

Myanmar

**Collaboration Program with the Private
Sector for Disseminating Japanese
Technology for Usage of Sanitary Napkins
through Personal Hygiene Education
in Myanmar
Final Report**

May 2017

JICA

(Japan International Cooperation Agency)

Unicharm Co., Ltd

OS
JR
17-043

Table of Contents

List of Photo.....	1
List of Figure	1
Chapter1 Project Background and Outline	2
1-1 Project Background.....	2
1-2 Project Outline	2
1-3 Technology to be provided (Product, know-how, system, etc.)	3
Chapter 2 Project implementation and achievements	5
2-0 Outline of Activities	5
2-1 Development of the draft version for Myanmar	7
2-2 Content ReviewWorkshop on Personal Hygiene Education Tools	7
2-3 Developing the version for limited release	8
2-4 Utilization Training using Female Personal Hygiene Education Material for Educators	9
2-5 Educational Activities at the Township level	9
2-6 Collecting feedback for the utilization of the Trial version	10
2-7 Development of Release version of education material.....	12
2-8 Dissemination Workshop	14
Chapter 3 Achievements of this project.....	16
3-1 Project Achievements	16
3-2 Future challenges of the project.....	19
3-3 Achievements of the project and Action Plan.....	20
3-4 Enlarging the scope of the project	25
Chapter 4 Future Prospect in enhancing solution for development challenge.....	26
4-1 Outline of next Project.....	26
4-2 Future business prospects	27
4-3 Challenges and responses to activities for expanding solutions on development issues	28

List of Photo

Photo 1 “Sofy Eva” line up.....	4
Photo 2 Drawing illustration for the educational materials.....	6
Photo 3 Demonstration of education materials of utilization training	7
Photo 4 Participating of educational session.....	8
Photo 5 Guardians participating in educational session.....	8
Photo 6 Changes in Booklet 1	12
Photo 7 Changes in Booklet 2.....	12
Photo 8 Changes in Booklet 3.....	12
Photo 9 Changes in Booklet 4.....	12
Photo 10 Dissemination Workshop 1	14
Photo 11 Dissemination Workshop 2.....	14
Photo 12 Napkins sold at school.....	27

List of Figure

Figure 1 Original Japanese booklet.....	3
Figure 2 Comparison of perceptions towards menstruation.....	16
Figure 3 Changes in knowledge of sanitary napkins	17
Figure 4 Student's Response to Personal Hygiene Education.....	18
Figure 5 Guardian's response to Female Personal Hygiene Education.....	18
Figure 6 Reasons for not buying sanitary napkins.....	19
Figure 7 Conceptual Framework of project.....	26

Chapter1 Project Background and Outline

1-1 Project Background

The population of the youth (those between the ages 10 and 24), who are the actors of the economic development of the Republic of the Union of Myanmar (hereafter referred to as “Myanmar”), make around 30%¹ of the total population of the country. However, receiving information and services for unmarried youth, especially women regarding changes of the body through adolescence are still considered as a taboo. The youth do not have adequate knowledge regarding the changes of their body, menstruation, and how a woman becomes pregnant, which grows potential in the youth having erroneous perceptions of the matter. In a research done in the northern part of Yangon, 79% of the 91 respondents of both sexes aged 11 and 19 said that “menstruation has negative impact on one’s health”². Though the Government of Myanmar has strong focus on adolescent health, there are no adolescent health education models in the country that targets female students in their early teens. We also found that there is a large gap between urban and rural areas regarding access to health education or health services. For example, the usage rate of sanitary napkins in the urban areas is as high as 90%, whereas the rate is around 30% in the rural areas.

The “female personal hygiene education” and “distribution of sanitary napkin samples” proposed in this project is designed to become a new entrance point for female students to know about their reproductive health matters that occur during the lifecycle in a subjective manner. The project will create a new education opportunity in the country. Through “female personal hygiene education”, students will positively accept the changes of their bodies while they grow, and learn about keeping their bodies clean. This knowledge will help students stay comfortable during their menstruation period.

1-2 Project Outline

Duration	From July 2015 to June 2017 (24 months)
Partner Agencies in Myanmar	Various Sections from the Department of Public Health, Ministry of Health (hereafter referred to as “MOHS”). The School Health Section implemented the Personal Hygiene Education for Young Girls, the Health Education (HE) Section produced education material, and the Maternal and Reproductive Health (MRH) Section worked on the overall content.
Target Areas	Ayeyarwady region: Kyaungon, Pantanaw Bago region: Gyobingauk, Nattalin, Okpo
Overall goal	Continued growth of the population and economy, and low prevalence rate of Female Personal Hygiene knowledge and use of sanitary goods (especially in the rural areas) is seen in Myanmar. This project aims to support the social progress and economic participation of the women in Myanmar.

¹ Country Programme Action Plan (2012 - 2015) Between the Government of the Republic of the Union of Myanmar and the UNFPA, Dec. 2011

² “Do parents and adolescents talk about reproductive health? Myanmar adolescents’ perspective,” South East Asia Journal of Public Health, 2011

Project purpose	Development of Female Personal Hygiene education material approved by the Myanmar government/MOHS, implementation of Personal Hygiene education sessions utilizing said material, distribution of “Sofy Eva” sanitary napkin samples, as well as promoting the use of sanitary napkins.
Possible impact on development	Create and maintain an environment in which through “Female Personal Hygiene education” and “distribution of sanitary napkin samples” female students can: <ul style="list-style-type: none"> - Understand about the changes of their bodies in a positive way; - Learn how to keep their body safe and clean during period; - Through the above, prepare an environment where female students can study without caring about their period

1-3 Technology to be provided (Product, know-how, system, etc.)

1-3-1 Technology or product to be provided

The technology to be provided through this project is the booklet on personal hygiene titled “The first book for guidance on body changes during puberty”. The product to be introduced is the sanitary napkin “Sofy Eva”. This personal hygiene booklet “The first book...” was first developed in 2004 in Japan. The booklet describes physical changes during puberty that happen to young girls, and position them as the first step toward adulthood, to create a positive understanding. The booklet also aims to enlighten young women on how to take care of themselves during menstruation.



Figure 1. Original Japanese booklet

The booklet consists of:

1. One 34-page (B6 size) booklet for adolescent girls,
2. One 4-page (B6 size) booklet for parents, and
3. One calendar (B5 size) to record menstruation periods

The chapters of the booklet are: 1) body changes during puberty; 2) the mechanism of menstruation, 3) utilization of sanitary napkins; 4) physical care necessary during menstruation; and 5) Questions and Answers. A lot of colors and graphic is used in all of the pages of the booklet, with a design and layout acceptable for

adolescent girls.

The product to be introduced, namely the “Sofy Eva” sanitary napkin brand, has a Double Control Shape design which enables enhanced absorption. Even on days with heavy menstrual bleeding, the user can go on with their daily lives free from the fear of leakage from sanitary pads. For the market in Myanmar, single-package products have been released since the latter half of 2013. This is a step to build a flexible product lineup, so those with small cash income have easier access to sanitary napkins.



