

Teachers' Training on Menstrual Hygiene Management, Gender Awareness, Sexual and Reproductive Health for Mubende district conducted on the 10/6/2022

Activity Report

Objective of the training

To equip teachers (female and male) with vital information that will help them train adolescent girls and boys about MHM, Gender and SRH

Attendance

Fifteen participants from eight out of the ten project schools attended the training. The project team invited both the senior woman and a head teacher but not all the two invited people attended. Some schools sent one participant given the busy schedule at their school including Kiyita Primary School.

Schools represented included:

1. Dyangoma P/S
2. Kasasa P/S
3. Kabowa P/S
4. Katega P/S
5. Gwanika P/S
6. Ikula P/S
7. Kiyita P/S
8. CAWODISA P/S

Methods Used

1. Practical Demonstrations.

Each participant had a copy of the MHM booklet. The topics of discussion were displayed on the flip chart and presented by the respective facilitators in a practical manner in reference to the booklet and the teachers training manual.

All sessions were participatory whereby participants were involved throughout giving their reactions at the end of each session.

2. Questionnaire

At the end of the training, each participant was given a questionnaire as a tool to evaluate the sessions for purposes of generating ideas for guiding decision making during the implementation of the project activities.

The training kicked off at 10:00pm with an opening prayer by the project officer (Kasole Ibrahim) after which members had time to introduce themselves. The Sub County chief for Kibaling sub county gave the opening remarks where she appreciated SORAK for introducing such important topics which target an inclusive and friendly school environment for the girl child. She wished participants fruitful engagements

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The Executive director took participants through the back ground to the project and the objectives of the training as he introduced the booklet and the training manual which shall be guiding tools to be used by the teachers when conducting the different sessions regarding MHM, Gender Awareness and Sexual Reproductive Health in their respective schools.

He informed the participant about the need to form MHM clubs in their respective schools as well as taking the lead during community mobilization and sensitization in issues to do with MHM through parents' meetings and the school management committee,

Session 1: Menstrual Hygiene Management

The session was facilitated by the projects manager (Namirembe Aisha). She first of all equipped teachers with tactics of how to engage with the learners in order to deliver the session in reference to the training manual. Some of the tactics included; creating a friendly environment where one is able to participate with confidence, pause questions in line with the topic and gather feedback which can guide the teacher on where to begin from. She emphasized involving the boys during the MHM sessions. She took members through the Menstrual Cycle, Material Used during menstruation, Hygiene practices, challenges faced during menstruation and how to overcome them and the myths surrounding menstruation. Participants were following closely and they had different reactions at the end of the session.

Reactions from the participants

- One of the participants noted that she was not aware of the duration of using pads during menstruation and that she has learnt that one should change the pads after at least four to six hours to avoid infections. She promised to teach her students when she gets back.
- Participants noted that at times girls do not know how to conduct themselves while in their periods and they end up dirtying the wash rooms with menstrual blood yet the same washrooms are used by the young girls in lower primary. They suggested that there should be separate washrooms for girls in lower primary and the ones in upper.
- The senior woman teacher Kabowa Primary School noted that at her school there is a seventeen-year-old girl who has never experienced menstruation and she is worried because the girls below her age have experienced menstruation before her. She requested for advice in that regard. She was advised to inform the girl to tell her parents to take her for medical examination.
- The senior woman teacher for Katega Primary School wanted to know the causes of heavy flow of blood during menstruation. She was informed that at times some people naturally have heavy flow and to others it may be caused by hormonal imbalances. The best option is going for a medical examination.
- One of the participants noted that she was not aware of the ways of cleaning the reusable sanitary cloths or pads for example soaking for some minutes before washing and she was happy to learn, she promised to share the same information with the students.
- The Head Teacher Kabowa Primary school appreciated the issue of involving boys during MHM sessions and promised to implement it as they go back to school and was not aware of what really would happen to girls during menstruation since they share such issues with the Senior Woman teacher.
- Participants noted that MHM issues are handled by senior women teachers without involving boys. Boys also have senior men who council them differently but they learnt that it is good practice to bring students together during MHM issues. "I mobilize my girls for MHM sessions and the Senior man also takes his boys for counseling." Said one of the participants,

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- Participants noted that they are used to reusable pieces of clothes as a common material used by girls during menstruation and a few who can afford to use disposable sanitary pads. They are eager to learn how to make reusable sanitary pads (Happy pad)

Session 2 – Gender Awareness

This session was conducted by the project officer (Sseggirinya Francis) during an open discussion involving questions and answers. The questions included;

- a) What is sex?
- b) What is gender?
- c) What is the difference between gender and sex?
- d) What is gender awareness?
- e) What is gender equality.

During the session, participants were encouraged to give their views regarding the questions.

After which the project officer provided with the respective answers with practical examples for them to understand the concept in order to be in position to train the students as they go back to their respective schools.

Reactions

- It was hard for the participants to differentiate gender from sex but by the end of the session, they came to learn and appreciate the difference.
- Participants still felt that there are certain things that men can do that woman cannot for example peeling food should be done by women.
- Teachers should avoid gender discrimination at schools and ensure that both girls and boys are involved equally in the school activities.
- The session was an eye opener for participants who learnt new ideas from the session.

