WinS for Girls: Advocacy and Capacity Building for Menstrual Hygiene Management through Water, Sanitation and Hygiene (WASH) in Schools Programs
Background

The WinS for Girls project aims to strengthen evidenced-based advocacy and action on Menstrual Hygiene Management (MHM) in developing countries through the UNICEF-supported WASH in Schools global program, leading to a more supportive school environment that is ready for girls. The project is being implemented in 14 countries: Kyrgyzstan, Mongolia, Afghanistan, Zambia, Ghana, Niger, Nigeria, Burkina Faso, Eritrea, Bolivia, India, Pakistan, Indonesia and Nepal. The Government of Canada, Department of Foreign Affairs, Trade and Development (DFATD) provided a grant for the period March 2014- March 2016 to support this initiative.

The following presentation is a module from a larger course implemented to support the WinS for Girls project objectives.
Why consider gender in MHM projects?

• More effective and sustainable WASH programmes;

• More targeted services that meet the different WASH needs of boys and girls;

• A more efficient approach by maximizing the contributions that both boys and girls can make to WASH programmes; and

• A strategic opportunity to promote gender relationships that improve equity between boys and girls and within schools, families, communities, and societies.
Learning objectives

At the end of this module, participants should be able to:

• Understand key gender terms that relate to MHM
• Appreciate the effects of gender roles/norms in relation to MHM
• Understand the steps in integrating gender considerations into MHM research and program planning
• Cite examples of good practices in gender-sensitive MHM programming and research
Presentation outline

1) Key gender terms that relate to MHM
2) Gender roles and norms relating to MHM
3) Integrating gender into MHM research and programme planning
4) Good practices in gender-sensitive MHM programming and research
1: Understanding gender terminology
What does gender mean to you?

When you hear the word gender, what does it mean in the context of your work?

• Instructions: Write down 1 or 2 ideas in the chatbox.
Gender and sex: Is there a difference?

- **Sex** is biological and physiological characteristics that define men, women and intersex (differences based on genitalia, chromosomes, hormones)

- **Gender** is the economic, social, political and cultural attributes and opportunities associated with being male or female
  - Gender underlies assumptions regarding appropriate behaviour for boys and girls (men and women)


Gender or sex: Does it matter for MHM?

• Menstruation is a biological process

• Gender roles and norms can make the practical aspects of menstrual hygiene management a challenge, particularly for some girls

Source: http://plan-international.org/where-we-work/africa/news/improving-menstrual-hygiene-for-ugandan-girls/
Gender roles

**Definition**
Behaviours deemed appropriate for women or girls and men or boys in a given culture

**Example**
The pictures illustrate:
1. girls conforming to traditional gender roles by cleaning toilets, collecting water or cleaning boys urinals
2. a man challenging traditional male gender roles

Source:
- [http://www.washuganda.net/](http://www.washuganda.net/)
Gender norms

Definition

The expectations for how women or girls and men or boys are supposed to behave, think and feel

Example

The pictures show illustrate a gender norm on sanitation
(1) Men build toilets
(2) Women use the toilets men provide
(3) Women challenging traditional gender norms

Source: Cartoon by Neelabh in Times of India, 23 Mar 2009

Source: http://washfunders.org/Blog/(tag)/Mozambique

Source: http://www.formad-environnement.org/img/fabrication_sanplat2.jpg

Source: http://www.nepadriversstate.org/gender.htm

Source: http://www.nepadriversstate.org/gender.htm
Gender discrimination

Definition

The systematic, unfavourable treatment of individuals on the basis of their gender

Example

The pictures shows the example of Chaupadi where girls and women are discriminated against because of their gender

Chaupadi is a custom that has existed for centuries in isolated areas of Nepal: women and girls who observe the tradition are forbidden from entering their home when menstruating and sleep inside a chaupadi shed.

Source: http://blogs.reuters.com/photographers-blog/2014/03/05/banished-once-a-month/
Gender and power

Gender differences and relations influence people’s ability to make decisions about their bodies, relationships, resources, income, education, employment, mobility ...

**Gender-based opportunities**
- gender relations that facilitate boys’ or girls’ access to opportunities of services

**Gender-based constraints**
- gender relations that inhibit boys’ or girls’ access to opportunities or services

Attention to MHM has implications for changing power relations between girls and boys, men and women
Gender equality and gender equity

**Gender equality:** *Equal enjoyment of goods, opportunities, resources and rewards*

**Gender equity:** *The process of being fair to women and men*

An equitable outcome might require more inputs for some than others

Test your gender knowledge!

