This toolkit will cover...

**T2.1** Checklists and other tools  
**T2.2** Technical designs and specifications  
**T2.3** Case studies, examples and further information  
**T2.4** Bibliography

Part of *Menstrual hygiene matters; A resource for improving menstrual hygiene around the world*, written by Sarah House, Thérèse Mahon and Sue Cavill (2012). The full version can be downloaded from www.wateraid.org/mhm.
## Toolkit two

**Menstrual hygiene – getting started**

### T2.1 Checklists and other tools

#### T2.1.1 Checklist for building competence and confidence for menstrual hygiene

<table>
<thead>
<tr>
<th>Action</th>
<th>Resource reference</th>
<th>Score for progress (1 = no progress; 5 = action completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assessment has been undertaken to identify how women and girls manage their menstruation, the challenges they face, and their priorities for support or improvement in the menstrual hygiene environment.</td>
<td>Module 1</td>
<td></td>
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<tr>
<td>2 An inter-organisational and cross-sectoral advocacy strategy and communication framework exists and is implemented for menstrual hygiene.</td>
<td>Module 9</td>
<td></td>
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<tr>
<td>3 Menstrual hygiene management is integrated into governments’ and organisations’ policies, strategies and guidelines across sectors - WASH (water, sanitation and hygiene), health, education, protection, gender, community development, commercial.</td>
<td>Module 2 Module 9</td>
<td></td>
</tr>
<tr>
<td>4 Professionals from the WASH, health, education, protection, gender, community development and commercial sectors discuss their responsibilities and contributions to improving a supportive menstrual hygiene environment.</td>
<td>Module 2</td>
<td></td>
</tr>
<tr>
<td>5 Staff are trained and confident to talk about menstrual hygiene in their work.</td>
<td>Module 2 Toolkit 2</td>
<td></td>
</tr>
<tr>
<td>6 Staff are trained and know practical methods for responding to menstrual hygiene issues.</td>
<td>Module 2 Toolkit 2</td>
<td></td>
</tr>
<tr>
<td>7 Health staff have been trained in supporting and providing good menstrual hygiene advice to girls and women.</td>
<td>Module 2 Toolkit 2 Toolkit 4</td>
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</tbody>
</table>

### T2.2 Technical designs and specifications

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Case studies, examples and further information

T2.3.1 Awareness-raising and training examples

Example T2.1 Webinar on menstrual hygiene by UNICEF for staff and partners

**Organisation:** UNICEF  
**Participants:** UNICEF staff and partners from around the world  
**Date:** 2009  
**Aim:** To increase staff and partners’ knowledge of menstrual hygiene and to promote increased action in new countries

**How it was run:**
- This webinar was run as part of a series of training opportunities, open to staff and partners.
- The webinar training series was managed by UNICEF headquarters in New York and the menstrual hygiene webinar facilitated by WASH Chiefs from India (female) and Bangladesh (male).
- The different countries were connected by conference link via the internet so that they could share presentations and discuss the issues with people from different countries.

**Agenda:**
- Introduction to menstrual hygiene including challenges.
- Importance of menstrual hygiene.
- Current situation of girls, women and menstrual hygiene in India and Bangladesh.
- Reasons for poor feminine hygiene management.
- Key issues affecting girls.
- Balanced framework for menstrual hygiene.
- Hygiene promotion and awareness; access to facilities and products; enabling environment; country examples.

**Country examples:**
- India, Tamil Nadu – napkin production, incinerators, training engineers in girl-friendly toilet design, booklet for girls, sanitary napkin vending machine developed and installed in 128 schools and hostels, education and life-skills education, student assemblies looking after use and maintenance, non-governmental organisation network on menstrual hygiene established across the state, three learning exchange visits on menstrual hygiene (2006, 2007 and 2008) and officials in 15 states trained in Tamil Nadu.
- India, Madhya Pradesh – Tribal Focus – implemented menstrual hygiene activities in tribal ashram schools, funds allocated by Tribal Welfare Department of Government of Madhya Pradesh.
- India, Bihar – exclusive toilets for girls, production of sanitary napkins, hygiene education.
- India, Rajasthan – Tribal Focus – baseline study, pilot with University of Rajasthan, napkins, incinerators, menstrual hygiene booklet including nutrition, task force set up.
- India, Jharkand – training modules on menstrual hygiene, sanitary napkins, hygiene education, incinerator, income generation.
Toolkit two
Menstrual hygiene – getting started