Session 3– Sexual Reproductive Health

This session was conducted by the Executive Director (Kyeyune Muhammad) with the use of the training manual, MHM booklet and the flip chart. He first of all shared a case study of his young sister who is in Senior two and a victim of teenage pregnancy. During the time of delivery, the baby was too big to push which exposed her to fistula and she was still bleeding up to date.

He encouraged teachers to advise learners to seek for age-appropriate Sexual Reproductive Services to avoid the dangers associated with lack of information regarding challenges related to SRH.

He took members through the key terms including rape, sexual abuse, defilement and sexual violence. What is expected of someone to help the victim of the mentioned cases.

Reactions

- Participants noted that issues of sexual reproductive health are sensitive and need to be handled with reasonable care. The following questions were asked, a) If a father impregnates his daughter is it proper to terminate the pregnancy and go ahead to imprison the father? Can the daughter carry the pregnancy until birth and they take care of the baby without imprisoning the father? As the bread winner for the family if imprisoned there will be no one to support the family. It is not easy to come up with a

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clear decision in such situations. In most cases the victim can hardly have access to justice

- Teachers noted that many children do not know what to do when they experience challenges regarding SRH and they end up getting wrong information from their peers.

Remarks from the invited guests

The Education center chairperson appreciated the initiative by SORAK and encouraged the participants to go back and implement what they have learnt from the training. He noted that “Most of the teachers think that students know everything since it is a digital world yet the reverse is true,” He expressed the need to continue updating the students with the right information.

He encouraged the participants to include a vote for the first AID box in the school budget. The box should contain, pain killers, emergency uniform and emergency pads in order to keep girls at school hence ensuring a friendly MHM environment.

Remarks from the district secretary for education

He urged to teachers to find a more creative way by using locally available resources to teach their students what they learnt during the sessions. He promised to make a follow up on this issue where each and every teacher will present a strategy used in delivering the different sessions.

He encouraged them to go and make a difference in their respective schools as change agents.

He requested SORAK to provide a list of schools who were represented during the training which will guide him during monitoring of their activities to confirm if they will have implemented what they have learnt during the training.

Appendixes

1. Activity photographs



Figure 1: Participants during the gender awareness session



Figure 2: The director SORAK as he hands over the booklets



The District Secretary for Education as he gives the closing remarks

2. Findings from the training as per the questionnaire

1. What is your gender

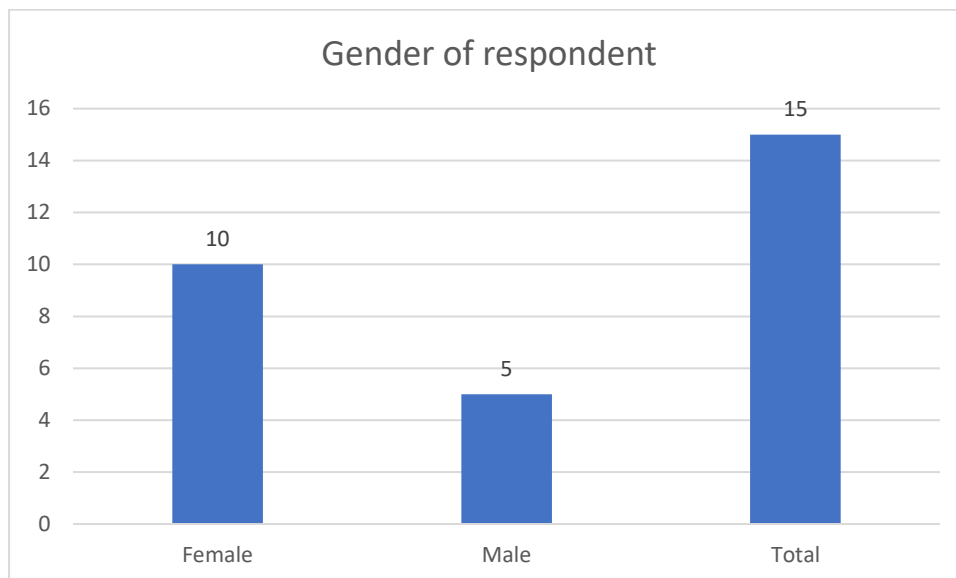


Figure 1: Gender of respondent

Both the Head teacher and the Senior woman teacher for each school were invited for the training but only representatives from 8 schools participated during the training. Two schools were not represented whereas some schools sent one representative. Some schools have female Head teachers hence making the number of females higher than that of the females.

2. Do you conduct MHM sessions at your school?

Whether the school conducts MHM sessions	Freq.
Yes	15
Total	15

Figure 2: If the school conducts MHM sessions

It was noted that all schools where the fifteen participants came from conduct MHM sessions but not regularly.

3. Did you benefit from the training? Why?

If the training was relevant	Freq.
Yes	15
Total	15 participants

Table 3: If the training was relevant

Why?

