



***BASELINE STUDY ON THE PROMOTION OF HYGIENE, MENSTRUAL, AND  
SCHOOL HYGIENE IN MUYINGA PROVINCE***

***GIRLS' KNOWLEDGE, ATTITUDES  
AND PRACTICES IN SCHOOLS ON  
HYGIENE INCLUDING MENSTRUAL  
HYGIENE***



*Avril 2022*

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## *List of abbreviations and acronyms*

<b>SaCoDé</b>	: Santé, Communauté, Développement
<b>ECOFO</b>	: École Fondamentale
<b>MHH</b>	: Menstrual Health and Hygien
<b>SRHAY</b>	: Sexual and Reproductive Health for Adolescent and Youth
<b>UNICEF</b>	: United Nations for Children Education Fonds
<b>WASH</b>	: Water Sanitation and Hygien
<b>NGOs</b>	: Non Governmental Organizations
<b>MENRS</b>	: <i>Ministère de l'Éducation Nationale et de la Recherche Scientifique</i>
<b>FG</b>	: Focus Group

The level of hygiene in most schools in Burundi is particularly deplorable: toilets in very poor condition, or even unusable, lack of water and soap for hand washing, inadequate cleaning, etc. The most basic hygiene rules are not applied to lack of equipment and lack of awareness/education on their importance. In addition, the management of menstruation remains taboo in Burundian culture and also in schools. This issue is cross-cutting and affects several spheres: hygiene in general and during the menstrual period in particular, school enrolment of adolescent girls, the sexual health of adolescents and young people, genital infections, unwanted pregnancies, development and self-esteem of young girls, etc. Under the funding of the African Visionary Fund (AVF), SaCoDé wants to implement a project to promote good hygiene conditions in general and menstrual hygiene in particular in Muyinga province. It is in this context that a baseline study on the knowledge, attitudes, and practices of young girls in this area is essential in order to be able to guide the interventions of this project properly.

### *Objective of the study*

Assess the knowledge, attitudes, and practices of girls in primary schools (ECOFO) in Muyinga province.

### *Expected Results*

- Young girls' knowledge of menstrual health and hygiene is known;
- The attitudes of young girls are known;
- Their menstrual health and hygiene practices are known.

## CHAPITRE 1. INTRODUCTION

### 1. Description of the study

The project aims to create a healthy environment in the school for students and teachers so that students benefit from a supportive learning environment through education on good hygiene, menstrual hygiene, and sexual and reproductive health practices.

The school girls and boys are grouped in clubs where they receive lessons on the themes referred to above facilitated by the school aunties and fathers, chosen by the pupils themselves and according to a system set up by the government via the Ministry of National Education and Scientific Research.

Other opportunities to share the teachings with the rest of the students are chosen by the teachers who supervise the clubs so that the whole school has the same information on hygiene, menstrual hygiene, and SRHAY.

The study aims to assess the knowledge, attitudes, and practices of young girls in primary schools (ECOFO) in Muyinga province in terms of hygiene in general but in particular menstrual hygiene. Needs for better menstrual hygiene are inventoried and recommendations are issued for this purpose.

## 2. Study participants

The study took was conducted in the week of 25 to 29 April 2022; Sunday 24 and Saturday 30 were the go and back travel days respectively.

Participated in the study 12 field staff: NDAYISHIMIYE Almac, Dr Djida Marlene KANEZA, Élysée NIYUKURI, Régis BIRORI, Égide MUKUNDWA, Vianney NIYOMWUNGERE, Crescent COYITUNGIYE, Daniella KAZE, Emmanuel NDAYIRAGIJE, Éric NDIHOKUBWAYO, Ornella BANEZERWE, Daniel NIZIGIYIMANA, and Odeline NIJIMBERE at headquarters for the preparation of the study and adjustment of the questionnaire.

## 3. Study methodology

### *a. The characteristics of the survey area*

The study took place in the Musinga and Butihinda communes of Musinga province. Musinga Province is located in northern Burundi in the Bugesera Natural Region. It borders Rwanda and Tanzania. The two communes in which the project is being implemented have about 75 public and semi-public schools (45 for Musinga and 30 for Butihinda) with a number of girls over 55,279 of puberty age.

### *b. Target population*

The study population consists of female students who are in the project's target schools and who have not yet benefited from the AGATEKA sanitary pads. The overall population was 1068 girls, spread over 21 schools.

### *d. Data types and data collection tools*

This is a cross-sectional study with descriptive and quantitative aims. Quantitative data were collected from students using the questionnaire translated into Kirundi. To make things easier, the lists of all girls have summer-designed class by class and school by school.

5 Focus groups were held for the collection of qualitative data. Quantitative data was summer collected using tablets using the online software KOBACOLLECT. Focus group information was summer collected using phone recordings. Each focus group included between 5 and 8 girls.