Photo 1. “Sofy Eva” line up

Chapter 2 Project implementation and achievements

2-0 Outline of Activities

<Phase 1> Development of educational material for the young girls in Myanmar, development of the trial version for limited release		
Activity 1	Development of the draft version for Myanmar	Creation of the draft of the Myanmar version of the “The first book...” (including the booklet for young girls, one leaflet for guardians, and one calendar to record menstruation periods).
Activity 2	Organization of Contents Review Workshop	Organizing a one-day workshop using the Burmese translated draft of “The first book...” to review the contents and its relevance.
Activity 3	Creation of the trial version of the educational material for limited release	<ol style="list-style-type: none"> 1. “The first book...”, a booklet for young girls (A5 size, 20 pages, full color) 2. Three-fold leaflet for guardians (A4 size, three-fold, two pages, full color) 3. Menstruation record card (A5 size, two-fold, full color) 4. Large-size flipcharts made of vinyl (A1 size, 10 pages, full color)
<Phase 2> Test use of educational material for limited release, and producing the release version		
Activity 4	Utilization training of menstruation education material for educators/health staff	Organizing a two-day utilization training for users of the educational materials to learn correct methods to utilize the menstruation education material, and obtain skills to teach students.
Activity 5	Educational Activities at the Township level	Conducted educational activities were conducted at six schools selected from five project townships, with approximately 200 female students and 100 guardians participating from each school. The girls will receive 1) the booklet, 2) menstruation record card, 3) a package of 10 sample sanitary napkins. The guardians will receive the leaflet for parents. The large-size flipcharts were used during the educational activities.
Activity 6	Collecting feedback from activities using the trial version	From the five townships where personal hygiene education activities were implemented, feedback was collected at two schools in one township (Kyaungon Township, Ayeyarwady Region) from approximately 400 students and their female guardians (200 people). The timing for collecting feedback will be: before and after the personal hygiene education activities held in June; and roughly three months after the start of 【Activity5】 (educational activities at township level). The main topics for feedback are: the views of the participants (girls and guardians) towards menstruation,

		retention of knowledge, and some questions to find potential to enhance the usage of sanitary napkins.
Activity 7	Revision and development of the “Release” version of educational materials	The trial version was revised according to the results of 【Activity 6】 . Final version of the educational material, with official approval of the Myanmar government and MOHS will be produced with national distribution in scope. The educational material will be passed on so it can be distributed and promoted nationally.
Activity 8	Dissemination Conference	Having a conference to share the deliverables of the project, with nation-wide dissemination of educational materials in scope.

2-0-1 Preparation for the Activities

As for preparation activities in Japan, a review of the Japanese version of the “The first Book...” was conducted to support the creation of the Myanmar version draft, including due consideration to the situation in Myanmar, and the need to reduce pages. The first draft of the Myanmar version of “The first book...” was produced in English as a result. The main points of the first draft (English) are as follows:

- A comic strip explanation was inserted in the beginning and the end. This is to make the topic more familiar to the young students. The protagonist of the comic, Khin Hnin Si, is a girl around the same age as the target group. She learns about menstruation through the comic, and summarizes her learning at the end of the story.
- With consideration to students who use sanitary napkins made of cloth, add a part explaining how to use and take care of sanitary napkins made of cloth.
- Do not make the images of the genital organs too simple, or make them like images in a medical book.
- Accept the local situation of the availability of sanitary napkins. Provide bottom-line information on sanitary napkins, with due consideration to availability.
- The Japanese version of “The first book...” has a typical one-day schedule of a female student. This cannot be used in Myanmar, where lifestyles and daily schedules vary. This content will be deleted.
- Add localized messages such as “You don’t have to/ need to take a day off from school due to menstruation”, etc.
- Reduce the amount of text, and keep the fonts large enough to make it easier to read.
- Add content to explain the good part of using sanitary napkins.
- Take out explanation of tampons.
- The goal of this project is to create an environment for female students to understand positively about the changes of their bodies in puberty, and learning how to keep safe and clean during periods.



Photo 2. Drawing illustration for the educational materials

To prevent sending out mixed messages, this booklet will not cover about pregnancy (and its mechanism) in detail.

- The government approved figures and data will be used for menstruation cycle and other topics.
- Provide specific information on food items in the advice on eating habits.

Before starting activities on the ground, the project team visited the counterparts at MOHS to build a shared understanding with the various sections at the Department of Public Health. On July 16 and 17, 2015, the team made a courtesy visit to Dr. Thein Thein Htay, Deputy Minister of Health, and had a meeting with the heads of the School Health, Health Education, and Maternal and Reproductive Health sections. The meeting consisted of introduction of the project outline, a workshop to review contents, discussion on preparing and producing the education material, and the submission of the first draft (in English) of the Myanmar version of “The first book...”. Participants shared information on views according to the agenda.

2-1 Development of the draft version for Myanmar

After discussions with the MOHS in the first draft (in English) of the Myanmar version of “The first book...” the following points were provided.

- Education material for young female students should be short and precise, with small amounts of text and descriptions.
- Education material for guardians should also be concise, with small amounts of text and descriptions.
- Wordcount tends to increase when English is translated into Burmese. The English text needs to be planned carefully to reduce the amount of text.
- Use a lot of graphic content to garner interest of young women.

After deciding on the direction of content using the English sample, the text was translated into Burmese. Dr. Khin Mg Lwin, former Director of the former Central Health Education Bureau (now called the Health Literacy Promotion Section), provided support in translating the three education materials.



Photo 3. Demonstration of education materials of utilization training

2-2 Content Review Workshop on Personal Hygiene Education Tools

- Date: October 21, 2015
- Place: Mingalar Thiri Hotel, Naypyidaw
- Participants: Total 46 persons (Public Health Department, MOHS: 18, Basic Education Department, Department of Education: 1, Bago & Kyaunggon Regional Health Department: 2, Five Project Townships: 14, Local NGO: 2, UNFPA:1, JICA Myanmar Office: 2, MYCARE Unicharm: 1, JOICFP: 5)

The project team and Public Health Department made a facilitation team to plan and conduct a workshop to review the content of the personal hygiene education material. The workshop consisted of two parts. The first part consisted of an opening address from Dr. Yin Thandar Lwin, the Deputy Director General of the Public Health Department, MOHS. After that, JOICFP explained the project, and MYCARE Unicharm presented the results of a study in Myanmar of the usage rate of sanitary napkins. In part two, the participants broke up into four groups to review the booklet for female students, menstruation record, and leaflet for guardians. The participants had a participatory session to specify the revisions and ideas for correcting the sample draft (in English) for the Myanmar version of the education material.

