

TRAINING OF TRAINERS

To support programmes using
the MHM Education Guide.



From the initiators of MH Day



ABOUT THIS MANUAL

This Menstrual Hygiene Management (MHM) Training of Trainers (ToT) Manual has been developed by WASH United to guide partner organisations and trainers in conducting training of trainers on the use of the MHM Education Guide.

We also appreciate the contributions to this manual from the master trainers who participated in the training of master trainers (ToMT) in December 2019 in Busia, Uganda.

If you have any questions, comments or suggestions, please do not hesitate to get in touch with us:

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INTRODUCTION



OBJECTIVES OF THE MHM TRAINING

The training aims to build the capacities of trainers to deliver engaging and effective Menstrual Hygiene Management (MHM) sessions using the MHM Education Guide to strengthen their confidence and address the sensitive issue of menstruation and menstrual hygiene. Trainers will then become agents of change, motivated to empower girls on this issue.

Versions and titles of the MHM Education Guide:



For Africa in English:
Rosie's World

For Africa in French:
Le monde du Rosalie



For Ethiopia in Amharic:
Ababa's World



For India in English
and other languages:
Ruby's World

PURPOSE OF THE TRAINING MANUAL

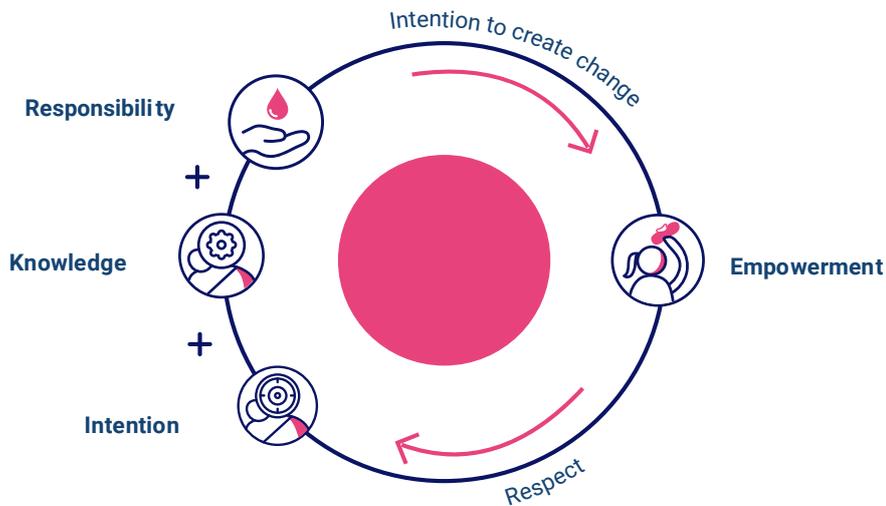
The purpose of the manual is to prepare facilitators to conduct a training on the MHM Education Guide. The manual is designed for use by the facilitator of the training.

The training is designed to not focus on providing a lot of technical MHM knowledge as we do not expect trainers to become health experts. The main intention is to build confidence and intention through a range of different training activities. MHM knowledge will come through the MHM Education Guide and technical information can be found in the MHM Resource Book.



TRAINING METHODOLOGY

The training of trainers on MHM is based on a **'Knowledge, Intention, Responsibility and Respect'** model.



Knowledge

The training of trainers will increase the trainer's knowledge and capacity on MHM so that they are then confident in conducting activities with girls using the Rosie's World MHM Education Guide.

Intention

The training will shift the trainer's intentions and shift purpose from doing a good job in conducting trainings to being agents of empowerment.

Responsibility

The training will create a sense of responsibility amongst trainers to use the MHM Education Guide and empower girls to make a change in society.

Respect

With the right amount of knowledge, trainers are ready to take on the responsibility of creating change and make girls feel confident at the end of the training. This, in turn, will also earn the trainer respect.



This training is designed to be low cost and easy to implement even in locations without electricity. Hence, there is no need for laptops and Powerpoint presentations, and the modules focus on being engaging without the use of technology!



PLANNING FOR THE TRAINING



TRAINING PARTICIPANTS

A manageable group has 15-30 training participants.

The training is suitable for all levels of MHM expertise and can range from experienced to inexperienced. We advise that trainers have some background in training others as a teacher, trainer or peer educator. Be sure to get some information on the background and existing MHM knowledge of participants in order to adjust the agenda as necessary (see below).

There have been good experiences in training teachers and peer students, for example from a hygiene club, together. In such a case, ensure that students are actively engaged. It is also possible to have men as participants, yet men often face limitations in the practice session with girls and during the future implementation of the MHM Education Guide.

TRAINING VENUE

The training venue should preferably be indoors for the benefit of acoustics. The only requirement is to have some space available for the practice session, which can be conducted inside or outside.

TRAINING AGENDA - OPTIONS

In the following section, three different training agendas are suggested – a half-day, a full day and two days – to cater to the different wishes of partner organisations.

However, we recommend a full day training that includes a practice session.



