

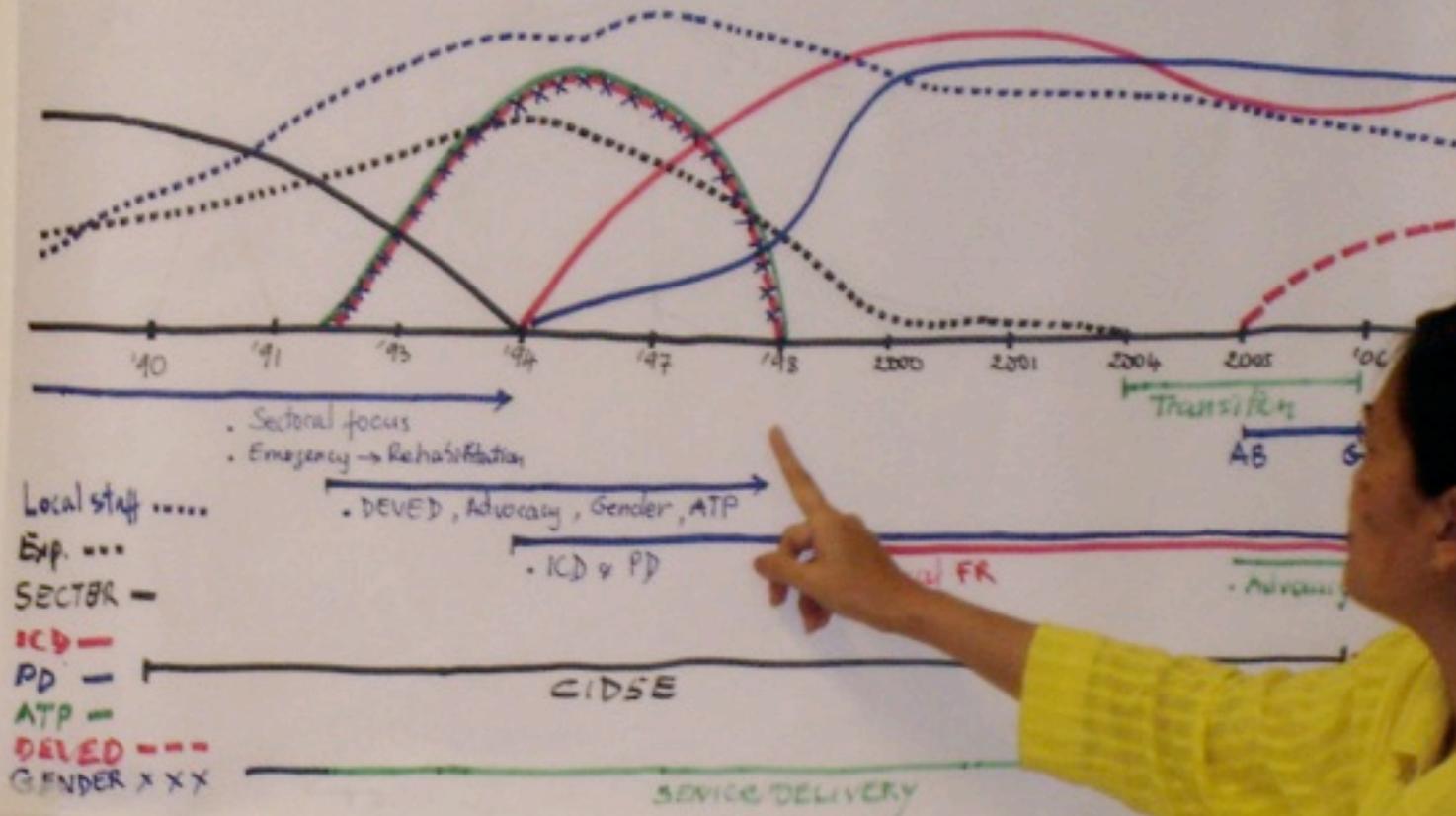


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**My approach draws on a wide knowledge of participatory methods: PRA techniques for mapping, ranking and analysing, improvised theatre games, participatory photography and video, gamification and human centred design.**

**Interests from architecture and product design to neuroscience and cookery come together to create new methods and ways of trying to understand how people engage with themselves, each other and the world.**

# Work in 15 countries 4 continents

**Asia: Afghanistan, Bangladesh, Cambodia, India, Thailand, Pakistan, Vietnam.**  
**Africa: Ethiopia, Kenya, Malawi, Senegal, Sierra Leone, Uganda.**  
**UK, USA**



