

WEBVTT

1

00:00:08.160 --> 00:00:19.020

Brian Batayeh: So, before we start our session today, I wanted to give you an overview and a sense of what we'll be covering today so we'll start with a general introduction to use excel.

2

00:00:20.220 --> 00:00:23.010

Brian Batayeh: will then go into a discussion of the theme.

3

00:00:25.080 --> 00:00:39.330

Brian Batayeh: Specifically, will discuss different types of activities that might strengthen myself and hygiene management or what we're going to use that kind of hgh throughout this presentation will I will discuss the different educational outcomes of interest.

4

00:00:40.560 --> 00:00:47.970

Brian Batayeh: will give an overview of the grant competition process share some key dates and have a Q and a question and answer session.

5

00:00:50.670 --> 00:00:56.910

Brian Batayeh: However, as we present, please do share any questions that you might have in the chat box or write them down so you can.

6

00:00:58.110 --> 00:01:07.200

Brian Batayeh: share them at the end of the session we will pause during different points of our presentation to revisit those questions and create opportunities for you to share any additional questions that you might have.

7

00:01:08.280 --> 00:01:19.650

Brian Batayeh: Additionally, all the questions that you shared today and that we answered today or are unable to get to what we documented and release with a question to answer it back sheet for your reference in the coming days.

8

00:01:26.400 --> 00:01:28.680

Brian Batayeh: So we'll start with our introduction to yourself.

9

00:01:30.090 --> 00:01:31.020

Brian Batayeh: You think so.

10

00:01:32.070 --> 00:01:40.530

Brian Batayeh: has to central goals, one which is that local youth led and youth serving organizations will improve and sustain positive outcomes for you.

11

00:01:41.610 --> 00:01:47.340

Brian Batayeh: And the other being that they will advance and influence local, national and global development genesis.

12

00:01:48.420 --> 00:02:00.120

Brian Batayeh: we're doing this through three central outcomes one implementation research for stronger positive youth development program so CP whitey throughout this presentation, as well as stands for positive youth development.

13

00:02:01.440 --> 00:02:05.880

Brian Batayeh: Another outcome intergenerational dialogue collaboration engagement.

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00:02:07.440 --> 00:02:12.540

Brian Batayeh: Now come number three knowledge products knowledge synthesis use glad advocacy.

15

00:02:16.080 --> 00:02:17.400

Brian Batayeh: So here in just a few.

16

00:02:17.400 --> 00:02:19.350

Brian Batayeh: Things excel.

17

00:02:20.460 --> 00:02:28.260

Brian Batayeh: can offer so there's positive youth development or what we call P y de focused implementation research, we had a session on this.

18

00:02:29.220 --> 00:02:40.080

Brian Batayeh: Last week, and we did release a fact sheet on that session, so please do visit that resource if you'd like to learn more and we can offer us the total leadership and so much more.

19

00:02:41.850 --> 00:02:47.070

Brian Batayeh: And we'll dive into this now so let's look at these in greater depth so positive youth development.

20

00:02:48.570 --> 00:02:53.160

Brian Batayeh: it's a framework that is focused I contributing to healthy productive and engaged.

21

00:02:54.570 --> 00:02:55.440

Brian Batayeh: and

22

00:02:56.820 --> 00:03:02.250

Brian Batayeh: it's really about focusing on the assets that agency in the contributions and then enabling environment.

23

00:03:02.310 --> 00:03:03.300

Brian Batayeh: surrounding youth.

24

00:03:03.960 --> 00:03:06.870

Brian Batayeh: We have Jesse here, which stands for Jen.

25

00:03:08.250 --> 00:03:14.250

Brian Batayeh: there's a bit of background noise, if you are not talking at the moment, would you have, thank you.

26

00:03:15.600 --> 00:03:25.770

Brian Batayeh: We have gender and social inclusion, or what we use the acronym here Jesse kind of approach that helps us to understand the importance of equal rights and opportunities for all individuals, regardless of their social identity.

27

00:03:29.790 --> 00:03:41.910

Brian Batayeh: We have a focus on protection which is understanding and preparing for the safeguarding and protection and ethical concerns related to you cell, which can be digital can be physical, it can be psychosocial.

28

00:03:42.480 --> 00:03:50.850

Brian Batayeh: and making sure that we take the protection measures to prevent and have systems in place to respond when when these things occur.

29

00:03:52.740 --> 00:04:02.490

Brian Batayeh: And then we have knowledge mobilization, which is the strategic dissemination and sharing of knowledge that you gain through your research your programming.