- Always speak to the partner organisation about their wishes and ideas for the agenda
- Agree with the partner organisation on a start time and end time. Take care to take typical constraints such as transport time or school closure for teachers into consideration
- Sessions can be added, subtracted and revised based on the target audience and their training needs.
- Consider some input from the partner organisation on their project, such as welcome speeches from dignitaries or an opening prayer
- Have a few ice-breaker ideas on hand, especially after tea, coffee or lunch breaks (see some suggestion in the Appendix)



The following chapters will present the different modules in more detail. Within the modules there are Optional Activities that can be added, depending on agenda, time and wishes of the partner organization.

Half Day (approx. 3-4 hours)

The following is a suggested training agenda if only 3-4 hours are available. For example, if only a short time slot in another training event is allocated to the MHM Education Guide.

The agenda includes no practical elements. All modules focus on the essentials. As the agenda is short, there is no longer break, but it is advised to have a break after the Chapter 1 demonstration.

MODULE	Suggested Time
MODULE 1 - Introduction of Participants	10 minutes
MODULE 2: Training Agenda and Aims	5 minutes
MODULE 3: Why Menstruation Matters Present definition of MHM and the importance of education	10 minutes
MODULE 4: Introduction of Rosie's World	10 minutes
MODULE 6: MHM Education Guide Demonstration – Chapter 1	45 minutes
BREAK	
MODULE 6: MHM Education Guide Demonstration – Chapter 2	60 minutes
MODULE 5: Prepare Trainers for their own Training	10 minutes
MODULE 9: Q&A and Further Tips on the MHM Education Guide	10 minutes
MODULE 12: Training Feedback and Evaluation	5 minutes
MODULE 13: Closing Remarks	5 minutes
Handover of MHM Education Guide	



Agree with partners and participants on follow-up and backstopping support, and present these in the closing remarks or ensure this is captured at a later stage during the training.



One Day

This agenda covers 5-6 hours, not including tea and lunch breaks. The agenda includes more time for Module 3. The afternoon session should be designed according to the wishes of the partner organisation.

MODULE	Suggested Time
MODULE 1: Introduction of Participants	10 minutes
MODULE 2: Training Agenda, Aims and Expectations	15 minutes
MODULE 3: Why Menstruation Matters Select from suggested activities	45 minutes
MODULE 4: Introduction of the MHM Education Guide	15 minutes
MODULE 5: Prepare Trainers for their own Training	10 minutes
BREAK	
MODULE 6: MHM Education Guide Demonstration – Chapter 1	45 minutes
LUNCH	
MODULE 6: MHM Education Guide Demonstration – Chapter 2 (and 3 for India)	60 minutes
MODULE 9: Q&A and further Tips on the MHM Education Guide	15 minutes
SHORT BREAK	
Optional MODULE 10: Chain of Empowerment OR MODULE 11: MHM Education Project Reporting and Monitoring	60-120 minutes
MODULE 12: Training Feedback and Evaluation	15 minutes
MODULE 13: Closing Remarks	10 minutes



Two Days

This agenda is for a two-day training. In the below schedule, the demonstration and practice modules are divided between the two days, but if this is logistically too challenging, it is possible to do the demonstration on one day and the practice modules on the other. The afternoon session on the second day is flexible to be designed according to the wishes of the partner organization can close early.

MODULE DAY 1	 Suggested Time
MODULE 1: Introduction of Participants	10 minutes
MODULE 2: Training Agenda, Aims and Expectations	15 minutes
MODULE 3: Why Menstruation Matters Select from suggested activities	45 minutes
MODULE 4: Introduction of the MHM Education Guide	15 minutes
BREAK	
MODULE 5: Prepare Trainers for their own Training	10 minutes
MODULE 6: MHM Education Guide Demonstration – Chapter 1	45 minutes
MODULE 7: Preparations for Practice Session	15 minutes
LUNCH	
MODULE 8: Practice Session – Chapter 1	45 minutes
MODULE 9: Q&A and Further Tips on the MHM Education Guide A quick recap	15 minutes
MODULE DAY 2	 Suggested Time
Recap Day 1	15 minutes
MODULE 2: Agenda and Expectations	
MODULE 6: MHM Education Guide Demonstration – Chapter 2 (& 3 for India)	60 minutes
BREAK	
MODULE 8A: Practice Session – Chapter 2 and 3	60 minutes
LUNCH	
MODULE 10: Chain of Empowerment	5 minutes / 15 minutes
MODULE 11: MHM Education Project Reporting and Monitoring	50-60 minutes
MODULE 9: Q&A and Further Tips on the MHM Education Guide	20 minutes
MODULE 12: Training Feedback and Evaluation	15 minutes
MODULE 13: Closing Remarks	10 minutes

TRANSLATION

If the training will be conducted in a local language that the trainers do not speak, a translator will be needed. Module 6 can be facilitated directly by the translator using the local-language version of the MHM Education Guide.



- Share this ToT Guide ahead of the training
- Take at least half a day before the training to go through the agenda and modules with the translator and make sure they understand the different modules
- Ensure the translator has read the MHM Education Guide

PRACTICE SESSION (ONE DAY AND TWO DAY)

The one-day and two-day agendas include modules where participants can practice the use of the MHM Education Guide (see Module 8).