Participants noted that they had benefited from the training because;

- a) It was the first time for some of them to learn that involvement of males during MHM sessions is vital. To this end, they promised to share the knowledge received during the training with the senior men when they go back to their respective schools in order to find ways of training both gender in that regard.
- b) Some of them learnt how to teach girls about managing themselves when in menstruation
- c) They got refreshed on how to manage menstruation at their respective schools
- d) They gained knowledge about sexual reproductive health and MHM.
- e) They gained knowledge about how to ensure gender balance at school.
- f) Some were ignorant about gender balance and thought that girls have specific roles to play for example pilling food that boys cannot do.
- g) They learnt that once girls are trained, they gain confidence and can easily approach the teachers in time of need and this will reduce on the burden of school drop outs.

4. What was the best topic presented and why?

Participants selected MHM as the best topic presented followed by gender awareness.

The following are the reasons why MHM was the best topic;

- a) Most of the content is directed towards a girl child.
- b) The participants were exposed to MHM aspects that they didn't know before for example male involvement.
- c) Teachers learnt how one should clean themselves during menstruation and how long can one use the pad before replacing it with another one.
- d) They had picked many lessons from the session.
- e) The facilitator gave relevant examples for participants to flow closely.

Participants had the following reasons as to why they had chosen gender awareness as the best topic

- a) The topic takes care of issues to do with girls and boys hence ensuring gender equality and equal opportunity.
- b) They thought that boys have specific roles separate from those of girls but they learnt that both girls and boys are equal and should be given equal opportunities.

5. How will you use the knowledge acquired to train your students?

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Participants noted the following;

- a) Topics learnt during the sessions will be taught to the students in the respective schools.
- b) A workplan will be developed to include the topics discussed during the training and students will be taught accordingly.
- c) Head teachers will ensure to train their teachers who will train both girls and boys at their respective schools
- d) Through sharing knowledge and information with teachers and also prepare sessions and engage students once a week
- e) By creating a favorable environment for girls especially when they are experiencing their periods
- f) Will teach students at least once a week on issues of MHM and will fix it on the school time table
- g) By using the MHM booklet to train the students at least one topic in a week
- h) By orienting teachers, parents and pupils about MHM, SRH and gender equality
- i) By working hand in hand with the senior men to plan how to involve all the students once in a week in order to teach them issues to do with MHM,

6. Any comments?

Participants appreciated the training sessions and SORAK in particular for specifically considering to work with them on issues to do with MHM.

A request for more financial support to enable them to complete the facilities that they had worked on as some of them had constructed new structures like toilets and require some more funds to complete the work.

A request to consider involving senior men during such trainings to ensure that boys are also included in MHM classes.

A recommendation that such trainings should be conducted in the different schools continuously in order for the students to benefit.

SORAK to come up with a strategy of disseminating such information to the rest of the community members because they are eligible to be having such information as they stay with the students when they are not at school.

SORAK to conduct evaluations to assess the impact of such trainings in the different schools especially during the end of the term.

The workshop should be attended by all leaders to fight gender inequalities in schools for example in some schools there are more male teachers and the reverse.

Next time let all teachers be invited for such trainings to ease the transfer of knowledge back to their respective schools at different levels.

Teachers' Training on Menstrual Hygiene Management, Gender Awareness, Sexual and Reproductive Health for Wakiso district conducted on the 15/6/2022

Activity Report

Objective of the training

To equip teachers (female and male) with vital information that will help them train adolescent girls and boys about MHM, Gender and SRH

Attendance

Seventeen participants from the ten project schools attended the training. The project team invited both the senior woman and a head teacher but not all the two invited people attended. Some schools sent one participant given the busy schedule at their school including Lwadda Primary School, SSanga Primary School and Buwambo. The Municipal Education officer was also invited but he could not make it due to the fact that teachers were on strike and he was in charge of finding the possible solution to the situation..

Methods Used

1. Practical Demonstrations.

Each participant had a copy of the MHM booklet. The topics of discussion were displayed on the flip chart and presented by the respective facilitators in a practical manner in reference to the booklet and the teachers training manual. All sessions were participatory whereby participants were involved throughout giving their reactions at the end of each session.

2. Questionnaire

At the end of the training, each participant was given a questionnaire as a tool to evaluate the sessions for purposes of generating ideas for guiding decision making during the implementation of the project activities.

The training kicked off at 09:55am with an opening prayer led by the Senior Woman teacher Lwadda Primary School after which members had time to introduce themselves.

The opening remarks were supposed to be given by the Municipal Education Officer but he failed to turn up due to the fact that teachers were on strike and he had a task of finding ways of calling off the strike so he could hardly be present.

The projects manager took members through the day's program and invited the Executive Director to inform members about the background of the project and objective of the training.

The Executive director first of all welcomed members for the training with recognition of the representatives (Senior woman and Head teacher) from Ssaayi Bright Primary School who replaced Kigogwa moslem Primary School. He later took members through the back ground to the project and the objective of the training as he introduced the booklet and the training manual which shall be guiding tools to be used by the teachers when conducting the different sessions regarding MHM, Gender Awareness and Sexual Reproductive Health in their respective schools.

