

When the Principal congratulated Musarrat for her efforts, she told the Principal that the real she-heroes of this story were Jamila, the other teachers and the WASH Club/Group members.



What role did Musarrat play in sparking MHM and hygiene promotion in the school?



Is it possible for 1-2 persons to bring about such change?



What do you think are some personal qualities needed to be able to manage such a change process?

Trainer Note-3: Visual Overview of 'Sparking MHM in Schools'

Over one Academic Year

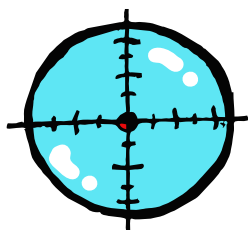


Trainer Note-4: Roles and Responsibilities of a Focal Teacher



Trainer Note-5: Workshop Agenda

Training of Focal Teachers (ToFT) for
Sparking Menstrual Hygiene Management in Schools



Objectives

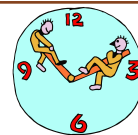
By the end of this session, the Focal Teachers will be able to:

- Describe clearly the overall Sparking MHM in Schools process and their role as Focal Teachers;
- Describe in detail the training they will conduct for the teachers and WASH Club members;
- Demonstrate their understanding of how to manage a session plan and the implementation of the many activities to support the

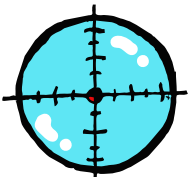
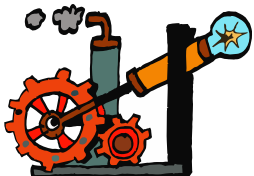

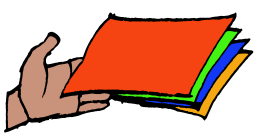
Timing		Detail
Day-1		
08:00 - 10:00	Session-1	Setting the Stage
10:00 - 11:30	Session-2	Know Your Session Plans ● Preparation
11:30 - 11:45	Tea Break	
11:45 - 13:30	(Contd.)	Know Your Session Plans ● Presentations
13:30 - 14:00	(Contd.)	Know Your Session Plans ● Assignment for Mock Rollouts
Lunch and Networking Break		
Day-2		
08:00 - 08:30		Recap Day-1
08:30 - 09:30	Session-3	Skills of an Effective Trainer
09:30 - 11:30	Session-4 Mock Session Rollouts	1: On-boarding School Teachers (FT Guidebook Session-2)
11:30 - 11:45	Tea Break	
11:45 - 13:45	Mock Session Rollouts	2: Activating MHM in WASH Club (FT Guidebook Session-3)
Lunch and Networking Break		
Day-3		
08:00 - 08:30		Recap Day-2
08:30 - 10:00	Mock Session Rollouts	3: Behaviour Change Activities - 1 to 5 (WASH Club Guidebook)
10:00 - 11:00	Mock Session Rollouts	4: Behaviour Change Activities - 6 to 9 (WASH Club Guidebook)
11:00 - 11:15	Tea Break	
11:15 - 13:00	Mock Session Rollouts	5: Behaviour Change Activities - 10 to 14 (WASH Club Guidebook)
13:00 - 14:00	Session-6	Action Planning, Feedback and Close
Lunch and Networking Break		

**SAMPLE ONLY
PLEASE PHOTOCOPY**

Session-2: Know Your Session Plans



Duration
225 minutes

	Preparation Sheet	
 <p>Objectives</p>	<p>By the end of the session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● Describe the contents of each of the session plans and activities in the FT and WASH Club Guidebooks; ● Exhibit their understanding of the key messages and methodologies given in each step of the session plans; ● Describe how to prepare for a session. 	
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Small group activity ● Group presentations 	
 <p>Materials</p>	<ul style="list-style-type: none"> ● Flip charts & stand ● Guidebook for Focal Teachers ● Guidebook for WASH Club members 	
 <p>Handouts</p>	<p>All hand outs in Guidebooks for Focal Teachers and WASH Club</p>	