For practicing the MHM Education Guide there are two options. WASH United doesn't prescribe which one is better because it very much depends on the setting:

- With the Training Group Itself
 - Advantage:** The group is already there and there are therefore not many logistical challenges.
 - Disadvantage:** There is not a practical experience in which girls are trained.
- With a Group of Girls
 - Advantage:** It offers practical experience.
 - Disadvantage:** It may require a major logistical effort, especially if conducted outside of the training venue.



- Depending on the number of participants in the training, you can estimate a group of 8-10 girls can be trained by 4-6 participants.
- To save time and costs on logistics, travelling to do the practice session is not advised to. It is preferable to do it at the training site.

PREPARATIONS AND SETUP



Share the following materials list with the partner organisation and check that they have organised the materials in time. Bring some back-up materials just in case.



There is no need for electricity, a laptop or a projector for the training of trainers.

Prepare the following items:

- Printed copies of the MHM Education Guide and the MHM Resource
- Book for each participant
- At least two sheets of A4 paper for each participant
- Coloured pencils and pens for each participant (sharpeners and erasers are optional)
- A ball of yarn for every 10 trainees, ideally red, pink or purple
- A pair of scissors
- A whiteboard with whiteboard markers, a blackboard and chalk, or flipchart paper, pens and tape. Post-it Notes are optional.
- Optional. Printouts of the evaluation tool, if needed (see Appendix)
- Optional. A set of different menstrual materials: cloths, reusable pads, disposable pads, etc.
- Optional. A clock to keep time
- Optional. A participant sign-up form
- Optional. A camera

Prepare in the days before the training:

- Develop the agenda and share it with the partner organisation with the list of necessary materials
- Check the confirmed number of participants, the time and venue with the partner organisation
- Confirm that the partner organisation can / has organised the necessary materials
- If you have a practice session: discuss with the partner organisation how to mobilise some girls for the practice session



If the taking of photographs is planned, check that the partner organisation has completed consent forms from the participants – especially if the practice session includes girls!

One hour before the training:

- Arrive early and check that the room has enough chairs
- Set up the chairs in a semi-circle or circle if possible. No tables are needed, but roundtables can be set up with small groups.
- If necessary, put up some flip chart paper. Arrange all the other materials needed for the training on a table or another available space nearby.
- Prepare some flip chart paper with the agenda and the aims of the sessions (such as for module 2)



TRAINING MODULES



MODULE 1: Introduction of Participants

Purpose

The participants and facilitator get to know each other
Optional: opening remarks from the partner organisation
or another dignitary



Suggested Time

5-10 minutes

Facilitator: Introduce yourself/yourselves and begin the activity.



Activity: Who Are You?

1. Ask the whole group to stand in a circle
2. Ask each participant to say their name and give a one-word description of themselves with an alliteration (e.g. 'Smart Susan')

Variations:

- Each participant says their name and makes a pose or movement that everyone in the circle copies (e.g. touch your toes). Encourage everyone to come up with a unique move!
- Each participant says their name and their favourite food, song or celebrity, etc.



- Feel free to come up with an original introduction activity
- Participants can also be asked to create and wear name tags
- For a two-day workshop, do a re-introduction with another activity at the start of the second day



Do not hand out the MHM Education Guide in the beginning to avoid participants reading it themselves rather than following the training.



MODULE 2: Training Agenda, Aims and Expectations

Purpose

Share agenda and aims
Understand participant's expectations for the training



Suggested Time

10-15 minutes
(depending on optional and agenda)

Introduce the training agenda and aims

1. Share the agenda by simply reading the following or – even better – have it prepared in writing on the board or a piece of flip chart paper.

2. Share the aims of the training (adjust if necessary)

- Build the capacities of trainers to deliver engaging and effective MHM sessions using the MHM Education Guide
- Strengthen trainers' confidence to address the sensitive issue of menstruation and menstrual hygiene
- Motivate trainers to be agents of change and empower girls on this issue

Optional: Ask for expectations

1. Ask participants to share or write down their expectations for this training
2. Write out and put Post-it Notes on the wall
3. As a facilitator, clarify which expectations will be covered during the training session and make clear which points will not be addressed (see previous note that it will not be a technical training)

Optional: Agree on meeting rules

Share or – even better – ask participants to come up with rules for the session, such as:

- No use of mobile phones – go outside for important phone calls
- No laptops
- Be respectful with each other's opinion
- Be on time when returning from tea and lunch breaks

If **required**, share some **logistical aspects** in coordination with the partner organisation.

MODULE 3: Why Menstruation Matters

Purpose

Why addressing menstrual hygiene and education is so important



Suggested Time

10 – 60 minutes
(depending on the agenda and optionals)



The content of this module very much depends on the agenda and the participants' existing knowledge and experiences of menstrual hygiene. If only a short time is available, play the Period Quiz (see further below) and share the importance of education around menstruation. If more time is available, add more content and discussion.

Facilitator: Menstruation is a natural biological process happening to half of the population in this world, yet it is stigmatised. Despite that, menstruation is a taboo and stigmatized, creating situation where women and girls dare not to not speak out about their challenges and hence these are not addressed.

Define good menstrual hygiene management

Facilitator: The overall vision is that every woman and adolescent girl is able to manage menstruation hygienically, safely and with dignity.