Example T2.2 Menstrual hygiene store and programme design participatory exercise

**Organisation:** Water, Engineering and Development Centre (WEDC) with support from the Water Supply and Sanitation Collaborative Council (WSSCC) and WaterAid

**Participants:** WASH practitioners from around the world who were attending the Water, Engineering and Development Centre 2011 International Water, Sanitation and Hygiene Conference at Loughborough University in the UK

**Time:** Two and a half hours, evening session

**Aim:** To raise awareness of the issue of menstrual hygiene among WASH practitioners

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**Activity:**

- General introduction to menstrual hygiene and why it is important.
- Introduction to the exercise.
- Group split into four and each sub-group given a context:
  - Scattered villages in Nepal.
  - Internally displaced persons’ camp, Darfur, north Sudan.
  - Urban slum, Philippines.
  - School, Rwanda.
- Each group had 20 minutes to develop a proposal related to menstrual hygiene, cost it and then present it to the donor menstrual hygiene group for funding.
- A menstrual hygiene store was set up with a wide range of possible items, each with a price tag – latrine blocks, sewing machines, sanitary pads, sheep, soap, drying lines, menstrual cups, an iron, underwear, mobile phones, etc. The groups proposed which items to purchase under their programme.
- One member of the donor menstrual hygiene committee listened to a group discussing their case study.
- Each group presented their proposal to the donor menstrual hygiene group.
- The donor menstrual hygiene committee provided feedback on what it liked and did not like about the proposals and its decision on whether or not it would fund the programme.

**Result:**

The exercise was undertaken in a very positive and enjoyable way, with humour, time pressure on the groups, and a number of distractions throughout by the facilitators trying to promote particular items. This all added to the positive learning experience. Many participants who took part in this event may not have had the opportunity to see and examine the types of materials available for menstrual hygiene management or to discuss issues relating to menstrual hygiene previously.
Example T2.3 Development and testing of training materials on menstrual hygiene, India

**Organisation:**
Jharkand Mahila Samakhy and School Sanitation and Hygiene Education funded by UNICEF (India)

**Participants:**
- Representatives from School Sanitation and Hygiene Education cell, Kadru, Mahila Samakhy, Children in Need India and Action for Food Production
- School Sanitation and Hygiene Education, government teachers (high and middle school), district resource persons
- Training of trainers who will train at district level

**Date:** 2009

**Stepped approach to menstrual hygiene programming:**

- **Step 1:** Development of training module on menstrual hygiene.
- **Step 2:** Pilot test among government teachers for the modification of developed training module.
- **Step 3:** Identification of the resource person who would provide training at district level.
- **Step 4:** Training of trainers of selected resource person at state level.
- **Step 5:** Identification of district for first phase training.
- **Step 6:** Follow up of the training. Read the frequency and consistency of use of sanitary napkins by the adolescent girls.
- **Step 7:** Ensure availability of sanitary napkins in schools.
- **Step 8:** Advocate girl-friendly toilets, demand generation of incinerator by the girls themselves.

**Training development and testing:**

- Five day workshop, initially run to develop the training materials for menstrual hygiene.
- Two day follow up to modify the initial modules.
- Two day training of teachers, workshop on menstrual hygiene piloted (22 trainees).
- Three day training of trainers, workshop on menstrual hygiene piloted (24 trainees).

**Content of training of trainers course:**

- **Day 1** - Introduction to menstrual hygiene in schools, health education and child rights; formalities and plan for training; definition of adolescence, changes in boys and girls, information and practices; nutrition; experiences of menarche (onset of menstruation) and good and bad practices.
- **Day 2** - School sanitation and hygiene education presentation; menstruation, biology, the menstrual cycle; myths and misconceptions; diseases associated with menstruation and solutions; problems and solutions; good practices; counselling.
- **Day 3** - Child cabinet (school sanitation and hygiene education); games for schools; counselling with role-plays; sanitary products display and advantages and disadvantages; infection, allergic reactions; disposal of pads; visits to sanitary production site and an incinerator; feedback.

Discussion as part of the training of trainers sessions
(Photo: Jharkand Mahila Samakhy, UNICEF)
T2.3.2 Integration of menstrual hygiene guidance and information into different sectors’ activities

It is important to integrate menstrual hygiene guidance into sectoral programme guidelines, standards and programmes, as well as into monitoring and evaluation routines. The following table presents examples of where this has previously been achieved, as inspiration for further integration.

