

## Terms of Reference (ToR)

### MHM TRAINING GUIDELINE AND IEC/BCC MATERIAL DEVELOPMENT

|   |  |
|---|--|
| Project Title                             | Health Rights Improvement Project for Adolescent Girls through Menstrual Health and Hygiene Management in Bajura District, Nepal |
| Type of Project                           | Public Health and Gender Equality  |
| Project Duration                          | 2020.02.13 – 2022.12.31  |
| Types of Assignment                       | Development of MHM Training Guideline and IEC materials relating to Menstrual Hygiene Management                                 |
| Survey location                           | Bajura District:<br>3 Municipalities (Badimalika, Budhiganga and Tribeni)<br>2 Rural Municipalities (Gaumul and Chhededaha)      |
| Expected date of completion of assignment | 6 months after agreement   |
| <b>Deadline for EoI submission</b>        | <b>18<sup>th</sup> June 2020</b>   |

#### 1. General Background

Good Neighbors International (GNI) has been working in Nepal since 2002 with the objective of improving lives of poor people, especially children through education, income generating activities, health services, child protection, disaster risk reduction, advocacy and network building. Currently, GNI Nepal has been operating its program in 19 districts.

"Health Rights Improvement Project for Adolescent Girls and Vulnerable Communities" (hereafter, 'the Project') is jointly implemented by GNI Nepal and Korea International Cooperation Agency (KOICA) targeting for three Municipalities and two Rural Municipalities in Bajura District. This project has been commissioned in 2020 and will run for 3 years ending in December 2022.

Major objective of the program is '**to enhance opportunities for adolescent girls and vulnerable communities to exercise their basic health rights**'. This objective will be accomplished through improving and developing a framework for participatory and community-led promotion of menstrual health and hygiene for adolescent girls in cooperation with pertinent right holders including adolescents themselves, parents, schools, local health facilities, influencers of the communities, and different levels of government authorities.

The project also aims to prepare local health facilities and communities to respond to COVID-19 pandemic. Mainly, activities like capacitating health workers, FCHVs along with provision of personal protective equipment, handwashing facility and hygiene awareness will be carried out. The IEC materials published by government sources will be adapted for awareness raising on corona virus. The project aims to deliver the vision by supporting schools and health facilities in its activities for adolescent girls' health and rights.

Teachers, Health workers and Female Community Health Volunteers (FCHVs) are considered as major counterparts for disseminating MHM information with other basic hygiene information and message towards adolescents, parents and entire communities as well as help them combat menstrual taboos and superstitions along with provision of tips to keep the community safe and hygienic for all.

In schools, the project will support basic MHM facilities and services through construction of MHM toilets and water supply schemes, providing hygiene kits, and establishment of MHM corner. Additionally, the capacity buildings activities are targeted to adolescents, teachers, school management and members of school WASH committee. Likewise, the project plans to support the local health facilities with MHM related materials, and training to health workers.

The objectives of the projects are:

- To improve adolescent girls' accessibility to MHM services and facilities
- To enhance knowledge, attitude and practice of menstrual hygiene management among adolescent girls
- To decrease menstruation-related stigma at community level
- To prepare local health facilities and communities to respond COVID-19 pandemic

Following table describes key information regarding the target population/institution:

| SN           | Municipality/ Rural Municipality | # of wards* | # of schools | # of health post | # of girls   | # of boys    | Total students |
|--------------|----------------------------------|-------------|--------------|------------------|--------------|--------------|----------------|
| 1            | Badimalika Municipality          | 9           | 8            | 3                | 1,257        | 1,343        | 2,600          |
| 2            | Budhiganga Municipality          | 10          | 8            | 3                | 1,441        | 1,268        | 2,709          |
| 3            | Chhededaha Rural Municipality    | 7           | 8            | 5                | 1,101        | 958          | 2,059          |
| 4            | Gaumal Rural Municipality        | 6           | 6            | 2                | 590          | 548          | 1,138          |
| 5            | Tribeni Municipality             | 9           | 10           | 3                | 1,189        | 1,014        | 2,203          |
| <b>TOTAL</b> |                                  | <b>41</b>   | <b>40</b>    | <b>16</b>        | <b>5,578</b> | <b>5,131</b> | <b>10,709</b>  |

\*Note: the target population also includes the general people of targeted wards.

The relevant project outcomes and indicators are attached in Annex #1

## 2. Purpose and Rationale of the Assignment

With MHM Project, GNI Nepal intends to bridge the gap between contemporarily increased public

[2]

knowledge on MHM and persisting negative social attitudes and malpractice concerning menstruation in Far West Mountain region in Nepal. In this regard, development of Information, Education and Communication (IEC) materials that deals with menstrual health and hygiene issues from the aspect of gender equality as well as public health, in simple language, easy to understand with clear message and illustrated by pictures in local context are of critical tools for pertinent social and behavior change.

The IEC materials are expected to deal with not only physiological and scientific information but also practical knowledge regarding menstrual hygiene management and sociocultural/psychological perspectives of menstruation. The contents will be delivered in forms of flipchart, brochures, flyers, manuals and guidebook.

### **3. Objective of the Assignment**

The objective of the assignment is to develop and design MHM training guideline and IEC materials on MHM that are easily understood and culturally relevant to local communities in Far Western Mountain region in Nepal, specifically targeting adolescent girls, secondary school teachers, health workers dealing with adolescent health issues, FCHVs and mother groups as its major audiences. The IEC materials will be focused on addressing multiple questions, practical difficulties and sociocultural constraints of adolescent girls on their menstrual hygiene management in addition to basic knowledge regarding menstruation. The materials shall also be able to provide guidance for groups of caregivers regarding how they can contribute to the construction of MHM-friendly environment for adolescents girls in the community.

