

Menstrual hygiene matters



Photo: WaterAid/ASM Shafiqur Rahman

Putting MHM research into use in Bangladesh

Thérèse Mahon
Regional Programme Manager South Asia

Shajeda Begum
Programme Officer, Bangladesh



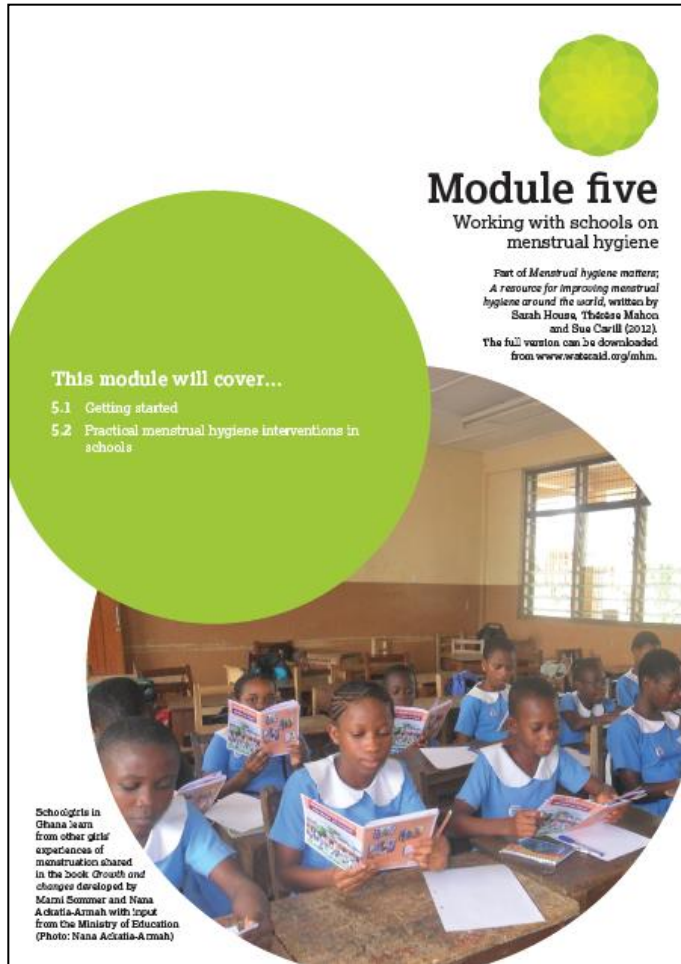
overview



Photo: Lakshmi Murthy

- 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

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

Photo: Bethany Caruso

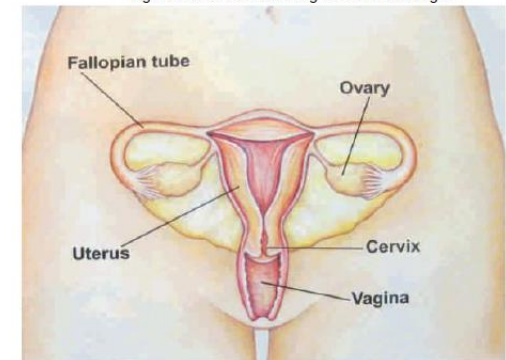


MHM training using resource book



Female reproductive system

Picture: From A Kanyemba: Growing up at School, a guide to menstrual management for schoolgirls



- 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.

 WaterAid

(PERCEIVED) PROBLEM	SOLUTION
GIRLS NOT ABLE TO RAISE VOICE ON MHM	RAISE AWARENESS WITH GIRLS
THERE IS NOT ENOUGH INFORMATION ABOUT MENSTRUATION + MHM	ORIENT WITH IN DEPTH INFORMATION - 1 ST DIRECT TO GIRLS, THEN HANDOVER TO TEACHERS TO DO
IT IS ASSUMED INFORMATION LEARNT AT HOME IS CORRECT SO GIRLS PRACTICE IT ALSO NO NEED TO LEARN AT SCHOOL	LINK INFORMATION FROM FAMILY WITH NEW INFORMATION. HOLD MEETINGS WITH PARENTS.

Photos: Bethany Caruso

 share



 WaterAid

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

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

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