Training the data collection team via a meeting on Teams preceded the actual collection.

### *e. Sampling*

The students producing the information sought should originate from 20 schools, but as a result of some errors in identification, one school was added and a total of 21 schools were visited. The first girl to survey was number 1 on the list and the second was chosen by adding to 1 the survey step and so on until she had the desired number which was 536 distributed proportionally per school among 1082, which made a total of 536 girls (500 for questionnaires and 36 for group discussions).

The group discussions were held with 5-8 girls in each of the 5 schools and were not among the 500 who were interviewed.

The table below shows the schools visited:



School		Enrolment of school girls	Number to be investigated
Mukoni		60	30
Muyinga III		29	14
Rwamfu I		32	16
Muyinga II		22	11
Muyinga I		54	27
Mahonda		28	14
Ntaruka		5	2
Gahororo		67	33
Kayenzi		51	25
Islamique		77	33 including 5 for FG
Kivoga		7	3
Kobero		48	24
Rabiro		6	3
Gatongati II		17	8
Gatongati I		19	9
Rwamfu II		45	22
Gasenyi		84	34 including 7 for the FG
Muyinga IV		121	52 including 8 for the FG
Taba		158	71 including 8 for the FG
Rusengo		152	68 including 8 for the FG
Total		1082	4

### ***e.Choice of individuals to investigate***

For the students identify to be surveyed, a list of all these students who had known the rules but who had not yet benefited from the AGATEKA sanitary pads, school by school, served as a sampling frame. The number 1 girl on the list was chosen, the second is chosen by adding the survey step (2) to 1, and so on until she has the desired number.

The 4 team leaders (Elysée, Eric, Dr. Djida, and Daniella) had the lists of students to be investigated and should talk to the directors of the survey to make the students available one by one so as not to disrupt classes during the survey period.

### ***f.Inclusion criteria***

Included in the study was any girl who knew her period at the time of frame design but did not receive the again Agateka washable and reusable sanitary pad

Any girl with the above criteria and present at the time of the survey was considered for the study.

### ***g . Data processing and analysis***

The data collected by KOBOLLECT was processed and analyzed using Excel software. Data cleaning has been done and the data are presented in tables and graphs on a variable-by-variable basis.

## **CHAPTER 2: PRESENTATION OF RESULTS**

Women and girls face difficulties in managing their hygiene during menstruation when they do not live in an environment conducive to this task. They are likely to have difficulty managing their menstruation if they face barriers to accessing water, sanitation, and/or health care. The inability of women and girls to manage their menstrual hygiene can have negative effects on the extent to which they enjoy certain rights, including those related to education, work, and health(1).

The study on the knowledge, attitudes, and practices of young schoolgirls was carried out on 500 female students who had already experienced their first period on the day of the survey and interviewed on the basis of a distribution extending to 21 schools in Muyinga and Butihinda communes of Muyinga province.

These are the ECOFO: GAHORORO, GASENYI, GATONGATI I, GATONGATI II, ISLAMIC, KAYENZI, KIVOGA, KOBERO, MAHONDA, MUKONI, MUYINGA I, MUYINGA II, MUYINGA III, MUYINGA IV, NTARUKA, RABIRO, RUSENGO, RWAMFU I, RWAMFU II and TABA.

### **Section I: The socio-demographic characteristics of the respondents**

This section provides an overview of socio-demographic characteristics including age, place of residence, religion, occupation of parents or guardians, gender of teachers, and means of travel of students.

#### **1. Age**

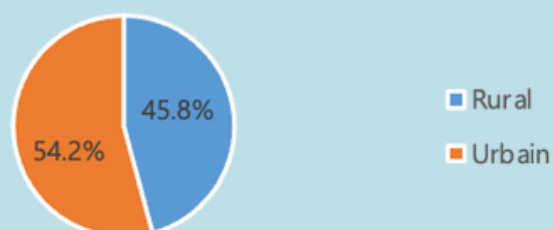
The average age of the pupils surveyed is 14.3 years. This would be due to the fact that the entire student surveyed should have already had his first rules. According to a module developed by UNICEF, girls begin menstruating between the ages of 12 and 16, although this can vary depending on factors related to climate, diet, genetics, and psychological conditions[1].

## 2. Residence

In rural areas, the lack of adequate water, toilets and sanitation facilities in schools that meet the needs of girls of menstruating age contribute to absenteeism and even dropping out of school. 1

The place of residence exerts a considerable influence on good life practices. Indeed, access to drinking water, electricity, and developed and sustainable infrastructure are much more present in urban areas than in rural areas.

### Schoolgirls' residence



54.2% of the girls surveyed live in urban areas. This is due to the fact that many of the schools visited are located in the capital of the commune Muyinga which is also the capital of the province.