The specific objectives of the assignment are:

- Develop and design MHM Training guideline and IEC materials presented with picture, illustrations, visualization and texts that are suitable for disseminating information on the MHM that leads to pertinent social and behavior change
- Prepare five types of IEC materials that meets potential audience's need: flipchart, brochure, flyer, manual and guidebook
- Revise and finalize the IEC materials in consultation with GNI Nepal
- Submit e-copies of all developed IEC materials and Training Guidebook and deliver a hard copy sample of each material to GNI Nepal

Target groups and pertinent IEC materials are as following:

| <b>IEC materials</b>            | <b>Target Group</b>               |
|---------------------------------|-----------------------------------|
| <b>Training Guidebook</b>       | School Teachers<br>Health workers |
| <b>MHM Informative Handbook</b> | Adolescent girls and boys         |

|                     |  |
|---------------------|--|
| <b>Flipchart</b>    | FCHVs<br>Mothers' Group (HMG&GMG)  |
| <b>Brochure</b>     | Adolescent girls and boys<br>Community members                                     |
| <b>Flyer/Poster</b> | Adolescent girls and boys<br>Mothers' Group<br>Parents' group<br>Community members |

In addition, **Major contents** that shall be covered by IEC materials are as such;

**1. Introduction to WASH: General WASH Education**

**a. Importance of Hygiene**

- i. *What is Hygiene?: Definition ; examples of personal hygiene*
- ii. *Importance of good personal hygiene with the case study of COVID-19 and MHH*

**b. WASH Code of Conduct:** *Proper handwashing method, code of conduct for individual hygiene, in-school & at-home WASH rules*

**2. Menstruation as an INDIVIDUAL experience:** *Menstrual Hygiene as the most underrepresented area of WASH*

**a. Basic information of Menstruation**

- I. What is menstruation:** Scientific knowledge of menstruation including general physiology of menstruation)
- 1) Why it happens?: what does it mean to our body?
  - 2) How it happens?: what organs and hormones are relevant to this phenomenon?; much of blood comes out per day?; colour of the blood?
  - 3) When it happens?: when & how does it starts(menarche)?; when does it stops and when it ends(menopause)? & *what it means?; how long does it lasts for once; regularity?; how to count the period?*

**II. How are we affected by the menstruation?:** Personal experiences of menstruation

- 1) Physical & psychological signs and symptoms of menstruation: Pre-menstrual syndrome (PMS) management; menstrual conditions; irregularities of menstruation
- 2) Nutrition-wise tip for menstruators (especially for adolescent girls)

**B. Importance of Menstrual Health (MHH)**

**I. What is menstrual health?**

**II. Why is it so important?**

- 1) What are the impact of poor management of Menstrual Health and Hygiene on Women's health including Sexual and Reproductive Health (SRH)?
- 2) How does it effect on Adolescent's Sexual and Reproductive Health (ASRH)?

**c. Menstrual Hygiene Management (MHM)**

I. **For oneself:** how to manage blood?; choice of underwear; how to keep the underwear clean?; other hygienic behaviours recommended for menstruating women; emergency response- what shall be done to overcome the emergency situation?; how can we be prepared for the emergency?

II. **For the earth:** waste management; choice of sanitary pad & its proper use and management

**3. Menstruation as a SOCIAL experience**

**a. How is menstruation perceived by the surrounding society?**

I. Challenges that menstruating women faces (phenomenon):

- 1) At home
- 2) At school
- 3) At community, Especially, at Chhaugooth

**b. How the challenges affect individual (girls and women) and society?**

I. How it affects individual?

- 1) Physical health
- 2) Mental & Spiritual health
- 3) Adolescent' Development: Education and Health

II. How it affects community?

- 1) Community health
- 2) Inclusiveness of the community

**c. How can we overcome the challenges?**

- I. How can the learner overcome the challenge?
- II. How can the others support the learner overcoming the challenge?
- III. What shall be done for now?

**4. Conclusion: Take-home Summary**

**a. Code of conducts for MHH and MHM**

**b. Proper attitude to deal with menstruation**

*For expected deliverables, refer to Annex #2*

#### **4. Scope of Work**

The scope of this assignment includes following tasks and should be completed incorporating the following steps:

- Review MHM Project-related materials including relevant studies conducted for MHM project, preliminary study report, project proposal and IEC materials developed by GNI Nepal for MHM project; situation analysis on MHM in Nepal published by various organizations; IEC materials made for the promotion of Menstrual Health and Hygiene made by other organizations; GoN's policy and provision related to Chhaupadi and MHM.
- Develop MHM Training guideline and IEC materials as per the concept that was approved by GNI Nepal
- Contents of the IEC materials shall be written in both Nepali and English and the document shall be proofread by the language expert before final submission of the IEC material.
- Design sample IEC materials consisting of a table of contents and outline of each content in consultation with GNI Nepal. This may need several modifications.
- Submit the draft of suggested types of guideline and IEC materials with presentation for the value and utilization of the material and get the feedback from GNI Nepal
- Finalize the IEC material
- Submit the final design to GNI Nepal and support GNI Nepal until finalizing the document until GNI gets final approval for The National Health Education, Information and Communication Center (NHEICC)
- Support to finalize the contents from NHEICC

Specifications of the IEC materials

The IEC materials should be developed and printed with the following specifications:

##### **A. Flipchart:**

1. Filpchart will be facilitated by FCHV, HMG and GMG to provide MHM education for a group of people, including, Mothers group including Health Mother's Group and General Mother's Group, *who are with limited or no literacy*, Parents group, School Management Team and Community as per need, *who are with limited or no literacy*
2. 10-15 pages
3. Flipchart shall present;
  - i. Introduction to WASH
  - ii. Basic information regarding Menstrual Health and Hygiene
  - iii. Introduction to social constraint for MHM for adolescent girls
  - iv. Code of Conduct for Caregivers to support MHM of adolescent girls

**B. Brochure:**

1. Brochure will be distributed to Adolescent girls and boys and Community members
2. 1 A4 paper with 3-stage-folding
3. Brochure shall present;
  - i. Basic information regarding Menstrual Health and Hygiene
  - ii. Code of Conduct for Women for Menstrual Hygiene Management (MHM)

**C. Flyer:**

1. Flyer will be distributed to Adolescent girls and boys, mothers' group, parents' group and Community members, *who are with limited or no literacy*
2. Flyer shall present;
  - i. Basic information regarding MHM
  - ii. Code of Conduct for Women for MHM

**D. MHM informative handbook:**

1. Workbook will be distributed to Adolescent girls and boys
2. 20-25 Pages in Volume per book
3. MHM informative handbook shall be design in consideration of following component:
  - i. The contents shall be **readable** with pertinent illustration and popular terms
  - ii. The contents shall contain section for 'Exercise' in consists of Check-up questions; Food for thought; doable homework pertinent to the learning objectives of the day
4. Workbook shall present;
  - i. Introduction to WASH
  - ii. Introduction to Menstruation
  - iii. Information regarding Menstrual Health and Hygiene
  - iv. Social Constraints of Menstruation and Appropriate Responses

**E. Training Guidebook:**

1. Training Guidebook will be distributed to School Teachers and Health Workers to provide guideline for the provision of MHM Education to Adolescent girls and FCHVs
2. 40-50 Pages in Volume: for it contains module for instruction (Contents in Handbook + Tool Kit for Teaching)
3. Training guidebook shall be design in consideration of following component:
  - i. Training guidebook shall contain Module & Toolkit for MHM education for children
  - ii. It shall include tips for class facilitation/ Icebreaking tips that can encourage students' participation to the class
4. Training Guidebook shall present;