The definition of menstrual hygiene by the Joint Monitoring Programme (JMP) of WHO and UNICEF:

- Access to accurate and pragmatic information (for females and males) about menstruation and menstrual hygiene (= positive social norms)
- Access to menstrual hygiene materials to absorb or collect menstrual blood
- Access to facilities that provide privacy for changing materials; access to water and soap within a place that provides an adequate level of privacy for washing stains from clothes and drying reusable menstrual materials
- Access to disposal facilities for used menstrual materials (from collection point to final disposal)

Furthermore, systematic factors such as enabling policies and informed health professionals are required.

Share why education about menstruation changes everything

Facilitator to explain: Education about menstruation and menstrual hygiene management (MHM) is critical to empower girls to manage their menstruation safely, hygienically and with confidence. Unfortunately, millions of girls in Africa possess little or no knowledge about menstruation when they get their first period. A lack of adequate information about this normal biological process breeds fear and shame. It puts girls' health at risk and negatively affects their education, as many girls miss school during their period, or drop out completely when they reach puberty.

You can help change this by training girls in good MHM, you can help ensure that girls become strong women who fully and equally participate in society, and live healthy, productive and self-determined lives.

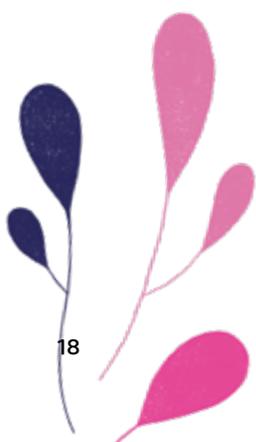


This infographic contains information that may be useful in this part of the training: <https://menstrualhygieneday.org/project/infographic-educationmenstruation/>

Optional: More on menstrual hygiene management

The following are a few suggestions for activities on how to discuss good menstrual hygiene management in a short and concise way. Chose the activity that best fits the time available and the participants' existing knowledge:

Period Quiz	10-15 min	Fun, quick and energetic
Ideal Scenario and Reality	20-30 min	Suitable for a holistic discussion on MHM requirements and reality
Know – Think – Act	20 - 30 min	Good for focusing on the outcomes of the training
MHM and SDGs	15- 30 min	Suitable for organisations that are familiar with the SDGs working at a high level and on different issues
Video	Varies	Can be fun, and compact learning
Share MHM projects	20- 45 min	Suitable if there is time and participants have prior MHM experiences
Biology of Menstruation	15-30 min	This is a refresher on the biology of menstruation



Optional: **Period Quiz (10-15 minutes)**

(Adapted from the Four Corners game in the Take Action Project)

Facilitator: This fun and quick exercise will test your knowledge on menstruation.

- Label each of the four corners of the training space as A, B, C, and D. Use chalk or any other preferred object to label. The labels must be clear to the participants
- Participants must start by standing in the centre of the training space
- Read out a statement or question regarding menstrual hygiene
- Ask participants to run to the area labelled with the option they think is correct
- Question 1: At around what age do girls get their first period (_____)?
A: 6-9 years **B:** 9-14 years **C:** 14-16 years **D:** 16-18 years
- Question 2: How long does a period (_____) last?
A: 1 day **B:** 3-5 days **C:** 1-2 weeks **D:** 1 month
- Question 3: Many girls do not attend school when they get their period. How many do you think?
A: 1 in 3 **B:** 1 in 5 **C:** 1 in 10 **D:** 1 in 20



- Feel free to use more questions from the Four Corners game (see Annex)
- If there is not enough space for running, the activity can be modified by raising hands or having A, B, C or D signs.



Optional: **Ideal Scenario and Reality (20-30 minutes)**

This is adapted from this infographic
<https://menstrualhygieneday.org/project/infographicmhm-basics/>

It is quite a practical activity with lots of sharing among participants.

1. Write down the four core elements in the middle of the paper, one below another:

- Access to water, toilets and safe disposal
- Access to information
- Access to safe hygiene materials
- No taboo

2. Write 'Reality' on the left side of the paper and 'Ideal Scenario' on the right side

3. Form at least two groups. One group will discuss and write down aspects that are the reality for the four core elements, and the other group will write down the ideal scenario for the four core elements

4. Share the answers with each other, ideally by presenting the ideal scenario followed by the reality for each element

5. Discuss what trainers can do to support the needs of girls and help them overcome barriers

If there is a large group, form a third group to answer the question:

- How and why does menstruation matter to gender equality, health, environment, education, and human rights?

Facilitator: We often have no influence on improving toilets and water in schools. We also cannot provide products, but we can help with what a girl knows about menstruation, what she thinks about her menstruation and how she acts towards it.

Optional: **Video**

If a video of a documentary about menstrual hygiene in your country is available, show it.

Note that for this a laptop and projector are needed!

Optional: **Biology of menstruation**

If required, use the content of the MHM Resource Book to explain the menstrual cycle and the reproductive system, although this can be quite technical!



Optional: **Know – Think – Act (20-30 minutes)**

1. Form small groups for discussions
2. Ask participants to discuss in their groups: What do you want a young girl to know, think, feel and act after taking part in a training with the MHM Education Guide?
3. Write 'know' 'think' and 'act' on a board or flip chart and ask participants to share their group's ideas under each header.