2-3 Developing the version for limited release

2-3-1 Consultation for developing the localized version for limited release, based on the achievements at the Content Discussion Workshop

➤ Date: October 22, 2015

The project team held a session to review ideas for revising the draft with HE section on the day after the Content Review Workshop, to prepare for the development of the trial version for limited release. The team also consulted with the Director of the Maternal and Reproductive Health section on revisions from a technical standpoint, and prepared for the pretest of the sample version.



Photo 4. Participating of educational session

2-3-2 Pretest of the sample version

➤ Date: October 26, 2015

➤ Place: Kyaungon Township (Pein Ga Yet Gyi village and A Wa Su village)

Under the cooperation of the health department of the Township, the project team conducted a pretest of the education materials using samples. Pretests were conducted at the Pein Ga Yet Gyi village, with five female students of ages 11-15 (7-9 grade), and five adults who have children of the same age, and at the A Wa Su village (under the jurisdiction of the Kyaungon Township MCH Center) with five female students of ages 10-14. After conducting private interviews with the participants on the booklet for girls, leaflet for guardians, and the calendar to record menstruation periods, the team received tangible feedback. Responses were generally positive, such as “you can obtain knowledge on menstruation”, and there were no comments on the content with great impact as for revision of the material. However, it was recognized that the girls actually believe in superstitious habits that girls traditionally do not “wash their hair (during a period)”, “limit certain food intake” when they have their first period. These examples were printed in the booklet as memories of adolescent girls of



Photo 5. Guardians participating in educational session

their first period. This and other input from the pretest results were used to finalize the content of the trial version of the education material for limited release.

With the approval of the Director General of Department of Public Health, MOHS, the trial version of the personal hygiene education material was completed in December 2015.

2-4 Utilization Training using Female Personal Hygiene Education Material for Educators

- Dates: January 20-21, 2016 (two days)
- Place: Mingalar Thiri Hotel, Naypyidaw
- Participants: Total of 27 people (12 people from MOHS, (School Health, Health Education, Maternal and Reproductive Health) and 15 people from the project townships, (township medical officer, school health officer, midwife, etc.))

Utilization training was held using the trial version completed in December 2015 in collaboration with the School Health Section, MOHS.

At this training, expert from JOICFP, specifically a specialist in the area of education material utilization, conducted a mock learning session using the said material. The specialist went over the content of the Female Personal Hygiene material, and proposed session ideas to provide effective personal hygiene education within a limited amount of time. The participants commented on the session ideas, and the plans were improved during the workshop.

2-5 Educational Activities at the Township level

2-5-1 Number of participants to the Personal Hygiene Education Activities

Six schools were selected from each township to conduct education activities.

As the period to hold school health activities is around June to September, this activity was held from June to August. The students of 5-9 grade (ages 10-16) from 30 schools and their guardians, making a total of 10,692 (female students: 6,134, guardians: 4,588) participated in the Female Personal Hygiene Education Activities.

2-5-2 Monitoring and Supervision

The “Monitoring and Supervision of the Utilization of Personal Hygiene Education Materials and Technical Guidance” was held in June 2016 in the five Townships of Kyaungon, Pantanaw, Gyobingauk, Nattalin and Okpo. At these townships, it was found that the participatory sessions were conducted high-quality and attentive. With the 15 participants of the January workshop as the core team, the townships have created their own implementation teams with each region adding midwives from the rural health centers. It was also noted that the number of session have contributed in improving the education provided.

The monitoring team had the support and participation of Dr. Win Lae Htut, Assistant-Director of the School Health section, Department of Public Health, MOHS, and Dr. Naw Naw Hlaing, from the Bago Region Maternal and Reproductive Health section. The monitoring activities are summarized as follows:

- The participant from the project township in the Utilization Training commented “skills to conduct sessions using the material”.

- The fifteen members from the training created a core team to implement the sessions, with cooperation from Township Medical Officers and schools at the township level. Many guardians participated in the session, although it was the rainy season.
- Female students concentrated well at the sessions, and looked closely at the material. They were perceived as enjoying the sessions.
- Using a monitoring sheet to improve the quality of session, the results of the Education Activities were made into scores. Questions from the monitoring sheet included “Was the Flipchart positioned in a place where all students could see well?”, “Was the speaker speaking loud and clear?”, and “Did the trainer have eye contact with the participants?” Respondents chose from “Very good” “Normal” “Poor” in response to each question.
- The monitoring of “Session implementation status” for each township was done by three monitors for 20 items, so each township could earn 60 points in total.
- Many tools were used to promote participation of the students. For example, demonstrations were held with female students, prizes were awarded in quiz sessions, extra flipcharts were prepared in the classrooms so students in the back of the room could see them well.
- The local staff strongly insisted that personal hygiene education with girls and boys together was extremely difficult. It was recognized that having a female only student session for personal hygiene education was practical for the time being.
- Dr. Win Lae Htut, Assistant-Director of the School Health section, Department of Public Health, MOHS, and Dr. Naw Naw Hlaing, from the Bago Region Maternal and Reproductive Health section, both attended the monitoring activities. The project team reviewed the characteristics of each target age group, and the situation of the target schools in each township, to revise the teaching guidelines. Also, the team discusses on revising the education material (making the description part of the “calendar” simple, etc.), and went over the proposed content of the release version of the material._

2-6 Collecting feedback for the utilization of the Trial version

The feedback mainly collected were about responses to the personal hygiene education activities and distribution of sanitary napkins such as: 1) Changes in knowledge, understanding, perception of female students towards menstruation and mechanisms of their body, 2) Female students’ interest or needs of sanitary napkins, 3) Responses by guardians to the education, and their children, 4) Comments for developing the release version of the material. The outline of the feedback collecting activity is as follows:

Timing	Before the session	Just After the session	3 months after the session	
	June 2016	June 2016	September 2016	
What to assess	① Existing knowledge and attitude on menstruation	① Change of knowledge and attitude on menstruation	① Retention of knowledge 3	② Information to specify improve

	and interest to using sanitary napkins among targets	and interest in using sanitary napkins just after session ② Comments on the material	months after the session, and potential enhancement of sanitary napkin usage	ment points of material
Place	2 schools in 1 township (Kyaungon Township)			
Target -1	400 female students grade 5-8 (ages 10-14) from 2 schools *regardless of experiencing menstruation			20 samples nonrandomly selected from female students grade 5-8 (ages 10-14)
Target-2		200 (100 from each school) Female guardians of the female students grade 5-8 (ages 10-14)		10 guardians of the female students grade 5-8 (ages 10-14) nonrandomly selected
Implementer of Activity	The participations in the utilization training of menstruation education material training			
Validation method (student/guardian)	Questionnaires			Interviews (Multiple choice questions and free response)
Validation method (trainer)	Responses in writing to a designated format			

2-7 Development of Release version of education material

2-7-1 Major changes in the release version

Major changes from feedback are as follows:

- Add a section for “psychological changes”, which are noted in the textbook of school curriculum subject of “life skill education”, to the “physical changes” section in the booklet (P.3 of booklet). <Result> → eight items regarding “psychological changes” provided from the School Health and Health Education sections were added.
- “It is difficult to explain the position of the vagina. Please add words to explain the position during education sessions (P.5 of booklet)”. → A sentence explaining the position was added.
- “Questions in the booklet are written in negative form, which makes it difficult to understand (P.11 of booklet)” → Revised questions to not use negative forms.
- “Change the part where it says ‘You can eat anything’, as it does influence the period when one takes too many of a specific food item (P.9 of booklet)” → add an explanation saying some food items are acceptable to eat “a decent amount”
- “It is difficult to explain the period cycle on the menstruation record calendar” → simplify the calendar, and take out the part to calculate one’s cycle.
- “Flipchart is heavy to carry. It would be appreciated if you could make it lighter.” → Integrate some information to reduce the number of charts from 14 to 10.
- “Changing sanitary napkin for 4-5 times per day is not practical” → After discussion with MOHSS staff, the number was included, as both parties agreed there is a need to indicate an ideal frequency.



Photo 6. Changes in Booklet 1



Photo 7. Changes in Booklet 2



Photo 8. Changes in Booklet 3

2-7-2 Transferring the Release version

The release version was produced under the official approval by the government under the name of the School Health Director, Department of Public Health on January 30, 2017. The release version was printed as below, and transferred

mainly to the School Health section for nation-wide usage. The pre-flight data of the material was prepared in layered files so the text part can be overwritten, and used to create versions in ethnic minority languages. This data was also transferred to the School Health and Health Education sections.



Photo 9. Changes in Booklet 4

Release Version Booklet: 15,000 copies (A5 size, 20 pages, full color)

- The story of Khin Hnin Si and Ma Ma Thant Shin: introduction (comic)
- Changes of the body during puberty and basics of menstruation
- More about menstruation
- Menstruation cycle (calendar)
- Tips to do during your period (taking rest, nutrition, etc.)
- Menstruation Quiz
- Taking care of your body (sanitary napkin) during menstruation (How to keep yourself clean and comfortable)
- Voices from girls
- Ending story: Khin Hnin Si and Ma Ma Thant Shin (comic)



Release Version of the Menstruation Record Calendar: 15,000 copies (A5 size, two-fold, 2-page, full color)



Release Version of the Leaflet for Guardians: 15,000 copies (A4 size, three-fold, 2-page, full color)



Release Version Flipchart used with Booklet for Educators: 100 sets (A1 size, 10 pages, full color)



Preflight data: 12 data sets

2-8 Dissemination Workshop

- Date: February 2, 2017
- Place: Mingalar Thiri Hotel, Naypyidaw
- Participants: Total 70 (Acting Director General, Directors and Officers of the Department of Public Health, MOHSS, and Representatives from Basic Education Department, MOE: 17, Representatives from 17 states and regions and 5 target townships: 41, International and Local NGOs: 4, JICA Myanmar Office: 2, MYCARE Unicharm: 3, JOICFP: 3)

2-8-1 Outline of the Workshop

The workshop was attended by a large group of 70 people, from the central government, as well as those who work in the School Health and Adolescent health fields. They were invited to share the good practice and issues found at the 5 townships where this project was implemented, as well as discussing prospects in enlarging the project nation-wide. At the Opening, Dr. Than Win, Acting Director General of DOPH said “This is very important content, as it supports the Ministry of Health and Sports is enhancing the national School Health program. Also, this is very meaningful as it supports the improvement of adolescent reproductive health education”, and expressed appreciation to JICA, Unicharm and JOICFP for their contributions. In the morning session, JOICFP described the outline of the project, and then MYCARE Unicharm spoke about the prospects of a continued phase. In the afternoon session, the School Health section and 5 townships shared their experiences, and the workshop discussed on how to implement the project nation-wide.



Photo 10. Dissemination Workshop 1



Photo 11. Dissemination Workshop 2

2-8-2 Sharing Experiences: School Health section and the 5 project Townships

Director and Deputy Director of the School Health section made a presentation of the project activities using images and movies from the July 2015 Kickoff to the day of the workshop. The results of the monitoring activities conducted before, just after, and 3 months after the education activity at the two schools in Kyaungon Township was also shared to validate the effect of the activities. Representatives of the 5 townships shared their learning through the implementation, issues, how they approached the issues to solve them, and how they worked around the issues to make the education activities more effective. Many experiences were shared that would be utilized heavily when the project scope was enlarged.

2-8-3 Discussions between Participants on nation-wide implementation

The Workshop had a wide participation from the central government, specifically, the School Health, Maternal and Reproductive Health, Health Education, DOPH, MOHS, the Assistant Director from the Basic Education Department, MOE, Directors or Deputy Directors from all 17 State/Regional Public Health Departments, and 3 NGOs/International NGOs. This allowed the team to share the results of the project to a wide audience. States and regions that were not included in the project or NGOs were especially interested in the project, and views were exchanged between the participants on the line of potential scaling-up of female personal hygiene education activities using material developed in this project. For example, comments such as “please include us in the next expanded project area”, “if the training of trainers is provided, the state could consider to provide printing fees, and conduct activities”, “our NGO has the budget and network to conduct activities within a specific region” were voiced during the session. Some of these responses were concrete, such as Population Service International (PSI), an international NGO that attended the Workshop, saying that they would like to have 300 copies to utilize at their own Youth Activity.

Chapter 3 Achievements of this project

3-1 Project Achievements

3-1-1 Development of Female Personal Hygiene Education Material officially approved by the Government

This is the first, MOHSS-approved female personal hygiene education material created in Myanmar. The booklet for female students, menstruation record calendar, leaflet for guardians, and the flipchart all have the logos of MOHSS, JICA, MYCARE Unicharm and JOICFP. This was a big step forward from what was expected at the kickoff meeting, which made the assistance of Japan more visible in the project.