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00:04:05.820 --> 00:04:24.810

Brian Batayeh: And we have implementation research or what we call research to change this is really focused on organizations taking research into their own hands, so that they can gather information take what they learned and turn it into what they're doing to strengthen their programs in real time.

31

00:04:25.950 --> 00:04:41.520

Brian Batayeh: And just for a reminder, we discussed this in the last section i'm always all of this is for existing programs that you might have mental health and hygiene management so applying these frameworks to an existing activity.

32

00:04:43.080 --> 00:04:47.610

Brian Batayeh: And i'll say a bit more on this in terms of what qualifies and what does not qualify.

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00:04:48.690 --> 00:04:56.340

Brian Batayeh: So our theme is using research to change implementation research to strengthen menstrual health and hygiene management for girls education.

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00:04:57.540 --> 00:05:06.990

Brian Batayeh: So we'll start with what qualifies as adding implementation research to existing mental health and hygiene management so that implementation can be strengthened.

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00:05:08.040 --> 00:05:18.300

Brian Batayeh: And working within schools that have existing wash infrastructure, these are things that qualify for for this grant Commission here's what does not qualify.

36

00:05:19.320 --> 00:05:25.140

Brian Batayeh: Using implementation research to inform the startup of new activity, again, it must be for an existing.

37

00:05:26.340 --> 00:05:31.800

Brian Batayeh: and investments and wash infrastructure, do not qualify.

38

00:05:36.180 --> 00:05:44.130

Brian Batayeh: So let's discuss their theme in a bit more depth and to do this i'm going to be handing this over to my colleague, or any.

39

00:05:48.030 --> 00:05:57.510

Barwani Msiska: Experience so thank you everybody for joining I hope you're doing great and just to maybe take a moment to say, if you look at your chat you see.

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00:05:57.840 --> 00:06:07.560

Barwani Msiska: That, if you just joined, if you could please just share your name, where you're joining from me fits manali or Zambia, but also what you're passionate about minstrel health.

41

00:06:08.070 --> 00:06:17.610

Barwani Msiska: hiking and management now be so appreciated and so when we talk about we fiscal cliff notes when we're talking about images.

42

00:06:18.000 --> 00:06:28.560

Barwani Msiska: were really talking about individuals who ministry So how do they manage, but really looking at is it done in a safe way.

43

00:06:29.010 --> 00:06:42.420

Barwani Msiska: in a dignified way but also healthy way in a way that supportive and I know that a word that's usually used sometimes instead of dignified is also is it in a privacy way that's comfortable.

44

00:06:42.810 --> 00:06:54.150

Barwani Msiska: And we're looking at this in relation to gills education, so this session, as we discussed the theme will also be open, this is to serve to be more interactive to go.

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00:06:54.810 --> 00:07:11.100

Barwani Msiska: in depth and to learn more about our themes in this call, so people, you can either like unmute yourself, or you can use the chat option, maybe just tell us what you think and how administration plays and shaping education experiences for girls.

46

00:07:13.110 --> 00:07:15.600

Barwani Msiska: So anyone can just have it have a garden.

47

00:07:28.440 --> 00:07:29.880

Barwani Msiska: Or you can also type it out.

48

00:07:43.020 --> 00:07:44.130

Lapson Musyanyi, Destination Livingstone, Zambia: This is absalon.

49

00:07:46.350 --> 00:07:48.090

Lapson Musyanyi, Destination Livingstone, Zambia: From Livingstone in Zambia.

50

00:07:50.790 --> 00:07:52.560

Lapson Musyanyi, Destination Livingstone, Zambia: yeah in terms of.

51

00:07:54.210 --> 00:07:58.110

Lapson Musyanyi, Destination Livingstone, Zambia: inspiration for young ladies or young girls in Zambia.

52

00:07:59.160 --> 00:08:02.010

Lapson Musyanyi, Destination Livingstone, Zambia: What we observed as an individual.

53

00:08:04.470 --> 00:08:15.630

Lapson Musyanyi, Destination Livingstone, Zambia: Is a period poverty in Zambia, so to say, or find that tangles go out of scope for they miss attendee in school because.

54

00:08:17.070 --> 00:08:25.320

Lapson Musyanyi, Destination Livingstone, Zambia: Of illustration they'll be out of school and before three days, four days, because they're demonstrating and they don't have access to even.

55

00:08:27.480 --> 00:08:32.790

Lapson Musyanyi, Destination Livingstone, Zambia: Do you find that condoms are free, but whether or not so that's the situation that is there.

56

00:08:33.990 --> 00:08:34.440

Lapson Musyanyi, Destination Livingstone, Zambia: Thank you.

57

00:08:36.960 --> 00:08:38.370

Lapson Musyanyi, Destination Livingstone, Zambia: thanks for that insight.