# Selected Projects

# Growing Together

Baseline research &  
staff capacity development

Cox's Bazar, Bangladesh

Nupo refugee camp, Thailand

Peshawar, Pakistan

# Overview

**Baseline research documenting children's perspectives on child protection, equal participation and disaster risk reduction in a 4 yr programme aiming to raise socially and emotionally healthy children in refugee camps and host communities.**

**As the programme prioritised learning through play, the client wanted to use a method that would be fun for children. We suggested training local staff to co-design and facilitate the workshops for increased ability for staff to continue use creative methods and better value for money.**

## **Location**

**Refugee camps in Cox's Bazar, Bangladesh and Nupo, Thailand  
Peri-urban community in Peshawar, Pakistan**

## **Participants**

**28 Rohingya, Karen, Pakistani and Afghan children aged 6 - 12  
12 adult staff and community volunteers**

## **Duration**

**3 sets of 9-day workshops**

**Role: Lead Facilitator. Project manager: Soledad Muniz, InsightShare**

# Methods

**Workshops for children and adults developed on site with local resources**

**Photography training in camera use, composition and ethics**

**Theatre, dance, and traditional games for focus, confidence and energy**

**Community walks and photography trails**

**Participatory analysis and selection of images and messages for content and aesthetic value**

**Co-designed and curated public exhibitions**

# Outcomes

**Children in each country learned photography skills, explored the issues in their community, and built their confidence to articulate their concerns.**

**Staff co-designed daily workshops with the facilitator, building their capacity in workshop design, facilitation, evaluation and photography.**

**Children and staff prepared public exhibitions of the work, showcasing children's abilities and concerns to their family, community and duty-bearers.**

**The insights gathered are informing the implementation of the programme in each country, and the client plans to continue to use photography with the children as an ongoing feedback mechanism.**



**Using drawing to develop confidence to talk about less comfortable feelings**

**Findings desegregated by gender.  
Girls are clustering and prioritising  
photographs of where they play.**



**Children selected photos and prepared the exhibition for the public, assisted by adults**



# Moving Forward

User research

Menstrual Hygiene Management

Bangladesh

**Formative research to inform Menstrual Hygiene Management programming in Bangladesh: services, products and SBCC.**

**Location**

**Dhaka and 2 contrasting rural sites in Bangladesh**

**Participants**

**105 adolescent girls, boys, and other stakeholders**

**Duration**

**14 days**

**Role: Lead Facilitator. Co-researcher: Siobhan Warrington, OTW**

# Overview

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# Outcomes

**User research revealed insights on the context of stigma, shame and restrictions that girls face, the importance of listening to girls' needs and priorities, and key considerations for the production and sale of local menstrual hygiene products.**

**Client intends to use research insights to inform future work.**

**Increased confidence for participants to speak out about taboo issues.**

**Increased client interest in HCD approach**

**Learning disseminated in a public briefing paper created by the client and a co-authored article presented at 40th WEDC conference on WASH.**

Learning brief

# MENSTRUAL HYGIENE IN BANGLADESH



Plan International UK

Plan International UK strives to advance children's rights and equality for girls all over the world.

This learning brief draws on key findings from research by Creative Social Change and Oral Testimony Works commissioned by Plan International UK and Bangladesh to better understand the knowledge, experiences and barriers that girls face during menstruation. The researchers reviewed existing secondary documents and carried out participatory primary field work with adolescent girls, boys, women and men in Bangladesh.

The research revealed information regarding: the context of stigma, shame and restrictions that girls face; the importance of listening to girls' needs and priorities; and some key considerations for the production and sale of local menstrual hygiene products.

*"Don't tell anyone, keep it a secret... After 5-7 days you will be totally pure." (Adolescent girl research participant)*

*"I don't go to the rice field – my mum says don't go to the rice field when you have your period... and don't go under a tree because a 'jinn' (evil spirit) could get you." (Adolescent girl research participant)*

**Learning brief produced by the client to share publicly. The brief covers the research approach, methods, findings and recommendations.**

## Menstrual Hygiene Management in Bangladesh

Although menstruation is a natural biological process affecting half of the world's population at reproductive age, it continues to be surrounded by varying degrees of stigma, silence and shame in many contexts and is a barrier to gender equality. The practical challenges of menstrual hygiene, often exacerbated by socio-cultural factors, have an impact on many aspects of women and adolescent girls' lives.