- i. Introduction to WASH
- ii. Introduction to Menstruation: with chapter including the explanation on how to deliver the information
- iii. Information regarding Menstrual Health and Hygiene: with chapter including the explanation on how to deliver the information
- iv. Social Constraints of Menstruation and Appropriate Responses: with chapter including the explanation on how to deliver the information

#### **F. Radio Program:**

1. Consultant shall design the contents of the radio program dealing with MHM issues that can sensitize the importance of the issue as well as be used for community MHM education
2. Contents for following program shall be developed:
  - i. Set table of contents for 2 *Interview/Recorded Interview* with Community Health Personnel
  - ii. 1 *Jingle* regarding Menstrual Hygiene Management
  - iii. Collect MHM-related Myth compared to the pertinent Fact for 1 *MHM Myth buster*
  - iv. Scripts for 2 *Radio dramas* that include stories of girls and women who menstruate dealing with Menstrual Health and Hygiene

### **5. Expected Deliverables of the Assignment**

The following are expected deliverables of the assignment:

- Detailed proposal for IEC materials, i.e. inception report including table of contents for each IEC material, especially in detail for guidebook for MHM trainers and manual for adolescent girls, detailed methodology that will be applied to develop the contents, and plan of action (Hard and e-copies)
- Draft IEC materials
- Presentation slide of major contents of the materials, its value and facilitation for a review meeting.
- The document shall be proofread in consultation with Language Editor/Proofreader.
- Final IEC materials (One Hard copy for each material and e-copies) for approval of NHIEC

### **6. Duration of Assignment**

This assignment is expected to take **50 days from signing contract** and expected to complete before. However, the number of work days may vary a little. Work days allocation for the proposed deliverables is as below:

| <b>SN</b> | <b>Major tasks</b>   | <b>No of Days</b> |
|-----------|--|-------------------|
| 1         | Review the GNI Nepal project documents   | 5                 |
| 2         | Submission of inception report for the list of contents for each IEC materials | 15                |
| 3         | Team orientation & IEC materials development                                   | 12                |

|   |   |                |
|---|---|----------------|
| 4 | Take approval from NHIECC (draft to finalization)                                   | 7              |
| 5 | Submission of draft IEC material & Presentation                                     | 3              |
| 6 | Final IEC material with feedback incorporation in draft report (incl. proofreading) | 7              |
| 7 | Final submission  | 1              |
|   | <b>Total</b>  | <b>50 days</b> |

## 7. Responsibilities of Good Neighbors International Nepal

Good Neighbors International Nepal will be responsible for overall management and coordination of the IEC materials development. Specifically, GNI Nepal will;

- Provide inputs to finalize the detailed development plan, methodologies, tools, approaches, and instruments;
- Bear all direct costs of the development of the materials as per agreed based on proposal and agreement;
- Monitor, provide feedback and ensure effectiveness of the IEC materials development;
- Organize a one-day internal workshop to share the feedback for the drafted IEC materials;
- Give inputs on the draft and support to finalize the IEC material development.

## 8. Budget and Payment Procedures

The individual consultant/firm shall propose total budget with detail breakdown including applicable taxes at the time of proposal submission. The budget covers consultancy fee for i) developing, ii) getting the IEC material proofread by Nepali language expert and iii) designing the IEC and other applicable budget lines. Final budget will be agreed between GNI Nepal and the consultant/firm prior to signing the agreement.

The consultant/firm shall bear all tariffs, duties, and applicable taxes or charges levied at any stage during the execution of the work.

The total consultancy cost (agreed) will be paid into three installments:

- 30% upon submission of inception report
- 40% upon submission of draft IEC materials and sharing the value & facilitation of internal review meeting
- 30% upon acceptance of the final IEC materials

[Note: *GNI Nepal will not be responsible for covering insurances of and other hidden costs for consultants*]

## 9. Acceptance of Proposal

All rights to accept or reject a proposal, without giving any reasons, shall be reserved with GNI Nepal.

If deemed necessary, the consultant shall be asked for modifications.

## **10. Management of the IEC Material Development**

Applicant can apply for developing and designing or only developing or designing IEC materials.

## **11. Team Compositions and Qualification/skills required**

All public, private and non-governmental organizations as well as individuals registered under the authorized agency of the Government of Nepal and having proven experiences in developing IEC materials for community development are eligible to apply for this service.

GNI Nepal is looking for consultant/firms or individual having professionals with the following minimum qualifications;

**Team Leader:** The team leader shall be responsible for ensuring that the contents of the IEC materials are correctly selected, organized and clearly presented as properly serving the needs of its target audience.

- The team Leader shall have at least a Master's Degree in anthropology, public health, social sciences, population studies, journalism/communication or related fields.
- At least 5 years of professional experiences in:
  - Knowledge management or educational contents development preferably in public health and anthropology sector
  - Social and Behavior Change Communication preferably in public health and anthropology sector
  - Concise and accurate writing in both Nepalese and English
- Previous working experiences in development field especially in Menstrual Health and Hygiene, Sexual and Reproductive Health, Adolescent Health or WASH
- Understanding of the local culture concerning menstruation
- Creative and conceptualization skills
- Mass-Communication skills
- Ability to grasp the idea quickly, think creatively, take initiative and be innovative

**Illustrator:** Illustrator should have;

- The illustrator shall have at least a Bachelor's Degree in graphic design, illustration or related fields
- At least three years of relevant experience in extensive publication layout or designing
- Excellent knowledge in designing and desktop publishing skills
- Expert in use of the software such as Page Maker, Photo Shop, Corel Draw, Illustrator or InDesign
- Graphic design, illustration and visualization skills
- Experience in educational material development is an asset
- Understanding of the local culture concerning menstruation is an asset

- Creative and conceptualization skill

[Note: *these are only the proposed team members for the survey. The consultant/firm can propose the members as per understanding of assignment*]

## **12. Termination of the Contract**

GNI Nepal will terminate the contract, if the consultant/firm commits a breach in the performance or observance of its obligation under this ToR. The consultant/firm shall be notified in written form within a week prior to the termination of the agreement.

## **13. Confidentiality**

During the performance of the assignment or any time after expiry or termination of the agreement, the consultant/firm shall not disclose to any person or otherwise make use of any confidential information which the consultant/firm has obtained or may obtain in the course of the survey relating to partner organization/GNI Nepal, the respondents or otherwise.

