How To Do It!

The following is a simple guide:

FOR WHOM? the target audience receiving the information

WHAT? Identify the message and content

HOW? The methods to be used to convey the message

ACTION The approaches to promote action for change

**Step 1: Target audience**

Identify the target audience receiving the information, such as:

- Community members/SHG members
- Teachers, students
- Media and journalists
- State and district officials.

Since, MHM is not a stand-alone issue, coordinate and reach out to stakeholders from education, health, gender, social business and other sectors to mainstream MHM widely.

**Step 2: Message and content**

Identify the message(s) which is/are important for the selected target audience. It is important to assure that everyone is speaking freely on the subject.

- Menstruation is normal!
- Women and girls face particular challenges to manage the menstruation. There are negative health impacts
- Good MHM will keep girls in schools
- There are good solutions available that address the challenges
- Good MHM includes: knowledge, facilities, products, safe disposal
- Myths and taboos around menstruation vs. factual information
- Menstruation matters for family and particularly also for boys and men.

WHAT SHOULD BE ACHIEVED

The aim is to create awareness in order to overcome the silence around MHM and break the taboos within the broader society, communities, and also among family members.
Step 3: Method and action
Choose the best, and most effective and engaging methods to convey the message. Then

<table>
<thead>
<tr>
<th>HOW</th>
<th>Examples</th>
<th>Action</th>
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</table>
| **Public Events and activities to engage and activate audiences** | • Film screening and  
• Parades, walks, and other public advocacy events.  
• Special MHM educational programmes and celebrations at schools and, and at health centres | Develop specific activity plans throughout the year |
| **Ambassador / local champions / leaders who act as role models and spoke-persons for the media in raising their voice to break the silence and stigma associated with menstruation.** | • Sport stars  
• Religious leaders | Invite them to events, engage them for media work Create IEC materials |
| **Media engagement to bring the topic to the attention of the wide audience.** | • An MHM media hour: special talk shows on local radio or TV with government and i.e. health experts,  
• Publication of MHM related articles in newspapers  
• Social media campaigns  
• Dissemination of MHM communications materials,  
• PSAs | Create a media pack to sensitize the media and to equip the media houses with MHM communication materials  
Invitation of media houses to MHM-related events |
| **National and International Awareness Days are a good opportunity to integrate messages around MHM, and also to attract media attention** | International Women’s Day (March 8th),  
World Toilet Day (November 19th), Menstrual Hygiene Day (28th May, proposed) Day of the Girl Child (October 11th), and at local level on specific health days such as Village Health and Nutrition Day, Kishori Diwas. | Create press releases, create special activities |

In addition, advocacy and communication approaches can also include:

- Mass media/ outdoor media: for mass awareness.
- Interpersonal communication: with girls and women to raise awareness and stimulate change in practices.
- Community mobilisation: to initiate dialogue among community members to deal with issues of stigma and exclusion of girls, and provide necessary support to girls in the community for effective MHM.

Table......: Example of training schedule for MHM Training of teachers

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration/time</th>
<th>Methodology</th>
<th>Expected result</th>
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</table>
| Introduction of participants, ice breaker | 45 min | Divide the group into pairs and ask them to introduce their partner to the group after giving 5 min to the pairs to converse about each other;  
Activity – each participant is asked to reminisce the time when they first got their menstruation, and share it with the larger group | Participants know each other;  
Participants share experiences encouraging bonding and increased level of comfort on the issue |
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<th>Topic</th>
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<tbody>
<tr>
<td>About Menstruation, MHM and importance of addressing the issue; practical problems faced by girls</td>
<td>30 min</td>
<td>Group discussion and group work</td>
<td>Participants understand the issue of MHM and the negative impact on the girls</td>
</tr>
<tr>
<td>The role of teachers</td>
<td>15 min</td>
<td>Group discussion and group work</td>
<td>Participants understand their role</td>
</tr>
<tr>
<td>Normalizing menstruation and dealing with myths and misconceptions</td>
<td>1 hour</td>
<td>Group work and discussion on case studies; small groups to be formed; Each group given the case studies, group presentations</td>
<td>Participants develop insights into creating an enabling environment for the girls regards to MHM and to address taboos / myths</td>
</tr>
<tr>
<td>Communicating with girls on MHM</td>
<td>1 h</td>
<td>Presentation, group discussion, role plays ,</td>
<td>Participants learn the do's and don'ts to communicate, as well usage of IEC materials</td>
</tr>
<tr>
<td>Practice</td>
<td>1h 30 min</td>
<td>Demo sessions to be taken to impart skills on use of IEC materials</td>
<td>Participants learn how to implement at the school level and have group / one to one interaction with girls</td>
</tr>
<tr>
<td>Training Evaluation</td>
<td>10 mins</td>
<td>Training Evaluation Form</td>
<td></td>
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</tbody>
</table>

Handouts

Material needed: Chart papers, Marker pens, Sketch pens Post-It