<i>ECOFO/DCE</i>	<i>TOTAL POPULATION</i>
<b>BUTIHINDA</b>	<b>41</b>
<i>KOBERO</i>	<i>24</i>
<b>NTARUKA</b>	<b>5</b>
<i>RABIRO</i>	<i>5</i>
<b>RWAFU I</b>	<b>4</b>
<i>RWAFU II</i>	<i>3</i>
<b>MUYINGA</b>	<b>459</b>
<i>GAHORORO</i>	<i>30</i>
<b>GASENYI</b>	<b>33</b>
<i>GATONGATI I</i>	<i>11</i>
<b>GATONGATI II</b>	<b>11</b>
<i>ISLAMIQUE</i>	<i>43</i>
<b>KAYENZI</b>	<b>24</b>
<i>KIVOGA</i>	<i>3</i>
<b>MAHONDA</b>	<b>15</b>
<i>MUKONI</i>	<i>60</i>
<b>MUYINGAI</b>	<b>26</b>
<i>MUYINGA II</i>	<i>13</i>
<b>MUYINGA III</b>	<b>14</b>
<i>MUYINGA IV</i>	<i>55</i>
<b>RUSENGO</b>	<b>84</b>
<i>RWANFU I</i>	<i>1</i>
<b>TABA</b>	<b>36</b>

### 3. Religion

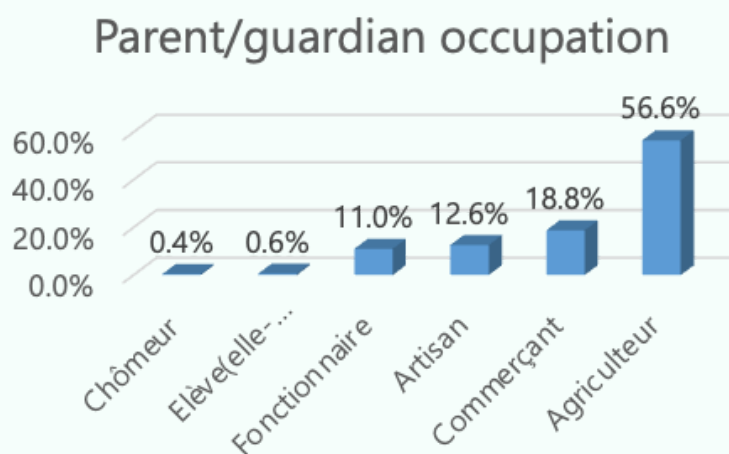
There are several restrictions on their daily lives during their periods and these restrictions are deeply rooted in cultural, religious, and societal beliefs and attitudes toward menstruation. Indeed, c some religions have myths that discriminate against menstruation that both, women and girls are not allowed to frequent public places such as mosques or other gatherings during their menstrual periods. This would be a challenge for their development.

In our study, 45% of respondents are Catholic. This is related to the fact that the Catholic religion is one of the ancient Western religions accepted and practiced by the Burundian population.

### 4. Parent/guardian occupation

Today, an estimated 500 million women and girls around the world cannot afford regular sanitary protection. In France, there are nearly two million. This is called period poverty. 3 These financial constraints are particularly striking in low-income countries. Income that is insufficient for families is spent on necessities.

Having a profession that provides sufficient income can allow parents to think about buying sanitary pads for their daughters.

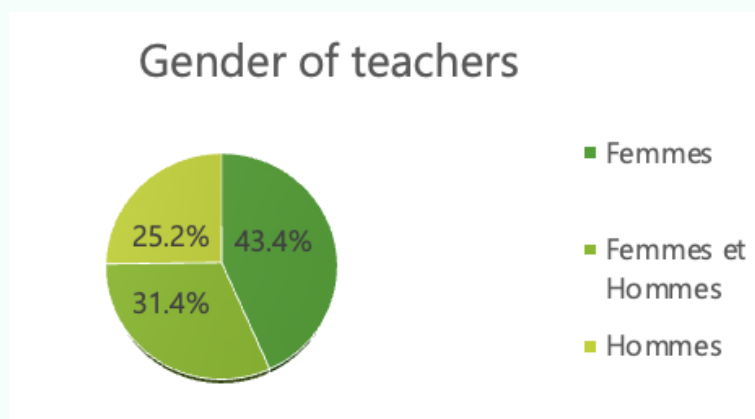


We note in the study that 56.6% of the parents of the children are farmers, 18.8% traders, 12.6% craftsmen, 11% are civil servants, 0.4% are unemployed and 0.6% of students take care of themselves.

### 5. Gender of teachers

Girls can feel comfortable having female teachers because they can be understood in case of incidents or discomfort related to the discomfort caused by these menstrual periods.

43.4% are taught by women, 31.4% of respondents have mixed teachers, and 25.2% by male teachers.