## **14. Copyright**

The firm/consultant shall collect and document required information during the entire course of the survey and include information/data that are not included in the report under annexes. The consultant/firm shall also take relevant pictures. Copyright of all of the data and documents will remain with GNI Nepal. The firm/consultant cannot publish the findings of this study without taking prior consent from GNI Nepal.

## **15. Documents to be submitted**

The consultant/firm shall submit an application with the following documents;

### **A. Technical and financial proposal**

- Technical proposal: A concept note including the approach, methodology and work plan, flow-chart and timeline of activities.
- Samples or link of relevant IEC materials
- Signed CVs of Proposed team
- Financial proposal: Detailed budget breakdown including taxes.

### **Additional documents including the proposal & CV**

#### **(a) For organization/firm:**

- Organization profile with relevant experiences
- A copy of company/firm registration
- A copy of Tax clearance certificate
- VAT/PAN registration

- Audit report (latest year)
- Any other relevant documents

**(b) For individual consultant:**

- Copy of PAN/VAT Registration of Team
- Other relevant documents that demonstrate the experience of proposed team.

The proposal should reach the address below **via Email or courier or hand delivery** by 18<sup>th</sup> June 2020 by 17:00 Hrs. (Nepal Local Time). Please, enclose the proposal in an envelope (or subject of email) and mark it "**EOI for MHM Training Guideline and IEC/BCC Materials Development**" and drop it at following address:

**Good Neighbors International Nepal**

Ekantakuna-13, Lalitpur

GPO Box 8975, EPC 1605

Kathmandu, Nepal

Email: [eoilgninepal.org](mailto:eoilgninepal.org)

**Annex #1: Project's Results and Indicators specifically relevant to IEC Material Development**

| No.  | Indicator  | Target                 |
|--|--|------------------------|
| <b>Impact: To improve adolescent girls' health and rights through improved MHM environment</b> |  |                        |
| 1  | % of adolescent girls who experience the isolation in Chhaupadi hut during the menstrual period within 3 months  | Girls                  |
| 2  | % of adolescent girls who experience limitation either to conduct housework, choice of food they intake, or to sleep with other family member in the same room during menstrual period within 3 months | Girls                  |
| 3  | % of adolescent girls attend school during the menstruation  | Girls                  |
| <b>Outcome 1. Improved accessibility to MHM service and facilities</b>                         |  |                        |
| 5  | % of adolescent girls who were provided disposable sanitary pads or painkillers or proper counselling either school or health post when in need within 3 months  | Girls                  |
| 6  | % of adolescent girls who used MHM corner within 3 months  | Girls                  |
| <b>Output 1.1 Improved MHM facilities in school</b>  |  |                        |
| 7  | # of school with toilet equipped with door lock from inside, ventilation, natural light and water supply facility  | School                 |
| 8  | # of school with toilet with mirror, waste-bin and incinerator in addition to door lock from inside, ventilation, natural light and water supply facility  | School                 |
| 9  | # of schools where toilet's hygienic condition monitored regularly at least once a month   | School                 |
| <b>Output 1.2 Establish MHM service system in schools and health posts</b>                     |  |                        |
| 10   | # of schools/health posts, which store menstrual hygiene materials securely and provides materials and counselling properly when needed  | School/<br>Health post |
| 11   | # school that managed to hold S-WASH-CC meeting dealing with MHM service and facilities related issue more than 2 times a year   | School                 |
| 12   | # of schools, whose SMC included MHM issue as a major agenda for meeting at least once a year  | School                 |
| 13   | % of adolescent girls who responded they get MHM information from school (e.g. the question may ask who the girls rely most on when earning information regarding menstruation management)             | Girls                  |

|  |   |                        |
|--|---|------------------------|
| 14   | % of adolescent girls, who have learned about menstrual management before they start menstruation<br>(suggested follow-up question) IF 'Yes', where did they have learned about menstruation? (e.g. Mom, Sister, Friend, Teacher, Cousin, Media, Child Club etc.)   | Girls                  |
| <b>Outcome 2. Enhanced knowledge, attitude and practice of menstrual hygiene management among adolescent girls</b> |   |                        |
| 15   | % of adolescent girls who scored more than 80 in the knowledge-related questions correct in the MHM-knowledge questions from the questionnaire  | Girls                  |
| 16   | % of adolescent girls who changed sanitary pads more than 3 times a day and took a shower once a day during the menstrual period within 3 months  | Girls                  |
| 17   | % of adolescent girls who scored more than 80 in the attitude-related question correct in the MHM-attitude questions from the questionnaire   | Girls                  |
| 18   | % of adolescent girls who take menstrual management as significant part of females' lives   | Girls                  |
| <b>Output 2.1 Enhanced capacity to provide MHM education for adolescent girls</b>                                  |   |                        |
| 19   | # of health workers and teachers who attend capacity building workshops to provide MHM education within 3 months  | School/<br>Health post |
| <b>Output 2.2 Enhanced chances of MHM education for adolescent girls in school</b>                                 |   |                        |
| 20   | # of adolescent girls who have attended to education session dealing with menstrual management at school within a year  | School                 |
| 21   | % of school whose School Management Team agree with the statement that MHM is significant Social concern (rather than 'individual/personal issue')  | School                 |
| <b>Outcome 3. Decreased menstruation-related discrimination at community- and societal level</b>                   |   |                        |
| 22   | % of community members who agree with one or more that i) adolescent girls during the menstruation shall be isolated in Chaupadi hut, ii) they shall be absent from school, iii) they shall stay different space with other family members, and iv) menstruation is impure.   | Community              |
| 23   | % of local government officials who think the menstrual discrimination improvement policy should be established and implemented<br>(suggested follow-up question) e.g. What (do the community think) is sustaining 'Chaupadi'?<br>(suggested follow-up question) e.g. Who benefits from 'Chaupadi' & what (do community think) is the major factor that sustains the malpractice? | Community              |

|  |  |           |
|--|--|-----------|
| 24   | % of community members (e.g. Mothers' group, FCHVs, Health workers, Teachers, Ward chairman etc.) who agrees with the statement that MHM is significant social concern                           | Community |
| <b>Output 3.1 Improved community awareness to improve menstrual discrimination</b> |  |           |
| 25   | # of adolescent boys who attended MHM education program held after school (as an extracurricular program) within a year  | Boys      |
| <b>Output 3.2 Established local level advocacy base on MHM</b>                     |  |           |
| 26   | # of meetings discussed on the agenda of improving menstrual discrimination for each ward within 3 months  | Community |
| 27   | # of community members who have participated to ward meeting regarding menstrual discrimination improvement (except for local government staff, such as ward chairman or ward committee members) | Community |

