

NARRATIVE REPORT FORMAT

1. GENERAL INFORMATION:

1. Name of the organization: Oriéntame Foundation
2. Country: Colombia
3. Year of project: 2022
4. Project name: **FOURTH PHASE**- Live your menstrual care: Access to menstrual health for girls and teenagers.
5. Report Period: February 17th to May 18th, 2022
6. Report preparation date: May 20th, 2022
7. Name of person responsible: Lady Alba

2. PROJECT OBJECTIVES

1. Improve access to long-term menstrual health products for girls and teenagers in Barranquilla and Soledad (Colombia).
2. Strengthen self-knowledge and self-care of the bodies of girls and teenagers in Barranquilla and Soledad (Colombia).

3. ACTIVITIES EXECUTED:

From February 17 to May 18, 2022. We outlined the project activities, and we began the implementation.

3.1 Development of educational content and didactic exercises for training sessions on menstrual care and self-care.

We designed the virtual course on menstrual health. The contents had four recorded and animated units: "knowing my body"; "my menstrual cycle, my rules"; "menstrual care"; and "the menstrual cup as a great option."

3.2 Inviting girls and teenagers to educational activities on body self-knowledge and menstrual care and health

It had two components:

The invitation to launch the project was spread among different stakeholders, such as community leaders, institutional referents, and teachers, to make the course available to them and promote it among girls.

We also directly invited girls and young women between the ages of 13 and 25 in Barranquilla and Soledad and community leaders. Furthermore, the invitation was shared through different virtual media such as social networks, email, WhatsApp, and phone calls and voice to voice.

Invitation for registration:



We created three WhatsApp groups to share information and reminders of important dates with the participants. We shared the tutorial calendar and any news related to the virtual course. We developed the content according to their age in three groups. The first one was teenagers between 13 and 14 years; the second group was teenagers between 15 and 17 years old, and the third was for women of 18 years and up.

459 girls, teenagers, young people, and leaders were enrolled in the project from various locations in Barranquilla and Soledad (Atlántico) y Carmen de Bolívar.

On May 10th we developed an educational process at Valledupar where we gave out menstrual cups. The program was developed virtually, in addition, we developed an on-site process at three educational institutions at Barranquilla: Inobasol, San Vicente de Paul school and centro educativo integral Nueva Esperanza. At Valledupar with the alliance with the FUNVENEX foundation and in Carmen de Bolívar through a community leader who works with 50 women in vulnerable situations that live in a village far from the main municipality.

This course strengthened the knowledge and autonomy in self-care of 290 young people between the ages of 13 to 25 who completed the process and where beneficiaries of the menstrual cup

3.3 Conduct virtual training in menstrual care and health, focusing on girls' self-awareness of their bodies.

The virtual course began on March 28 until April 24, 2022. Each unit contained the following activities:

1. Let's learn together - introductory video of the topics to be discussed in each unit.
2. Fun facts - PDF with key facts to consider.
3. Let's clarify questions - participate in the forum by asking questions or exploring a topic.
4. Let's chat - to attend virtual tutorial meetings (synchronous meetings) or to watch pre-recorded tutorial sessions.
5. What did you learn? - To answer questions about the content studied in the unit.
6. Four synchronous tutorials were held after each unit to answer questions raised by participants in the forums or to further discuss a specific topic.

Forum image:



Virtual course image:



Virtual Tutoring:



On-site Process San Vicente de Paul:



On site Process Inobasol:



On-site Process Centro educativo integral Nueva Esperanza:



Valledupar:



Carmen de Bolívar:



290 women participated in the virtual and on-site process, including high school and university students, and with no studies, teenagers, and young adults.