3-1-2 Positive Impact① “Improving knowledge/Creating positive understanding of physical changes”

- Negative perception of menstruation by the female students has significantly dropped after the education session than before.
- Students are more confident in having a period, looking at before the session through 3 months after the session. At the same time, fear and shame against menstruation has reduced (Ref: Figure 2).
- The number of students who answered that “you should throw away sanitary napkins in the toilet” reduced from 84% to 20% (Ref: Figure 3)

The Results of the Questionnaires ~Awareness change menstruation~

Significantly dropped Negative perception of menstruation

◆ Comparison of perceptions towards menstruation

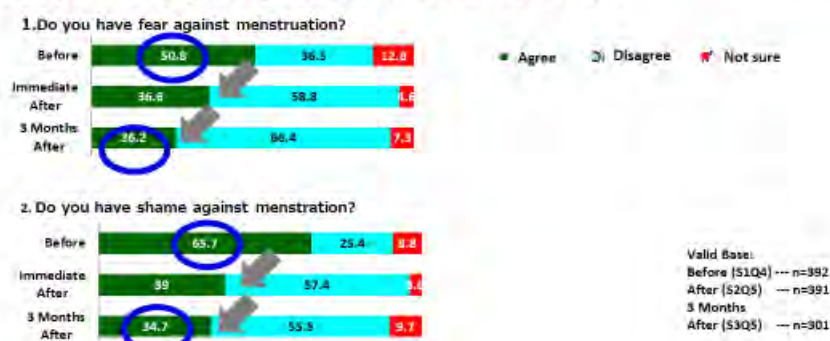


Figure 2. Comparison of perceptions towards menstruation

The Results of the Questionnaires ~Knowledge of menstruation~

Increase the percentage of correct answers related to disposal sanitary napkin

◆ Comparison of knowledge towards menstruation



Figure 3. Changes in knowledge of sanitary napkins

3-1-3 Positive Impact ② “Creating a basis where girls can study during their period”

- Number of female students answering that they would “like to use/keep using” sanitary napkins increase greatly 3 months after the session (Ref: Figure 4)
- Female students answer that the benefits of using a sanitary napkin is that “good hygiene” and “can do activities lively”
- It is important to have a shop nearby the students’ residences that sell sanitary napkins, to allow students to buy them. This is because many students responded that the main reason they do not buy sanitary napkins “because it is not sold at nearby shops”, since they only buy goods sold at their village (Ref: Figure 7)

3-1-4 Responses to Personal Hygiene Education Material

- 98% of the students responded that personal hygiene education is important (Ref: Figure 4)
- 288 out of 300 students talked to someone about the education session. 80% spoke to their mothers, 34% talked about it with their friends.
- More than 75% of the students responded that the illustration of the protagonists and usage of words in the booklet are “attractive”.
- About half of the students responded that the menstrual record calendar is difficult to understand.
- 85% of the guardians approved well of the education, and thought that the education was important for their daughters (Ref: Figure 5)
- 83% of the guardians said that they would like to take some kind of action towards their daughters after the session to support them

The Results of the Questionnaires ~Responses to personal female hygiene~

Positive responses toward education session and materials

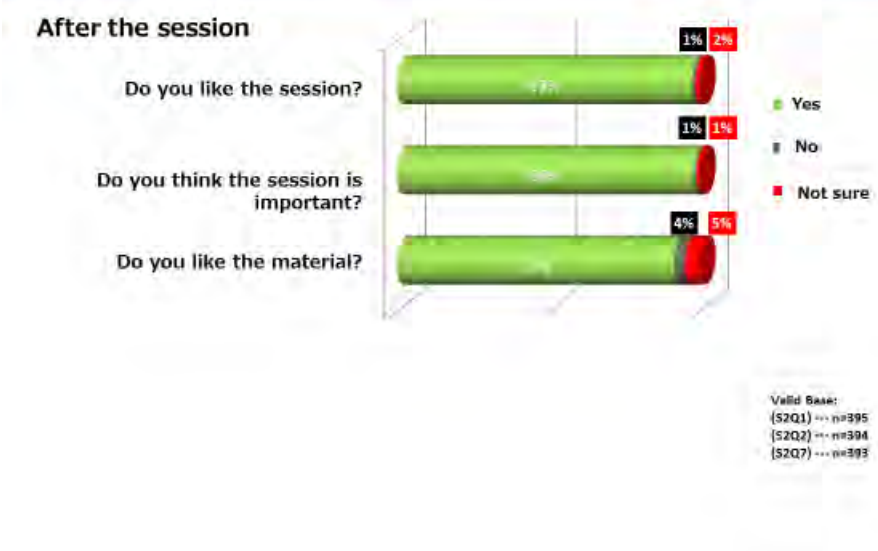


Figure 4. Student's Response to Personal Hygiene Education

The Results of the Questionnaires ~Responses to the session~

Positive responses toward education session

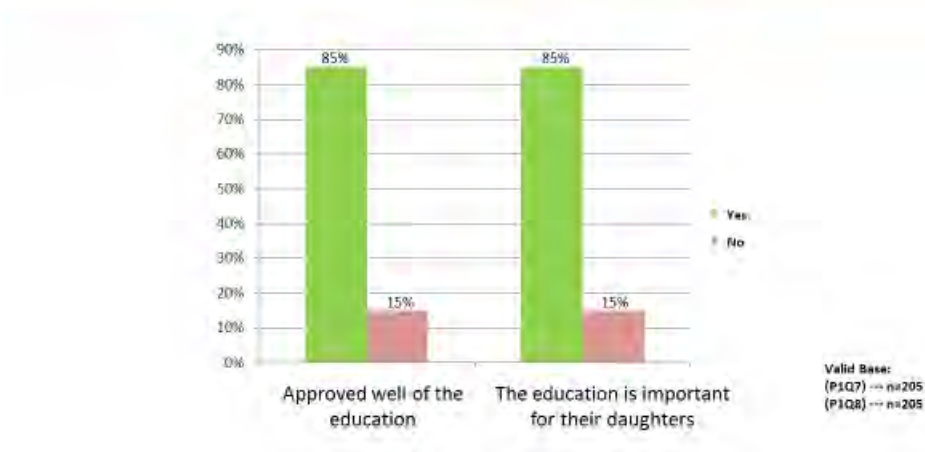


Figure 5. Guardian's response to Female Personal Hygiene Education

3-1-5 Notes from the follow-up interviews 3 months after session: female student

- I have been doing what I learned at the session such as proper disposal of used sanitary napkins,

washing hands after going to the toilet, taking a well-balanced diet, among others.

- Students who have periods newly bought sanitary napkins. The reasons for buying napkins were: “it’s good for hygiene”, “I do not have to fear leaking”
- Students who said the session was good, commented “I learned things I did not know” and “the trainers used their own bodies to explain to us”

3-1-6 Notes from the follow-up interviews 3 months after session: guardian

- All of the guardians had done whatever they learned in the session towards their daughters. They did “talk about menstruation with daughter”, “cook some food that was mentioned in the leaflet”, and “buy sanitary napkin for daughter”, among others.
- Mothers responded that their daughters’ behavior changed, such as “washing hands”, “keeping oneself clean”, “keep track of period”, “eating habits”.
- Many mothers want their daughters to keep using sanitary napkins, because “they are convenient and easy to use”.
- Many mothers raised “hygiene”, “nutrition”, “keep one safe”, “proper disposal of sanitary napkins” as what they recall from the session.

3-2 Future challenges of the project

3-2-1 Scaling-up project area

The implementation and follow-up study of the project showed that, potentially, the correct knowledge of menstruation can be spread and the usage of sanitary napkins will increase through this project. However, we do not have a concrete scheme at this moment (end of this project) in expanding the project area to the whole nation of Myanmar.

