

# Menstrual health and hygiene

## Session objectives



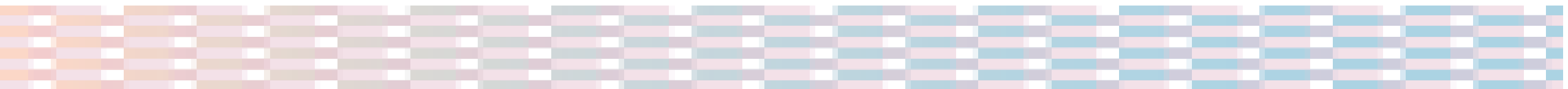
- Review progress and gaps for inclusive menstrual hygiene in schools
- Share resources, guidance and experiences that address priorities and gaps, including reaching the unreached
- Identify priorities for inclusive menstrual hygiene in schools at country and regional levels to incorporate into action plans

# Menstrual health and hygiene

## Session plan



1. Presentation – global and regional update on menstrual health and hygiene (10 mins)
2. Panel discussion - Integrating inclusive menstrual health and hygiene into the education system (30 mins)
3. Identifying country and regional action priorities for menstrual health and hygiene (15 mins)





# Global and regional update on menstrual health and hygiene

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WASH and Education and MHM Specialist, WaterAid

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WHO/UNICEF JMP

# Global and regional update



- Shift to menstrual health and hygiene (MHH) – cross sectoral integration / hygiene may reinforce stigma
- UNICEF Menstrual Health and Hygiene guidelines
- Global Menstrual Health and Hygiene Collective established
- Regional situation analysis MHM in schools in South Asia – WaterAid and UNICEF
- WASH in schools baseline includes some examples of MHH
- Review of global MHM in Ten agenda at mid-term



# South Asia situation analysis of MHM in schools



- Progress on MHM in schools in 8 South Asian countries
- 21% reported increase in school sanitation from 2008-2013
- Reported that 1/3 girls miss school for 1-3 days per month
- Assessed 4 MHM components





## Key findings



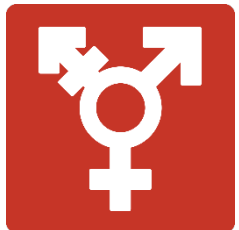
- **Social support:** Schools aware of MHM needs of girls. Need to build capacity of parents and communities.



- **Knowledge:** Integrating MHM into curriculum and teachers' confidence remain key challenges.

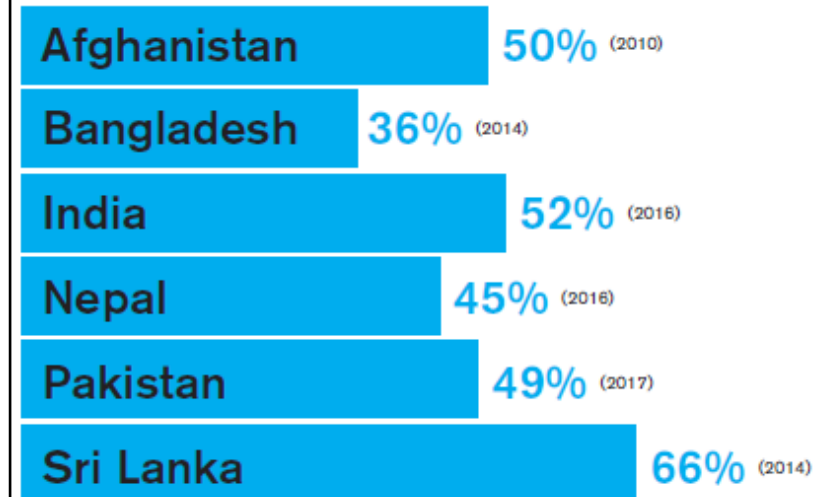


- **Facilities:** progress on separate toilets for girls and boys; but need standards and guidelines. O&M a major challenge.



- **Materials:** Use of disposable sanitary pads varies, due to the cost and lack of disposal options in schools.

Percentage of girls who do not receive information about periods before menarche<sup>19</sup>





## Key findings



- **Enabling environment:** integrated into some guidelines and policies. Inconsistent leadership, lack of comprehensive response, monitoring.
- **Equity:** menstrual inequalities include spatial, individual, group, economic and due to disaster/displacement.



WaterAid/Sushma Diwali

*"This is the girl's toilet of our school. The one we use doesn't lock properly. If someone is inside, other person has to wait outside pushing the door for her."*



## Opportunities



1. **Cross-sectoral integration:** discourse moving to menstrual health more broadly, requiring better cross-sector collaboration



2. **Materials and supply chains:** Wider engagement with the private sector may accelerate progress, including with waste management



3. **Quality programme design and monitoring:** understanding of costs and outcomes to support scale. SDGs opportunity for MH indicators.