Session Plan: Know Your Session Plans

#	Steps
1	<p>(3 minutes) Remind them of the visual overview of sparking MHM in schools. Tell them that they will have to use the material in their Guidebook to deliver the sessions to both the teachers in their school and the WASH Club members. This will require them to be very familiar with the content and methodologies of these sessions.</p> <p>Tell the FTs that Day-1 of the FT training will be dedicated to their knowing the contents of both Guidebooks (FT and WASH Club). You would therefore like them to engage in a activity that will make this possible.</p> <p>Tell them that this session, called 'know your session plan', is divided into three parts, as follows:</p> <div style="display: flex; justify-content: space-around; align-items: flex-end; text-align: center;"> <div> Part-1 Preparation </div> <div> Part-2 Presentations </div> <div> Part-3 Assignments for Mock Rollouts </div> </div>
Part-1: Preparation	
2	<p>(5 minutes) Use a group organizing technique to arrange participants into 5 equal (or nearly equal) groups.</p> <p>Assign the following sessions/material to each group as follows:</p> <ul style="list-style-type: none"> ● Group-1: On-boarding School Teachers (FT Guidebook Session-2) ● Group-2: Activating MHM in WASH Club (FT Guidebook Session-3) ● Group-3: Behaviour Change Activities - 1 to 5 (WASH Club Guidebook) ● Group-4: Behaviour Change Activities - 6 to 9 (WASH Club Guidebook) ● Group-5: Behaviour Change Activities - 10 to 14 (WASH Club Guidebook)
3	<p>(4 minutes) Tell the participants that you would like each group to do the following:</p> <ul style="list-style-type: none"> ● Divide the steps amongst themselves. ● Read each step carefully to understand what that step is asking you to do in terms of imparting a message or messages, and the process in which it should be done. ● Prepare a flip chart with brief points to explain their steps to the rest of the group. <p>If needed, explain one step as an example.</p>

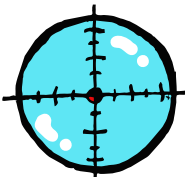
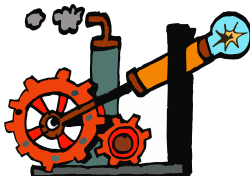

Session Plan: Know Your Session Plans

#	Steps															
4	<p>(78 minutes) Allow the groups to work on the task. Guide and mentor the groups as needed. Make sure that the steps are properly divided amongst the group members, and that every person has understood the task and how to review and present the step.</p>															
Part-2: Presentations																
5	<p>(105 minutes) Have each group make their presentation. Ensure the following:</p> <table><tr><td>1</td><td>Before the group presents the steps for a session, make sure that the FTs have the opportunity to look at the preparation sheet for that session, which provides details on how to organize the session.</td></tr><tr><td>2</td><td>The key objectives, process and the material needed for the 3rd connect activities are understood.</td></tr><tr><td>3</td><td>Every FT is following the step that is presented so that they are aware of how the session is structured, and the key messages therein.</td></tr><tr><td>4</td><td>The messages in the step should have been understood as intended. If not, then clarify and explain as needed.</td></tr></table> <p>Conclude the sessions by reminding the FTs that the next two days would be dedicated to a mock rollout of all the sessions and activities that they have just reviewed.</p>	1	Before the group presents the steps for a session, make sure that the FTs have the opportunity to look at the preparation sheet for that session, which provides details on how to organize the session.	2	The key objectives, process and the material needed for the 3rd connect activities are understood.	3	Every FT is following the step that is presented so that they are aware of how the session is structured, and the key messages therein.	4	The messages in the step should have been understood as intended. If not, then clarify and explain as needed.							
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3	Every FT is following the step that is presented so that they are aware of how the session is structured, and the key messages therein.															
4	The messages in the step should have been understood as intended. If not, then clarify and explain as needed.															
Part-3: Assignments for Mock Rollouts																
6	<p>(30 minutes) Make 5 slips as follows:</p> <table><tr><td>● Group-1:</td><td>On-boarding School Teachers</td><td>(FT Guidebook Session-2)</td></tr><tr><td>● Group-2:</td><td>Activating MHM in WASH Club</td><td>(FT Guidebook Session-3)</td></tr><tr><td>● Group-3:</td><td>Behaviour Change Activities - 1 to 5</td><td>(WASH Club Guidebook)</td></tr><tr><td>● Group-4:</td><td>Behaviour Change Activities - 6 to 9</td><td>(WASH Club Guidebook)</td></tr><tr><td>● Group-5:</td><td>Behaviour Change Activities - 10 to 14</td><td>(WASH Club Guidebook)</td></tr></table> <p>Mix the slips. Ask one person from each group to come up to the front of the class and select a slip. The slip will determine what that group will present in the next two days.</p> <p>Ask the groups to spend the next 20 minutes in planning their rollouts as follows:</p> <ul style="list-style-type: none">● Carefully understand the objectives of the session/activity and plan and mobilize all the material needed for their activity.● Determine who will conduct which step/activity.	● Group-1:	On-boarding School Teachers	(FT Guidebook Session-2)	● Group-2:	Activating MHM in WASH Club	(FT Guidebook Session-3)	● Group-3:	Behaviour Change Activities - 1 to 5	(WASH Club Guidebook)	● Group-4:	Behaviour Change Activities - 6 to 9	(WASH Club Guidebook)	● Group-5:	Behaviour Change Activities - 10 to 14	(WASH Club Guidebook)
● Group-1:	On-boarding School Teachers	(FT Guidebook Session-2)														
● Group-2:	Activating MHM in WASH Club	(FT Guidebook Session-3)														
● Group-3:	Behaviour Change Activities - 1 to 5	(WASH Club Guidebook)														
● Group-4:	Behaviour Change Activities - 6 to 9	(WASH Club Guidebook)														
● Group-5:	Behaviour Change Activities - 10 to 14	(WASH Club Guidebook)														
7	<p>Conclude the session by offering support to the participants, and wishing them the best of luck. Ask them also to think about the training skills that they must exhibit to conduct an effective session. Tell them that you will discuss some of that before the mock rollouts the next day.</p>															