Menstrual Hygiene Management (MHM) is increasingly recognised as a *"critical health, Water Sanitation & Hygiene (WASH) and rights issue"* across the world and in the UK, with a growth in programming and public debate. In Bangladesh there has been an increase in interventions, policy and communication on menstruation. Plan International Bangladesh is strengthening menstrual hygiene activities within its overall WASH activities through hygiene promotion in communities and schools and through the establishment of Sanimarts to produce and sell menstrual hygiene napkins.

## How we carried out the research

- **3 themes of analysis:** Understanding the User & Society, the Market and the Wider Landscape.
- **Participatory workshop approaches:** Human Centred Design, Theatre for Development and Participatory Rural Appraisal: visual mapping techniques, ranking, setting criteria for products and prototyping.
- **Research participants:** 105 adolescent girls, boys, women and men, of which 44% were girls who took part in the detailed participatory workshops.
- **2 districts:** Bhola and Kishorganj.

## A context of silence, shame and restrictions

The research found that girls and women expressed widespread shame and silence, with menstruation considered something that should be hidden. Knowledge about the biomedical facts of menstruation and how to manage pain was limited. To manage their menstruation girls primarily used rags made up of folded pieces of cloth held close to the body with string or strips of material. Drying of rags was primarily carried out in dark or shady places, rather than in the sun, due to fear of visible evidence of menstruation. This was despite a widespread fear of infection or disease from this form of drying.

The research also found a wide range of menstruation-related restrictions that the girls faced including dietary advice and limitations; physical restrictions; restrictions based on superstition and cultural beliefs.



***We prioritised capturing the voices of girls...which we are now using to inform our work - Mimi Coultas, International WASH Adviser***

### What have we learned?

#### The challenges that girls face

- A context of **silence and shame**, a lack of accurate knowledge, an extensive set of **restrictions** and an unfavourable school environment prevent women and girls from managing their menstruation privately, safely and hygienically
- These factors affect women and girls' well being and prevent them from **realising their rights** and contributing to society
- Women and girls **lack biomedical information** and are largely **informed by social norms** and cultural beliefs
- There are widespread beliefs that rags are dirty and dangerous with fears of serious health implications, despite a lack of evidence on these impacts
- Most adolescent girls talked about period-related **pain** and discomfort before any other issue in the research
- **Teachers** are unwilling to discuss menstruation which perpetuates stigma and lack of awareness on the topic
- There are **multiple barriers at school** including a lack of running water, bins for disposal within the toilets and a lack of emergency supplies of napkins

#### Menstrual hygiene products and Sanimarts

- The Sanimarts - community-based social enterprises which make and sell menstrual hygiene napkins - are viewed positively by those who run them, work in them (income, skills and empowerment) and the girls who use it
- Girls want improved design, effectiveness, comfort and choice in the locally made napkins. There was also interest from the girls in different types of menstrual hygiene products such as tampons
- There is a lack of knowledge on the environmental impacts and disposal of the locally made napkins
- There is clear market potential for the locally produced napkins, but the current business models face challenges in affordability, awareness of the product, direct sales, design and clarity on financing arrangements

### What can we do in the future?

#### Positive social norms and information

- Support girls to negotiate the delicate balance between hygiene and shame
- Encourage positive social norms in behaviour change communication by addressing myths and misinformation and giving accurate information on menstruation and pain management
- Engage men and boys in the conversation to dispel misconception and increase the support they give
- Support teachers to know how to discuss and teach menstruation. Ensure that schools provide sufficient and separate toilet facilities, water, waste disposal facilities and emergency napkin supplies
- Contribute to the evidence base in Bangladesh by demonstrating the need for increasing government investment in school WASH facilities for girls

#### Selling menstrual hygiene products

- Address menstrual hygiene napkin awareness and affordability to increase the customer base e.g. loyalty schemes, reducing price or trial of new products
- Invest in user feedback and design processes and increase the choice and size of napkins available
- Test different models of distribution and production and engage girls in this
- Engage girls in more Sanimart processes: research, design, promotion and sales. Include vulnerable and marginalised girls in the Sanimarts



If you are interested in learning more contact [cathy.stephen@plan-uk.org](mailto:cathy.stephen@plan-uk.org) Photos credits: Axelle Fidelin, Plan International UK and Creative Social Change



