

# "Empowering Female Students: A School's Approach to Menstrual Management and Girls Attendance Improvement"



## Headteacher Profile

- Name of Head teacher: NP-Sch01-NIC01-HT01
- Age: 41-50 Years
- Qualification: Master's Degree
- Years of teaching Experience as a Head teacher: 8 Years
- Years of teaching Experience: 16-20 Years
- School Area: Semi Urban region in mid Terai
- Infrastructure in School: Recently constructed to a better infrastructure environment.
- Professional training and Certifications: None as of now
- NIC Group: NIC B

## Background: Arun

Arun (head teacher) is a male of age group 41-50, leading the school in semi urban settings. The school is a Co-Ed school with a ratio of 206b/222g. Headteacher was not familiar with online learning platforms before this course.



# Understanding of Inclusion

During the initial phase of the interaction with the team his understanding towards inclusion was ... "Sometimes female students face problems regarding their menstrual cycle and the inaccessibility of Sanitary Pads In the lavatory so they address these problems through our suggestion box and we do our best to solve them by ensuring access to clean and private restroom facilities, as well as sanitary products such as pads or tampons."

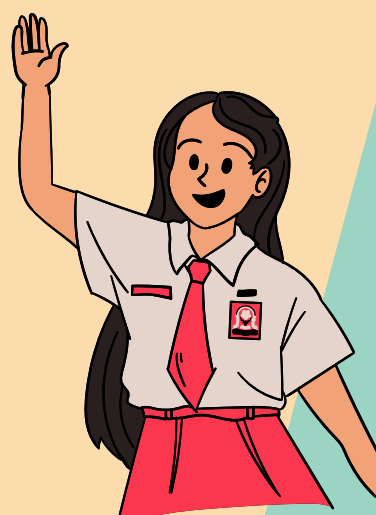
HT-01-1

## Have you done any work to solve the identified issues?

"Yes, I have done. Exactly! Menstruation of female students is very difficult and they can't even talk to us about it. After the problem arises, they can't manage it within the school. Consequently, they end up leaving the school half way through and, for 4-5 days, they don't come to school due to the issues caused by menstruation, which prevents them from attending classes. We were facing a lot of such problems and we thought and consulted. We thought that if we were able to do something related to menstrual management in school, the girls would not have to skip school or stay at home without coming to school during the period of menstruation. And we made a plan according to that and put it in the improvement cycle and managed a separate room and in that room we managed hot water, medicine for stomach ache, hot abdominal bags, rest room and widely sanitary pads and changing clothes and studied. After doing all that, the number of female students using that class has increased significantly and the rate of dropping out and not attending the school has decreased considerably. We have achieved maximum improvement and we are working on it further to make it more continuous." HT-01-2

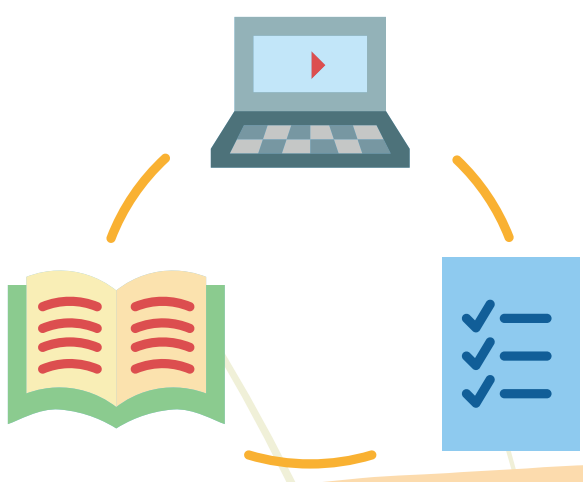
The head teacher was enjoying the course and was active and also started working on new issues and practicing the PDSA cycle for improvement. During the third phase of the interview with him regarding his works and experience he shared a new issue and his works with us.

"In class 4, there was a female who was older and had some mental health issues. She was also having difficulty participating in classroom learning activities. We examined this issue and compared it to her activities at home and the type of setting she prefers, as well as an inquiry into her friends' and teachers' views toward her. After examining it, we presented her with a beneficial environment, which also contributed to her feeling at ease. It was much easier for her to study, and her grades improved as a result of this. HT-01-3"



# Course completion

100% submitted all the activities and was also certified.



## Course Participation

- Initial Condition: Less use of ICT, Have limited knowledge of Equity and Inclusive Education.
- Head teacher Activity in Sharing Sessions: Very Active in Sharing during online meetings and sharing sessions.
- Head teacher in NIC Interaction: Shared interviews, Asked questions with the group members, Gave feedback to the sharings.
- Feedback on Course: Very happy to become a participant in the course but he would enjoy it more if it was a physical mode course.



## In Course Activities

- Data Collection: Started keeping Records of Students which was not done before.
- Interaction with SMC and PTA: Established PTA and SMC in the school. It is very difficult to form SMC and PTA because of political issues.
- Interaction with Students and Parents: Increased frequency of follow ups.
- Issues Identified: Irregularity of female students in the school, Students leaving school in middle, Students not coming to school and working for family, early child marriage, suicide cases and No birth certificate of Students



# In Course Activities

- Issue Taken for PDSA Cycle: Irregularity of female students in the school.
- Success: He took the issue in dialogue with higher authorities at the local and provincial level. He worked with other organizations and asked for support required to solve the issue as per his plan.
- Outcome: Constructed a separate room for the female students to help during the menstruation cycle.
- Follow up and Another Cycle: He started working in other issues like child marriage.



## Describe the SL

The principal discusses their experience with the online course and the NIC program, highlighting the challenges and benefits of participating in the educational initiative.

## Engagement with the online course and the NIC



The principal discusses their engagement with the online course and the NIC program, highlighting the challenges and benefits of participating in the educational initiative. This is evident from the interview excerpt, where the interviewee shares their experience with the course, stating, "I felt that we could not work according to the essence of the course hundred percent". This reflects their engagement and the challenges faced during the course.



# Understanding inclusion issues over time:

The principal reflects on their evolving understanding of inclusion issues through their involvement in the NIC program, shedding light on the impact of the program on their perspectives and practices regarding inclusivity in education. This is supported by the interview excerpt, where the interviewee states, "I saw how systematically work can be carried out through one system, along with its methods and processes and what its phases are". This demonstrates their growing understanding of systematic approaches to addressing inclusion issues.



## What did they learn about their own leadership?



The principal shares insights into their personal growth and development as a leader, emphasizing the lessons and self-discoveries gained through their participation in the NIC program. This is evident from the interview excerpt, where the interviewee mentions, "I have developed strong self-confidence" and "there has been a lot of development" in their abilities. This reflects their learning and growth in leadership capabilities.