

Toolkit five

Working with schools on menstrual hygiene

*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.*

This toolkit will cover...

- T5.1 Checklists and other tools
- T5.2 Technical designs and specifications
- T5.3 Case studies, examples and further information
- T5.4 Bibliography

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T5.1 Checklists and other tools

T5.1.1 Checklist for supporting schools with menstrual hygiene

Table T5.1 – Checklist for building competence and confidence for menstrual hygiene

Action	Resource reference	Score for progress (1 – no progress to 5 – action completed)
1 Teachers have been trained in supporting girls on menstrual hygiene and providing good advice.	Module 5 Toolkit 1 Toolkit 2	
2 Schools provide educational opportunities for girls and boys to learn about adolescence and menstrual hygiene.	Module 5 Toolkit 1 Toolkit 5	
3 Menstrual hygiene is integrated into the curriculum.	Module 1 Module 5	
4 Schools have accessible, well-maintained and gender-segregated water, sanitation and hygiene facilities providing a private and hygienic environment for girls and female teachers to manage their menstruation.	Module 5 Toolkit 5	
5 Schools have a discrete disposal mechanism for sanitary protection materials.	Module 5 Toolkit 3	
6 Schools have a supply of sanitary protection materials for girls who face a menstrual hygiene emergency.	Module 3 Module 5 Toolkit 3 Toolkit 5	
7 School parent and teacher associations, school boards and teachers regularly discuss menstrual hygiene in their meetings.	Module 5	
8 Schools monitor menstrual hygiene as part of their standard monitoring regimes.	Module 5	
9 School inspectors are trained in menstrual hygiene and it is integrated into their standard inspection regimes.	Module 5	

T5.2 Technical designs and specifications

T5.2.1 Waste collection containers and incinerators

For examples of possible design options for waste collection containers and incinerators, see [Toolkit 3.2.5](#) and [Toolkit 3.2.6](#).

T5.2.2 Menstrual hygiene-friendly latrines, bathing units/changing rooms, water and hand-washing facilities

The design of female-friendly latrines, bathing units and changing facilities will partly depend on their location (eg in a household, school, workplace, public place) and how they are to be used. However, there are general design elements that should always be considered (below).

General design elements of female-friendly latrines, shower units and changing facilities

- Segregated by gender.
- Accessible to girls and women with disabilities.
- In schools – different facilities for schoolgirls and teachers.
- Private and safe for girls and women, ideally with a screen or wall in front of the doors.
- Locks on the inside of the doors.
- Water available inside the latrine cubicles and shower units.
- Facilities incorporated within each unit for the discrete disposal of sanitary materials.
- Easy to keep clean and hygienic at all times.
- Shower units have good drainage where the waste water does not flow into the open.



Picture: Government of the United Republic of Tanzania/Rashid Mbago

Refer also to [Module 9.1.2](#) for an example of a 'perfect latrine', as drawn by a schoolgirl in Tanzania.

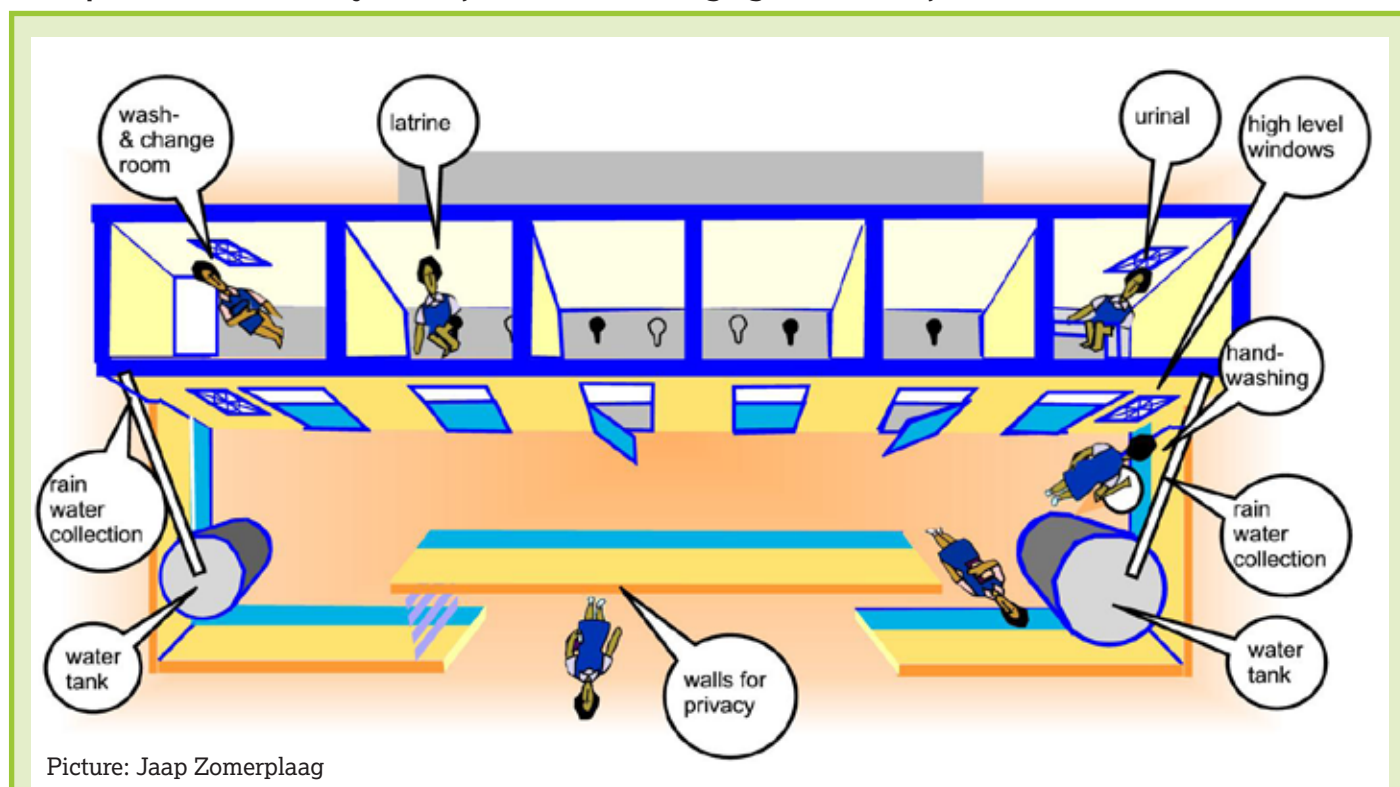
The following pages document a few examples of female-friendly latrine, shower and changing blocks. These designs feature one or more of the following:

- An incinerator integral to the latrine unit.
- A changing room for girls.
- Water provided within the latrine cubicle.
- A privacy wall.
- Accessible for girls and women with disabilities.

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Example T5.1 Girl-friendly latrine, shower and changing room block, Ghana¹



The latrines meet the girls' needs in several ways:

- There is a washroom that the girls can use to change or clean themselves, for example during menstruation.
- The latrines are specially designed to meet the needs of adolescent girls – the squat holes are slightly bigger to cater for their physiological urge to urinate while defecating.
- There is a urinal with a door to allow for privacy, and four alternating-pit latrines within each unit.
- Rainwater is collected from the roof and used in the block, making it completely self-sufficient during the rainy season.
- Water and soap are provided within the washroom and at the exit of the urinal.

To achieve this, the design process included two phases. First of all, group consultations were organised to ask the girls about their needs and for ideas on how they could be met. Then, the above design was developed on the basis of this consultation.

The cost of building each latrine was approximately US\$3,500.

Example T5.2 Girls' latrine block (small) with integral incinerator²

02 BCD 40G



Basic Core Design for 40 Girls.
Suitable when there is need for
separate girl's toilet block.
Total Built-up Area: 5.41 sq.m
Indicative cost* Rs 45,294

Architectural floor plan of a toilet block with a central courtyard. The plan shows a central 'Girls Toilet Block' with a 'Squatting pan' and 'Urinal' for girls, and a 'Main Entrance' leading to a 'Landing'. To the left is a 'Wash' area with a 'Scour Valve'. To the right is a 'Storage' area. The plan includes dimensions for various rooms and corridors, as well as a 'Roof line' and 'Waste Drainage pipe' system. A 'Leach pit 1.4m dia' is shown at the top, and a 'Soak Pit 1.1m dia' is shown at the bottom. A 'Green circle' highlights the 'ICN' (Inchiner Chute) area. A 'Front side' arrow points to the right. A 'Schedule of openings' table is located in the bottom right corner.