He talked about the next course of action including the formation of MHM clubs in their respective schools as well as taking the lead during community mobilization and sensitization

in issues to do with MHM through parents' meetings and the school management committee meetings.

Session 1: Menstrual Hygiene Management

The session was facilitated by the projects manager (Namirembe Aisha). She first of all equipped teachers with tactics of how to engage with the learners in order to deliver the session in reference to the teachers' training manual. Some of the tactics included; creating a friendly environment where one is able to participate with confidence, pause questions in line with the topic and gather feedback which can guide the teacher on where to begin from. She emphasized involving the boys during the MHM sessions. She took members through the Menstrual Cycle, Material Used during menstruation, Hygiene practices, challenges faced during menstruation and how to overcome them and the myths surrounding menstruation. Participants were following closely and they had different reactions at the end of the session.

Reactions from the participants

- The senior woman teacher for Lwadda Church of Uganda Primary School noted that when it comes to ensuring proper hygiene for the washrooms it becomes difficult at her school. "The school has a total number of 800 girls with one washroom which cannot accommodate such a big number and this also makes it difficult to ensure proper hygiene."
- When it comes to material needed to ensure proper MHM at school, the senior woman teacher Lwadda noted that, "soap is expensive but we try to make sure that it is available, there are no emergency uniforms which forces us to borrow from the boarding students and to worsen matters girls most cases do not have knickers and the ones who have them at times, they are very old and loose to hold the pad in the right position." She was advised to make use of the parents' meetings to encourage parents to buy knickers and pads for their children in order to enable her to manage the situation.
- Participants appreciated the idea of involving the boys during MHM sessions because as future parents, the nation will have a friendly MHM environment both at school and home
- The Head teacher and the Senior woman Teacher Kitanda Church of Uganda Primary School appreciated the financial support which was provided to them and they testified that currently the girls' privacy is assured where three doors with locks were fixed on the girls' toilets.
- One of the participants noted that she was not aware of the ways of cleaning the reusable sanitary cloths or pads for example soaking for some minutes before washing she promised to share the same information with the students.
- Some participants thought that if a girl has not yet experienced menstruation, she can hardly get pregnant. The Senior Woman Teacher Kitanda Church of Uganda Primary noted, "For the 30 years I have served as a teacher, I have discovered that children engage in sex innocently at an early age right from primary one and two, so it is important to inform our daughters that even if one has not experienced menstruation, they can still get pregnant. Because if one is yet to experience their menarche and engage in sex, chances are high for them to conceive.

Session 2 – Gender Awareness

This session was conducted by the project officer (Sseggirinya Francis) during an open discussion involving questions and answers. The questions included;

- a) What is sex?
- b) What is gender?
- c) What is the difference between gender and sex?

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- d) What is gender awareness?
- e) What is gender equality.
- f) What are the effects of gender inequality?

During the session, participants were encouraged to give their views regarding the questions.

The project officer provided with the respective answers with practical examples for them to understand the concept in order to be in position to train the students as they go back to their respective schools.

Reactions

- Teachers couldn't distinguish sex and gender until the end of the session when they realized the difference between the two.
- Participants enjoyed and appreciated the facilitator for engaging them throughout the sessions which enabled them to learn new ideas.
- The Head teacher Kanyange Primary School narrated a story where his car got a mechanical problem as he was heading to town, a lady came and told him that there was something wrong that needed to be worked on. She knelt down and checked under the car where she worked on the issue. But during the process everyone who was passing by was surprised to see a lady who is a mechanical engineer and they kept on staring at her. Being a lady, they would not expect her to do such work.

Session 3– Sexual Reproductive Health

This session was conducted by the Executive Director (Kyeyune Muhammad) with the use of the training manual, MHM booklet and charts in a participatory approach. The director started the session with guiding questions including;

If your son impregnates your daughter, would you allow the pregnancy to progress or you can terminate it?

Do you think it is proper to teach issues of SRH to our students in school or we should just pretend that they are still young to know certain issues?

He later took members through the topic including the key terms i.e. Sexual abuse, sexual violence, rape and defilement and how to help victims of such cases.

Reactions

- In reaction, participants had different responses to the question whereas some were against abortion others were for abortion in order to avoid shame to the family and others had no answer. On issues of teaching the children about SRH, a good number of participants agreed that students should be taught in order to equip them with the right information whereas to others it is not proper as it appears to be obscene to share such information with the students as they are still young to know such.
- Participants did not know the difference between sexual abuse and sexual violence
- Science teachers related well with this topic.
- The Deputy Head Teacher Maganjo UMEA noted that cases of SRH like sexual violence require to invest a lot of money to have access to justice. She shared a story where the girl child at her school reported her father to have defiled her. When the mother learnt about the case she broke up with the father and left the home which caused disorganization to the family. School made sure that the father gets imprisoned but after a while, the wife

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came back home and also went and pleaded with the police officers to release her husband as there was no one to look after the family. The police had to release her husband and the case ended there because of lack of money.