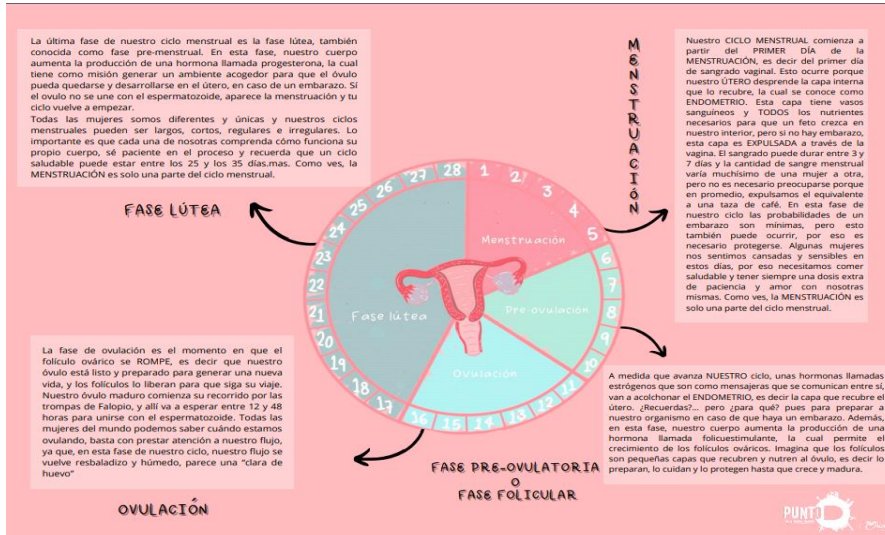
3.4 Prepare the general concept for the campaign and graphic pieces on menstrual cup use and menstrual hygiene.

Seventeen graphic pieces were designed within the framework of the virtual course, emphasizing key aspects of the use of the menstrual cup, the concept of menstrual health, the menstrual cycle, menstrual products, and knowledge of our body.

Menstrual Cup Graphic Design:



Menstrual Cycle Graphic Design:



3.5 Raising awareness.

Informative capsules on menstruation were published on social networks and WhatsApp groups. Participants expressed their appreciation for the course, and we posted those images as well as a drawn representation of the vagina and vulva. We compiled some images, highlighting their creations and their messages.



A mi vulva, gracias por
hacerme única,
por
permitirme
vivir mi
sexualidad
plenamente,
protegerme y
acompañarme. ♡



3.6 Identify the leaders of the participating municipalities.

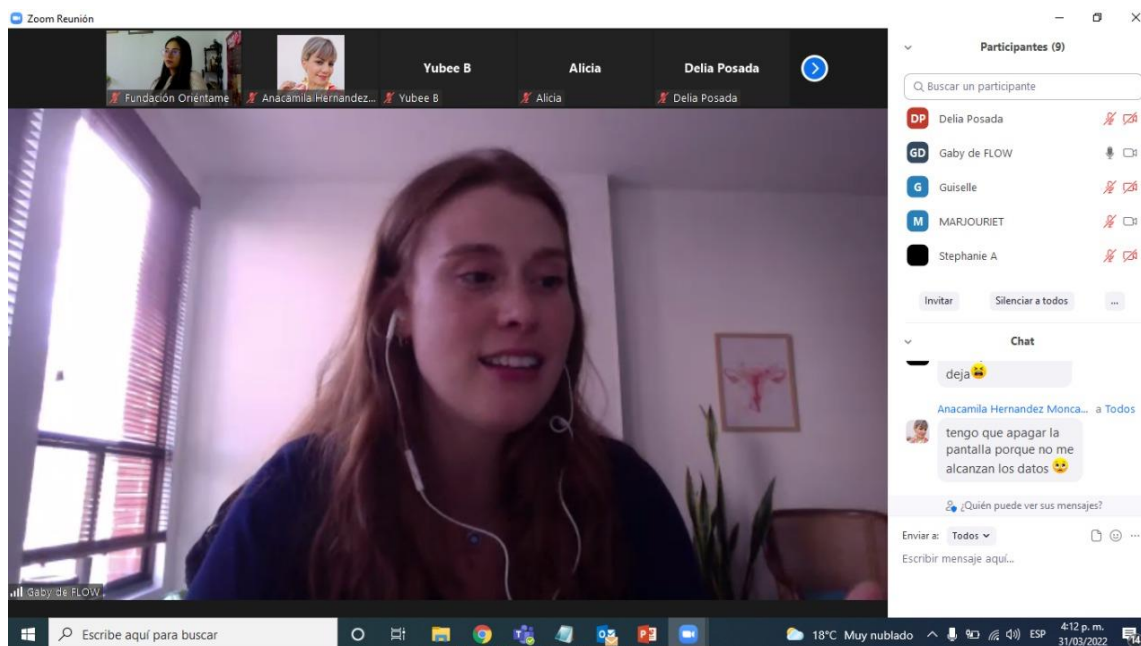
1. Community leaders, institutional referents, teachers, parents of the municipalities of Barranquilla and Soledad were invited to participate in the project through phone calls and emails.
2. 19 people, including leaders, professionals, and mothers, signed up to participate in the project.