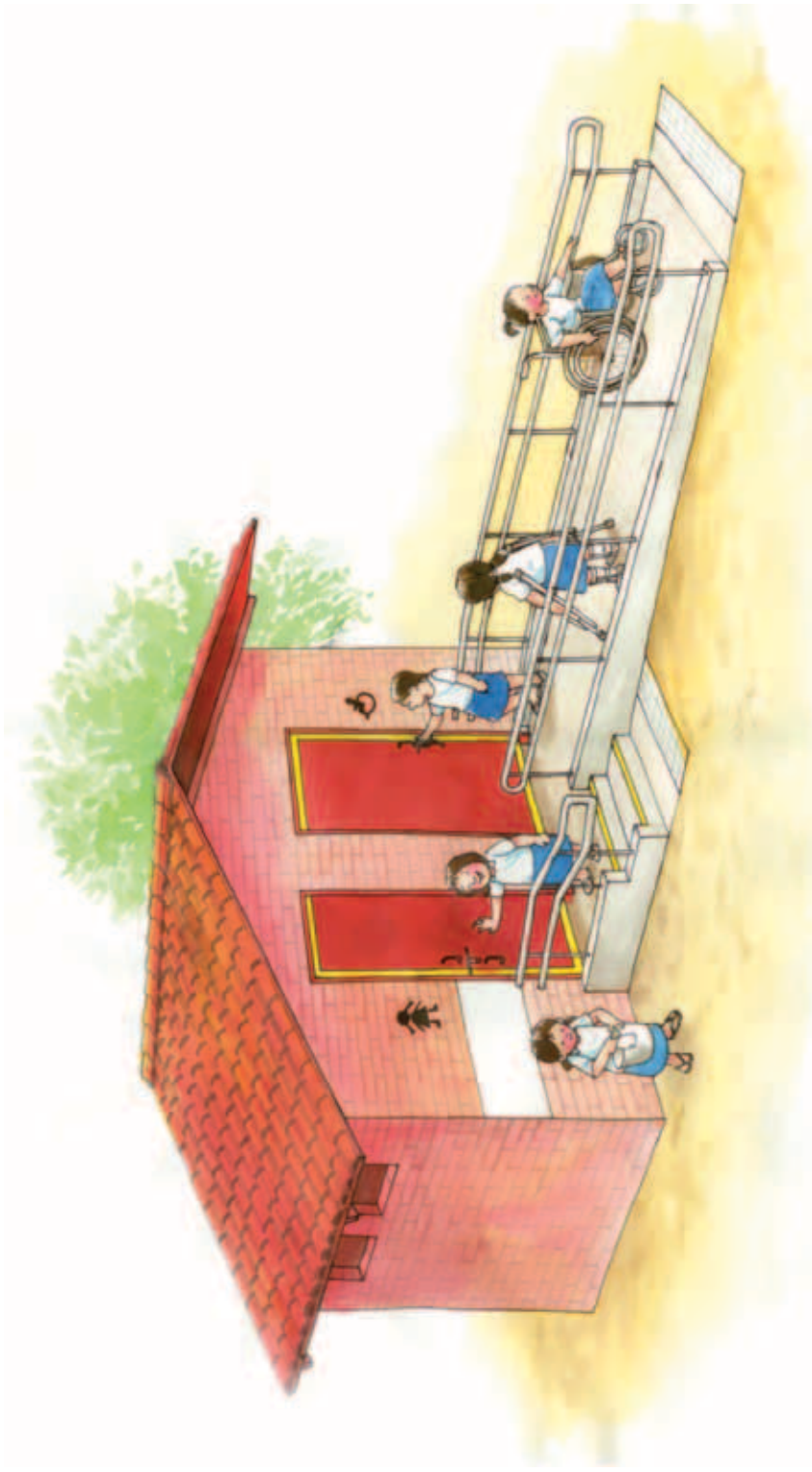
Area calculation		Schedule of openings	
Name	Size w x h	Name	Size w x h
Girls toilet block	5.05 sqm	D3	800x2100
Landing+Steps	1.08 sqm	D4	700x2100
Wash	0.36 sqm	D5	600x1500
Total Overall Area	6.49 sqm		

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Example T5.3 Accessible girls' latrine with integral incinerator³

06 BCD CWSN 40G



Basic Core Design for 40 Girls with provision for Children With Special Needs
Suitable when there is need of Girl's toilet as well as CWSN toilet.
Total Built-up Area: 7.35 sq.m
Indicative cost Rs 59,311

Additional salient features:
The design has:
1. Accessibility ramp and rails for CWSN.
2. One toilet for girls / CWSN with internal wash and provision of internal grab bars and rails.

Plan – 06 BCD CWSN 40G

- Notes**
1. This design is valid for brick strength not below 35kg/sqcm.
 2. Foundation design is only indicative & may need review based on local site conditions.
 3. For masonry water tank, the foundation shall be in 230mm brick up to the base of the tank.
 4. Mortar 1:4 for 115mm thick masonry. No reinforcement bars in alternate courses.
 5. This design is valid for earth quake zone I, II & III regions only
 6. No water supply or waste water carrying pipe shall be concealed in the masonry wall. It shall be exposed and fixed with clips and not chased in masonry walls.
 7. In case the masonry specification is changed from that given here, maintain the internal clear dimensions and the layout and provide suitable redesigned foundation.
 8. Sloping roof overhang and its anchorage design may need review in cyclone prone regions.
 9. In case roof specifications are changed from that given here (e.g. flat roof in stone or RCC) provide suitable strengthening of masonry while maintaining all internal clearances in the layout design.
 10. Only one metallic / masonry Indicator to be put along the location indicative as ICN.
 11. Indicator to be provided only with Gf's toilet and to have chute from inside.
 12. Location of leach pits, soak pits, waste drainage pipes & inspection chamber is indicated only. Actual location to be decided based on site conditions.
 13. Minimum distance of leaching pit from building foundation to be 125cm in different soil types.
 14. Design of leach pit shown is for 40 children with its volume sufficient for catering approximately two years in different soil types. For higher capacity or longer duration, design will need review.