- There was also a case where the daughter was sexually abused by her dad who would buy for her pills in order not to conceive. She got used to the act to the extent that she started hating her mother. When her mother went to police she was not helped. In many situations there is no access to justice for the victims of sexual violence and abuse and that's why in most cases people do not report.
- The Senior Woman teacher Kitanda Church of Uganda Primary School called upon the teachers as freedom fighters to give priority to the children's rights other than concentrating on minor issues like family brake ups due to such cases like defilement.

The facilitator concluded by encouraging the participants to always ensure that the students get to know the right information regarding SRH in order to protect them from the dangers association with having half backed information in the same regard.

Appendixes

1. Activity photographs



Figure one: The Director SORAK gives opening remarks



Figure 2: During the gender awareness session by the project officer



Figure 3: During a presentation on Sexual reproductive Health



Figure 4: Sexual and Reproductive Health continues

2. Findings from the training

1. Gender of respondent

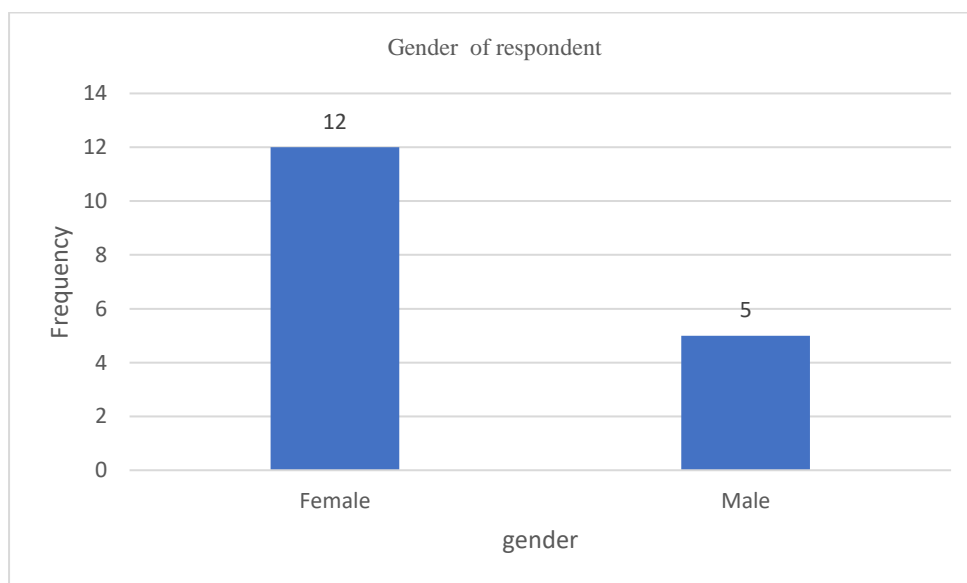


Figure 1: Gender of respondents

As illustrated above the training was attended by 12 female teachers and five male teachers. Important to note is that the 10 project schools were represented but some schools had one representative instead of two.

3. Do you conduct MHM sessions at your school?

All participants noted that they conduct MHM sessions at their schools but not regularly.

4. Did you benefit from the training? Why?

All participants noted that they had benefited from the training due to the following reasons;

- a) It was an eye opener for example regarding the issue of sexual abuse as people fear to report due to family separations. “I have learnt that it is a police case which has to be reported regardless of if it may lead to separation of the family.” Said the Senior Woman Teacher Lwadda Church of Uganda Primary School.
- b) Participants learnt new things for example the meaning of simple, defilement aggravated defilement and rape where defilement depend on the years of the victim.
- c) Participants learnt new ideas like ensuring that there are changing rooms where girls can go to change their pads during menstruation
- d) Participants realized the relevance of sensitizing boys about MHM issues where others noted that they had learnt a lot about the three topics discussed.
- e) Participants noted they really ignored soap and changing pads but promised to put it into consideration
- f) Learnt that young children are sexually active and to also avoid separating boys from girls when it comes to issues of MHM.
- g) To some participants it was their first time to have such a training and had learnt a lot.
- h) Participants noted that they learnt the justification for not separating boys from girls when it comes to issues of MHM
- i) Some participants noted that they had learnt problems faced by girls during menstruation and promised to encourage parents to provide knickers and other necessary requirements to girls.
- j) Participants noted that they would not take MHM as a crucial issue and not aware of the reusable sanitary pads. They are eager to learn how to make re-usable sanitary pads and consider them to be priority based on the advantages they have got as compared to the disposable ones.
- k) Some participants learnt how to clean the reusable sanitary pad