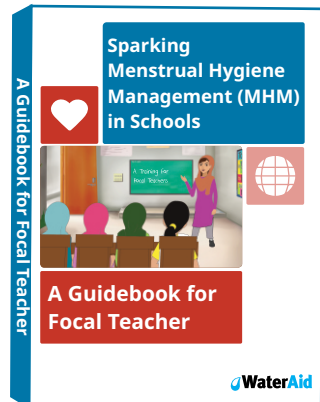
Session-3: On Boarding School Teachers



Duration
120 minutes

Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● List the key messages that they must give to other teachers in their school; ● Describe the step-by-step process of how they will conduct, upon return to the school, a session with teachers.
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Use of video ● Quiz show ● Audit exercise - Dekho to Jaano ● Plenary discussions
 <p>Materials</p>	<ul style="list-style-type: none"> ● Paper caps ● 4-questions on 4-cards ● Flip chart with jar and #s on it (Trainer Note 1) ● Numbers on folded slips ● Questions and answers on MHM ● Video on Aao Baat Karein ● Multimedia projector ● Whiteboard & flipcharts ● Markers ● Guidebook for Focal Teachers

Session Plan: On Boarding School Teachers

#	Steps
1	<p>Make sure that the room is set up so that the participants can work in small groups. Also make sure that the multimedia projector and speakers are set up for the Aao Baat Karein video. If possible, ensure that the Principal attends the session, as this will ensure teachers participation and punctuality.</p>
2	<p>(4 minutes) Tell the FTs that in this session you will demonstrate how they will on-board the teachers in their schools.</p> <p>Set up the stage by telling the FTs the following:</p> <p>You are an FT who has received 'Sparking MHM in Schools training', and have returned to the school. With the Principal's permission, you have gathered all the teachers so that you can on-board them to take forward the MHM agenda. You are therefore an FT, and they are all class and subject teachers.</p> <p>Give everyone paper caps with focal teacher, teachers, WASH Club members and students written on it. For this session, assign roles as follows:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">For you</div> <div style="display: flex; flex-direction: column; align-items: center;">  <p>'Focal Teacher'</p> </div> </div> <div style="text-align: center;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; background-color: #e0f0ff;">For the Participants</div> <div style="display: flex; flex-direction: column; align-items: center;">  <p>'Teacher'</p> </div> </div> </div> <p>once everyone is wearing their paper caps, begin the session using steps as follows:</p>
	<p>For Mock Rollout, use Steps 1 - 12 from FT Guidebook</p> <p>Session-1: On Boarding School Teachers</p> <div style="text-align: right;">  </div>

Session Plan: On Boarding School Teachers

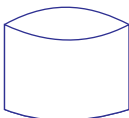
#

Steps

3

(6 minutes) Change roles as follows:

For you



You are
'Master Trainer'
once more

For the Participants



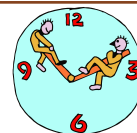
'Focal Teacher'

Ask the participants to reflect on the session as follows:

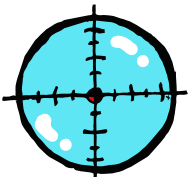
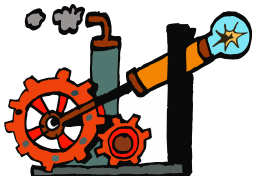

- Do you have any questions about the session or how it is to be conducted for the teachers in your schools?
- What messages do you think will work well?
- What might be some challenges in conducting this session?
- How can such challenges be overcome?

Conclude the session by reiterating the important role that teachers must play in this entire sparking MHM in schools process.



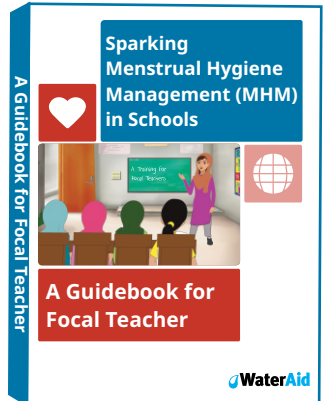
Session-4: Activating MHM in WASH Club



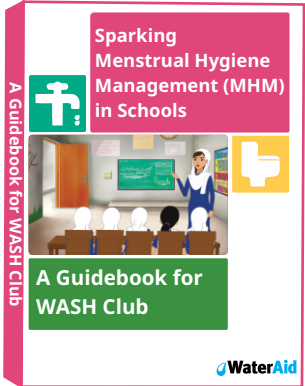
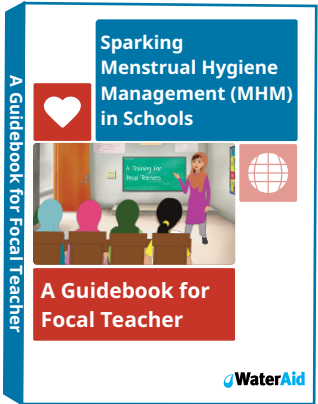