## Annex #2: Expected Deliverables for IEC Materials

### A. Training Guidebook

|   |  |
|---|--|
| <b>Target Audience</b>  | School Teachers<br>Health Workers  |
| <b>Description</b>  | Text-based description with illustration that helps understanding the text   |
| <b>Relationship with other materials</b>  | MHM manual + Instruction for participatory learning  |
| <b>Objective</b>  | <ul style="list-style-type: none"> <li>- To provide critical &amp; useful MHM information</li> <li>- To support trainers the trainers to construct participatory &amp; effective learning environment with their target audience</li> <li>- To help trainers develop creative ways of MHM promotion in schools/health facilities on the basis of given material</li> </ul> |
| <b>Table of Contents</b>  |  |
| <ul style="list-style-type: none"> <li>- <b>Instruction for participatory learning will be included for every CHAPTER as guiding the in-class facilitation</b> <ul style="list-style-type: none"> <li><b>1. Menstruation as an INDIVIDUAL experience</b> <ul style="list-style-type: none"> <li>a. <b>Chapter 1 - Basic information of Menstruation</b> <ul style="list-style-type: none"> <li>i. <b>What is menstruation:</b> Scientific knowledge of menstruation including general physiology of menstruation)           <ul style="list-style-type: none"> <li>1) <i>Why it happens?: what does it mean to our body?</i></li> <li>2) <i>How it happens?: what organs and hormones are relevant to this phenomenon?; much of blood comes out per day?; colour of the blood?</i></li> <li>3) <i>When it happens?: when &amp; how does it starts(menarche)?; when does it stops and when it ends(menopause)? &amp; what it means?; how long does it lasts for once; regularity?; how to count the period?</i></li> </ul> </li> <li>ii. <b>How are we affected by the menstruation?:</b> Personal experiences of menstruation           <ul style="list-style-type: none"> <li>1) <i>Physical &amp; psychological signs and symptoms of menstruation: Pre-menstrual syndrome management (PMS) management; menstrual conditions; irregularities of menstruation</i></li> <li>2) <i>Nutrition-wise tip for menstruators (especially for adolescent girls)</i></li> </ul> </li> </ul> </li> <li>b. <b>Chapter 2 - Importance of Menstrual Health (MHH)</b> <ul style="list-style-type: none"> <li>i. <b>What is menstrual health?</b></li> <li>ii. <b>Why is it so important?</b> <ul style="list-style-type: none"> <li>1) <i>What are the impact of poor management of Menstrual Health and Hygiene on Women's health including Sexual and Reproductive Health (SRH)?</i></li> <li>2) <i>How does it effect on Adolescent's Sexual and Reproductive Health (ASRH)?</i></li> </ul> </li> </ul> </li> <li>c. <b>Chapter 3 - Menstrual Hygiene Management (MHM)</b> <ul style="list-style-type: none"> <li>i. <b>For me:</b> how to manage blood?; choice of underwear; how to keep the underwear clean?; other hygienic behaviours recommended for menstruating women; emergency response-what shall be done to overcome the emergency situation?; how can we be prepared for the emergency?</li> <li>ii. <b>For the earth:</b> waste management; choice of sanitary pad</li> </ul> </li> </ul> </li> </ul> </li></ul> |  |

## 2. Chapter 4 - Menstruation as a SOCIAL experience

### a. How is menstruation affected by the surrounding society?

#### i. Challenges that menstruating women faces (phenomenon):

- 1) At home
- 2) At school
- 3) At community, especially, at Chhaugoath

### b. How the challenges affect Individuals (girls & women) and society?

#### i. How it affects individual?

- 1) Physical health
- 2) Mental & Spiritual health
- 3) Adolescent' Development: Education and Health

#### ii. How it affects community?

- 1) Community health
- 2) Inclusiveness of the community

### c. How can we overcome the challenges?

- i. How can the learner overcome the challenge?
- ii. How can the others support the learner overcoming the challenge?
- iii. What shall be done for now?

## 3. Chapter 5 - Conclusion: Take-home Summary

### a. Code of conducts for MHH and MHM

### b. Proper attitude to deal with menstruation

**Module one**  
Menstrual hygiene – the basics

**What is menstruation?**  
Girls typically start to menstruate ('the time of menstruation') between the ages of 8 and 14. Menstruation is the monthly bleeding from the uterus (the womb) during the growing months, (water, food and body heat) which is caused by the release of eggs from the ovaries. Every month, usually hormones like Estrogen and progesterone cause the lining of the uterus to thicken and bleed. This blood is then released through the cervix along with other fluids and tissue. This is called menstruation. The cycle is often irregular for the first year or two after menarche.

**The female reproductive system**  
The menstrual cycle is usually around 28 days but can vary from 21 to 35 days. The cycle begins with ovulation (when an egg is released) which moves into the uterus through the fallopian tube. If the egg is not fertilized, the lining of the uterus will begin to break down again. This causes the blood and tissue to leave the body through the cervix and out through the vagina. This is called menstruation. The cycle is often irregular for the first year or two after menarche.

**The menstrual cycle**  
Most women and girls suffer from period pains each month. These are caused by the release of endorphins (chemicals that reduce pain and produce a euphoric change in mood) from the brain. Endorphins are released when the muscles contract. These contractions are caused by the release of prostaglandins (chemicals that increase muscle contraction and cause pain).

**A natural process**  
Menstruation is a natural process linked to the reproductive cycle of women and girls. It is not a disease, disability or punishment. It is a normal part of life that does not discriminate against gender, race, ethnicity or culture. It is a natural process that is controlled by cultural and religious practices.

**Cultural and religious beliefs, norms and myths on menstrual hygiene**

Many cultures have beliefs or myths about menstruation. These beliefs and myths can lead to discrimination, stigma and even violence. For example, in some cultures, menstruating women are seen as unclean and are not allowed to participate in certain activities. Some of these beliefs and myths are helpful, while others are harmful to health and dignity.

**Religious guidance on menstrual hygiene**

The Old Testament of the Bible indicates that a menstruating woman is impure, and that most religious traditions consider menstruation as a sign of impurity. However, in some cultures, women and girls are told that during their periods, they must stay away from their families, communities, schools and places of work. This can lead to social isolation and exclusion. Religious leaders and practitioners should find out what applies in their communities and encourage them to work towards ending menstrual stigma and discrimination.