The Results of the Questionnaires

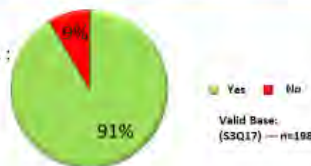
~After session: Reasons for not buying sanitary napkins~

90% Purchase sanitary napkins after education
Reasons for not buying sanitary napkins is no sold nearby

After three months of education

Among girls who used the distributed sanitary napkins :

After usage of distributed sanitary napkins in the school, did you or your family buy sanitary napkins?



Reasons for not buying sanitary napkins

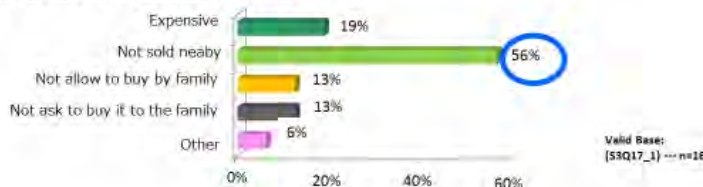


Figure 6. Reasons for not buying sanitary napkins

3-2-2 Procurement of sanitary napkins

There are students who have learned correct information about female personal hygiene and sanitary napkins, but they hardly can get sanitary napkins due to the limited access to place selling them nearby. This is the largest reason for students not using sanitary napkins, according to the results of the questionnaires. Places for students to access sanitary napkins are necessary in all residential areas.

3-3 Achievements of the project and Action Plan

Many participants, including the students, guardians, and educators have praised the project. Some comments received were: “the content was easy to understand”, and “please continue this project”, which shows that the female personal hygiene education material has been culturally accepted in Myanmar, with the content being comprehensible for female students. Sample distribution created an opportunity for rural students to experience first-hand what sanitary napkins are like, and helped garner interest in the sessions explaining how to use them.

The female personal hygiene education material was approved by the government of Myanmar/MOHS in January 2017, and the final distribution data of the material was transferred. We have also received requests from international organizations and NGOs working in the adolescent health field about utilizing the material. The impact of our project is spreading across the country.

Results and achievements of each activity are outlined below, along with the future action plan. On the whole, the activities were implemented as planned, and our self-assessment of the goals of the project were achieved.

Plan of Activity	What has been done	Outcomes	Next steps to be taken
< Phase 1 > Development of Trial Version (limited are use) of female personal hygiene educational material for young girl in Myanmar			
Activity 1: Drafting of Myanmar version samples	◆ Conducted a kick-off meeting with Deputy Minister of Health, directors and officers from School Health, Health Education and Maternal Reproductive Health sections, Department of Public Health (DOPH), Ministry of Health and Sports (MOHS).	<u>Completed.</u> ◆ Draft samples of Myanmar version completed based on the comments from all concerned in MOHS. ◆ Agreed with MOHS about working mechanism for developing the educational materials under this project.	Refer to Activity 2
Activity 2: Organization of Content Review Workshop	◆ Conducted a workshop to review the contents of draft of female personal hygiene education material on 21 st October 2015, with total of 46 people (DOHP, Dept. of Basic Education of	<u>Completed</u> ◆ Specified the points to be revised and collected new opinions and ideas for revising sample version (in English) and translating it into the Myanmar version.	Refer to Activity 3

	<p>Ministry of Education and Five Project Townships etc.).</p> <ul style="list-style-type: none"> ◆ The workshop was facilitated jointly DOPH and project team members 		
<p>Activity 3: Development of trial version (limited area use)</p>	<ul style="list-style-type: none"> ◆ Consulted with MOHS for developing the trial version, based on the outcomes from the Content Discussion Workshop. ◆ Conducted a pretest of sample version in 2 villages for collecting the opinions from girl students (target users) etc. 	<p><u>Completed</u></p> <ul style="list-style-type: none"> ◆ The trial version of female personal hygiene education materials finalized in December 2015, with the approval of the Director General of DOPH, MOHS. 	Refer to Activity 4
< Phase 2 > Use of the trial version through school health program and development of released version			
<p>Activity 4: Organization of Utilization Training (TOT)</p>	<ul style="list-style-type: none"> ◆ Conducted a Utilization Training as Training of Trainers (TOT), using the trial version of female personal education materials, in collaboration with School Health Section, DOPH. 	<p><u>Completed</u></p> <ul style="list-style-type: none"> ◆ The participants confirmed the contents of materials and obtained skills to conduct education sessions at schools, by using the material. ◆ The participants shared ideas on how to provide effective education within a limited amount of time, and "Teaching Notes" (guidance for session conductor) was drafted and shared to participants ◆ Cooperation from MOE (Township Education Officer) confirmed in monitoring the township level education sessions. 	Refer to Activity 5

<p>Activity 5 Educationa l Activities at Township levels</p>	<p>◆ Conducted Female Personal Hygiene Education activities in 30 schools (6 each from 5 target townships).</p> <p>◆ Following kinds and numbers of educational materials (trial versions) and sanitary napkin samples were distributed.</p> <ol style="list-style-type: none"> 1) Booklet for female students: 15,000 copies 2) Menstruation Record Calendar for female students: 15,000 copies 3) Leaflet for Guardians: 15,000 copies 4) Vinyl Flipchart: 20 sets (4 sets each for 5 target townships) 5) Sofy Eva” sanitary napkin samples: 6,580 pieces 	<p><u>Completed</u></p> <p>◆ Number of attendants in the education sessions was exceeded the target numbers originally set. In the project proposal, estimated number of beneficiaries was total 9,000 (=6,000 female students and 3,000 guardians). Throughout the Project, female students in 5-9 grade (ages 10-16) and their guardians, making a total of 10,692 (female students: 6,134, guardians: 4,588) participated</p> <p>◆ The girls and guardians who participated, positively commented like “the topic is easy to understand” and “I wish to continue this education session”</p> <p>◆ Some participants of utilization training even voluntary conducted the education session outside of target township (in Nay Pyi Taw).</p>	<p>Refer to Activity 6</p>
<p>Activity 6 Feedback collection and analysis</p>	<p>◆ Collected feedbacks from female students, guardians and trainers by questionnaires and interviews.</p> <p>◆ Summary of results are as follows: 【Educational materials】 - The educational materials are your favorite: 92% of female students 【 Changes of awareness on menstruation】 Before the session⇒3 month after the session -You have fears against menstruation: Yes: 50.8%⇒26.2% -You have shame against menstruation: Yes: 65.7%⇒34.2%</p>	<p><u>Completed</u></p> <p>◆ In summary, according to analysis of feedbacks, it was identified that the girls and guardians who attended the education session, were in favor of the educational materials (trial version), for its contents, design, illustration, color, etc. And education sessions proved to contribute towards increased knowledge and more positive understanding of physical body changes among attendants, and creating a basis where girls can study during their period”.</p>	<p>Refer to Activity 7</p>