Duration
105 minutes

Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● Articulate the messages that WASH Club members must receive to on-board students; ● Specify the roles and responsibilities of a WASH Club for taking forward the MHM Agenda; ● Describe the 1st, 2nd and 3rd connect activities that WASH Club must undertake at school level.
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Video showing ● Participatory Discussions ● Case Scenario ● Small Group Discussions
 <p>Materials</p>	<ul style="list-style-type: none"> ● Paper caps ● Guidebook for Focal Teachers ● Guidebook for Wash Club Members ● Flip Book Aao Baat Karein ● Video Aao Baat Karein ● Multimedia Projector ● Whiteboard & Flipcharts ● Markers

Session Plan: Activating MHM in WASH Club

#	Steps
1	<p>(1 minute) Welcome the FTs to session on Activating MHM in WASH Club. Tell them that this session, and its implementation, is at the heart of the 'Sparking MHM in Schools' process because if the FTs and teachers can inspire and motivate the WASH Club members, the MHM agenda will take on a self-sustaining life, and it will be possible to institutionalize MHM in schools.</p>
2	<p>(2 minute) Tell the Focal Teachers that you are now assuming the following:</p> <p>You, the Focal Teacher, have returned to the school, and with the principal's permission, you have already oriented the teachers, who gave you names of those who should become WASH Club members responsible for sparking MHM in the school. You are now going to conduct an orientation session with the WASH Club members so that you can on-board them. This time you, who are conducting the session, are an FT, while they are all members of a WASH Club.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>For you</p>  <p>Wear the cap with 'Focal Teacher' showing in front.</p> </div> <div style="text-align: center;"> <p>For the Participants</p>  <p>Wear the caps so that WASH Club Member is showing on the front.</p> </div> </div>
3	<p>To conduct the session, ensure that the room is set up to facilitate the following:</p> <ul style="list-style-type: none"> • For the participants to work in small groups • To play the video 'Aao Baat Karein' • To organize the MHM Aao Rang Bharien! Exercise
	<p>For Mock Rollout, use Steps 1 - 3 from FT Guidebook</p> <p>Session-2: Activating MHM in WASH Club</p> <div style="text-align: right;">  </div>

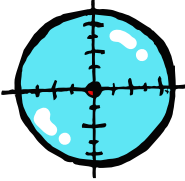
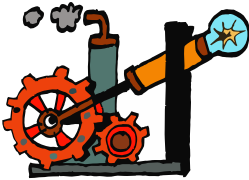

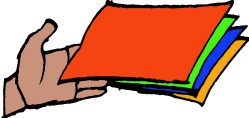

Session Plan: Activating MHM in WASH Club

#	Steps
	<p>For Mock Rollout, use Steps 1 – 13 from the WASH Club Guidebook 1st Connect - Aao Baat Karein</p> 
	<p>For Mock Rollout, use Steps 4 - 7 from FT Guidebook Session-2: Activating MHM in WASH Club</p> 
4	<p>Exiting the Role: (12 minutes) Ask the participants to turn their caps so that you are once again in the following roles:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>For you</p>  <p>You are 'Master Trainer' once more</p> </div> <div style="text-align: center;"> <p>For the Participants</p>  <p>'Focal Teacher'</p> </div> </div> <p>Ask the FTs how they liked this two in one session, i.e. an orientation for WASH Club members and the 1st Connect Aao Baat Karein for students. Ask them if they have any questions or clarifications. Tell them that given the length of this session, and the large number of messages, they should use cue cards for its delivery.</p>

Session-5: Skills of an Effective Trainer



Duration
75 minutes

Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● List some basic concepts and best practices of effective teaching and training; ● Identify ways to apply these best practices to the training that they will undertake for Sparking MHM in Schools.
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Small Group Discussions ● Plenary Discussion
 <p>Materials</p>	<ul style="list-style-type: none"> ● Whiteboard & Flipcharts ● Markers
 <p>Handouts</p>	<p>Make copies, 1 per participant:</p> <ul style="list-style-type: none"> ● Key Areas of Facilitation Skills - Matrix ● Key Areas of Facilitation Skills - Tips ● Assessment Form
 <p>Trainer Notes</p>	<p>Trainer Note-6 Key Areas of Facilitation Skills - Matrix</p> <p>Trainer Note-7 Key Areas of Facilitation Skills - Tips</p> <p>Trainer Note-8 Assessment Form for Mock Sessions</p>