Do the following statements primarily refer to sex or gender?

- **Instructions:** Write down your answers in the chatbox.

<table>
<thead>
<tr>
<th></th>
<th>Sex</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Girls menstruate and boys do not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Girls miss school because they are teased or embarrassed during their period</td>
<td></td>
<td></td>
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<tr>
<td>3) Girls miss school because of menstrual pain</td>
<td></td>
<td></td>
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<tr>
<td>4) Male household head make the decisions on purchasing sanitary products</td>
<td></td>
<td></td>
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<tr>
<td>5) Girls and women shouldn’t cook or touch food during menstruation</td>
<td></td>
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</tr>
<tr>
<td>6) Girls and women stay/sleep away from the family home during menstruation</td>
<td></td>
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</tbody>
</table>
2. **MHM: Gender roles and norms**
Gender and diversity

• **Gender depends on where you are:** Gender differs within as well as between countries, cultures and societies

• **How you experience gender depends on who you are:** Gender is never separate from socioeconomic class, race, ethnicity, age, language, disability, income, or other diversities

• **Gender depends on when you are living:** What it means to be a girl/boy or woman/man can vary over time
Gender and menstrual hygiene management

• Menstruation is a natural part of the reproductive cycle but ...
• Menstruation-related beliefs or MHM practices vary ..
  • depending on gender roles and norms
  • which are influenced by location, culture, race, ethnicity, age, religion, socioeconomic class, and other characteristics
• ... and can determine coping mechanisms and challenges

Men and Boys

Men and boys have to overcome additional barriers to discuss and promote solutions to the challenges facing women and girls relating to menstrual hygiene.

But there are increasing numbers of male champions around the world working on this issue.

Advocates:

Hygiene promoters:
Photo: UNICEF, Bangladesh

Inventors and manufacturers:
https://jman.tv/film/5017

Pad makers for girls in schools:
http://hopebuilding.pbworks.com/w/page/43662461/Making%20sanitary%20pads%20locally%20keeps%20northern%20Ugandan%20girls%20in%20school

Photo: UNICEF, Bangladesh
Activity: What are your observations on the picture below?

What does the photo say about
- Gender roles?
- Gender norms?
- Discrimination?
- Gender equality and equity?
- Power?

Instruction: Write down 1 or 2 ideas in the chatbox.

Photo Credit: Nora Fyles
3: Integrating gender into MHM research and programme planning
Gender analysis looks at the differences in:

- Roles and identities
- Needs and interests
- Access to and exercise of power

And the impact these differences have in the lives of women and men and girls and boys.

The Gender Analysis involves three steps:
1. Identify information
2. Collect the information
3. Analyze information
Good practices in gender-sensitive programming and research

(Source: E. Doggett and T. Medrano, 2014. FHI 360)
Where can gender be considered in an MHM programme cycle?

**Assessment**
- % of girls who feel they can go to school when they are menstruating
- % of girls who can access menstrual materials during their menstrual cycle
- % of schools with adequate WASH facilities that facilitate menstrual hygiene

**Design**
- Address harmful MHM practices
- Include indicators on gender
- Design facilities to include waste disposal, water access, and private, safe and clean latrines.

**Implementation and monitoring**
- Nos latrines for girls that provide privacy, water, soap and disposal facility for absorbents
- MHM taught on the school curriculum
- Information given to girls regarding MHM in school before the onset of menarche

**Evaluation**
- Evidence of change or transformation in gender norms and stereotypes?
4: Examples of good practices
Examples of good practices

**Zambia** – SPLASH (Schools Promoting Learning Achievement through Sanitation and Hygiene) found boys were the most enthusiastic makers of reusable pads! They were thrilled to be fully included and eager to show their sisters how to make pads.

**India** – Water for People: Involving girls as ‘child engineers’ in planning, designing and monitoring WASH infrastructure in schools

**Multi-country** – Grow and Know: Girls' puberty books based on participatory research with girls and contains information about female puberty, menstrual onset and management. The book also include girls’ menstrual stories.

There is also a puberty book for 10-14 year old boys in Tanzania. The book is also based on participatory research with adolescent boys. The book contains guidance on boy’s body changes and healthy gender dynamics.

Photo Credit: Water for People

Credit: Grow and Know

Credit: http://www.washplus.org/
Readings

Key Reading:

Supplementary Reading:
For more information or support please contact:

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