	<p>-You do not go out during the menstruation period: Yes: 49.5% ⇒24.0%</p> <p>【Knowledge of menstruation】</p> <p>-You should throw away sanitary napkins: Yes: 84.8%⇒25.6%</p> <p>-You continue to use sanitary napkins: Yes: 55.0%⇒72.0%</p> <p>【Guardians responses】</p> <p>-The guardians approved “well” of the education: 85%</p> <p>-The education was important for their daughters: Yes: 85%</p> <p>-They would like to take some kind of action towards their daughters after the session to support them: Yes: 83%</p>		
<p><u>Activity 7</u> Development of “Release (final)” version</p>	<ul style="list-style-type: none"> ◆ Revised “trial version” based on the results of feedback collection and analysis (Activity 6) and a series of discussions with DOPH. ◆ Submitted “release version” to School Health section, DOPH and got approval by MOHS under the name of Director of School Health, DOPH on January 30, 2017. ◆ Mass-produced the release version education materials as follows: <ul style="list-style-type: none"> 1) Booklet for female students: 15,000 copies (A5 size, 20 pages, full color) 2) Menstruation Record Calendar for female students: 15,000 copies (A5 size, two-fold, 2-page, full color) 3) Leaflet for Guardians: 15,000 	<p><u>Completed</u></p> <ul style="list-style-type: none"> ◆ Printed materials and final printed data were also handed over to the School Health and Health Education sections. 	<p>Refer to Activity 8</p>

	<p>copies (A4 size, three-fold, 2-page, full color)</p> <p>4) Vinyl Flipchart: 100 sets (A1 size, 10 pages, full color)</p>		
<p>Activity 8</p> <p>Organization of dissemination workshop</p>	<ul style="list-style-type: none"> ◆ Hold a workshop to share good practice and issues found at the 5 townships where the project was implemented, as well as to discuss about prospects in expanding the project nation-wide. ◆ Total 70 participants, including Deputy Director General, Directors and officers from DOPH, MOHS, and Representatives from Department of Basic Education of MOE and 17 states and regions/5 townships participated in the workshop on 2nd Feb, 2017. 	<p><u>Completed</u></p> <ul style="list-style-type: none"> ◆ Through the workshop, it was confirmed that the needs for female personal hygiene educations and related activities are very high in Myanmar. From all 17 states and regions, representatives requesting the project scaling-up nation-wide, and other participating INGOs requested to provide them with the education material. 	<p>Unicharm, in collaboration with JOICFP, will start a follow-up project to expand the target areas and to set up sustainable training team on female personal hygiene education. (Details: Chapter 4)</p>
< Business-side plan and action > Promoting Sanitary Napkins			
<p>Promoting sanitary napkins</p>	<ul style="list-style-type: none"> ◆ Total of 6,580 pieces of "Sofy Eva" sanitary napkins were distributed on the education session ◆ Through the project implementation, Unicharm and MYCARE-Unicharm identified that there were high needs for young girls in rural setting to have easier access to sanitary napkins, and tried a new business model to sell "Sofy Eva", to students at schools, at an affordable price in 9 schools from November, 2016. 	<p><u>Completed</u></p> <ul style="list-style-type: none"> ◆ According to the result of the feedback-collection, number of students answering that they would "like to use/keep using" sanitary napkins increased greatly 3 months after the session, compared before session. On the other hand, the largest reason for students not using sanitary napkins is "limited access to the place selling them nearby". ◆ Over 90% of students purchased sanitary napkins after using a sample of sanitary napkins. ◆ Through the trial of a new business model, an average of 50-60 napkins per month have been sold so far. 	<p>Based on the results of feedback-collection and analysis, Unicharm and MYCARE Unicharm would try to ensure easier access to sanitary napkins by young girls in school, especially in rural settings, through which, we believe that we could contribute towards the betterment of female personal hygiene situation as well as women's health in Myanmar</p>

3-4 Enlarging the scope of the project

The successful adoption of correct knowledge of menstruation, and the potential of increasing the usage rate of sanitary napkins has been observed through the implementation of the project and from the results of questionnaires. As been seen from the comment of Dr. Than Win, Acting Director General of the Department of Public Health, saying that “this project has very important content which supports the national school health program”, the government of Myanmar recognizes the importance of the project and is under the process of curriculum development for adolescent health with MOE and other related agencies. On the business side, the results of the questionnaires showed that more than half of the students who responded that they have never used sanitary napkins chose “cannot purchase sanitary napkins nearby” as the largest reason for that (Ref: image 7).

Therefore, Unicharm and MYCARE Unicharm will take 2 support activities in Myanmar. First one is to scale-up the scope of the current project, to increase opportunities for young female students to gain correct knowledge on menstruation. This project will be jointly implemented with JOICFP, as has been the current one. Second one is to verify a new business model, aiming to to enlarge the sales network of sanitary napkins in the rural areas, so female students can access sanitary napkins easier. Second one is conducted by the own efforts of Unicharm and MYCARE Unicharm. Secondly, we aim We have started sales of sanitary napkins at schools since November 2016 with the approval from each school head masters, and this has become the new business model. Details of the two solutions for both development and business issues will be covered in Chapter 4.

Chapter 4 Future Prospect in enhancing solution for development challenge

4-1 Outline of next Project

Unicharm, in collaboration with JOICFP, will start the next project “Scaling-up Program for Improving Female Personal Hygiene through School Health Education among Young Girls in Myanmar” to follow-up on this project with possible scope for future expansion.

With the support of the School Health and Health Education sections, MOHSS, of the Government of Myanmar, Unicharm and JOICFP will implement the next project. Though further discussions with MOHSS are needed, the new Project will create a core team of

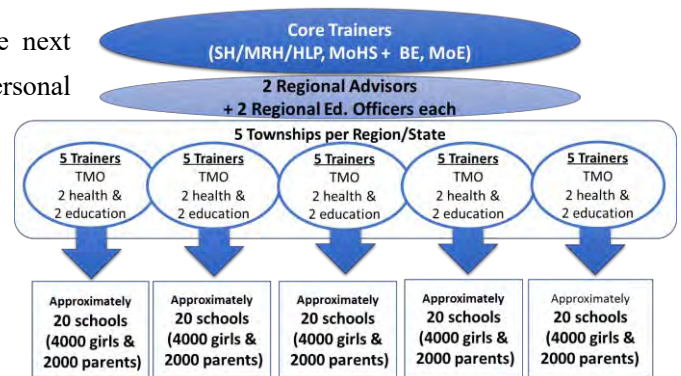


Figure 7. Conceptual Framework of project

trainers with members from the MOHSS (School Health, Health Education, Maternal and Reproductive Health) and other necessary government sectors or organizations. At the same time, we will train 2 representatives from all 17 States/Regions as core trainers at State/Region level. This team will become the core members of the next project, and will act as trainers and facilitators at TOT (trainings for trainers) in each state/region for utilizing educational tools. Secondly, we will conduct trainings for trainers for utilizing educational tools at the township level, targeting those who would be the main implementers of the female personal hygiene education activities, possibly School Health Medical Officers, Township Health Nurses, and Health Assistants etc.