Optional: This exercise can be expanded by having each group consider the perspective of a different person that is influential to a girl:

- Mother
- Father
- Teacher
- Community

Optional: **MHM and the Sustainable Development Goals**

This is adapted from this infographic:

<https://menstrualhygieneday.org/project/infographic-mhm-and-sdgs/>

1. Prepare a list of all the SDGs. Print out the list and stick it up, or write the SDGs down on a board or flip chart
2. The facilitator will ask participants if they are familiar with the SDGs. Share the two key aspects of the SDGs:
 - By 2030
 - For all
3. Ask participants to think about which of the SDGs have relevance for MHM and then share their suggestions
4. Expand the discussion to how the SDGs can be achieved

Optional: **Share MHM Projects**

Ask the partner organisation if they want to share more activities, learnings, or insights from their project.



If participants should share their own insights and project experiences, this might need preparation from the side of participants. Ensure that this does not withdraw attention from your training and the MHM Education Guide.

MODULE 4: Introduction of the MHM Education Guide

Purpose

Understand the features of the MHM Education Guide and the MHM Resource Book



Suggested Time

10-15 minutes

Show the MHM Education Guide

Facilitator: The MHM Education Guide follows the story of Rosie/Ruby and her friends, who are experiencing different aspects of menstruation while growing up. The Guide includes activities, games and questions to keep girls active and engaged and to learn about menstruation and how to manage menstruation hygienically.

Show the MHM Resource Book

Facilitator: The MHM Resource Book is an additional booklet for you. It provides you as trainers with additional in-depth knowledge about menstruation and MHM. The book answers more specific questions that you may encounter and provides additional advice on how to facilitate sessions.

Don't worry – you do not need to be menstruation and health experts! The MHM Education Guide story is written so that most of the answers are inside.

Explain the Education Concept and Principles of the MHM Education Guide



This is an important part of the ToT so trainers understand why the MHM Education Guide is designed this way and is a bit different to other education tools. It is best to write these down on a board or flip chart so participants can memorise them.





Activity: Present the Education Concept = 3 Es of the Guide:

Facilitator: When we developed the story and activities, we had three objectives in mind, which we call the three Es.

■ **Education:** Girls will gain important knowledge, which will help them make informed choices.

■ **Empower:** An important goal of the MHM Education Guide is to empower girls to make choices for themselves and stand by them. The girls will also feel empowered to question menstrual myths and taboos.

■ **Engage:** The girls will understand that menstruation is not a challenge to face alone. The girls leave the session feeling confident in asking for support from their peers, engaging with their mothers, siblings and/or other members of the family, or simply in their ability to speak with their trainer. They are also motivated to support each other.

The empower and engage aspects are particularly different to many other tools that focus primarily on providing information.

To achieve these three objectives, the MHM Education Guide is designed in a way that facilitates discussion among girls to share their ideas and solutions to problems, rather than the trainer telling them what is right or wrong, true or false (i.e. frontal teaching). This will be apparent during the upcoming demonstration training session.



Activity: Share the Principles

The MHM Education Guide has been developed with the following principles in mind (see also the introductory pages of the MHM Education Guide).

■ **Simple to use:** The Guide is easy, as the trainer simply has to read out the story and follow the activities. They don't have to be a health expert, because all the information is contained in the story

■ **Fun and engaging for girls:** By having a story that girls can listen to in addition to activities, it is a positive and different learning experience that creates a lasting and positive training

■ **Compact:** The two sessions need 45 and 60 minutes each and provide essential information around puberty, menstruation, taboos and menstrual hygiene

■ **Low cost:** Aside from the printout of the MHM Education Guide, the necessary materials are paper, pens or pencils, a ball of yarn and scissors. The training is therefore extremely low cost. In addition, some real sanitary pads and cloths can be brought for the demonstration in Chapter 2

■ **Expandable:** More can always be done after the completion of the MHM Education Guide, such as further activities and games, reusable pad making or any other relevant content

■ **Flexible:** The training can be conducted in school or outside of school, through trainers or teachers, as a standalone session or integrated into other thematic programmes

■ **Scale:** With all these factors in mind, the MHM Education Guide is extremely scalable

Q&A on the information provided in this module

Finish the module by allowing questions and answers from the participants.



We recognize that at this point it will be quite abstract without the participants having engaged directly with the Guide. But you can set up a question box or a question parking lot if participants have questions that come up or simply encourage them to raise questions straight away.



MODULE 5: Prepare Trainers for their own Training

Purpose

Learn how to set up and get ready to deliver the MHM Education Guide training



Suggested Time

10 minutes

Facilitator: I will now share some key information on how to prepare and set up the training, so you are all ready to deliver it.

Duration of the MHM Education Guide training programme:

- The entire MHM Education Guide training programme can be conducted in approximately two hours
- It is ideal to split it into two separate sessions on different days for each chapter. Chapter 1 should last for 45 minutes and Chapter 2 for 60 minutes
- Having two or more sessions is better, as girls might want to digest the new information and come back with questions for the second session. You can also divide the chapters further into shorter sessions. In particular, Chapter 2 can be divided.