**Table 1.1 Examples of religious practices and beliefs related to menstruation**

| Religion     | Praactices  |
|--------------|---|
| Buddhism     | In Buddhism, menstruation is seen as a natural bodily process and therefore no restrictions are placed on menstruating women. Women are encouraged to continue their spiritual practice.  |
| Christianity | The Old Testament of the Bible indicates that a menstruating woman is impure, and that most religious traditions consider menstruation as a sign of impurity. However, in some cultures, women and girls are told that during their periods, they must stay away from their families, communities, schools and places of work. This can lead to social isolation and exclusion. |

(Reference: [Example of MHM training guide WaterAid.pdf](#))

|               |  |   |                  |                |
|---------------|--|---|------------------|----------------|
| <b>Remark</b> | <b>[Forms &amp; Formats] Example: Instruction for participatory learning</b> |   |                  |                |
|               | <b>- Guideline for Curriculum</b>  |   |                  |                |
|               | <b>Area of learning</b>  | Menstrual Health and Hygiene  | <b>Chapter #</b> | e.g. Chapter 1 |
|               | <b>Main Subject</b>  | e.g. Basic Information of Menstruation  |                  |                |
|               | <b>Learning objectives</b>   | e.g. After this class, learners can explain:<br>- what menarche & menopause mean<br>- characteristics of adolescent girls' menstruation<br>- how to count the period of menstruation etc. |                  |                |
|               | <b>Major activities</b>  | e.g. Group discussion and Action learning   |                  |                |

|  | <b>Teaching Materials</b>        | Trainer   | e.g. Flipchart and Supportive materials for Action learning |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|--|----------------------------------|---|---|----------------------|------------|--------|--------------------------------|--|--|--------------------------|--|--|----------------|--|--|
|  |                                  | Trainee   | Workbook  |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|  | <b>Phase</b><br><b>Beginning</b> | <b>Process</b><br>(Review the previous chapter) | <b>Activity</b>   | <b>Time</b>          |            |        |                                |  |  |                          |  |  |                |  |  |
|  |                                  | Raising motivation                              | e.g. O/X quiz regarding menstruation                        | e.g. Workbook page # |            |        |                                |  |  |                          |  |  |                |  |  |
|  | <b>Phase</b><br><b>Body</b>      | Check the subject                               |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|  |                                  | Check the objective                             |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|  | <b>Phase</b><br><b>Body</b>      | <b>Process</b><br>Group activity                | <b>Activity</b>   | <b>Time</b>          |            |        |                                |  |  |                          |  |  |                |  |  |
|  |                                  | Individual activity                             |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|  | <b>Phase</b><br><b>Closing</b>   | <b>Process</b><br>Closure & Evaluation          | <b>Activity</b>   | <b>Time</b>          |            |        |                                |  |  |                          |  |  |                |  |  |
|  |                                  | Preview of next chapter                         |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
|  |                                  | Check the objective                             |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
| <p>- <b>Plan for Evaluation</b></p> <table border="1"> <thead> <tr> <th>Area</th> <th>Indicators</th> <th>Method</th> </tr> </thead> <tbody> <tr> <td>Understanding of the knowledge</td> <td></td> <td></td> </tr> <tr> <td>Application of knowledge</td> <td></td> <td></td> </tr> <tr> <td>Attitude/Value</td> <td></td> <td></td> </tr> </tbody> </table> <p>- <b>Reference:</b> Text-based illustration/explanation of the knowledge that shall be taught during the training</p> |                                  |   |   | Area                 | Indicators | Method | Understanding of the knowledge |  |  | Application of knowledge |  |  | Attitude/Value |  |  |
| Area   | Indicators                       | Method  |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
| Understanding of the knowledge   |                                  |   |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
| Application of knowledge   |                                  |   |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |
| Attitude/Value   |                                  |   |   |                      |            |        |                                |  |  |                          |  |  |                |  |  |

## B MHM Informative Handbook

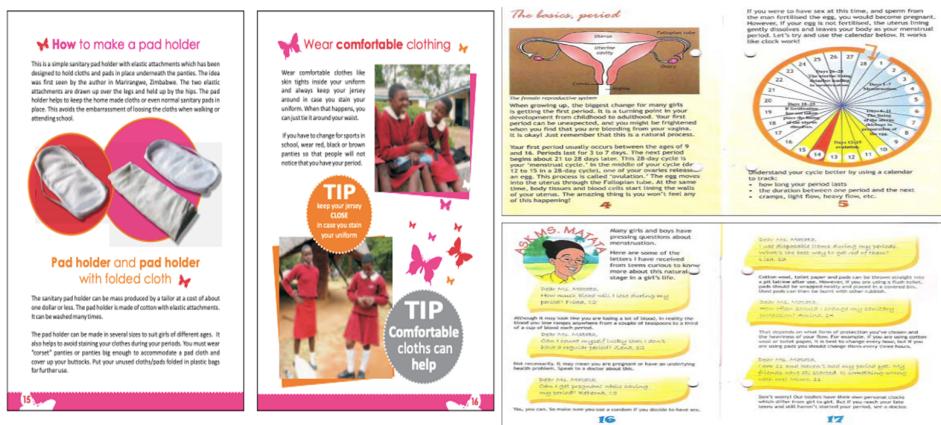
|  |  |
|--|--|
| <b>Target Audience</b>                   | Adolescent girls & boys  |
| <b>Description</b>                       | Picture-based with supportive texts and spaces for memo  |
| <b>Relationship with other materials</b> | MHM manual shall be in pair with Training Guidebook in terms of its contents and pertinent flows of the instruction  |
| <b>Objective</b>                         | <ul style="list-style-type: none"> <li>- To provide critical &amp; useful MHM information</li> <li>- To help learners understand the contents easily and learn effectively through participatory learning</li> <li>- To keep the information as a daily reference</li> </ul> |
| <b>Table of Contents</b>                 |  |