58

00:08:38.910 --> 00:08:45.360

Barwani Msiska: i'm also looking at the chat does anybody else want to jump on any of the two questions on the screen, or we can.

59

00:08:45.540 --> 00:08:46.230

Barwani Msiska: move on.

60

00:08:49.350 --> 00:08:53.010

Namutula Sindila: And this is number tula from Zambia.

61

00:08:53.040 --> 00:08:58.230

Namutula Sindila: In two, three and four minstrel I think.

62

00:08:58.290 --> 00:08:59.430

Namutula Sindila: Parents to poverty.

63

00:08:59.760 --> 00:09:02.280

maggie chalera: Hello everyone, my name is like to show.

64

00:09:03.420 --> 00:09:04.140

maggie chalera: i'm presenting.

65

00:09:06.300 --> 00:09:08.820

Barwani Msiska: So I think Mike if you could just call it and let.

66

00:09:09.720 --> 00:09:11.430

maggie chalera: The other person finished every.

67

00:09:12.270 --> 00:09:12.630

You.

68

00:09:14.520 --> 00:09:27.000

Barwani Msiska: know, could you just let the person who is speaking before you complete, then you can go, so if maybe people can just raise their hands and i'll just call on your name, I think that will be so helpful to just make sure we're not overlapping.

69

00:09:31.530 --> 00:09:42.180

Namutula Sindila: Thank you so as I was saying um I think for menstruation in our menstrual poverty is concerned, a lot of times we just handle it as.

70

00:09:43.410 --> 00:09:52.860

Namutula Sindila: An immediate aspects we don't necessarily get to look at the more long term effects of period, poverty, the long.

71

00:10:03.840 --> 00:10:07.470

Barwani Msiska: hello, is it just me or we lost.

72

00:10:08.820 --> 00:10:09.300

Barwani Msiska: here.

73

00:10:10.350 --> 00:10:10.950

Namutula Sindila: Oh sorry.

74

00:10:13.230 --> 00:10:15.090

Namutula Sindila: Can you tell me that immediately the others because.

75

00:10:15.090 --> 00:10:23.100

Namutula Sindila: That is talking sorry I was saying, I think a lot of times menstrual poverty hasn't been tackled that the point of.

76

00:10:23.730 --> 00:10:31.410

Namutula Sindila: Sustainable development we we usually talk about it in immediate term effects immediate.

77

00:10:32.310 --> 00:10:44.430

Namutula Sindila: Where we just talk about the number of days that goes missing we don't necessarily get to I think look at it, and a lot of governments as well, I know our own government hasn't been doing that, we do not necessarily.

78

00:10:50.040 --> 00:10:58.710

Barwani Msiska: Okay, thank you, I think we I get your point of looking at it be be beyond the immediate but looking at it in long term so.

79

00:11:00.390 --> 00:11:04.380

Barwani Msiska: You can i've just asked you to unmute so you, you see.

80

00:11:05.550 --> 00:11:06.030

Barwani Msiska: While yeah.

81

00:11:10.620 --> 00:11:11.970

Bwalya Musonda: Hello good afternoon everyone.

82

00:11:16.740 --> 00:11:17.430

Bwalya Musonda: My name is.

83

00:11:17.610 --> 00:11:18.360

Bwalya Musonda: Julia i'm.

84

00:11:19.590 --> 00:11:31.410

Bwalya Musonda: From I sanitized Zambia, so your question is how much he enhances education in Zambia and from our line of work and expertise.

85

00:11:32.190 --> 00:11:53.460

Bwalya Musonda: We have understood that if learners, especially in rural areas do not have necessary sanitary to go to class they end up missing lessons and that brings them down a do academically So if you calculate.

86

00:11:54.960 --> 00:12:05.850

Bwalya Musonda: Over a goal nice about five days of learning classes every month and that's practically the whole week.

87

00:12:06.360 --> 00:12:21.420

Bwalya Musonda: And every month, the whole week that means they'll miss information that they will need in order to perform accordingly in in in class and to enhance their education so.

88

00:12:22.200 --> 00:12:39.090

Bwalya Musonda: image edge comes in, when you educate the learners you facilitate for goodman's your hygiene and you give them the necessary tools or you show them alternative tools to help themselves as their on their periods, they can they have enough of.

89

00:12:40.260 --> 00:12:58.590

Bwalya Musonda: Quality and good as absorbent like pads tampons reusable and disposable pads then they'll stop missing classes and the moment they stopped missing classes, then they stop lagging and when they stop lagging behind, then you realize that they will not.

