Menstrual hygiene matters

Putting MHM research into use in Bangladesh

Thérèse Mahon
Regional Programme Manager South Asia

Shajeda Begum
Programme Officer, Bangladesh

Photo: WaterAid/ASM Shafiqur Rahman
overview

• The MHM resource book
• Using the resource book - research objectives
• Improving MHM in 21 schools in Kalaroa
• Monitoring outcomes – tools being developed
• Progress and challenges
• Next steps
A practical and comprehensive resource

9 modules and toolkits covering key aspects of MHM in different settings:

- A synthesis of good practice – no one solution
- A comprehensive approach
- Individual but interlinked modules
- Inspiring development of locally-appropriate materials

www.wateraid.org/mhm

Photo: Nana Ackatia-Armah
Using the resource book in programmes

Research objectives:

• Adapt and apply the resource book in different settings
• Provide training to WASH practitioners to use the book
• Identify and address any gaps in the resource
• Use the research to develop and strengthen the resource
Research context

Implementation by WaterAid in Bangladesh and Zambia.

WaterAid is working with Dhaka Ahsania Mission in 21 schools.

No MHM facility for female teachers and adolescent girls in schools.

Lack of knowledge and practice on menstrual health and hygiene management.
MHM training using resource book

Photos: Bethany Caruso

Female reproductive system
- Tissue and blood start to line the walls of the uterus for fertilisation.
- Each cycle an egg is released from the ovary (ovulation).
- The egg moves into the uterus through the fallopian tubes.
- If the egg is not fertilised, the lining of the uterus is shed through the vagina along with blood.

Picture: From A Kanyema: Growing up at school, a guide to menstrual management for schoolgirls
Project objectives

- Create awareness on menstruation and MHM
- Strengthen teachers’ knowledge and skills on MHM
- Bring positive changes in attitudes to menstruation
- Provide facilities at school for changing sanitary protection materials, washing and disposal
- Make available MHM materials and supplies at school
- Establish safe collection and disposal system in the school and at town level
Activities to date

- Project team training
- Situation analysis in 21 schools
- Implementation guideline developed for MHM in Schools
- Teacher training
- Town school WASH plan developed by teachers
- Individual School WASH plans developed with MHM
- Awareness sessions with girls in some schools
- Baseline format and monitoring tools drafted
Tools developed

• Training materials and session plans
• Applying inclusive barrier and solution analysis to identify potential interventions for key components
• Situation analysis tools – school observation checklist, survey and Focus Group Discussion guide.
• Teacher training session plan
• Implementation guideline
• Baseline tool (draft)
• Outcome mapping tool (draft)
Example: barrier and solution analysis

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Awareness</th>
<th>Materials/Resource</th>
<th>Facilities</th>
<th>Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical disability</td>
<td>Discussion with school/carer for support</td>
<td>Guide sticks, Rings watch, wheelchair, crutches, gloves</td>
<td>Toilets with hand rail, enough space, ramp etc</td>
<td>included in minimum standards for School Water &amp; Sanitation</td>
</tr>
<tr>
<td>Awareness of menstrual cycle</td>
<td>Calendar, info on signs, beads</td>
<td>IEC materials, coloured ring beads, information pack</td>
<td>Talking wall, mural</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Environmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities not private</td>
<td>Sessions with girls and school management to understand issues</td>
<td>Technical designs</td>
<td>Privacy walls, locks on doors, water and bin inside</td>
<td>included in minimum standards for School Water &amp; Sanitation</td>
</tr>
<tr>
<td>Institutional</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Lack of coordination between education and WASH team</td>
<td>Establish roles and responsibilities</td>
<td></td>
<td></td>
<td>Establish coordination forum</td>
</tr>
<tr>
<td>Teachers not trained on how to teach menstruation</td>
<td>Discussion with education office</td>
<td>Teacher training materials</td>
<td></td>
<td>Include in teacher training curriculum</td>
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<tr>
<td>Attitudinal</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Boys tease girls</td>
<td>Sessions with boys and girls</td>
<td>IEC materials for boys and girls</td>
<td></td>
<td>Sessions for boys and girls in the curriculum</td>
</tr>
</tbody>
</table>
Monitoring outcomes

- Changes in girls perceived sense of health and well-being related to menstruation at school
  - Before and after trial
  - Baseline and endline survey and case studies
  - Monitoring delivery of key components at schools
- Changes in stakeholders attitudes and behaviours towards MHM through outcome mapping
- Process documentation – for applying resource book
Key successes and challenges

Successes

• Resource book can be easily adapted to develop:
  1. training materials
  2. context specific implementation guidelines
  3. monitoring tools (though these require testing)

Challenges

• Providing support at a distance and across languages
• Competing priorities of project team
• Aligning research with project timeline
Next steps

- Finalise baseline tool
- Baseline survey and case studies
- Project implementation
- Align with twin project in Zambia