Session Plan: Skills of an Effective Trainer

#	Steps
1	<p>(2 minutes) Begin the session with an acknowledgement of the experience and expertise that the Focal Teachers have with regard to teaching and training. Tell them that this session is therefore designed in a way that will allow them to teach and learn from each other.</p>
2	<p>(3 minutes) Explain that as MHM Focal Teachers, much of their task will be to facilitate, rather than teach, train or do. And for that they will require some key skills that will make them more effective, i.e.</p> <ul style="list-style-type: none"> ● Subject Matter Knowledge ● Visualization and Use of Props ● Keeping Participants Attentive <p>Tell the participants that this session will summarize the thinking, learning, and best practices for effective facilitation. After this session, you will organize them in small groups, where each group will prepare to implement an assigned session or topic.</p>
3	<p>(45 minutes) Organize FTs into 5 groups.</p> <p>Hand out the key areas of facilitation skills - matrix (use Trainer Note-6 to photocopy for the participants), and instruct the groups as follows:</p> <p>To deliver an effective training on Sparking MHM in Schools, you need effective facilitation skills. In this session, your task is to discuss three facilitation skills topics, i.e.</p> <ul style="list-style-type: none"> ● Subject matter knowledge ● Visualization or use of props ● Keeping participants attentive <p>And answer for each the why, the what, and the how. Clarify that the group task is as follows:</p> <ul style="list-style-type: none"> ● Discuss and write on the matrix responses to the why, what and how for each of the three topics (15 minutes) ● Note the key points on a flip chart for presentation to the other groups (5 minutes) ● Present in the plenary (3 minutes per group) <p>Have each group present in the plenary, and facilitate a brief discussion to ensure that the training performance standards have been established. While making the presentations, ask the groups to avoid repeating points that have already been expressed. Use Trainer Note- 7 Key Areas of Facilitation Skills - Tips to add relevant points that may not have been covered.</p>

Session Plan: Skills of an Effective Trainer

#	Steps				
4	<p>(5 minutes) Tell the Focal Teachers that this session marks the turning point in this ToFT, where they will now take on the role of the trainer. It is they who will lead the rest of the workshop. They must demonstrate effective delivery of the sessions given in the Guidebook for Focal Teachers. Tell the participants that it is now time to implement the Mock Session Rollouts as follows:</p> <ul style="list-style-type: none">● Group-1: On-boarding School Teachers (FT Guidebook Session-2)● Group-2: Activating MHM in WASH Club (FT Guidebook Session-3)● Group-3: Behaviour Change Activities - 1 to 5 (WASH Club Guidebook)● Group-4: Behaviour Change Activities - 6 to 9 (WASH Club Guidebook)● Group-5: Behaviour Change Activities - 10 to 14 (WASH Club Guidebook) <p>Pre-prepare a chart as follows:</p> <table><tr><th>Group #</th><th>Group Members</th><th>Session/Activities to be rolled out</th><th>Time</th></tr></table> <p>Tell the participants that they must remember the following:</p> <ul style="list-style-type: none">● The 1st Connect session, i.e. Aao Baat Karein, is integrated in Activating MHM in WASH Club● The 2nd Connect session, i.e. Aao Rang Bharein is a part of the session on On-boarding School Teachers	Group #	Group Members	Session/Activities to be rolled out	Time
Group #	Group Members	Session/Activities to be rolled out	Time		
5	<p>(2 minutes) Encourage the participants to be creative about making charts, visuals, and props. Tell them that you would like them to roll out the sessions exactly as they would with the actual target groups. Ask them to set up the room as required.</p>				
6	<p>(15 minutes) Tell the FTs that you, your co-trainer, and 3-4 of their colleagues will assess their training performance using the assessment form given as Trainer Note-8 Assessment Form for Mock Sessions. Tell them that it is therefore important to understand each of the assessment indicators on this form. Take the FTs through each of the indicators on the form, ensuring that they understand the skills and attitude required for effective performance.</p> <p>Make sure that you have about 50 copies of the Assessment Form to use for the Mock Rollout sessions.</p>				

Session Plan: Skills of an Effective Trainer

#

Steps

(3 minutes) Create a physical set-up where on one side a table is organized for the presenting group, in the middle are those who will act as participants, and the assessing group is behind the participants.

Conclude the session as follows:

Tell the participants that the groups will be physically organized as follows:

3 Groups
will be
participants

1 Group
will be
presenting

1 Group
will be
assessors

7

Tell the participant that once the presenting group has concluded, the debriefing will be as follows:

Comments by:

- 1 Participants How they liked the session, what they liked the best, what effective trainer skills did they note, etc.
- 2 Presenting Group Share their views about what they did well and where they could have improved.
- 3 Assessors What they saw and heard, what they liked, and what could have been improved.
- 4 Trainers Clarifications and concluding comments.

After this discussion, set up the room, and begin the rollout process.

Trainer Note-6: Key Areas of Facilitation Skills - Matrix

1

Group

Subject Matter Knowledge

Guiding Questions

WHY	Why is subject matter knowledge in MHM training so important?	