90

00:12:59.970 --> 00:13:12.840

Bwalya Musonda: be behind anymore, but they will perform accordingly and you realize that they'll perform, sometimes even better than boys because they're not missing classes so that's my contribution and.

91

00:13:15.930 --> 00:13:16.980

Barwani Msiska: Thank you, so I think to.

92

00:13:16.980 --> 00:13:23.820

Barwani Msiska: just pick up on the keywords that people have raised on the connection or how we think ma church.

93

00:13:24.450 --> 00:13:33.120

Barwani Msiska: Has relation to education experience but also outcomes I think those issues of period, poverty, but in relation to school attendance.



94

00:13:33.450 --> 00:13:42.720

Barwani Msiska: School achievement and also long term effects on the girl moving forward and i've seen this also reflected in your comments, I think, Brian would just move to the next slide.

95

00:13:44.130 --> 00:13:45.630

Barwani Msiska: And then to keep the question.

96

00:13:46.740 --> 00:13:51.750

Barwani Msiska: Going but thank you so much for everybody raised their hand and we'll keep going as we go forward so will.

97

00:13:52.200 --> 00:14:09.480

Barwani Msiska: We I think we can move on i'll just highlight some a breakdown of the activities that are under the core for the concept node how we're defining this and also give you a chance to think to just add on your thinking on how these feet, you can go to the next slide.

98

00:14:13.920 --> 00:14:27.090

Barwani Msiska: And so, one of the one of the activities we have is looking at the education, but also awareness raising, so when we talk about education and awareness raising here we're looking at.

99

00:14:28.320 --> 00:14:36.510

Barwani Msiska: He said activity that you are conducting and remember that as Brian was saying earlier we're looking at activities that you're doing.

100

00:14:37.050 --> 00:14:48.570

Barwani Msiska: And these activities, the purple So the aim of it being that are you shifting knowledge are you shifting attitudes are you shifting practices around Minister health.

101

00:14:49.290 --> 00:14:56.280

Barwani Msiska: And are you shifting nones and what is the relation to that to the girls education so.

102

00:14:56.730 --> 00:15:12.960

Barwani Msiska: Just like we did the last time I think you can share some of the examples of this type of activities from your own work, and maybe he also encouraged us having shared before to contribute and then I would just call on you and unmute you so if you'd like to raise your hand.

103

00:15:14.160 --> 00:15:24.510

Barwani Msiska: But you just repeat that this, and I mean, as people say those a lot of gender norms that came out but also how we interact beyond so.

104

00:15:26.550 --> 00:15:30.690

Barwani Msiska: That is where like the education and awareness raising sit.

105

00:15:31.890 --> 00:15:39.690

Barwani Msiska: And you buddy i'm trying to look at people who raise their hand I don't think i've seen anyone, but if you just raise your hand and we'll take it from there.

106

00:15:47.550 --> 00:15:48.120

Anyone.

107

00:15:49.530 --> 00:15:50.100

Knowing.

108

00:15:51.690 --> 00:15:57.000

Barwani Msiska: it's like good time in Malawi, so I can't even say or or everybody say stay healthy lunch.

109

00:16:04.200 --> 00:16:08.880

Barwani Msiska: Okay, oh Cathy please yeah sorry I didn't see you there.

110

00:16:14.910 --> 00:16:15.390

Barwani Msiska: Kathy.

111

00:16:22.650 --> 00:16:27.060

Barwani Msiska: Okay, I think, Cathy is having issues and muting Joe do you want to add.

112

00:16:48.090 --> 00:16:48.750

Barwani Msiska: Yes.

113

00:16:49.800 --> 00:16:50.640

Joel Sibake: Can you hear me.

114

00:16:51.450 --> 00:16:52.410

Barwani Msiska: We can hear you.

115

00:16:53.400 --> 00:16:55.020

Joel Sibake: Fine, so.

116

00:16:55.890 --> 00:17:13.410

Joel Sibake: I think one of the challenges that we have to look at and DEMO seek knowledge and attitude Okay, first of all i'm just very much and hope in Milan in some in zumba so one of going back to the.

117

00:17:15.660 --> 00:17:22.830

Joel Sibake: The concept in terms of knowledge that you can practice, one of the challenges that has been the.

118

00:17:23.460 --> 00:17:32.340

Joel Sibake: fueling factor is in terms of the cultural practices that we have here in Milan so some of them treatment issues will do with Mr mission.

119

00:17:33.060 --> 00:17:45.180

Joel Sibake: As various private matter that cannot be talked about in public, so we see that would keep hiding the most prominent objectives and areas where they can be.