Key to symbols:

1. Pipe carrying waste water from wash area to flush urinals.
2. Open / Covered drain for waste from Urinal / Squatting pan.
3. Masonry wall.
4. Roof line

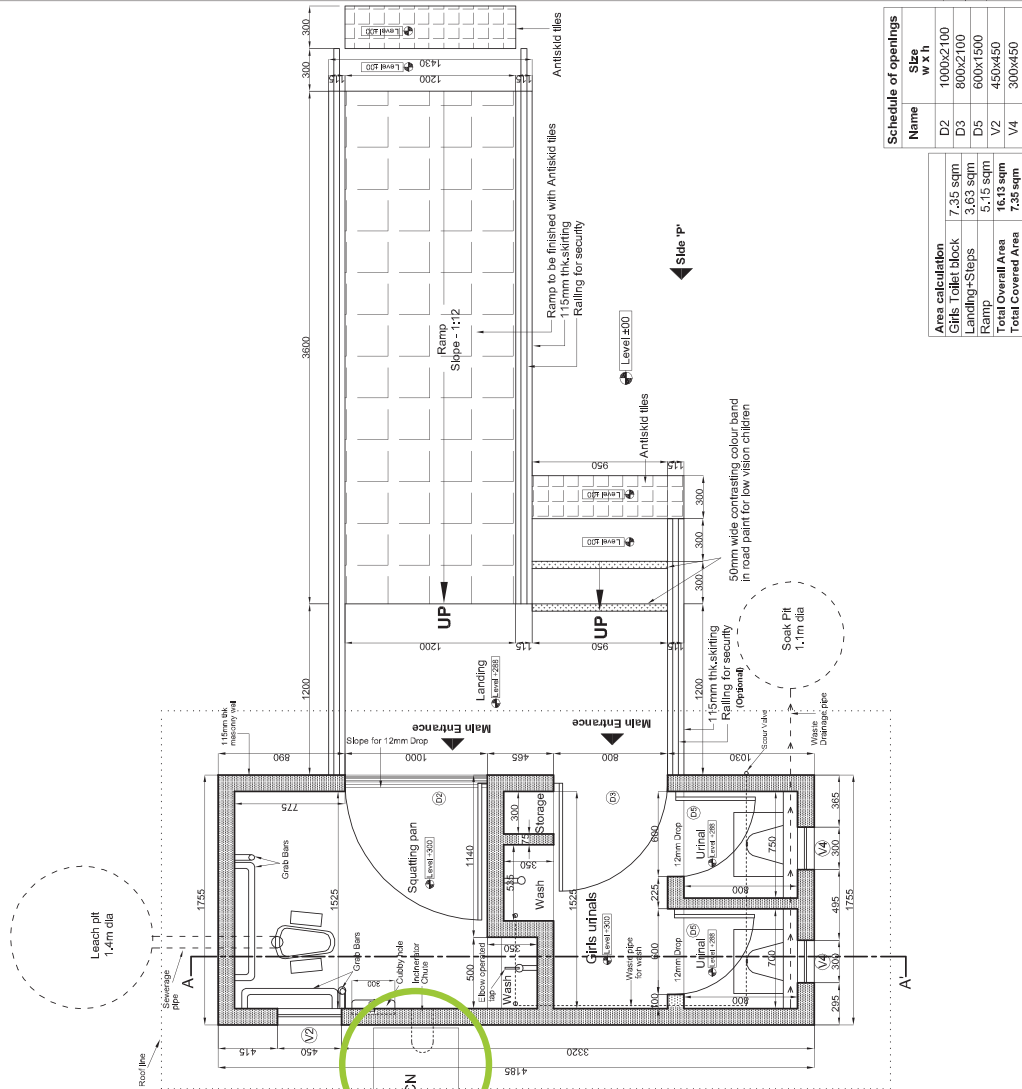
06

Proposed Toilet BCD CWSN 40G

Plan

Scale

All dimensions are in mm



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Section & Details – 06 BCD CWSN 40G

Suggested brief specifications:

1. Pre construction chemical termite treatment as per need.
2. PCC: 1:3:6 Cement: Coarse Sand: Coarse Aggregate
3. Foundation and Plinth in 1:4 cement mortar in brickwork.
4. 75mm thick plinth band in 1:2:4 Reinforced Cement Concrete.
5. Superstructure masonry in 1:4 cement mortar in 115 mm thick brick work.
6. Pointing in 1:4 on exterior face.
7. Plastering in 1:5 on interior face above dado level.
8. All urinals and squatting pan area with ceramic tile up to 1800mm height.
9. Use of waterproofing compound for plaster upto dado level and for tiling tile.
10. All other flooring in cement concrete / stone tile as per availability. Slope in toilets & urinals floor is 1:50.
11. 150mm thick Lintel band in 1:2:4 Reinforced Cement Concrete.
12. Bull-h water tank with masonry walls and lining of waterproof cement plaster.
13. Sloping roof in MCR / Country tile / Mangalore tile with metal / timber under-structure.
14. Roof under-structure to be tied to masonry/lintel band as per detail given.
15. Door and ventilator frame in metal angle sections, finished with primer and enamel paint in light colour.
16. Door shutter in PVC/wood painted with two coats of primer and painted with enamel paint in light colour.
17. All plumbing pipes in B class GI pipes with suitable elbow / tee / nipple / union / scour valves.
18. All taps of best quality, locally available.
19. All waste water carrying pipes in HDPE / PVC to flush urinals.
20. All girls urinals squatting type in glazed ceramic type, white in colour.
21. All squatting pan of rural pan type in glazed ceramic type, white in colour.
22. All drainage and sewage pipes from Urinals / Squatting pan area in HDPE / PVC / CI / SW as per local availability.
23. Each pit with 115mm thick honeycomb brickwork in 1:4 cement sand mortar.