- 1. Chapter 1: Basic information of Menstruation**
  - a. **What is menstruation:** Scientific knowledge of menstruation including general physiology of menstruation)
    - 1) *Why it happens?: what does it mean to our body?*
    - 2) *How it happens?: what organs and hormones are relevant to this phenomenon?; much of blood comes out per day?; colour of the blood?*
    - 3) *When it happens?: when & how does it starts(menarche)?; when does it stops and when it ends(menopause)? & what it means?; how long does it lasts for once; regularity?; how can we count the period?*
  - b. **How are we affected by the menstruation?**
    - 1) *Physical & psychological signs and symptoms of menstruation: Pre-menstrual syndrome management (PMS) management; menstrual conditions; irregularities of menstruation*
    - 2) *Nutrition-wise tip for menstruators (especially for adolescent girls)*
- 2. Chapter 2: Importance of Menstrual Health (MHH)**
  - a. **What is menstrual health?**
  - b. **Why is it so important?**
    - 1) *What are the impact of poor management of Menstrual Health and Hygiene on Women's health including Sexual and Reproductive Health (SRH)?*
    - 2) *How does it effect on Adolescent's Sexual and Reproductive Health (ASRH)?*
- 3. Chapter 3: Menstrual Hygiene Management (MHM)**
  - a. **For me:** how to manage blood?; choice of underwear; how to keep the underwear clean?; other hygienic behaviours recommended for menstruating women; emergency response-what shall be done to overcome the emergency situation?; how can we be prepared for the emergency?
  - b. **For the earth:** waste management; choice of sanitary pad
- 4. Chapter 4: How is menstruation affected by the surrounding society?**
  - a. **Challenges that menstruating women faces** (phenomenon):
    - i. At home
    - ii. At school
    - iii. At community, especially, at Chhaugoath
  - b. **How the challenges affect individuals (girls & women) and Society?**
    - i. How it affects individual?
      - 1) *Physical health*
      - 2) *Mental & Spiritual health*
      - 3) *Adolescent' Development: Education and Health*
    - ii. How it affects community?
      - 1) *Community health*
      - 2) *Inclusiveness of the community*
  - b. **How can we overcome the challenges?**
    - i. How can the learner overcome the challenge?
    - ii. How can the others support the learner overcoming the challenge?

iii. What shall be done for now?

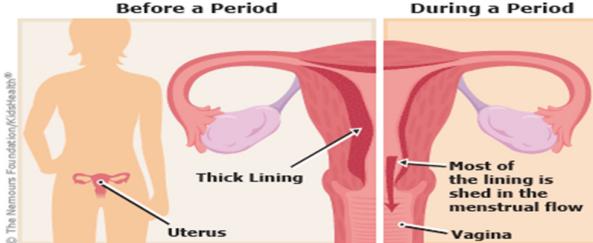
## 2. Chapter 5: Take-home Summary

- a. Code of conducts for MHH and MHM
- b. Proper attitude to deal with menstruation



(Reference 1: [Example\\_Handbook.png](#)) (Reference 2: [Example \(2\) Handbook.png](#))

| Remark   | [Forms & Formats] An example of the format of Informative Handbook |   |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
|--|--|---|-----------|----------------|--------------|---|---|---|-----------------------------|--|--|---|---|--|--|---|--|--|--|-----|-----|--|--|
|  | Area of learning   | Menstrual Health and Hygiene  | Chapter # | e.g. Chapter 1 |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
|  | Main Subject   | e.g. Basic Information of Menstruation  |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
|  | Learning objectives  | <p>e.g. After this class, We can explain:</p> <ul style="list-style-type: none"> <li>- what menarche &amp; menopause mean</li> <li>- characteristics of adolescent girls' menstruation</li> <li>- how to count the period of menstruation etc.</li> </ul> |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| <p><b>e.g. (for beginning of the class)</b><br/> <b>Let's play O/X Quiz: What do we know about the Menstruation?</b><br/> <b>Mark O for correct information and X for incorrect ones.</b><br/> <b>(answers will be provided by the trainer at the end of the class)</b></p> <table border="1"> <thead> <tr> <th>No.</th> <th>Descriptions</th> <th>O</th> <th>X</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Women in all age menstruate</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>Girls start menstruation an age of 12-16 on average</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td>Women menstruate due to the hormone called 'Testosteron'</td> <td></td> <td></td> </tr> <tr> <td>...</td> <td>...</td> <td></td> <td></td> </tr> </tbody> </table> |  |   |           | No.            | Descriptions | O | X | 1 | Women in all age menstruate |  |  | 2 | Girls start menstruation an age of 12-16 on average |  |  | 3 | Women menstruate due to the hormone called 'Testosteron' |  |  | ... | ... |  |  |
| No.  | Descriptions   | O   | X         |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 1  | Women in all age menstruate  |   |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 2  | Girls start menstruation an age of 12-16 on average                |   |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 3  | Women menstruate due to the hormone called 'Testosteron'           |   |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| ...  | ...  |   |           |                |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |

|     | <p><b>[NOTICE]</b> When there are a lot of learners who are illiterate, it is desirable for trainer to start the lecture with open discussion as providing learners a chance to think about the issue and share it with verbally with others</p> <p><b>e.g. (for body)</b></p>  <p><b>[NOTICE]</b> for body part, insert relevant pictures as much as possible to support learners understanding the concept they are learning from the class. Plus, make enough space for learners to take memo.</p> <p><b>e.g. (for closing)</b></p> <p><b>Provide Exercise such as quiz:</b> Fill the blank</p> <ul style="list-style-type: none"> <li>- (        ) is the name of the reproductive organ which produce ovum</li> <li>- When menstruating, inner curtain from (        ) is coming out as a forms of blood</li> <li>- We can calculate the period by the date when menstruation (starts/ends) minus the date the latest menstruation (starts/ends)</li> </ul> <p>Let us check the answer for the questions again:</p> <table border="1"> <thead> <tr> <th>No.</th><th>Descriptions</th><th>O</th><th>X</th></tr> </thead> <tbody> <tr> <td>1</td><td>Women in all age menstruate</td><td></td><td></td></tr> <tr> <td>2</td><td>Girls start menstruation an age of 12-16 on average</td><td></td><td></td></tr> <tr> <td>3</td><td>Women menstruate due to the hormone called 'Testosteron'</td><td></td><td></td></tr> <tr> <td>...</td><td>...</td><td></td><td></td></tr> </tbody> </table> | No. | Descriptions | O | X | 1 | Women in all age menstruate |  |  | 2 | Girls start menstruation an age of 12-16 on average |  |  | 3 | Women menstruate due to the hormone called 'Testosteron' |  |  | ... | ... |  |  |
|-----|---|-----|--------------|---|---|---|-----------------------------|--|--|---|---|--|--|---|--|--|--|-----|-----|--|--|
| No. | Descriptions  | O   | X            |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 1   | Women in all age menstruate   |     |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 2   | Girls start menstruation an age of 12-16 on average   |     |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| 3   | Women menstruate due to the hormone called 'Testosteron'  |     |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |
| ... | ...   |     |              |   |   |   |                             |  |  |   |   |  |  |   |  |  |  |     |     |  |  |