3.7 Develop a work plan with the leaders.

1. The formation cycle was carried out with leaders and mothers through four virtual sessions via Zoom: 1) Empowering ourselves about our body -Menstrual cycle and female anatomy. 2) Menstrual management - understanding our menstruation to harmonize with it. 3) Learn about menstrual health products - a personal choice. 4) Discover the menstrual cup - an option to know our body.

2. The participation during the training cycle had a significant difference since the first session started with 15 people, and during the whole cycle, 9 people attended. Through follow-up calls and messages, they could not continue due to work and personal commitments, and their schedules crossed with their mandatory activities. At the end of the cycle, a certificate was awarded for their participation

Formation cycle session image:



3.8 Implement virtual chats on menstrual health, use, and maintenance of the menstrual cup, myths about menstruation, and the menstrual cup.

The four sessions developed within the training cycle included the correct use of the cup, good and bad practices using the cup, myths and advantages of menstruation, body knowledge, different definitions, and menstruation practices in different contexts.

3.9 Purchase of menstrual cups.

With the support of FOKUS and Women's Global Health Innovations, it was possible to purchase and deliver menstrual cups in two varied sizes of excellent quality, and at affordable prices.

4.0 Provide menstrual cups to girls and teenagers

We mapped the municipalities of Barranquilla, Soledad, Valledupar, and Carmen de Bolivar to identify strategic delivery points that were close to the largest possible number of participants. As a result, with the support of four community leaders we

delivered menstrual on May 17 and 18 2022 in Barranquilla at the Santa Ana neighborhood, at San Vicente de Paul School and in Soledad at the Inobasol school and in the Educational Center Nueva Esperanza. On May 19th at Valledupar with the support of FUNVENEX and in Carmen de Bolivar on May 18th with the support of the community leader.

Results

4.1 Virtual course on menstrual health and care delivered to girls and adolescents

1. The virtual course strengthened the knowledge and self-care of 290 girls and teenagers Barranquilla, Soledad, Carmen de Bolivar, and Valledupar between the ages of 13 to 25 years. We provided timely information on menstrual health management through activities, readings, videos, participation forums, and synchronous tutorials. In addition, we conducted up to four sessions to reinforce the course content.
2. Although 459 girls, young women, and women enrolled in the course, during the telephone follow-up, and through messages, some of them expressed difficulties to having an Internet connection or mobile devices, also due to academic issues and the end of the school year, they could not continue with the course. For this reason, 290 students completed the entire course virtually and on-site; in this modality the number of young people who registered, attended all the sessions, and finished the process.
3. The virtual course and WhatsApp groups aimed to create support networks among teenage girls since it was possible to communicate quickly and share different topics related to menstrual education. It was also possible for participants to freely express different experiences, taboos, and myths about menstruation and menstrual products in a non-judgmental environment, generating a space of trust that allowed questions to be answered and discussion spaces to be created

Result of the virtual and on-site course.

Virtual

TOTAL	Enrolled in the course	# Of girls, young women and women enrolled in the course	Started course	Completed the entire course	Delivery of cups
	Enrolled Group 1	24	8	2	2
210	Enrolled Group 2	65	6	6	6
	Enrolled Group 3	121	55	50	50
	TOTAL	210	62	58	58

On Site:

TOTAL ENROLLED IN THE PROJECT	Enrolled in the course	# Of girls, young women and women enrolled in the course	Started course	Completed the process	Delivery of cups
	Colegio San Vicente de Paul	82	82	82	82
	Inobasol	42	42	42	42
	Centro educativo integral Nueva Esperanza	20	20	20	20
	Valledupar	36	36	36	36
	Carmen de Bolívar	52	52	52	52
	TOTAL	232	232	232	232

1. Before starting the course, 15 girls and teenagers (5 per group), who had started attending the course, were selected to apply a baseline quiz to identify conditions and knowledge base regarding menstrual health management. At the end of the course, the same quiz was applied to the same 15 adolescents; however, only 6 completed it.
2. Before conducting the training cycle, 6 leaders and 2 moms who enrolled in the project were selected to apply the quiz. At the end of the cycle, the same quiz was applied to 6 leaders and 2 moms.