5. What was the best topic presented and why?

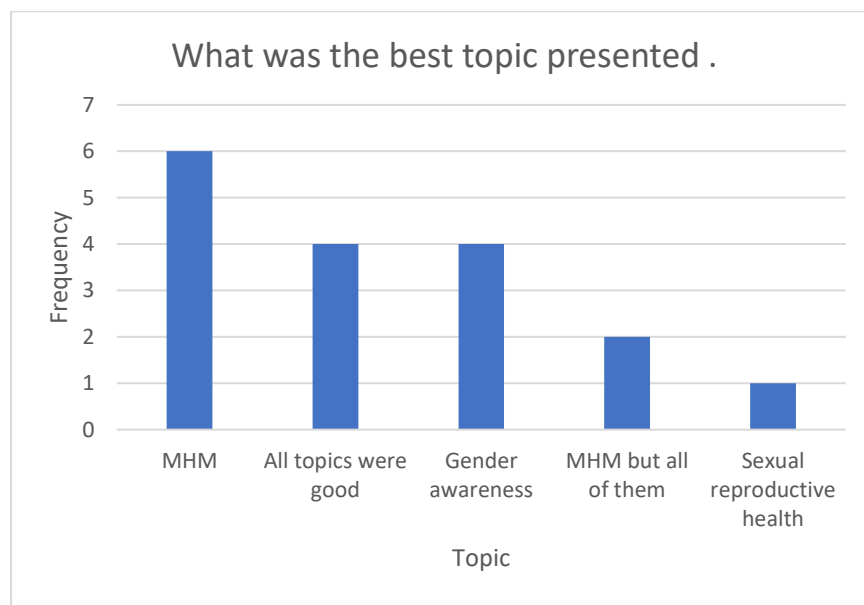


Figure 2: Best topic presented

Most of the participants (6) noted that MHM was the best topic presented because,

- a) They realized that one pad is not enough to be used for a full day and that children need a place where they can bathe from to clean themselves before, they can change the pads.
- b) They learnt the importance of preparing children in time before they experience menstruation.
- c) Because it is a sensitive topic and directed towards the girls.
- d) Because it was an eye opener for some of the participants that boys too should learn MHM issues

As observed in figure 2 above, 4 participants noted that it was not easy to identify the best topic as they had liked all the topics because,

- a) They learnt something from all the topics
- b) The topics were all relevant to them

It is illustrated that 4 participants chose gender awareness as the best topic presented because;

- a) Most of the issues talked about are ignored most of the time.
- b) Treating children equally is key and at times not given attention.
- c) They were not aware of the meaning of gender and would practice gender inequality unknowingly.
- d) It involved a lot of participation from the members

Figure 2 illustrates that 2 participants said that MHM was the best but all the topics were equally well presented because,

It was very exciting and it was presented by a lady who was talking out of experience,

Figure 2 illustrates that 1 participant chose Sexual and Reproductive Health Rights to be the best topic presented because,

Some participants were against abortion for the pregnancy which is association with incest whereas others supported it.

6. How will you use the knowledge acquired to train your students?

Participants noted the following;

- a) Organize a staff meeting and inform them to develop a timetable including the topics learnt
- b) Make use of the booklets to train the students
- c) Discuss with the Senior Man Teacher about the topics learnt and come up with a joint program for teaching both girls and boys.
- d) Make use of the clubs available at school to pass on the knowledge.
- e) Will inform the girls to use detergents while cleaning their reusable cloths and pads.
- f) On parades we will involve the young ones and include SRH on the time table
- g) Through assemblies and talking to the teachers to pass on the information
- h) After introducing the MHM clubs, I will teach the students about the topics covered during the sessions.
- i) Will gather both girls and boys and take them through the topics covered during the sessions
- j) Will chose a few students who interact with me and teach them. These will inform the rest because at times children fear to approach teachers directly.

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- k) Will use the booklet to elaborate more on the MHM issues
- l) Will train teachers who will teach the students in return
- m) Will teach students how to clean themselves during menstruation

7. Any comments?

- Periodical workshops of this kind are needed.
- Grateful to SORAK for the work they have done
- We would like you to visit our schools because student take us for granted since they are so used to teachers. You also help to deliver the message regarding MHM.
- We would love to have more booklets
- I have liked the workshop
- It was a very good session. Wish you come back with more lessons
- We ask for more sensitization for reminding purposes
- “Our Latrines are now dry. Thanks for the iron sheets but the washrooms are not enough” said the Senior Woman Teacher for Lwadda Church of Uganda.
- Issues of MHM are expensive
- Grateful for the SORAK for addressing the gap in menstruation.
- I encourage SORAK to go on with the program
- The training has been informative and will ensure to implement what I have learnt
- Much appreciation for the service. The students and parents will also receive the information
- Thanked team for being patient and waited for the teachers who came late for the sessions.
- Next time senior men too should be invited.

Teachers' Training on Menstrual Hygiene Management, Gender Awareness, Sexual and Reproductive Health

Activity Report 07-06-2022 (Butambala)

Objective

The aim was to equip teachers (female and male) with vital information that will help them train adolescent girls and boys about MHM, Gender and SRH

Attendance

Twenty two (22) participants from ten (10) primary schools attended the training. We invited three teachers per school i.e. senior woman, senior man and head teacher. Because schools are understaffed, some schools sent one participant while others were represented by 2 or 3 teachers.