Table T2.2 Integration of menstrual hygiene into sectoral guidance or programmes

<table>
<thead>
<tr>
<th>Sector(s)</th>
<th>How menstrual hygiene has been integrated into the guidelines or programme</th>
<th>Reference(s) for further information</th>
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<tbody>
<tr>
<td>HIV/AIDS</td>
<td>‘Managing menstruation’ has its own section under the chapter on ‘Priority WASH practices to integrate into national HIV/AIDS programmes’ in the USAID and the World Health Organisation guidelines, <em>How to integrate water, sanitation and hygiene into HIV programmes</em>. A visual aid on good hygiene practices relating to menstrual hygiene by USAID/Plan International from Uganda is also included in the annex. The material was taken from home-based care worker training and job aids developed for Ethiopia, Uganda, Kenya and Tanzania where menstrual hygiene management is a strong component.</td>
<td>USAID and the World Health Organisation (2010) <em>How to integrate water, sanitation and hygiene into HIV programmes</em>.</td>
</tr>
<tr>
<td>Education and water, sanitation and hygiene (WASH)</td>
<td>Four ministries of the Government of the United Republic of Tanzania (Education, Health, Water, Local Government) are collaborating with a range of sector stakeholders (UN and non-governmental organisations) to develop a set of harmonised school water, sanitation and hygiene guidelines. These are currently undergoing a period of testing and review. The guidelines include consideration of good practice for menstrual hygiene in terms of the school environment, teacher sensitisation, and information for girls; appropriate water, sanitation and hygiene facilities; and disposal of sanitary materials.</td>
<td>Government of United Republic of Tanzania (2010, draft) <em>National guideline for school water, sanitation and hygiene (SWASH) in Tanzania; First draft for piloting and consultation</em>.</td>
</tr>
<tr>
<td>Education</td>
<td>In 2009, the Government of Kenya committed to allocating almost US$4 million from the national budget to provide free sanitary pads to school girls.</td>
<td><a href="http://www.guardian.co.uk/global-development/2011/jul/29/kenya-schoolgirls-sanitary-pads-funding">www.guardian.co.uk/global-development/2011/jul/29/kenya-schoolgirls-sanitary-pads-funding</a></td>
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<td><strong>Emergency WASH standards</strong></td>
<td>The water, sanitation and hygiene chapter of the Sphere standards integrates requirements for the provision of appropriate sanitary materials, appropriate locations for discrete laundering or disposal facilities for sanitary cloths, and toilets and bathing units that allow for privacy and dignity. It highlights the importance of involving women and girls in the selection of menstrual hygiene products and includes menstrual hygiene in the standard assessment checklist.</td>
<td>The Sphere Project (2011) <em>Humanitarian charter and minimum standards in humanitarian response</em></td>
</tr>
<tr>
<td><strong>Education in emergencies</strong></td>
<td>Provides rationale for ensuring that menstrual hygiene is responded to in educational settings in emergencies; identifies a range of possible actions; and includes a case study of a programme that integrated menstrual hygiene into its school programme in a refugee camp.</td>
<td>Inter-Agency Network for Education in Emergencies (no date) <em>Gender responsive school sanitation, health and hygiene.</em></td>
</tr>
</tbody>
</table>
Menstrual hygiene – getting started

Bibliography


Government of United Republic of Tanzania (2010, draft) National guideline for school water, sanitation and hygiene (SWASH) in Tanzania; First draft for piloting and consultation.

Inter-Agency Network for Education in Emergencies (no date) Gender responsive school sanitation, health and hygiene.


WaterAid (2010) Menstrual hygiene in South Asia; A neglected issue for WASH (water, sanitation and hygiene) programmes.


Onyegegbu N (no date) Menstruation and menstrual hygiene among women and young females in rural eastern Nigeria.


Rajiv Ghandi National Drinking Water Supply, Department of Water Supply, Ministry of Rural Development, Government of India (no date) Incinerator for school toilet waste; Case study: Tamil Nadu.

Sommer M (2011) Improving the support to girls in primary schools with their menstrual hygiene management. Final report for UNICEF Tanzania on collaborative work being conducted with the NGO TWESA (Tanzania Water and Environmental Sanitation).


Trego LL (2007) Military women’s menstrual experiences and interest in menstrual suppression during deployment. AWONN, the Association of Women’s Health, Obstetric and Neonatal Nurses.

UNICEF Bangladesh (2008) Bangladesh; Tackling menstrual hygiene taboos; Sanitation and hygiene case study no 10.


www.guardian.co.uk/global-development/2011/jul/29/kenya-schoolgirls-sanitary-pads-funding


Endnotes