120

00:17:45.690 --> 00:17:54.090

Joel Sibake: treated so that should empower these skills so that they should stay in class, so the cultural effects and the attitude that.

121

00:17:54.630 --> 00:18:03.030

Joel Sibake: We have with Milo are the common factor that also spearhead these programs, that I am deals experience so.

122

00:18:03.720 --> 00:18:09.150

Joel Sibake: i'd sell them additional level will been having communities, we are an essential we'll.

123

00:18:09.870 --> 00:18:18.120

Joel Sibake: See, we can get especially these young women on how they can unlock their fear and that fear factor.

124

00:18:18.480 --> 00:18:29.310

Joel Sibake: To talk something to do with restoration and hygiene, because we consider it as something that can be talked about in public and can be addressed but as as tuition, it is now.

125

00:18:29.550 --> 00:18:41.970

Joel Sibake: it's something that is rooted in privacy and it becomes very difficult to unlock the challenges that have been it so that's what we're suggesting and that's what we're trying to do, oh yeah Nice.

126

00:18:43.050 --> 00:18:43.590

Joel Sibake: Thank you.

127

00:18:44.910 --> 00:18:56.850

Barwani Msiska: Thank you till i'm so before maybe I call on somebody else I could just keep us all your answers brief and Derek to the type of activity you're doing in relation to education and now we're in it.

128

00:18:57.900 --> 00:19:08.370

Barwani Msiska: That would be great Thank you so much, Joe, I think, from what you're breaking down, you are talking about issues but also activities that are pushing.

129

00:19:09.120 --> 00:19:23.670

Barwani Msiska: more openness in how people talk about menstrual hygiene, to ensure that girls are then better supported around the practices and behaviors on menstruation I think if I understood that right and Tina.

130

00:19:27.270 --> 00:19:27.840

Trinitas - Tinapads: hi.

131

00:19:29.130 --> 00:19:35.340

Trinitas - Tinapads: This is \$20 from Malawi, we can tailor parts, so one of the project, we have is.

132

00:19:37.530 --> 00:19:45.570

Trinitas - Tinapads: is concentrating on Mr management cases, so we do have information station for girls, especially.

133

00:19:47.010 --> 00:20:00.750

Trinitas - Tinapads: Where we talk about management, so one of the other factor that prevents the goes the same class during menstruation is when they have collapse, they are some girls who have a lot of pains.

134

00:20:01.320 --> 00:20:12.780

Trinitas - Tinapads: That they can be able to go in class now there are some attitudes on call them traditional norms that has been passed from generation to generation, where they say you can't take.

135

00:20:13.440 --> 00:20:23.280

Trinitas - Tinapads: painkillers for your clamps because, in the near future, they will render you Byron you can't have children, so because of that a lot of.

136

00:20:24.000 --> 00:20:34.200

Trinitas - Tinapads: A lot of girls, make sure that they can't have anything to us for the clamps now rather stay at home, even if they have their the menstrual pads with them.

137

00:20:34.860 --> 00:20:43.290

Trinitas - Tinapads: But then, because they don't wanna go against their tradition and have the bad in the near future, so what we're doing is we are, we are.

138

00:20:43.860 --> 00:20:53.160

Trinitas - Tinapads: We are helping the goes to understand the body anatomy as well as the the scientific proof that.

139

00:20:53.700 --> 00:21:06.090

Trinitas - Tinapads: You don't get in in feta because you're not taking painkillers Those are two different issues, so we we look at the border lot to me and explain what happens want to become fatter and.

140

00:21:06.660 --> 00:21:15.270

Trinitas - Tinapads: how good it is for one to be able to take the painkillers to lessen the class, so that they shouldn't miss a lot of days in class.

141

00:21:15.720 --> 00:21:32.070

Trinitas - Tinapads: The other one is on normalizing administration, so I think this is what my my my my predecessor had talked about so we just building the confidence around administration, where we were using theater for development.

142

00:21:33.720 --> 00:21:45.780

Trinitas - Tinapads: So the audience can be parents can be the Community gatekeepers the teachers and the kids themselves So these are boys and girls, so we do have.

143

00:21:46.650 --> 00:22:00.450

Trinitas - Tinapads: A performance, where we show maybe a girl who is in their menstrual cycles working really hard you may be disposable packet of pants saying Oh, I am going to the change room, I want to change my part.

144

00:22:00.750 --> 00:22:09.300

Trinitas - Tinapads: And we just want to normalize that whether they're using reusable pads or not so it's a place that revolves around just normalizing.

145

00:22:09.840 --> 00:22:20.100

Trinitas - Tinapads: menstruation to make sure that goes gain confidence to say, even if i'm mistreating I can be able to go in class and even if I saw myself in class.