4.2 Menstrual hygiene awareness campaign aimed at girls and adolescents.

1. There was a positive response to the graphic pieces shared on social media by leaders, professionals, teachers, adolescents, and WhatsApp groups. They express interest in learning about menstrual health management, the menstrual cup, and its proper use. They contribute by replicating this information in their WhatsApp status.
2. Awareness plan for leaders and parents who support girls and adolescents.
3. It was possible to attract the attention, participation, and support of entities such as: FUNVENEX, Social Innovation, San Vicente de Paul School, Inobasol, Centro educativo integral Nueva Esperanza, Valledupar, Carmen de Bolívar Women's Global Health Innovations y Fokus.
4. The project's launch was a key space for its implementation. It allowed us to contact community leaders, professionals, and teachers interested in accompanying the educational process and the delivery of menstrual cups.

4.3. Menstrual cups given to adolescents for menstrual care.

1. 290 girls and teenagers learned the correct use of the menstrual cup through explanatory videos, graphic pieces, participatory meetings where the insertion and removal of the cup was demonstrated, and doubts were clarified to refute misconceptions about the menstrual cup and provide accurate information on its use.
2. 290 menstrual cups were delivered: 9 of them to leaders who attended all the sessions of the training cycle and 281 to girls and adolescents who completed the virtual course.

5. EVALUATION OF PROJECT PROGRESS:

5.1 Main achievements

1. A significant achievement was to have the support of several entities to conduct the dissemination and enrollment of the young women in the project.
2. Within the framework of this project, we worked with three educational institutions. They showed interest in participating in the menstrual health course and receiving education and access to the menstrual cup. This articulation was managed through teachers who summoned the girls and accompanied the enrollment process and delivery at the institutions.
3. The invitation to enroll in the project had a significant impact on social networks, contact lists, emails, replicating and sharing the pieces, achieving a greater reach to young people and other leading organizations interested in accompanying the process of menstrual health management.
4. Teenagers' attendance in the synchronous tutorials remained high; the average attendance per group from beginning to end was 23. These teenagers actively participated in the forum and the tutorial.
5. The cup delivery was a meaningful encounter with the teens, youth, mothers, and leaders who received their cup. The delivery of the cups was fun and creative. It allowed knowing different opinions and perspectives of young women in a more sensible and close way, hence we built an space for learning and expression. The comments that left the delivery of cups were positive and allusive to the knowledge and care of the body (evidence below).

Delivery of menstrual cups:







5.2 Challenges, barriers, or obstacles faced and solutions

School represented certain difficulties for some girls and adolescents since their dedication focused on finishing their studies and completing assignments and evaluations. For this reason, they started the virtual menstrual health course but did not finish it due to time constraints.

Difficulty with internet connection was a significant obstacle for some young women to complete the virtual course and connect to the tutorials. However, to face this obstacle, the tutorials were recorded, sent via email, and uploaded to the course platform so they could see them, and it was reported as attendance. Therefore, we implemented and promoted the on- site process with the young people in these territories.

At the time of the delivery of the cups in Barranquilla and Soledad, the weather was not favorable, since many streams were generated and for this reason many of the girls who benefited from the cup could not attend to collect it. Given this situation, the cups were left there at the delivery point that had been arranged with the leaders so that they could pick them up later.

5.3 Lessons learned

We must consider the barriers of connectivity and access to mobile devices for a project like this. Furthermore, the attendance of the participants in the course and the tutorials is something over which we have little to no control. This leads us to consider an additional effort to achieve the participation and coverage goals.

We have learned that menstrual health management should continue to be addressed broadly to provide safe and accurate information about menstruation, the advantages and disadvantages of various menstrual products, and the promotion of knowledge and care of one's own body. From this knowledge, we are aware of the power we must make decisions, participate in safe sex, and understand natural processes such as menstruation.

6. Attachments:

Informative Capsules: https://fundaorientame-my.sharepoint.com/:f:/g/personal/aguatava_orientame_org_co/EhwgvOfOS-1OqNqUxhCrz48BGWrVLrIEbz9dhtXX_6gZ5g?e=6QkcDj

Menstrual cups delivery photos: [ENTREGA DE COPAS CUARTA FASE](#)