Age group:

- The MHM Education Guide works best for girls aged 10-14 years of age, but 10-17 years is okay
- If the girls are older, create a mixed group along with younger girls as they can profit from discussing the topic with older girls, and older girls can be encouraged to mentor younger girls
- The programme is for girls only. It has not been tested with boys

Group size:

- The group size should ideally not exceed more than 30 girls
- If there are more than 30 girls, try to separate them into smaller groups of 30 or fewer, each led by a trainer



Setup for the training:

- Choose a venue that offers privacy, whether it is indoors or outdoors
- Organise the girls into a circle. This creates a nice, open atmosphere that facilitates sharing and discussion



Materials needed to deliver the MHM Education Guide:

- Paper and pens for every girl
- Coloured yarn (one ball of yarn for every 10 girls, ideally red, pink or purple) and scissors
- There is no need for electricity or a laptop and projector



It may be helpful to make handouts with this key information or write the points on a board or flip chart.



Activity: Be a Good Facilitator – DOs and DON'TS

– 10 minutes

1. Collect ideas from the trainers on how to conduct an engaging and positive session for girls, where all of them feel included and supported
2. Participants share their own experiences, including from different programmes. Encourage them to consider what is especially important when conducting training around the topic of MHM.
3. Share some examples which are important
 - Create a safe and positive atmosphere for girls to speak and share ideas
 - Create space for active discussions that enables everyone to participate
 - Encourage older girls to reflect on and discuss what they have learned in depth.For younger girls, keep the conversations simple
 - Know the facts and only share what you know for sure. It is okay to admit that you do not know something. This shows that we are all learning!
 - Listen to what the girls have to say without your own biases
 - Do not lecture
 - Do not be harsh if girls provide a wrong answer

Facilitator: What is really important in the training is to be cautious to not make decisions for the girls, but rather, facilitate and guide their own learning processes.



This activity can be conducted or revisited after the practice session for the one-day and/or two-day agenda, so further experiences can be collected.

MODULE 6: MHM Education Guide - Demonstration

Purpose

Demonstrate the MHM Education Guide to the participants so they learn by participating



Suggested Time

2 x 60 minutes

Facilitator: The MHM Education Guide has two chapters and I want to start by reading out the first chapter so you experience the training yourself. So, just imagine that you are a young girl and that I am you, the trainer.

Follow the MHM Education Guide story, activities and instructions

- Session 1 = Chapter 1
Break
- Session 2 = Chapter 2 (& chapter 3 for India)

In Chapter 2/3 different reading roles can be assigned to participants to make it more lively!



Do not hand out the MHM Education Guide at the beginning, so that participants don't read it themselves. You want them to experience the training.



- Read carefully and in a friendly manner. Be expressive while narrating the story and conduct all of the activities. Do not add breaks to the story, and only have a break whenever there is an activity or a question for discussion, as stated in the MHM Education Guide
- Remember: For every question in the programme, there is no right answer and participants should be encouraged to express their thoughts and ideas
- It is good to give facilitation tips, but be sure to highlight these as tips and not part of the story or activities



MODULE 7: Prepare for the Practice Session (depending on agenda)

Purpose

Prepare for the practice session



Suggested Time

15 minutes



See information on how to prepare for the practice session in “Planning for the training”.

Facilitator: In this session every participant will get the chance to practice by reading the story and conducting some activities. Other members of the group will provide feedback to help them improve before the actual training with girls. There is always a difference when you do something yourself than learning passively through demonstration. Also, doing something for the first time is challenging, so by doing a practice session you will be more confident when you start with the real training.

Activity

1. Divide the participants into small groups of approximately 5 or 6
2. Ask the group to select:
 - Trainers: You can assign different positions such as the person reading the story, and persons facilitating games. Each trainer should get a chance to practice part of the programme by at least reading a part of the story to the others in the group.
 - Participants to document and observe the group activity and provide feedback on what went well and what could have been improved.
 - 1 observer: he/she make sure that the suggested time is observed and that everyone has a chance to practice
3. Provide each group with printed copies of the MHM Education Guide and the MHM Resource Book as well as the materials they will need for conducting the sessions. The moderator should use some paper and a pen to take notes
4. Give them time to prepare and decide who is doing what and prepare for the training like you shared in Module 5.



MODULE 8: Practice Session (depending on agenda)

Purpose

Participants to practice the use of the MHM Education Guide and understand their responsibility



Suggested Time

Up to 2/2.5 hours divided into two sessions
Reserve 10-15 minutes for feedback



If possible, the practice session can be conducted with girls from a nearby school, club or community. As this might be logistically challenging, discuss with the partner organization which option they prefer. Another less preferable option would be to practice with the training group itself.



Activity

Depending on the arrangements, your trainers start facilitating the MHM Education Guide.

The moderator can decide if they will provide quick feedback after each participant or at the end. Other participants can also add their own observations and comments.



- Go around to observe the groups and keep track of the time
- Suggest some changes in their style of narrating the story (if necessary) and encourage them in the process

MODULE 9: Q&A and Further Tips on the MHM Education Guide

Purpose

To address the questions, doubts or concerns related to the MHM Education Guide and the training itself



Suggested Time

30 minutes

Facilitator: Now that we have gone through the MHM Education Guide you probably have a few questions.