## B. Flipchart

|  |   |
|--|---|
| <b>Target Audience</b>                   | FCHVs<br>HMG & GMG  |
| <b>Description</b>                       | Picture-based with simple supportive texts  |
| <b>Relationship with other materials</b> | Flipchart will present CONCLUSIVE MHH knowledge from Training Guidebook in forms of pictures/infographics<br><i>(c.f. Food for thoughts for open discussion or facilitation activities for the training can be excluded from the contents of flipchart)</i> |
| <b>Objective</b>                         | <ul style="list-style-type: none"> <li>- To deliver MHH knowledge more effectively to the target audience</li> <li>- To invite more community members with limited or no literacy to the training</li> </ul>  |
| <b>Table of Contents</b>                 |   |

## **1. Introduction to WASH: General WASH Education**

### **a. Importance of Hygiene**

- 1) What is Hygiene? Definition ; examples of personal hygiene
- 2) Importance of good personal hygiene with the case study of COVID-19 and MHM

### **b. WASH Code of Conduct:** Proper handwashing method, code of conduct for individual hygiene, in-school & at-home WASH rules

## **2. Chapter 1: Basic information of Menstruation**

### **a. What is menstruation:** Scientific knowledge of menstruation including general physiology of menstruation)

- 1) Why it happens; what does it mean to our body?
- 2) How it happens?: what organs and hormones are relevant to this phenomenon?; much of blood comes out per day?; colour of the blood?
- 3) When it happens?: when & how does it starts(menarche)?; when does it stops and when it ends(menopause)? & what it means?; how long does it lasts for once; regularity?; how can we count the period?

### **b. How are we affected by the menstruation?: Personal experiences of menstruation**

- 1) Physical & psychological signs and symptoms of menstruation: Pre-menstrual syndrome management (PMS) management; menstrual conditions; irregularities of menstruation
- 2) Nutrition-wise tip for menstruators (especially for adolescent girls)

## **2. Chapter 2: Importance of Menstrual Health (MHH)**

### **a. What is menstrual health?**

### **b. Why is it so important?**

- 1) What are the impact of poor management of Menstrual Health and Hygiene on Women's health including Sexual and Reproductive Health (SRH)?
- 2) How it affects on Adolescent's Sexual and Reproductive Health (ASRH)?

## **3. Chapter 3: Menstrual Hygiene Management (MHM)**

### **a. For me:** how to manage blood?; choice of underwear; how to keep the underwear clean?; other hygienic behaviours recommended for menstruating women; emergency response-what shall be done to overcome the emergency situation?; how can we be prepared for the emergency?

### **b. For the earth:** waste management; choice of sanitary pad

## **4. Chapter 4: How is menstruation affected by the surrounding society?**

### **a. Challenges that menstruating women faces**

(suggest 2 examples for each, in picture-based description)

- i. At home
- ii. At school
- iii. At community, especially, at Chhaugoath

### **b. How can we overcome the challenges?**

|   |
|---|
| <p>(suggest 2 examples for each, in picture-based description)</p> <ul style="list-style-type: none"> <li>i. How can the learner overcome the challenge?</li> <li>ii. How can the others support the learner overcoming the challenge?</li> </ul> <p><b>5. Chapter 5: Take-home Summary</b></p> <ul style="list-style-type: none"> <li>a. <b>Code of conducts for MHH and MHM</b></li> <li>b. <b>Proper attitude to deal with menstruation</b></li> </ul> |
| <p><b>Remark</b></p> <ul style="list-style-type: none"> <li>- Text from Training Guidebooks shall be well presented in picture &amp; infographics on the Flipchart with support with SIMPLE text.</li> <li>- There for the graphics used for the flipchart shall consider the quality of the graphics carefully in case they are extended to be printed out.</li> </ul>   |

## B. Brochure

|  |  |
|--|--|
| <b>Target Audience</b>                   | Adolescent girls & boys<br>Community members   |
| <b>Description</b>                       | Picture-based with simple supportive texts   |
| <b>Relationship with other materials</b> | Take-home-summary for mothers' group, teachers, parents' group and the community   |
| <b>Objective</b>                         | <ul style="list-style-type: none"> <li>- To summarize the information regarding MHH and MHM</li> <li>- To make the community keep the learned information for longer time with the material</li> <li>- To provide the community with advice regarding how they can support adolescent girls for MHH &amp; MHM</li> </ul> |
| <b>Table of Contents</b>                 |  |

- |               |   |
|---------------|---|
| <b>Remark</b> | <p>- Flow of instruction will be rearranged for Brochure than other IEC materials</p> |
|---------------|---|
- 1. Executive summary**
    - a. Code of conducts for (general) personal Hygiene
    - b. Code of conducts for MHH and MHM
    - c. Proper attitude to deal with menstruation
  
  - 2. Basic information of Menstruation**
    - a. What is menstruation?
      - i. Why it happens?
      - ii. How it happens?
      - iii. When it happens?
    - b. How are adolescent girls affected by the menstruation?
      - i. Physical & psychological signs and symptoms of menstruation
      - ii. How adolescent girls can deal with the side-effects of menstruation?
  
  - 2. Importance of Menstrual Health (MHH)**
    - a. What is menstrual health?
    - b. Why is it so important?
      - 1) What are the impact of poor management of Menstrual Health and Hygiene on Women's health including Sexual and Reproductive Health (SRH)?
      - 2) How does it effect on Adolescent's Sexual and Reproductive Health (ASRH)?
  
  - 3. Menstrual Hygiene Management (MHM)**
    - a. How shall adolescent girls be guided: how to manage blood?; choice of underwear; how to keep the underwear clean?; other hygienic behaviours recommended for menstruating women; emergency response-what shall be done to overcome the emergency situation?; how can we be prepared for the emergency?; waste management; choice of sanitary pad
  
  - 4. How is menstruation affected by the surrounding society?**
    - a. Challenges that menstruating women faces
 

(suggest 2 examples for each, in picture-based description)

      - i. At home
      - ii. At school
      - iii. At community, especially, at Chhaugooth
    - b. How can we overcome the challenges?
 

(suggest 2 examples for each, in picture-based description)

      - i. How can the learner overcome the challenge?
      - ii. How can the others support the learner overcoming the challenge?

- Brochure aims for *Edutainment* (e.g. Cartoon style)



(reference: <https://swachhindia.ndtv.com/menstrual-hygiene-day-menstrupedia-comic-busts-myths-taboos-doubts-associated-with-menstruation-34288/>)

- Information shall be well presented in picture & infographics on the Brochure with support with SIMPLE text.
- Narrative of the Brochure shall be centred on how the community can SERVE Adolescent girls for better MHH and MHM