Name	Size w x h
D2	1000x2100
D3	800x2100
D5	600x1500
V2	450x450
V4	300x450

06

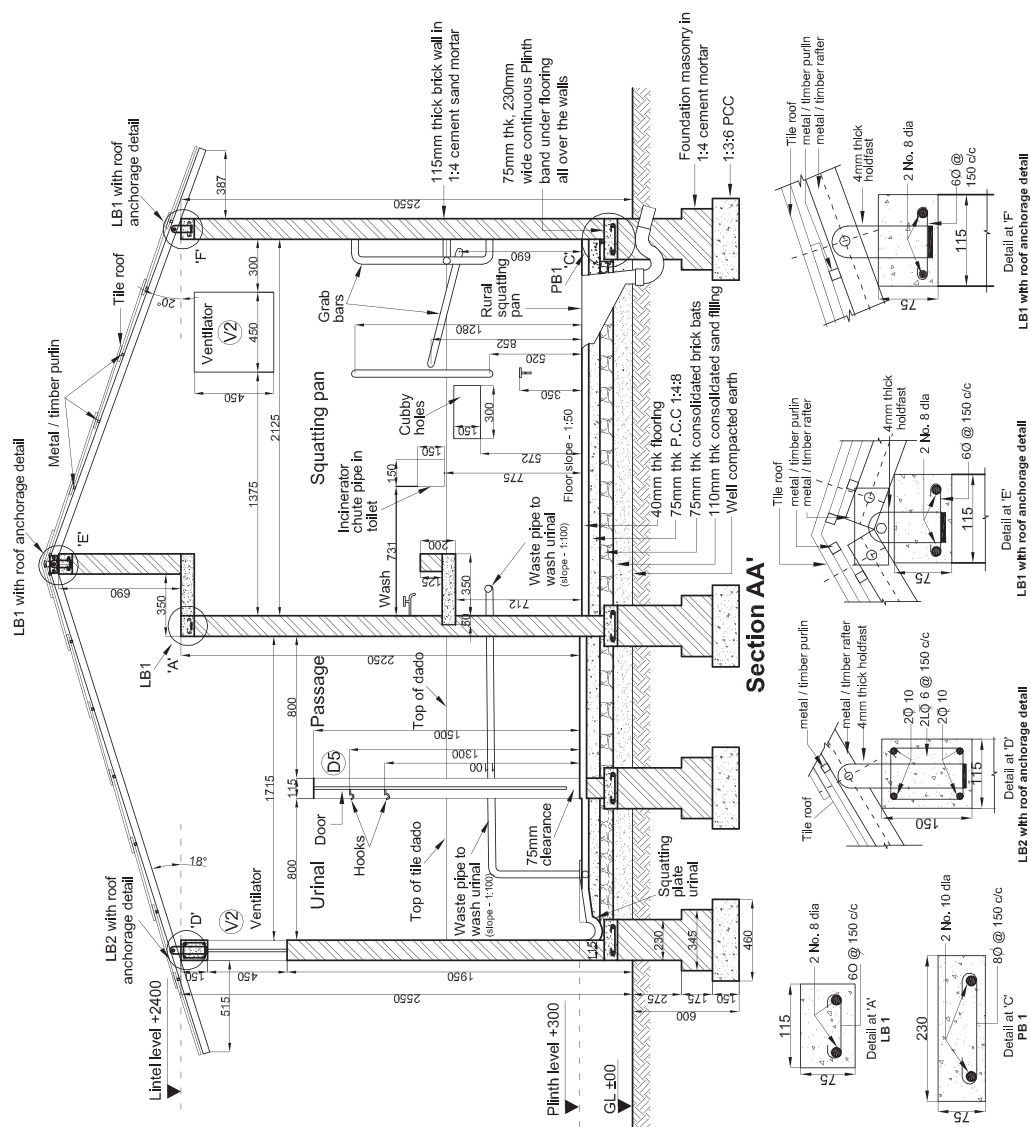
Proposed Toilet BCD CWSN 40G

Section and Details

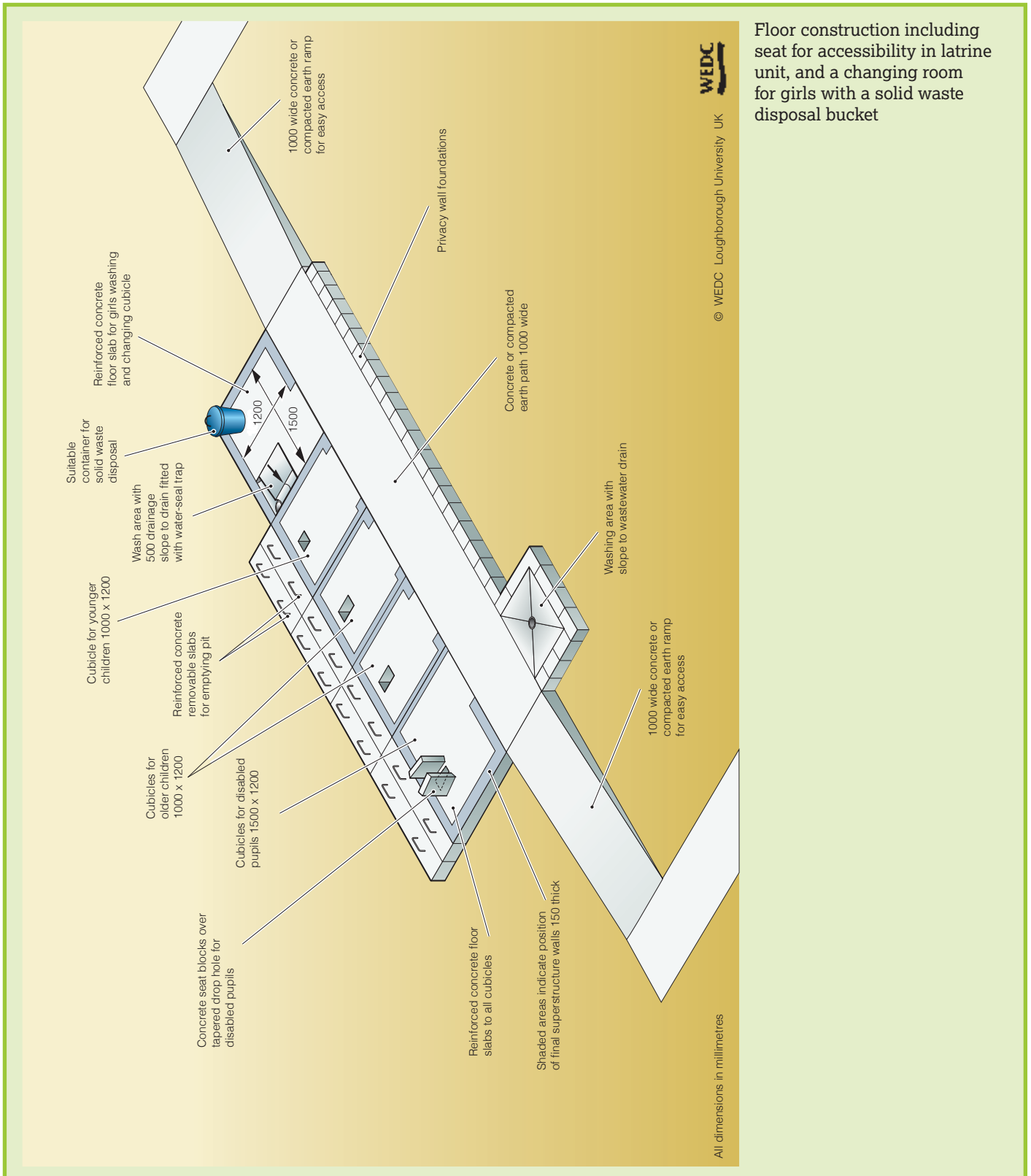
Scale



All dimensions are in mm



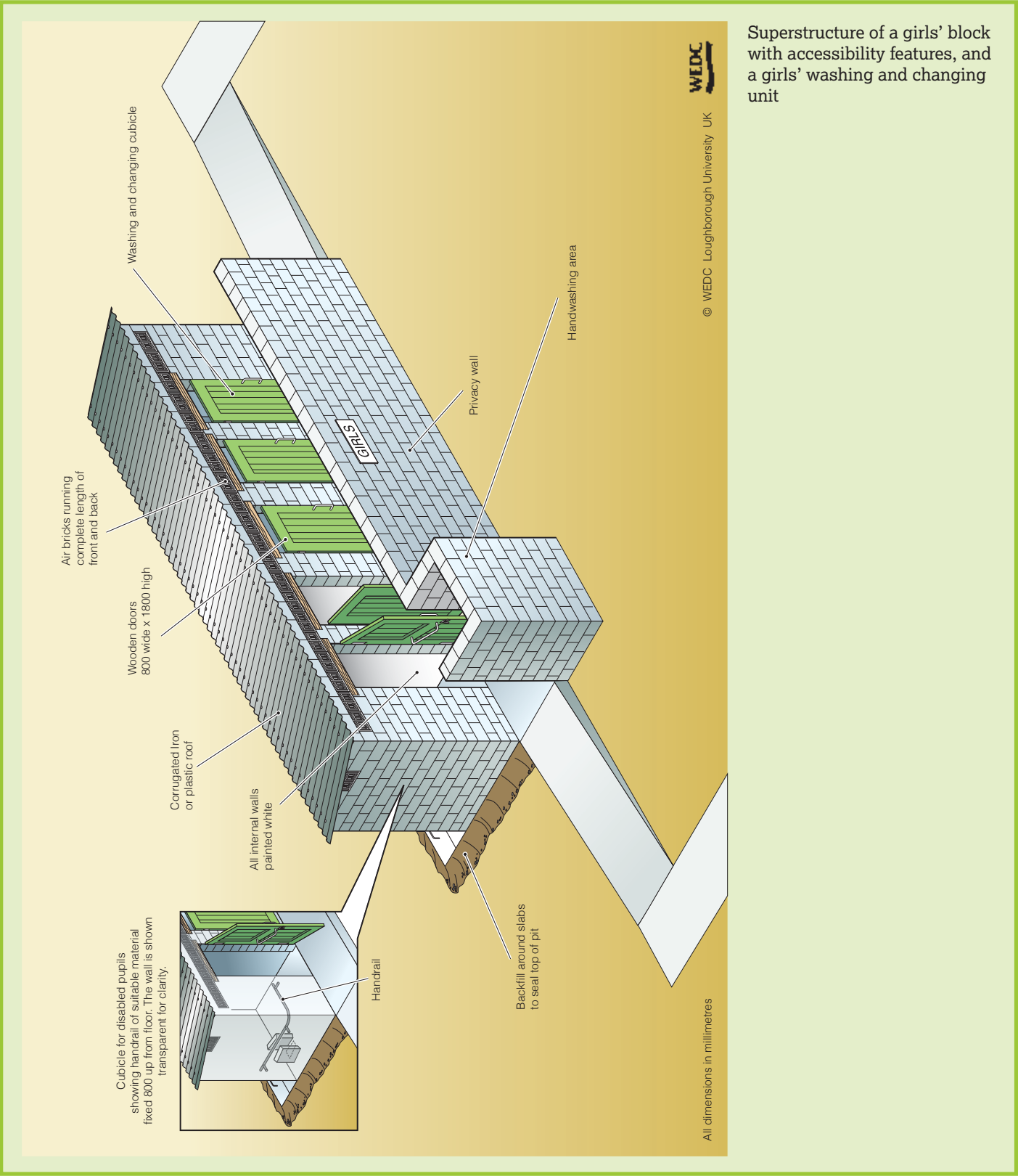
Example T5.4 Girl-friendly latrine block for primary schools in Africa⁴



Floor construction including seat for accessibility in latrine unit, and a changing room for girls with a solid waste disposal bucket

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Superstructure of a girls' block with accessibility features, and a girls' washing and changing unit

T5.3 Case studies, examples and further information

T5.3.1 Awareness-raising and training examples

Refer also to the example of developing training for teachers in [Toolkit 2.3.1](#).

Example T5.5 School training on menstrual hygiene, Pakistan

Organisations: Integrated Rural Support Programme, Pakistan, and WaterAid

Participants: Schoolgirls from four middle and high schools in Marden district, Khyber Pukhtunkhwa (formerly NWFP), Pakistan (221 students and 36 teachers participated)

Date: 2010

Objectives of the training were:

1. To develop the students' acquaintance with the subject of menstrual hygiene.
2. To update the students' information on the significance of menstrual health and hygiene.
3. To provide thorough knowledge on the important issues regarding menstrual health and hygiene. For example:
 - a. Understanding on traditional practices during menstruation.
 - b. What is puberty/adolescence and changes happening during puberty and myths related to it.
 - c. Physical and emotional changes.
 - d. Myths related to menstruation.
 - e. Unhygienic practices and health impacts.
 - f. Management of menstrual waste.
4. Key hygiene practices to be followed during menstruation.
5. Products to be used during menstruation.