Schools represented included:

- Bule Umea Primary School
- Nawango C/S Primary School
- Ntolomwe Umea Primary School
- Kitagobwa C/S primary School
- Kayenje C/S Primary School
- Nkokoma C/S Primary School
- Butende Umea Primary School
- Butalunga C/U Primary School
- Kiwala Umea Primary School
- Lwamasaka Umea Primary School

Methods Used

1. Practical Demonstrations.

Using a training manual, the trainers selected 2 sessions from each of the three sessions namely; MHM, Gender and SRH respectively.

Practical sessions were conducted demonstrating to teachers on how they should apply the knowledge in the training manual to teach the learners.

Each participant had a copy of training manual and MHM booklet during the sessions

2. Visual Aid

As a visual aid, the trainers used power point to interact with the participants.

They also used charts for illustrations. All sessions were participatory whereby participants were involved through out giving their reactions at the end of each session.

3. Questionnaire

At the end of the training, each participant was given a questionnaire as a tool to evaluate the sessions and guide on any improvements.

The training kicked off at 11:00 am with an introduction by the project manager (Kavuma Moses) with a recap of the project and detailing of the objective of the training. MHM booklet and Training manual were introduced and issued out to the participants explaining their best use and the information gap the project is trying to bridge.

Session 1: Hygiene and Washroom Facilities

Session was conducted by Mrs Fatuma Kigongo the general secretary VOTU who used the case study on page 12 of the training manual. Being the first presenter participants were eagerly fresh and live for the sounding responses as bellow;

Reactions from the participants

- Participants singled out challenges faced by menstruating girls at school, the possible causes and what should be done to create a more conducive environment at the school.
- Participants appreciated the need to keep school washroom facilities clean to protect girls from infections.
- The head teacher from Bule Umea Primary school called upon fellow teachers to create washroom cleaning rosters where each class has a cleaning day on a rotating basis. He urged administrators to take hygiene serious.
- A senior man teacher from Ntolomwe suggested the schools should have emergency uniforms for menstruating girls. It was argued among other participants that the uniform should not be unique. A different uniform would cause stigma among learners.
- Senior woman at Butalunga primary school narrated how she normally prepares local herbs for girls who get pain/menstrual cramps. She suggested that the first aid kit at the school should have pain killers for that purpose, though the government does not provide
- And finally a call came from all of them to GBN through VOTU to lobby for such kits with pain killers

Session 2 – Menstrual Hygiene Management

This session was conducted by Sekitto Twaha using a power point presentation and reference to the MHM booklet on page 17.

Trainer opened discussion on menstruation and later informed participants that it was as normal as some one bleeding from the nose. The same way we react to a person nose bleeding should be the same way we respond to a girl bleeding from menstruation. He further discussed the different menstrual hygiene products, how they are used, and the advantages of reusable pads over the disposable ones.

Reactions from the participants

- Time and again, session to session participants were building up confidence to react. When asked whether teachers (especially male) talk to girls about menstruation, the senior man teacher of Ntolomwe primary reacted saying; “I am a science teacher, but I find problems discussing that with the girls. I handle boy’s issues and the senior woman handles the girls”
- None of the male participants had ever helped a girl when in menstruation. They referred to the senior woman. At the end of the session, participants appreciated the importance of shared responsibility over menstrual matters. “I used to separate the

girls from the boys during counseling but going forward, I will hold a combined session” confessed a teacher from Kitagobwa

- “Girls fear to tell us”, said a male head teacher of Nkokoma primary school.
- When shown the menstrual hygiene products, none of the teachers had ever seen a menstrual cup while 1 out of 22 participants had ever seen a tampon. “ I have seen a tampon before, I did not know its name neither how it is used”, said the senior woman teacher of Butende Umea primary school
- A simple finding, while we were driving from kampala to Ngando VOTU offices, about 62km, we visited a number of pharmacies from almost each of the towns to searching for reusable pads, menstrual cup and tampon to be used for demonstrations. No pharmacist attendant had ever seen a tampon or a menstrual cup neither did they know the use of the two. This as it is was a shocker that we even had to narrate it to the participants who also were seeing them for their first time.

Session 3– Gender Compulsion and Session 4– Deconstructing Gender Myths

Sessions were conducted by Amos Mwesige using a participatory approach and concluding with a power point slide show of youthful girls in motorcycle business (locally known as BodaBoda) and a grown man cooking to demonstrate sharing of gender roles.

Reactions

- Two male teachers (from Nkokoma and Butende) expressed their staunch cultural concerns on this subject. It was clear they were against the concept of gender equality.
- Teachers couldn’t distinguish sex and gender until the end of the session when they realized the difference of the two.
- Session grew into a heated argument among participants especially male.
- The slide show of girls in motorcycle business helped calm the situation. Participants learnt that girls should not be limited on what they can do. Trainer emphasized the same for the boys who love girly roles.
- “I think we need more training on gender roles to appreciate it more. It is not easy to teach” said head teacher of Bule primary.
- After this, I think if we don’t limit girls they can contribute to community and family development” said senior man teacher of Nkokoma primary

Session 5– Sexual Reproductive Health

Session was conducted by Mrs Joyce Nakayiza using the training manual, MHM booklet and charts in a participatory approach

Reactions

- Participants enjoyed this session the most. 12 teachers said it was the best presentation; reason being it was as brief as precise.
- Science teachers related well with this topic.
- Teachers liked the open teaching approach. “In my teachings I used to fear to mention these words as open as you have done. I now realize these issues are normal so I will adopt this approach” said the senior woman of Bule primary school.