WHAT	What are the subject matter areas to be known by MHM facilitators?	

How	How to acquire subject matter knowledge in MHM?	

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Trainer Note-6: Key Areas of Facilitation Skills - Matrix

2

Group

Visualization or Use of Props

Guiding Questions

WHY	Why is visualization or use of props so important for MHM training?	

WHAT	What kinds of visualization could you undertake to make this a fun oriented and colourful training?	

How	How would you manage such visualization (best practices)?	

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Trainer Note-6: Key Areas of Facilitation Skills - Matrix

3

Group

Keeping Participants Attentive

Guiding Questions

WHY	Why are keeping participants attentive and involved so important?	

WHAT	What must be done to keep them attentive, and handle the more difficult ones?	

How	How do we successfully deal with participants during sessions (best practices)?	

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Trainer Note-7: Key Areas of Facilitation Skills - Tips

1. Subject Matter knowledge

1	WHY	<p>Why is subject matter knowledge in MHM training so important?</p> <ul style="list-style-type: none"> It is a subject where correct and factual information must be given. The girls may raise many questions and concerns that would require more information than that which is covered in this module. Command over the subject may be critical to maintain the interest and energy of the WASH Club and the Teachers.
2	WHAT	<p>What are the subject matter areas to be known by MHM facilitators?</p> <ul style="list-style-type: none"> Questions about myths and taboos will be often raised and must be logically responded to. Simple health and menstrual management information must be constantly updated. Simple tips on managing self, both physically and emotionally.
3	HOW	<p>How to acquire subject matter knowledge in MHM?</p> <ul style="list-style-type: none"> There are many modules available on the subject. There are innumerable websites that can also be accessed. However, care must be taken that the websites are credible and the given information is both current and reliable. Remember that you don't need to know everything. If you don't know something for sure, it is better to say so, and tell the students that you will find the information, or guide them to where they can find the information, e.g. Google it, or obtain from a doctor.

2. Visualization or Use of Props

1	WHY	<p>Why is visualization or use of props so important for MHM training?</p> <ul style="list-style-type: none"> A picture is worth a thousand words To keep people interested and involved To introduce colour and variety to the process
2	WHAT	<p>What kinds of visualization could you undertake to make this a fun oriented and colourful training?</p> <ul style="list-style-type: none"> Head bands for the WASH Club members Posters, charts, real material/samples of pads/cloth Use of video or video clips - from WaterAid or downloaded from other sources To develop clips through mobile phone and use the same
3	HOW	<p>How would you manage such visualization (best practices)?</p> <ul style="list-style-type: none"> Encourage the participants to actively engage in producing/bringing such material Recycling or reusing material from the school

Trainer Note-7: Key Areas of Facilitation Skills - Tips

3. Keeping Participants Attentive		
1	WHY	<p>Why are keeping participants attentive and involved so important?</p> <ul style="list-style-type: none"> ● To promote and protect 'weaker or silent' participants ● To counter balance dominating participants ● To provide a voice/platform to everyone ● Ensure everyone's understanding before moving on
2	WHAT	<p>What must be done to keep them attentive, and handle the more difficult ones?</p> <ul style="list-style-type: none"> ● Listen keenly and actively ● Establish the objective of the session, and keep linking new information to what has been previously discussed ● Use energizers to activate participants ● Use local and simple language ● Manage time effectively ● Maintain effective eye contact, hand movement, gestures. ● Dress appropriately, and manage space to move around.
3	HOW	<p>How do we successfully deal with participants during sessions (best practices)?</p> <ul style="list-style-type: none"> ● Maintain eye contact ● Use humour, stories, and examples effectively ● Ask open ended questions such as why, what, how, when, etc. ● Use appropriate words and voice ● Repeat participants' contributions in own words ● Continuously repeat and conclude to ensure understanding ● Control, and effectively use your own body language, e.g. face the participants all the time (never turn back), smile with your eyes, face, lips, do not point a finger or make rude gestures. Also monitor participants every movement, their reactions and behaviour through the eyes, ears and heart

Trainer Note-8: Assessment Form for Mock Sessions

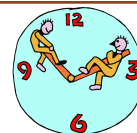
Assessment by Peer/Training Team - Mock Sessions (Individual Assessment)

Date: _____

Trainer	Name of Trainer	List at least 3 things that the trainer did well!	List 3 points for improvement.
1			
2			
3			
4			
5			
6			

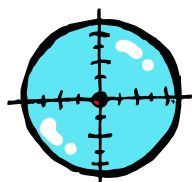
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Sessions - 6,7,8 & 9: Mock Session Rollouts



Duration

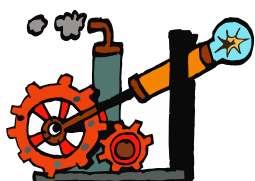
1.5 Day



Objectives

By the end of this session, the Focal Teachers will be able to:

- Describe in detail the content, methodologies and material required to roll out the sessions and activities in their schools;
- Identify areas where they need additional support and guidance.