146

00:22:20.490 --> 00:22:31.860

Trinitas - Tinapads: it's it's, not even a problem it's it's normal to to ministry i'll be able to access my sister say okay I missed raping Madame i'm coming to my class and i'll be able to come back, thank you.

147

00:22:33.240 --> 00:22:39.120

Barwani Msiska: Thanks, I think, Brian you can move to the next slide and I encourage everybody, I think, as we're moving to the.

148

00:22:39.840 --> 00:22:44.430

Barwani Msiska: Next slide also if you have ideas on this point, and you can.

149

00:22:44.790 --> 00:22:59.070

Barwani Msiska: Share more about your work, please do so in the chat that will really, really want to know the great work that you're doing and how you doing it, but also to understand your insight, so please do write it in the chat.

150

00:22:59.370 --> 00:23:12.210

Barwani Msiska: And if you didn't introduce yourself to the child and what you're passionate about please also do that things so when we're for for this call for concept notes, where we talk about service provision for students and teachers.

151

00:23:13.500 --> 00:23:21.750

Barwani Msiska: Here we're breaking down activities that have the purpose of strengthening capacity and skill sets for students and teachers.

152

00:23:23.520 --> 00:23:34.290

Barwani Msiska: I think i'll summarize at the end because I I do want to hear from you how maybe if you have activities on this, but here you are looking for activities that.

153

00:23:34.890 --> 00:23:45.810

Barwani Msiska: from the word go issue is that the girls have a better ability to act, but also to exercise their agency around.

154

00:23:46.500 --> 00:24:02.400

Barwani Msiska: Around menstrual hygiene and education, so this innocence feeds back to that P, why Dean model that Brian was showing right at the beginning Mike you did, did you want to share or that handy still from the last session from the last.

155

00:24:16.200 --> 00:24:22.170

Barwani Msiska: You or if not, then we can go to last son I hope i'm saying your name correct me.

156

00:24:30.060 --> 00:24:32.460

Lapson Musyanyi, Destination Livingstone, Zambia: Yes, I loved when you said, my name correctly.

157

00:24:35.400 --> 00:24:44.550

Lapson Musyanyi, Destination Livingstone, Zambia: So for destination livingston yeah that's in partnership with the conservation and praise him society here in livingston Zambia.

158

00:24:46.320 --> 00:25:06.990

Lapson Musyanyi, Destination Livingstone, Zambia: We have been doing initiatives, where we make that in dumbo Community livingston we make our usable sanitary towels from basic materials such as a string is towels and also what our materials such as a team So these are.

159

00:25:08.490 --> 00:25:15.810

Lapson Musyanyi, Destination Livingstone, Zambia: The angles in dumbo Community were taught on how to make this so I asked to help them fight poverty and.

160

00:25:16.770 --> 00:25:24.300

Lapson Musyanyi, Destination Livingstone, Zambia: And also give them a sustainable, so that they can use it to generate income because they can and how to make those and improve on that.

161

00:25:25.050 --> 00:25:32.880

Lapson Musyanyi, Destination Livingstone, Zambia: So basically that as the opt in by impact skews on them and also create awareness about this beauty of it and how to fight it.

162

00:25:33.690 --> 00:25:50.340

Lapson Musyanyi, Destination Livingstone, Zambia: So this guy, that is, the integration that we have done as this mission in stone in the local community, and it has gone a long way in helping young girls in the Community, to have the skill, making their own instead of always depending to have money to buy sanitary pads Thank you.

163

00:25:54.960 --> 00:26:05.730

Barwani Msiska: I think, in the interest of time i'll just ask everybody who had their hands up to please add your comments and views in the chat box, and so I think to just record.

164

00:26:06.150 --> 00:26:20.970

Barwani Msiska: Some of the things that have been discuss a brand I think you can move to the next slide and and also just consolidate or just consolidate, I think the things that are coming out in the chat and what people are saying i'd say and.

165

00:26:22.860 --> 00:26:35.070

Barwani Msiska: So product provisioning here refers to almost what lab sooner saying so, when you're thinking about this, think about a thing that's tangible.

166

00:26:35.580 --> 00:26:41.490

Barwani Msiska: So, think about a product here refers to, for example in menstrual Cup.

167

00:26:42.120 --> 00:26:55.470

Barwani Msiska: they're usable part in non reusable pad it refers to a tampon so anything that demonstrate our users to be able to demonstrate, so it could be a cloth because that's what they use.

168

00:26:55.650 --> 00:27:09.420

Barwani Msiska: So here in this category we're looking at any activity that is used in this sense, so this involves distribution, so this distribution, then, can be a different levels and I encourage you, as.