Summary of reactions in the Questionnaire at the end of the Training

1. What is your gender

Gender	Frequency
Female	9
Male	13
Total	22

More Males attended the training than the female. The training was conducted during school time. Schools like Ntolomwe with fewer teachers could not send in more than one teacher to attend.

2. Do you conduct MHM sessions at your school?

Response	Frequency
Yes	16
No	4
Not Sure	2

- 16 respondents said they had ever taught about menstruation during a science class or during a counseling and guidance session.
- 4 respondents answered negatively. They had never conducted MHM sessions
- 2 respondents did not answer this part

3. Did you benefit from the training?

All 22 participants responded to have benefited from the training

Why respondent thinks training was beneficial

- 5 participants learnt how to take care and deal with girl child during periods/emergency
- Participant stated that she learnt how to train learners
- 9 participants indicated acquiring new knowledge on either MHM, Gender or SRH, learnt new types of pads and how they are used
- A participant was responded that all issues affecting girls were fully discussed
- Participant said she was going back to school to program the time for counseling and guidance. (i.e ready to apply the acquired knowledge)
- A male participant said he learnt non discrimination
- 2 participants indicated benefiting from the knowledge sharing

- h) In unison, participants acknowledged that it would have been difficult to teach learners about things they also didn't know. They all agreed that the training was very useful for their preparations, capacity building and personal growth in knowledge.

4. What was the best topic and Why?

Topic	Frequency
Menstrual Hygiene Management only	7
Gender only	1
Sexual Reproductive Health only	8
Gender and Sexual Reproductive Health	4
All topics	2
Total	22

Above is the distribution of participants' responses grouped by best topics.

Why?

- Participants who chose SRH as the best topic indicated having had some prior knowledge about the subject. They related well with it
- Participants who chose MHM indicated having acquired new knowledge especially about menstrual hygiene products and how they are used.
- Some participants who enjoyed hygiene and washroom facilities loved the case study
- A male participant mentioned about the learner centered approach while the others loved the demonstrations in the gender session
- One female participant indicated all sessions as good because they were interactive and practical

5. How will you use the knowledge acquired to train learners?

Below are some of the ways teachers noted on how to apply the acquired knowledge

- 5 participants promised organizing counseling and guidance at school
- 6 participants said they would form clubs for both girls and boys to manage menstrual hygiene.
- Adopting participatory approach and engaging community
- Mobilizing and sensitizing children
- One head teacher promised training his senior woman when he goes back to school
- Regular sensitizing of children
- Creating more awareness
- Open discussions with learners on these issues.

6. Any comments?

- At the end of the training, participants acknowledged the information gap that existed by admitting having learnt and acquired new knowledge.

- b) Participants asked for more training to further understand these concepts the more
- c) Some participants had concerns on when the pad making will commence.
- d) They agreed to include this training on their school time table during counseling and guidance.
- e) Participants appreciated the involvement of boys
- f) Each of the participants gave a date for community awareness where they would invite their individual Parent-Teachers Association members.
 - 13th June 2022 was for Kayenje, Ntolomwe and Nawango
 - 14th June 2022 taken by Butende, Kiwala, Lwamasaka and Butalunga
 - 15th June 2022 taken by Nkokoma, Kitagobwa and Bule primary schools respectively
- g) Teachers requested VOTU team to come up with a reporting and monitoring tool for them. All participants agreed to this, indicating it would help them do their work easily and properly as required of them.
- h) Participants welcomed the idea of regular workshops like the one conducted.
- i) Participants were generally thankful.

Challenges

- Power blackout during the session
- Rain disorganized the workshop forcing us to relocate indoors
- Workshop lasted for hours with arrival of participants at 10am and departure at 4:30 pm. We had to improvise refreshments for the participants.
- Not all invited participants attended the training. 22 out of 30 participants came for the workshop.
- Some topics challenged the culture of some participants. There is still much need to address these norms. We had to strike a balance not to offend the participants yet without compromising the facts.
- Refreshments were insufficient due to budget constraints. Feeding participants was not budgeted.
- By the date of the training, VOTU had not received the MHM booklets and neither a copy of the training manual. However, the team improvised and printed out 30 copies of the training manual as well as the booklets (in form of pamphlets) for a successful training.
- Language; participants preferred local dialect challenging our interests of engaging you into our sessions as they run.

Pictorial



Participants in the tent before it rained



Chairperson presenting Twahah Sekitto



Session 1 by Fatuma Kigongo



Amos Mwesige conducts Session 3



Power point Presentation



Session 4 by Amos



Session 5 - Sexual Reproductive Health by Joyce Nakayiza