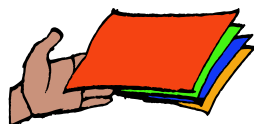
Methodologies

- All the methodologies that have been tried out before, and which will be used by the Focal Teachers to implement the Mock Rollout Sessions.



Materials

- All material, prop, equipment that have been listed in the previous session, and which individual Focal Teachers will use for their Mock rollouts.



Handouts

- All hand outs listed in the Focal Teacher and WASH Club Guidebooks.

Session Plan: Mock Session Rollouts

#	Steps
1	<p>For each of the rollout sessions, ensure the following:</p> <ul style="list-style-type: none"> • Material, equipment, props, hand outs and stationery has been prepared by the group, and is ready for use • The room has been set up in a way that will allow for effective interaction and session implementation • The team implementing the session is well organized in terms of their sequence and timing. • The team must submit to the MT a sequence plan of the presenters, with timing
2	<p>One of the objectives of these rollouts is to make sure that each FT has the opportunity to review in detail the Guidebooks, and is familiar with the session plans. Make it mandatory for everyone to open their Guidebooks and follow the session plan that is being implemented during Mock Rollouts.</p>
3	<p>Announce in advance that you may ask some of the group members to shorten their delivery or move on to the next point. You may have to do this if you are constrained for time, or if you realize that a Focal Teacher has been assessed as needed.</p>
4	<p>Make sure that sufficient time is available for the debriefing. Ask the assessors to use the assessment form diligently, and note both the positive points, and the points for improvement. Encourage everyone to use the sandwich approach for providing feedback, i.e. say something positive, give some concrete tips for improvement, and then conclude with something positive.</p>
5	<p>Use the above points for all the Mock Session Rollouts. As per the training schedule, the suggested rollouts are as follows:</p> <ul style="list-style-type: none"> • Group-1: On-boarding School Teachers (FT Guidebook Session-2) • Group-2: Activating MHM in WASH Club (FT Guidebook Session-3) • Group-3: Behaviour Change Activities - 1 to 5 (WASH Club Guidebook) • Group-4: Behaviour Change Activities - 6 to 9 (WASH Club Guidebook) • Group-5: Behaviour Change Activities - 10 to 14 (WASH Club Guidebook)
6	<p>By the end of the Mock Session Rollouts, two things should have happened:</p> <ul style="list-style-type: none"> • The participants will have seen the entire sparking MHM in schools program in action. • They will have become familiar with the expected quality and standard of training skills.

Session Plan: Mock Session Rollouts

#

Steps

7

Thank the participants for their active participation and their hard work and contributions throughout the training process. Encourage them to go forward, well prepared, to implement the rollouts with energy and motivation. Tell them that there may be many who will try to discourage them from sparking MHM in their schools. Conclude the session with the following story.

There once was a bunch of tiny frogs who arranged a running competition. The goal was to reach the top of a very high tower. A big crowd had gathered around the tower to see the race. The race began, but no one really believed that the tiny frogs would reach the top of the tower.

"Oh, WAY too difficult!! They'll NEVER make it to the top", they said. "Not a chance that they will succeed. The tower is too high!" The tiny frogs began collapsing one by one. The crowd continued to yell "It is too difficult!!! No one will make it!" More tiny frogs got tired and gave up. But ONE continued higher and higher. She wouldn't give up! Slowly, but surely the one tiny frog reached the top of the tower.

A contestant asked the tiny frog how she had found the strength to reach the goal? It turned out that the winner was DEAF!

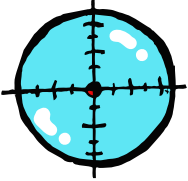
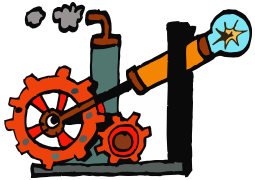


The moral of this story is: Never listen to other people's tendencies to be negative or pessimistic! Be DEAF when people tell YOU that YOU can not fulfil YOUR goal! If you believe, then be POSITIVE and always think: I can do this!

End the workshop with the prayer that the trainers will succeed in all their endeavours, and become a beacon of light for their colleagues, WASH Club members and students.