Activity: Questions and Answers

- This can be conducted as an open session where people ask their questions or make comments.
- If there are many questions or if participants want to remain anonymous while asking them, provide participants with Post-it Notes to write their questions down. These questions can then be organised and answered by category (e.g. questions related to the story, related to practical aspects, or to activities).



- Try and give solutions to all of the questions, doubts or concerns
- Refer to the MHM Resource Book in case of technical questions
- If there are questions you cannot answer, see if other participants have answers. Otherwise, note down the question and get the participant's contact details to follow up with an answer
- If there are critical comments on the MHM Education Guide or Resource Book, please note them down and share them with us!



Optional: **How to handle the topic of misconceptions related to menstruation.**



If there are many misconceptions and participants might not be comfortable discussing them in a training session, include this small exercise.

Facilitator: As you can see there may be different menstrual hygiene practices specific to every household that girls may wish to overcome. The aim is not to say right or wrong, especially in the case of religious restrictions.

The MHM Education Guide helps to explore what girls wish they could do and underlines the basic fact that periods are not impure but are a sign of good health. It helps turn restrictions into something positive. It is also more powerful to learn how peers overcome certain taboos, so encourage sharing and learning with each other.



- There may be different menstrual hygiene practices specific to every household or region. These menstrual hygiene practices may also include some misconceptions.
- Review the MHM Resource Book to find a list of misconceptions we have heard of and some possible responses.



MODULE 10 (Optional): Chain of Empowerment

Purpose

To make participants realise that they can become agents of empowerment for girls

To build a chain of empowerment by sharing stories



Suggested Time

20 minutes

Facilitator: The MHM Education Guide is all about education, engagement and empowerment. Often we use the word 'empowerment' without really thinking what this means, so I want to do this short next session with you.

Activity: Chain of Empowerment

1. Ask participants if they know the definition of 'empowerment'. If participants are unsure what it means, the **Facilitator** can say: "The definition of empowerment is a process of becoming stronger and more confident, especially in controlling one's own life and claiming one's rights. This process can involve an external agent (such as a person, place or thing)."
2. Ask the participants to recall one of the first moments of empowerment in their life. Give them two minutes to think.
3. Share one of your own experiences when you first felt empowered. Have the participants share their experiences with each other. (Example: When I was a child, I was very shy and would never talk in front of a group of people. One day at school, my teacher asked me to say my name in front of everyone using a microphone. I was terrified. She held my hand and had me practise with her. I was still scared but tried to follow my teacher. After a few moments, I had the courage to say my name into the microphone. It was an empowering experience for me.)
4. Once the participants have shared their stories, discuss how important the presence of a person is to take that first step in empowerment.
5. Now reflect on this chain of empowerment with the participants, and what this means for the training on MHM.

Facilitator: The MHM training is a chance for you to be an agent of empowerment in a girl's life. Girls are shy or reluctant to start doing something, so be a good role model.

MODULE 11: MHM Education Project: Timeline and Activities, Reporting, Monitoring and Evaluation (depending on partner programme)

Purpose

To understand the trainer's responsibilities for reporting the number of girls they reach and sharing photos and stories to the partner organisation



Suggested Time

20 minutes or more



Speak with the partner organisation beforehand about how they plan to monitor and evaluate their MHM education programme. The partner organisation might take over this part!

If they ask you to present possible monitoring and evaluation methods and tools, you can consult MHM Education Guide M&E Toolkit.



MODULE 12: Training Feedback and Evaluation

Purpose

To receive overall feedback from the participants and to address remaining questions, if necessary
To thank the trainers for their participation in the training



Suggested Time

10 minutes

At the end of the training, it is good to collect feedback on how the training went.

Activity: Gathering Feedback

1. Prepare three sheets of paper and write the following questions on the top of each of them (one question per piece of paper):

- Question 1: How far did today's training meet your expectations?
- Question 2: Do you think the MHM Education Guide story and activities will be an effective way to deliver MHM education?
- Question 3: How confident do you feel in running the MHM Education Guide activities?

2. Draw a set of five smileys horizontally on all sheets under each question. The smileys symbolise:

not at all – not quite – not sure – yes – definitely

3. Then ask participants to come forward to make a mark for each question.

Alternative:

Draw the five smileys, each on a different sheet of paper, and place them well spaced out in a row on the floor. Ask the participants to answer the questions by standing next to the smiley that best represents their feelings. Then the facilitator should take note of the number of people who stand next to each smiley.

Optional:

Conduct an additional feedback round with all participants or ask them to write feedback on Post-it Notes or note down the answers in public.

Guiding questions:

- What did you like in the training?
- What do you think was missing from the training?
- What could be improved?



- A different evaluation format can be used if the partner organisation requires alternative or additional feedback
- Reflect on whether expectations have been met
- If there are any remaining questions, do another Q&A round

MODULE 13: Closing Remarks

Purpose

Say farewell, clarify next steps and hand out certificates (optional)



Suggested Time

5 - 10 minutes

Facilitator: I hope you had a great day! I want to thank all of you for participating and wish you all the best with your future sessions.

- Optional: **Take a group photo**
- Optional: **Create a WhatsApp group**
- Optional: **Hand out certificates**



AFTER THE TRAINING



Reflect On What Went Well and What Could've Gone Better

In addition to the evaluation in Module 12 it is advisable to reflect for yourself and with the partner organisation on the training. Think about what can be improved in the next training session, as a good trainer is always flexible, adjustable and willing to learn.