Methodologies used:

- Reading of the Quran; introduction to the session; introduction of participants.
- Presentations; group discussions; question and answer sessions; sharing of personal experiences.
- Distribution of a booklet on menstrual hygiene.
- Three sessions:
 - Puberty and adolescence.
 - Menstruation.
 - Menstrual hygiene.



Group activities for girls during menstrual hygiene training, Pakistan
(Photos: Hina Israr, IRSP Pakistan)

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T5.3.2 Guidance materials for teachers

Example T5.6 Guidelines on the promotion of menstruation, health and hygiene for teachers and supervisors, Afghanistan⁶

Organisation: Ministry of Education, Ministry of Public Health, Islamic Republic of Afghanistan, with the support of UNICEF, Afghanistan

Target users: Trainers and supervisors of girls

Guideline on Promotion of Menstruation
Health and Hygiene

For Trainers and Supervisors



September 2010



Aims:

- To provide guidance for teachers, trainers or supervisors of girls in schools, to help them support girls in learning about menstrual hygiene.

Content (some of the sections included an associated lesson plan with teaching methodologies, materials and timings):

Growing up – the normal way

- Puberty; causes of puberty; emotional changes; physical changes – acne, body smell; food.

Dealing with menstruation

- Avoiding getting blood on clothes; frequency of changing sanitary pads; pain during menstruation; unavailability of sanitary pads; menstruation during school; menstruation doesn't start when expected.

Managing menstruation

- Girls can take a bath or shower during menstruation; sanitary napkins and how they work; time for changing pads; cleanliness; use of fresheners during menstruation; administration of the Tetanus Toxoid vaccine during puberty.

Disposal of pads

- Disposal of pads at household level; disposal in schools; disposal of reusable pads.

Maintenance, supervision and monitoring at school (of water, sanitation and hygiene facilities)

- Includes description and checklist for monitoring the school's menstrual health and hygiene situation.

Example T5.7 Teachers' guide to using *Vipindi vya maisha* (Growth and changes), a girls' book on menstrual hygiene, Tanzania

Organisation: Ministry of Education, Government of the United Republic of Tanzania; Columbia University, USA; Tanzania Water and Environmental Sanitation Agency (TWESA); UNICEF, Tanzania

Target users: Teachers, matrons and nurses working in primary schools across Tanzania

Teacher's Guide to using
"Vipindi vya Maisha"



Testing: The training materials were distributed with copies of the book to every girl in the last four years of primary school across four districts in north-western Tanzania (2011)

Aims:

It is expected that teachers will use this guide to:

- Teach girls in a private classroom outside of regular class hours so they can learn together.
- Give the girls the books to keep and take home so they can share the information with their mothers, aunties, sisters and other girls who are not in school.
- Make girls feel safe and comfortable learning about puberty and the changes happening in their bodies.
- Help girls to feel confident about managing their menstruation privately and successfully in school.

Content:

Introduction to the book *Vipindi vya maisha* (Growth and changes)

- Why use the booklet in the classroom?

Recommended teaching methodology

- Overall objectives; how is the booklet organised; methodology; teaching recommendations; preparing parents; girls' book lesson plans.

Annex 1 – Lesson plan for one day

- A step-by-step process for going through the booklet in the classroom, with review pages and discussion guides for use with shy girls; recommendations for assigning reading homework.

Annex 2 – Lesson plan for three days

- The same methodology is used for the three day lesson plan as for the one day lesson plan, but the subject is reviewed and discussed in more depth; also includes a drawing of the monthly calendar.

Annex 3 – Reference materials

- Includes pages on frequently asked questions and answers for the teacher.

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T5.4 Bibliography

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Endnotes

¹ Roberts L (2007) Girl friendly latrines for Ghanaian schoolgirls; WASH in schools, *Notes and News*. IRC the Netherlands.

² Ministry of Rural Development, Department of Drinking Water Supply, Santha Sheela Nair and UNICEF (2008) *An inclusive approach for school sanitation and hygiene education; Strategy, norms, designs*. Technical note series.

³ Ibid.

⁴ Both illustrations were original drawings used in: Reed RA and Shaw RJ (2008) *Sanitation for primary schools in Africa*. WEDC, Loughborough University.

⁵ Neonatal tetanus can be prevented by immunising women of childbearing age with tetanus toxoid.

⁶ Ministry of Education, Ministry of Public Health, Islamic Republic of Afghanistan, with the support of UNICEF, Afghanistan (final draft, 2011) *Guideline for trainers and supervisors on menstrual hygiene, Afghanistan*.

⁷ Sommer M (2011, draft) *Teachers' guide to using Vipindi vya maisha*. TWESA and UNICEF, Tanzania.