Session-10: Action Planning, Feedback & Close



Duration
45 minutes

Preparation Sheet	
 <p>Objectives</p>	<p>By the end of this session, the Focal Teachers will be able to:</p> <ul style="list-style-type: none"> ● List specific actions that they will take upon return to their schools; ● Provide their comments and concerns on the ToFT.
 <p>Methodologies</p>	<ul style="list-style-type: none"> ● Individual Assessments ● Small Group Discussions ● Participatory Discussions in the Plenary Session
 <p>Materials</p>	<ul style="list-style-type: none"> ● Copies of the Planning for Action Form ● Copies of the Feedback Form ● Whiteboard & Flipcharts ● Markers ● Guidebook for Focal Teachers
 <p>Trainer Notes</p>	<ul style="list-style-type: none"> ● Trainer Note-9 Planning for Action ● Trainer Note-10 Feedback Form

Session Plan: Action Planning, Feedback and Close

#	Steps
1	<p>(5 minutes) Thank the participants for their active participation. Tell them that as mentioned before, Sparking MHM in Schools is not a task. It is a mission. The intent is to make girls more confident in themselves, and realize that this biological phenomenon is normal and something to be proud of. Briefly summarize the key highlights of the 3-day workshop.</p>
2	<p>(20 minutes) Tell the Focal Teachers that the ToFT was implemented to prepare them for action. They must therefore now identify what they will do, when, and with whom. Hand out the Planning for Action Form (Trainer Note-9) for the participants. Ask participant to do the following:</p> <ul style="list-style-type: none"> ● Write their name and the name of their school. ● Write the dates of the months during which they will implement the MHM program. ● Specify the month and the week for those activities that they will implement (it is strongly recommended that all the activities are tried out over a period of seven months) <p>Give the participants 15 minutes to complete their Action Plans. Ask a few FTs to share their action plans. Make a copy of their action plans, or take photographs, for submission to the Education Department/WaterAid. Tell the participants that after seven months, when the girls transition to a new class, they have to renew the process of setting up a WASH Club. Refer them to their Guidebook that has a session on how to reform the WASH Club. Some suggestions on this is given in the Guidebook for Focal Teachers. Refer to the page in the FT Guidebook, and highlight the main points.</p>
3	<p>(10 minutes) Tell the Focal Teachers that every professional trainer must seek feedback on their training. You would also like to obtain feedback on this TOT. Make adequate copies of the Feedback Form (Trainer Note-10). Briefly explain the Form, and give participants 10 minutes to respond. Request the FTs to provide you comments along with the ratings. Take back the Forms, count them, and put them in an envelope for later review.</p>
4	<p>(2 minutes) Share Zig Ziglar's famous quotation: Outstanding people have one thing in common: an absolute sense of mission. Tell the participants that you hope that as MHM Focal Teachers, they too have a commitment to the cause and a sense of mission. Tell them that as a reminder of this, you would like them to make you a pledge. Refer the FTs to hand out on Focal Teachers Pledge. Ask them to first read the pledge on their own. Then ask everyone to stand up and move to a place where everyone can stand in a circle. Ask FTs to raise their right hand, and say out loud the pledge. Have the pledge on a chart, and enough space for FTs to sign. Have the FTs sign the pledge.</p>
5	<p>(1minute) Ensure that the participants' list is complete, with everyone's contact details. Once again, thank everyone for their participation and bring the workshop to a close.</p>

Date from: _____ to: _____

#	Description of Activity
1	Onboarding the Teachers
2	Activating MHM in WASH Club
3	1st Connect - Aao Baat Karein
4	2nd Connect - Aao Rang Bharein!
5	3rd Connect - Aao Fun Karein
	(1) Be Equipped! (2) Bin Your Trash! (3) Let's Debate! (4) Aao Poche (5) Act It Out! (6) Say It Through Art! (7) Let's Visualise! (8) A Tug of Myths! (9) Aao Banaye aur Dikhaye (10) Honour the Day! ● Menstrual Hygiene Day - May 28th ● Global Hand Washing Day - October 15th ● World Water Day - March 22nd ● World Toilet Day - November 19th ● Women International Day - March 8th (11) Hand Hygiene (12) Dekho tou Jaano (13) Aao Dosti Karein (14) Managing Self

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Trainer Note-10: Feedback Form

Name: _____ Date: _____

Please spend a few moments to give us your feedback on this Training, both positive comments and points for improvement. Your feedback, which will be kept confidential, will help us to improve the content and delivery of future training. Thank you

A How would you rate your overall experience of this workshop?

Poor	Fair	Good	Excellent

B What did you like the most?

C What did you like the least?

D What knowledge or skills will you be able to immediately apply in your school?

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Trainer Note-10: Feedback Form

E Rate the following in terms of the extent to which you agree or not

		No	To some extent	Yes	Most Definitely
1	The training met the stated objectives.				
2	The training will help me in my role as Focal Teacher.				
3	The training contents were useful and provided relevant information.				
4	The trainer was knowledgeable and well skilled.				
5	Questions raised were effectively answered.				
6	Discussion were encouraged and played an important part of the training.				
7	The techniques used in the training were effective (e.g. role-play, small group-work, activities).				
8	The duration of the training was appropriate for my learning needs.				
9	The training was enjoyable.				
10	The training was well organized.				
11	The training facilities and arrangements (e.g. joining information, venue and refreshment) were satisfactory.				
12	The next steps have been clearly discussed.				

F Please provide suggestions to improve the training.

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