4. **Information and communication:** MHM in curriculum in several countries. Approaches emphasising girls' voices, challenging social norms and demanding accountability

5. **Equity:** Efforts aimed at leaving 'no one behind' are underway, including MHM for girls with disabilities;





# WinS baseline includes some examples of MHH

National: Select 1-2 and modify based on local context and feedback from menstruators.

Program monitoring could ask girls directly and cover additional aspects of social support.

## XS1. Are water and soap available in a private space for girls to manage menstrual hygiene?

Yes, water and soap	
Water, but not soap	
No water	

## XS2. Are there covered bins for disposal of menstrual hygiene materials in girls' toilets?

Yes	
No	

## XS3. Are there disposal mechanisms for menstrual hygiene waste at the school?

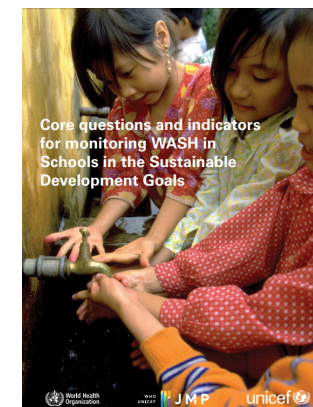
Yes	
No	

## XS5. In general, how clean are the student toilets?

Clean	
Somewhat clean	
Not clean	

## XH6. Which of the following provisions for menstrual hygiene management (MHM) are available at the school?

Bathing areas	
MHM materials (e.g. pads)	
MHM education	



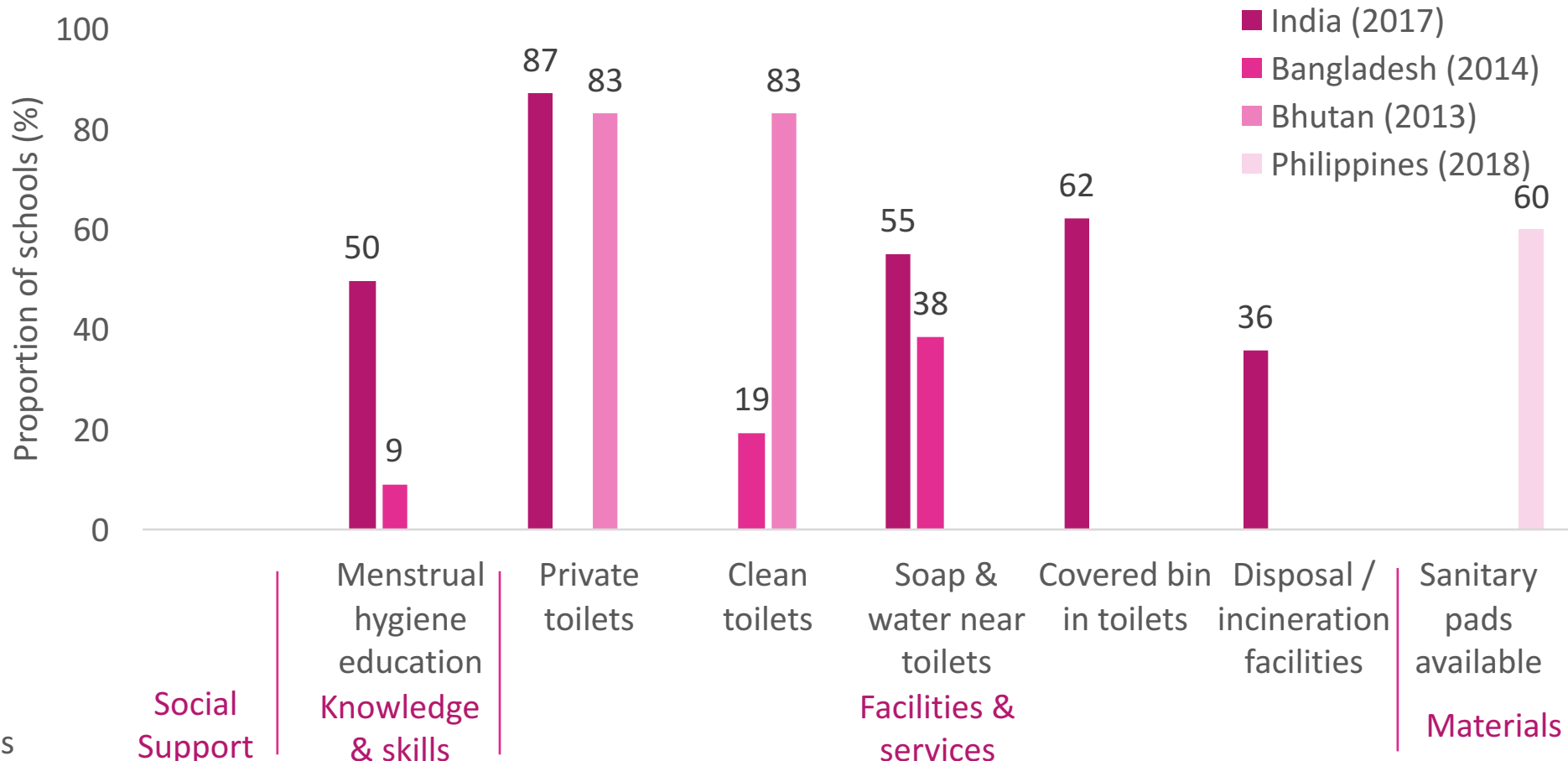
# WinS baseline includes some examples of MHH