Duration	April 2017- March 2018 (12 months)
Target Area	<u>Total: 300 schools (3 regions, 15 townships)</u> 3 regions × 5 townships × 20 schools = 300 schools 1) Ayeryarwady region, 2) Bago region, 3) Nay Pyi Taw
Beneficiaries	<u>Total: 90,000 people</u> Female students: 200 persons × 300 schools = 60,000 students Guardians: 100 persons × 300 schools = 30,000 people
Project goals	【Goal ①】 Through female personal hygiene education, young girls in Myanmar learn appropriate knowledge regarding their physical growth during puberty, and use the knowledge correctly. 【Goal ②】 Female personal hygiene education will be expanded to wider

	areas in Myanmar, in collaboration with School Health section of MOHSS and in accordance with National School Health Strategy (2017-2021)
Activity	<p>【Activity①】 Formulate core team and organize meeting attend by core team members, for capacity enhancement of core trainers both at central government and state/regional levels</p> <p>【Activity②】 In the 3 project areas, conduct training for trainers of female personal hygiene education at the township level</p> <p>【Activity③】 In the 15 townships of 3 project areas, conduct female personal hygiene education activities targeting students in 5-9 grades</p> <p>【Activity④】 Conduct monitoring and support trainers in effective utilization of the education material</p>
Project funding	Unicharm Corporation/MYCARE Unicharm
Implementing Organization	JOICFP

4-2 Future business prospects

4-2-1 Creating procurement networks of sanitary napkins in rural areas of Myanmar

The insufficient procurement network for sanitary napkins has been unveiled through the questionnaires to students and their guardians of this project. It showed that girls from target areas could not buy sanitary napkins even if they wanted to. This issue is generally the same for all rural areas in Myanmar. As a result, Unicharm created a business model to sell “Sofy Eva” (same brand products which was distributed in the project), to students at schools, at an affordable price. From April 2017, MYCARE Unicharm started business negotiations with schools where female personal hygiene education activities have already conducted in 2016, saying that creating girl’s access to sanitary napkins at school is very important. This will create enlarging the provision network where students who want to buy napkins can easily access them. In the future, Unicharm plans to add some point collection system (similar to the Bell mark in Japan), which enable schools to buy necessary items by getting the refund from Unicharm according to the points collected from the packages of sanitary napkins. Necessary school items can be limited to stationaries such as notebooks or disposal pails of sanitary napkins, which in turn will help improve education/sanitary environment.

4-2-2 Result of test sales of sanitary napkins at school

From November 2016, Unicharm conducted a sales test with the purpose to create an environment with easier access to sanitary napkins. Currently, sanitary napkins are being test-sold at 9 schools in the Ayeryarwady region. Compared to the average market price of 700 Kyat, the sanitary napkins at school are sold at 600 Kyat, and



Photo 12. Napkins sold at school

with an average of 50-60 napkins a month have been sold so far. Many schools do not sell goods, so the napkins are sold at the headmaster's office, or the teacher's offices, where the teachers manage the sales and money.

4-2-3 Future Prospects

According to this business model, the first step is to conduct personal hygiene education activities towards female students and their guardians. In the same time, Unicharm creates a sales network to increase access to sanitary napkins, and create the habit of buying sanitary napkins at school. This will provide an improved environment for women, which will in turn help the women be more active to contribute to the society. This will result in improving the knowledge of young women about the growth of their body and about reproductive health, and taking care of themselves in a more hygiene-aware manner during menstruation. This will all contribute in achieving SDGs Goal 3 "All people of all ages must secure a healthy lifestyle, and promote welfare". Moreover, reducing restrictions of activities due to physical and mental conditions during menstruation will help women gain more opportunities to progress in society, which contributes in achieving SDGs Goal 5 "Achieve Gender equality, and enhance the capability of all women and girls". Thus, the project approaches the SDGs in an overlapping manner. Also, through the project implementation, it has been clarified that the understanding from MOHS and MOE is crucial to expand the business model through School Health activities. Through the JICA project, we aim to boost the enhancement of activating global partnerships.

As for MYCARE Unicharm, we are aiming to grow our income by 2020 two times from what we achieved in 2016. To accomplish this goal, we are planning to implement the following 3 strategies: 1) Promoting female personal hygiene education activities, and disseminating correct knowledge of menstruation and sanitary napkins, to increase usage and consumption of sanitary napkins especially in the rural areas, so we enlarge the sanitary napkin consumption market in Myanmar; 2) Along with price increase and marketing activities, increasing usage rate of night-time or cool-type napkins (which have higher unit price per piece), which will pull up the unit price per piece of the whole market; 3) Introduce products that garner interest and needs, to enlarge Unicharm's share within the Myanmar market.

4-3 Challenges and responses to activities for expanding solutions on development issues

1) Building a framework to implement continuous female personal hygiene education activities

As seen in the above, MOHS is focusing on adolescent health issues, but official curriculum of adolescent health education targeting female students in their low teens are still under development. For sharing our lessons learned, we have been reporting our activities since the start of the current project to MOHS. In the next phase, a core team trainer group will be created with members from MOHS (School Health, Health Education and Maternal and Reproductive Health sections etc.) and other necessary stakeholders. This group

will act as the core of the movement in expanding personal hygiene education in accordance and in consistency with the National School Health Strategy (2017-2021). The female personal hygiene education will be built into the school health program under the School Health section, which is carried out every year.

2) Reinforcing the sanitary napkin sales business model in schools to create an environment where female students can access sanitary napkins at ease

In rural areas, female students cannot purchase sanitary napkins because the number of stores and grocery shops are limited, the varieties of commodities available are small, and the distribution network of sanitary goods is not fully functional. MYCARE Unicharm is currently holding business talks with school heads where the female personal hygiene education sessions were held, but approaching each and every school in Myanmar is not possible. So, in the next phase, Unicharm and MYCARE Unicharm are aiming to approach the MOE as well, with data and analysis that shows the development effect through the enlarged distribution of sanitary napkins. The data we aim to collect are: 1) quantitative data such as the decrease of the percentage of female students absent due to menstruation, after these students have gained correct knowledge about menstruation; and 2) qualitative data that shows the behavior change of the students. We also would like to collaborate with the JICA technical cooperation project “Revision of the Primary Education Curriculum in Myanmar”.

3) Expanding our reach to ethnic minorities and remote areas

As a solution for the above challenge detailed in 1) we will launch a core team trainer group with MOHS and other concerned, to build a government-led foundation that contributes to the female personal hygiene education activities. Additionally, as a solution to 2), we will enhance the school-based sanitary napkin sales business model, to create an environment where female students in the rural area could buy sanitary napkins at ease. On the long run, we expect these two approaches will spread out across the country.

EOF