169

00:27:09.720 --> 00:27:21.600

Barwani Msiska: As you're saying which each question and each State to please go into the chat section, and you can answer the question to say, do you have an activity, for example, that distribution that distributes pads.

170

00:27:21.930 --> 00:27:38.250

Barwani Msiska: Or that distributes hubs but also you, in your comment, you can then break down to say yes, we distribute, but we also offer, for example, comprehensive education about their anatomy and what to follow with the distribution that we do next slide please Brian.

171

00:27:45.510 --> 00:28:01.710

Barwani Msiska: So for Community busy intervention, these are for any of the activities that are occurring outside of the school setting so here, maybe to just take a moment to really distinguish so.

172

00:28:02.400 --> 00:28:13.890

Barwani Msiska: For service provision, this is this could be an activity and skill sets you're building for teachers and students into the school and then I remember that in the chat.

173

00:28:14.970 --> 00:28:26.730

Barwani Msiska: I think somebody did identify that type of activity, they do is to engage the Community but also to engage parents and to engage male youth.

174

00:28:27.300 --> 00:28:32.700

Barwani Msiska: And the leaders on changing some things but beyond the school, so if you're looking at an apple.

175

00:28:33.510 --> 00:28:47.550

Barwani Msiska: TV that's beyond the school, but to complete mentor school based intervention, then this becomes the Community based integration so just trying to show those distinctions, because I know from.

176

00:28:47.880 --> 00:28:52.620

Barwani Msiska: When we say education awareness there's a lot of education awareness that's done within schools that.

177

00:28:53.520 --> 00:29:00.840

Barwani Msiska: could be part of comprehensive sexuality education that takes into account menstrual hygiene and management.

178

00:29:01.110 --> 00:29:11.730

Barwani Msiska: But also, you can do this outside the school to build the social support so just making sure year that, as you respond and think of individuals.

179

00:29:12.480 --> 00:29:23.130

Barwani Msiska: you're also keeping in mind that a comprehensive sexuality program, for example, can address the machine related with menstruation access inequitable gender norms.

180

00:29:23.340 --> 00:29:41.880

Barwani Msiska: but also some issues are and sexual reproductive health, knowledge and gaps, however, this can be implemented within a school or to complement what is happening inside the school, but had getting different stakeholders so you just have to be clear and distinct.

181

00:29:43.230 --> 00:29:58.710

Barwani Msiska: Around the differences as well i'll still call, and thank you so much for everybody, like dropping in your your comments and I think the work that you're doing in the chat This is very helpful and.

182

00:29:59.340 --> 00:30:04.080

Barwani Msiska: Thank you for there's one person whose job to say they worked with boys to shift.

183

00:30:04.860 --> 00:30:13.170



Barwani Msiska: And I think, to make boys kind of part of the support system, because one of the things i've come up with Mr again is the shame the fear.

184

00:30:13.470 --> 00:30:24.750

Barwani Msiska: When girls administrating to say people rejected them, and this was also spoken about by some of the people who spoke initially to say this is how sometimes you have versus not going to school.

185

00:30:25.050 --> 00:30:32.340

Barwani Msiska: But you're working with boys, to make sure that they're able to be supportive of this process is happening next slide please.

186

00:30:37.530 --> 00:30:52.230

Barwani Msiska: And so, maybe, as I know, i'll just reiterate, I think the type of activities We broke down and then to come to this question so for this call for concept nodes were looking at.

187

00:30:52.830 --> 00:31:00.390

Barwani Msiska: Is it education and awareness raising says provision for students and teachers product for vision.

188

00:31:01.080 --> 00:31:21.540

Barwani Msiska: And Community based integration so i'll just repeat that, for the 70s revision you're looking at skill sets or capacity for students and teachers well product provision here we're looking at that physical things, so this is the COPs the tampons pads.

189

00:31:22.800 --> 00:31:33.510

Barwani Msiska: And the distribution of them, which can take various from for the education you're looking at the practices and behaviors the attitude and the shifting knowns and the committee this.

190

00:31:33.870 --> 00:31:38.910

Barwani Msiska: Individual is any of those integration that are complimenting the school interview.

191

00:31:39.750 --> 00:31:43.860

Barwani Msiska: shawn so maybe given, I know that we have a word set of people on this call.

192

00:31:44.160 --> 00:32:01.260

Barwani Msiska: But, given your diversity, maybe what are some of the other activities you do that, we didn't mention or that you think are paramount to strengthening menstrual hygiene and also in relation to education outcomes for girls and you can drop that in the chat.