MHH specific indicators vary widely between countries and surveys



- Private toilets
- Clean toilets
- Menstrual hygiene education
- Soap and water near toilets
- Covered bin in the toilets
- Sanitary pads available
- Disposal/incineration facilities



# Progress on MHM in Ten agenda



In 2014, a vision and five priorities were identified for a ten-year agenda (2014 – 2024)

1. Build a strong cross-sectoral evidence base,
2. Develop and disseminate global guidelines,
3. Advance evidence-based advocacy,
4. Allocate responsibility to designated government entities, and
5. Integrate MHM and the capacities and resources to deliver inclusive MHM into education systems.

# Progress on MHM in Ten agenda



- Key advances: identification of research priorities, evidence feeding into select national policies, development of national MHM guidelines, growing evidence-based advocacy.
- Key gaps: **integration of MHM into government education systems, resources to deliver inclusive MHM in schools.**
- Intense focus required in the next five years to progress outcomes globally and at national levels to achieve the collective 2024 vision of transforming schools for menstruating girls.

# Panel Discussion: Integrating inclusive menstrual health and hygiene into the education system

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1. Dr Fauzia Khan, School Education and Literacy Department, Sindh Government Pakistan
2. Dr Ella Nalinponguit, DepED, Philippines Government
3. Sandhya Chaulagain, Hygiene Officer, WaterAid Nepal

# Group work:



- In small groups of 2-3 identify key actions that can be incorporated into country and regional action plans at the ILE to integrate inclusive menstrual health and hygiene into the education system.
- Write each action on a separate card and put the card on the board under the most relevant heading:
  - Enabling environment / Inclusive approaches
  - Social support / knowledge and skills / facilities / materials

# Group work



## Social support

- Awareness of advocacy from the grass-roots level
- Social support indicators appropriate for national monitoring (is this possible?)
- Interpersonal communication to support changing attitudes

## Knowledge and skills

- Integrate MHM into the curriculum
- Review curriculum to address knowledge/information pre-menarche (primary)
- Age-appropriate educational materials for girls and boys
- Teacher confidence, capacity/knowledge (links to social support)
- Locate MHM in the whole comprehensive sexuality education curriculum
- Research on how effective the MHH education materials are

# Group work



## Facilities and services

- Cost and allocation of funds for operation and maintenance
- Gender segregated, private and clean toilets with changing rooms, water and soap
- Design to facilitate girls to manage menstruation
- MHH facilities, materials in alternative learning systems
- Include SOGI (Sexual Orientation and Gender Identity) as a module in MHH training for teachers

## Materials

- Community mobilization
- Accessibility of sanitary materials
- Supply materials for schools



# Group work



## Enabling Environment

- Wider stakeholder engagement: Parents/caregivers, Religious leaders, Others

## Inclusion

- Better understanding of how girls with special needs manage – what education/support needs?

# Resources:



- <https://www.unicef.org/wash/files/UNICEF-Guidance-menstrual-health-hygiene-2019.pdf>
- <https://www.unicef.org/wash/files/UNICEF-Guide-menstrual-hygiene-materials-2019.pdf>
- <https://washmatters.wateraid.org/publications/menstrual-hygiene-management-in-schools-south-asia>
- <https://www.wateraid.org/pk/publications/mhm-handbooks>
- <https://washmatters.wateraid.org/blog/disability-and-menstruation-in-nepal-how-we-developed-our-behaviour-change-intervention>
- <https://washmatters.wateraid.org/blog/disability-and-menstruation-in-nepal-five-wide-reaching-effects-of-empowering-young-people>
- <https://washdata.org/sites/default/files/documents/reports/2018-08/SDGs-monitoring-wash-in-schools-2018-August-web2.pdf>
- <https://journals.library.brocku.ca/index.php/SSJ/article/view/1947>

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