Follow Up with Training Participants



Agree on who is doing what kind of backstopping with the partner organisation and WASH United.

Possible backstopping support:

- Visits
- Call partner organization or trainers before and after the first training
- Create a WhatsApp group
- Offer refresher trainings (direct or online, this can be coordinated with WASH United)
- Invite them to other trainings that use the MHM Education Guide
- Create a one-pager with key tips and FAQs

Share the Results, Evaluation and Images with WASH United



Please confirm who is reporting on the training with WASH United and the partner organisation. Usually it is the partner organisation. However, we would appreciate hearing from you as well! An evaluation format can be found in the appendix.



APPENDIX



ENERGISERS

Below are some ideas for simple and fun energisers.

Sync Clap

1. Stand in a circle
2. One person starts (Person A). They turn to the person next to them (Person B) and the two clap at the same time while making eye contact, as synchronised as possible. Person B then turns to Person C and they clap at the same time. The clap continues like this around the circle. The group should try to pass the clap more and more quickly
3. When the group has mastered the above, introduce the double clap. When a pair clapstwicely, the direction of the clap reverses. This presents a challenge, as pairs must nonverbally agree whether to clap once or twice. The group must be highly focused and attentive to each other for the clap to continue smoothly around the circle

Shake Down

1. Stand in a circle
2. First, 8 shakes of the right arm, 8 shakes of the left arm, 8 shakes of the right leg, and 8 shakes of the left leg. Each time, counting loudly: "1 - 2 - 3 - 4 - 5 - 6 - 7 - 8!"
3. Next, 4 shakes of each limb. Then 2 shakes of each limb and then 1 shake of each.
4. The shake down ends with a loud cheer and a big ninja kick in the air.

Zombie

This is best when names have been shared and learned.

1. One person goes into the centre of the circle to be a zombie
2. The zombie walks towards one person, and that person can save themselves by calling out the name of another person in the circle
3. The zombie then walks towards that person, and so on. It's fun if the zombie makes some zombie noises as they go. It's also important that the zombie walks at a slow and zombie-like pace. If they get to someone before the person says a name, then that person becomes the zombie.



Feel free to modify or come up with original activities or ask participants if they know one that they can facilitate!

Here is a good website: <https://www.sessionlab.com/library/energiser>

QUIZ / 4 CORNERS GAMES QUESTIONS

1. How long does a period cycle last on average?

- A. 28 days
- B. 3 months
- C. 1 year
- D. 2 weeks

2. How often should a sanitary pad be changed?

- A. Every day
- B. Every hour
- C. Every two days
- D. Every four to eight hours

3. At about what age do girls get their first period?

- A. 6 – 8 years old
- B. 9 – 14 years old
- C. 14 – 16 years old
- D. When they get married

4. At about what age do your periods start to become irregular again?

- A. 30 – 35 years old
- B. 42 – 50 years old
- C. 50 – 55 years old
- D. 60 – 63 years old

5. What can help reduce pain and discomfort during your period?

- A. Gentle exercise
- B. Applying gentle heat to your abdomen
- C. Iron rich food
- D. All of the above

6. Which of the following can you use during your period to maintain good hygiene?

- A. Tampons
- B. A Sanitary Pad
- C. A Clean Cloth
- D. All of the above

7. How do you get a cloth ready to be reused?

- A. Wash and dry in the sun, then store on
- B. You can't. Throw it away
- C. Wash it and wrap it immediately.
- D. Just leave it to dry after use

8. Which of the following can you do during your period?

- A. Play with your friends
- B. Prepare food
- C. Hold a baby
- D. All of the above



9. Who can you tell when you get your period?

- A. No one
- B. Your parents
- C. Whoever you want to
- D. Your friends

10. What do you do with a used sanitary pad?

- A. Throw it on the ground
- B. Wrap in newspaper and put in the bin
- C. Wash it and reuse it
- D. Hide it from everyone

11. How long does a period last on average?

- A. One day
- B. Three to five days
- C. One to two weeks
- D. One month



TRAINING OF TRAINERS REPORT

Date: _____ Location: _____

Name of Trainer(s): _____

Number of participants: _____

Background of Participants (teachers, volunteers, health worker, government, etc.):

Co-hosts /sponsor of the training (if applicable): _____

Training evaluation & feedback from the participants: (see ToT Guide)

	Not at all	Not quite	Not sure /Undecided	Yes	Definitely
How far did this training meet your expectations?					
Do you think the story and activities will be an effective way to deliver MHM education?					
Do you feel confident to start training using the MHM Guide?					

Additional feedback and explanations of above results:

Quotes from participants about the training and MHM Education Guide

Images

Please send us 2-3 powerful good quality images, either per link or send per email directly.

What went well during the training from your perspective?

What did not went so well ? What are areas for improvements for the training?

Feedback on the MHM Guide (what was liked, what was boring, what could be improved)

Which questions came up during the training?

Agreed next steps

Any other remarks as relevant

Feel free to attach the agenda, picture of registration and any other documents (optional)



**WISHING YOU
A SUCCESSFUL
TRAINING!**