193

00:32:16.260 --> 00:32:19.020

Barwani Msiska: um I think we can move on to the next slide.

194

00:32:24.120 --> 00:32:25.530

Barwani Msiska: You can move to the next slide.

195

00:32:28.410 --> 00:32:39.060

Barwani Msiska: So just i'll just go through this quick so where we're looking at education outcomes in the sense of school I attended school retention but also.

196

00:32:39.390 --> 00:32:50.910

Barwani Msiska: intended consistency so here we're looking at is the adolescent girl or the girl able to attend school consistently move within class but also continue.

197

00:32:51.450 --> 00:33:02.910

Barwani Msiska: through education and I think this as I flat out, you can add this in the chat to say how my MMA lead to improvements in this education outcomes next slide please.

198

00:33:11.040 --> 00:33:17.130

Barwani Msiska: And also school achievement, I know that we have a number of you spoke about like the first and this one to say.

199

00:33:17.700 --> 00:33:25.170

Barwani Msiska: If, then, you the girl does not miss the days in school, what does this mean for achieving that level grade.

200

00:33:25.770 --> 00:33:32.250

Barwani Msiska: This could mean competency but also being leveled to them and being able to demonstrate the level of skills that are needed.

201

00:33:32.520 --> 00:33:42.990

Barwani Msiska: For that material and with everything I think if you have feedback or how you think this correlates to the education outcomes, please drop it in the chat next slide please.

202

00:33:47.940 --> 00:33:57.570

Barwani Msiska: And also, we know that even if we're talking about menstrual hygiene and education outcomes of girl does not leave in isolation, with the society with parents and guardians.

203

00:33:57.930 --> 00:34:02.730

Barwani Msiska: Which are cause custodians of those zones was attitude that we mentioned so.

204

00:34:03.420 --> 00:34:15.510

Barwani Msiska: And the support system so for this, the outcome is looking at how do parents demonstrate their active support for give for keeping girls in school throughout adolescence.

205

00:34:16.440 --> 00:34:25.980

Barwani Msiska: So a number of you, I mean identify some of your activity that does this a specific stages, but this is also make sure that when you're looking at this thing to say how.

206

00:34:26.310 --> 00:34:35.190

Barwani Msiska: Are you engaging parents or Community members at that specific state to feed into and contribute to this outcome next slide please.

207

00:34:41.610 --> 00:34:45.900

Barwani Msiska: yeah but also when we talked about the.

208

00:34:47.010 --> 00:35:07.590

Barwani Msiska: support services, this is also building the capacity for teachers, how do we ensure that teachers are able have the capacity, so the ability and also the Agency to to be a layer of the support system for girls to be able to maintain their school attendance, but also their achievements.

209

00:35:08.790 --> 00:35:09.540

Barwani Msiska: Next slide.

210

00:35:18.480 --> 00:35:25.230

Barwani Msiska: So when we talk about social emotional learning, I think this is also I.

211

00:35:26.340 --> 00:35:41.490

Barwani Msiska: Individual level but also at the group level, looking at the girls, a lot of studies and work in menstrual hygiene showed that if the girls confidence but also building that ability to be able to be.

212

00:35:43.110 --> 00:35:58.170

Barwani Msiska: In So how are we building this to make sure that the girls or girls are able to develop and manage the motion but also collective goals and to maintain supportive relationship.

213

00:35:58.620 --> 00:36:14.280

Barwani Msiska: That have contributions and lead to the education outcomes, but also being able to sustain this so here when we look at emotional learning you're looking at it from those sides and building blocks next slide please.

214

00:36:21.000 --> 00:36:32.040

Barwani Msiska: So I also encourage you, I think, to drop within the chat any ideas or any thoughts that you think we might have not talked about that you think would be.

215

00:36:33.870 --> 00:36:36.780

Barwani Msiska: So education outcomes that we need to focus on.

216

00:36:37.800 --> 00:36:39.330

Barwani Msiska: Thank you next slide please.

217

00:36:44.430 --> 00:36:50.010

Barwani Msiska: So we will you get a knot and we will split into two.

218

00:36:51.390 --> 00:36:58.530

Barwani Msiska: Two breakout groups one Formula one for Zambia, and these are the questions that are displayed at the questions that.

219

00:36:59.070 --> 00:37:08.130

Barwani Msiska: We will discuss so share link in one of your groups and you sell selecting you will be selected in those in just a bit.

220

00:37:09.060 --> 00:37:18.060

Barwani Msiska: So you will, for example, if you allow you just to the medallia group and then, if you're Zambia you choose to join the Zambia Group then we'll meet back to the big group.

221

00:37:22.080 --> 00:37:22.620

Thank you.