# Dara Phkay

**Demand creation, SBCC & staff  
capacity development  
Mental Health and PTSD**

**Cambodia**

# Overview

**Cambodia has extremely limited resources for mental health and psychosocial support while it is estimated that there is high need as a result of poverty and the Khmer Rouge genocide. Social Services Cambodia approached me to design a pilot programme to raise awareness of mental health issues, support a new social work / therapy team to develop empathy, confidence and understanding of client issues, and train them to create plays encouraging attitudinal and behaviour change around trauma and conflict. The programme ran for three years in northern Cambodia, and its effectiveness led to a second programme on similar lines outside Phnom Penh.**

## **Location**

**The most rural areas of northern and southern Cambodia**

## **Participants**

**20 staff, thousands of audience members engaged in performances**

## **Duration**

**3 years**

**Role: Project designer and lead facilitator, working closely with trauma specialists**

# Methods

**After training in improvised theatre, staff conducted interviews and participatory research to identify priority issues for service users, then developed short plays around these issues. Participatory forum theatre performances in the villages raised discussion of the issues, interest in engaging with the services, and helped villagers to begin to speak out about taboo issues and engage in collective problem solving. Theatre and the distancing mechanism of character enabled the villagers to present their perspective through the safety of a fiction while confronting the real issues in their lives. Theatre performances were followed up by support groups led by the same team who created the dramas.**

**The staff training programme was based on the techniques actors use to engage the body, generate ideas freely, develop personas and explore roles, leading to ongoing rounds of of exploration (research in villages through mapping, discussion and observation) iteration, creation (devised theatre pieces) and implementation (performances in villages). Pieces created to be performed in villages were selected by a process of divergent and convergent idea generation and election generating multiple ideas, ranking, organising through performance and storyboards, and evaluating with the team and the public's responses.**

# Outcomes

**Staff continue to work across Cambodia using participatory theatre methods**  
**Improvised plays developed and performed across Cambodia**  
**Improved understanding and empathy within communities**  
**Improved problem solving ability**  
**Improved awareness of mental health issues and their impact**  
**Community engagement with SSC's ongoing mental health work**

*“Jane’s training has had a big impact on me personally and professionally. I’m more able to make creative choices, more self-aware, and more confident. I’m able to apply this training in my work and to spread these benefits to the vulnerable people I work with. I’m so grateful and appreciative of what I’ve learned from her”*

**Female trainee**

## Participatory village theatre



# Performance



# Accelerating Innovation for Development

Programme evaluation &  
media production

Global

# Overview

**Evaluation of \$16.5 M initiative aiming to identify and demonstrate that open and user-driven innovation models were effective and efficient innovation processes for the needs of the poor and significantly increase the application of these models to meet the needs of the poor.**

**As well as a fully rigorous evaluation with written reports, the client wanted an engaging visual output contributing to the field of innovation. Two videos were created, shot during the data collection and shortly after to include the the evaluation findings.**

## **Location**

**20 locations in India, Kenya, Uganda and the USA**

## **Interviewees**

**259 interviewees including senior staff from IDEO, Frog, Winterhouse, UNICEF and AIGA**

## **Role**

**Media for development specialist /co-evaluator. Director / producer / camera.**

**Team Lead: Ritu Shroff**

# Methods

**Evaluation questions looked at the relevance and rationale for the initiative, effectiveness in delivering outputs and outcomes, contribution to thought leadership, to sustainability and the field of innovation.**

**Case studies, contextual factors, conceptual analyses and frameworks were assessed through document and literature review, focus group discussions, key informant interviews and online surveys.**

**All interviews were filmed, balancing the interviews required for the evaluation with gathering the footage necessary for engaging visuals that would tell the story of the initiative, the impact on intended beneficiaries and evaluation learning.**

Focus group discussion with farmer innovators in Uganda



# Outputs

***Accelerating Innovation for Development* 14 minute video**

***Making Innovation Real* video 4 minute video**

***Accelerating Innovation for Development*, 244 page report**

**6 case studies including on IDEO and the Winterhouse Institute.**

**Presentations to Senior Management of the Rockefeller Foundation**

**All outputs available from  
[www.creativesocialchange.org/innovationinitiative](http://www.creativesocialchange.org/innovationinitiative)**



**Tim Brown**  
CEO, IDEO



**Tabitha Injere**  
BOXGIRLS participant



**Ric Grefé**  
Executive Director, AIGA



**Joe Ougo**  
Farmer/Innovator