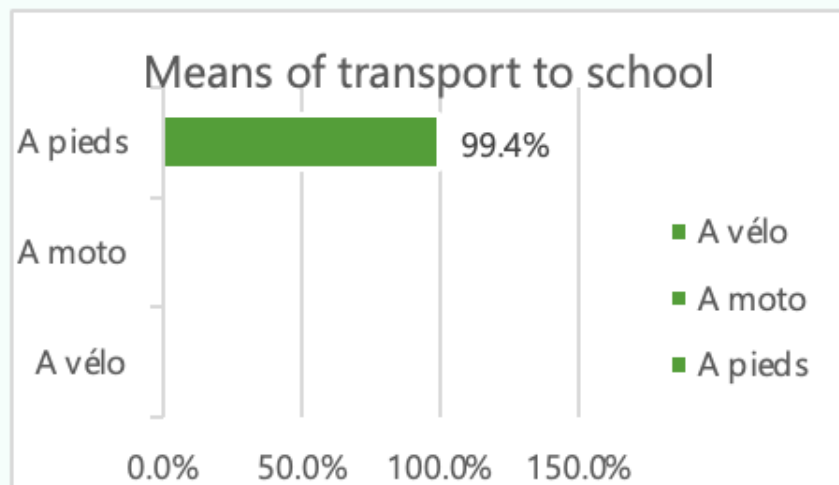




## 6. Means of transport to school

The way girls move to school can affect the change of menstrual management products and carry out personal hygiene because even if there are no favorable conditions to change their MHM product, the student can go home, change, and return to school during the menstrual period.

99.4% of girls walk to school compared to 0.4% who go by motorcycle and 0.2% by bike.



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## Section 2: Water, hygiene, and sanitation

The WASH sector is one of the most active on the theme of menstrual hygiene, through sanitation programs and the distribution of dignity kits. However, with little feminization and little awareness of the impact of menstrual hygiene on women's lives, this sector is struggling to provide them with a holistic response.

In many developing countries, schools lack funds to adequately maintain water, sanitation, and hygiene (WASH) facilities, in part because budgets are often grossly inadequate. As the number of pupils is constantly increasing year after year, schools do not receive the funds to which they are entitled in principle.

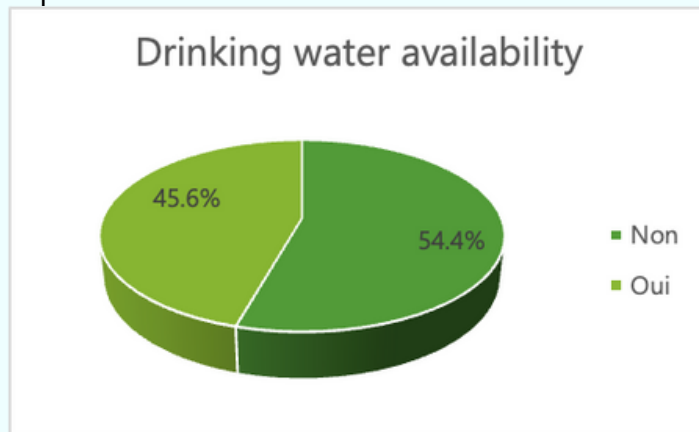
While this affects all students, girls struggle to manage their menstruation at school when WASH facilities are inadequate, and they may miss classes during this time.

### 1. Drinking water

The lack of material resources and access to spaces to ensure menstrual hygiene (31% of schools worldwide do not have clean water) represents a major obstacle in the daily activities of young girls (schooling and travel) and prevents on the long-term their education and empowerment. 4

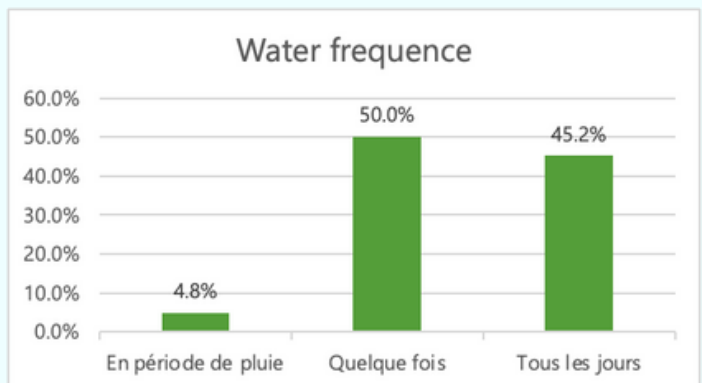
Access to drinking water is one of the links for hygiene in general and in particular menstrual hygiene because there is always a need to wash your hands and also the private parts after each change of the MHH product.

However, less than half of the respondents say they have access to this resource, this represents 54.6%.

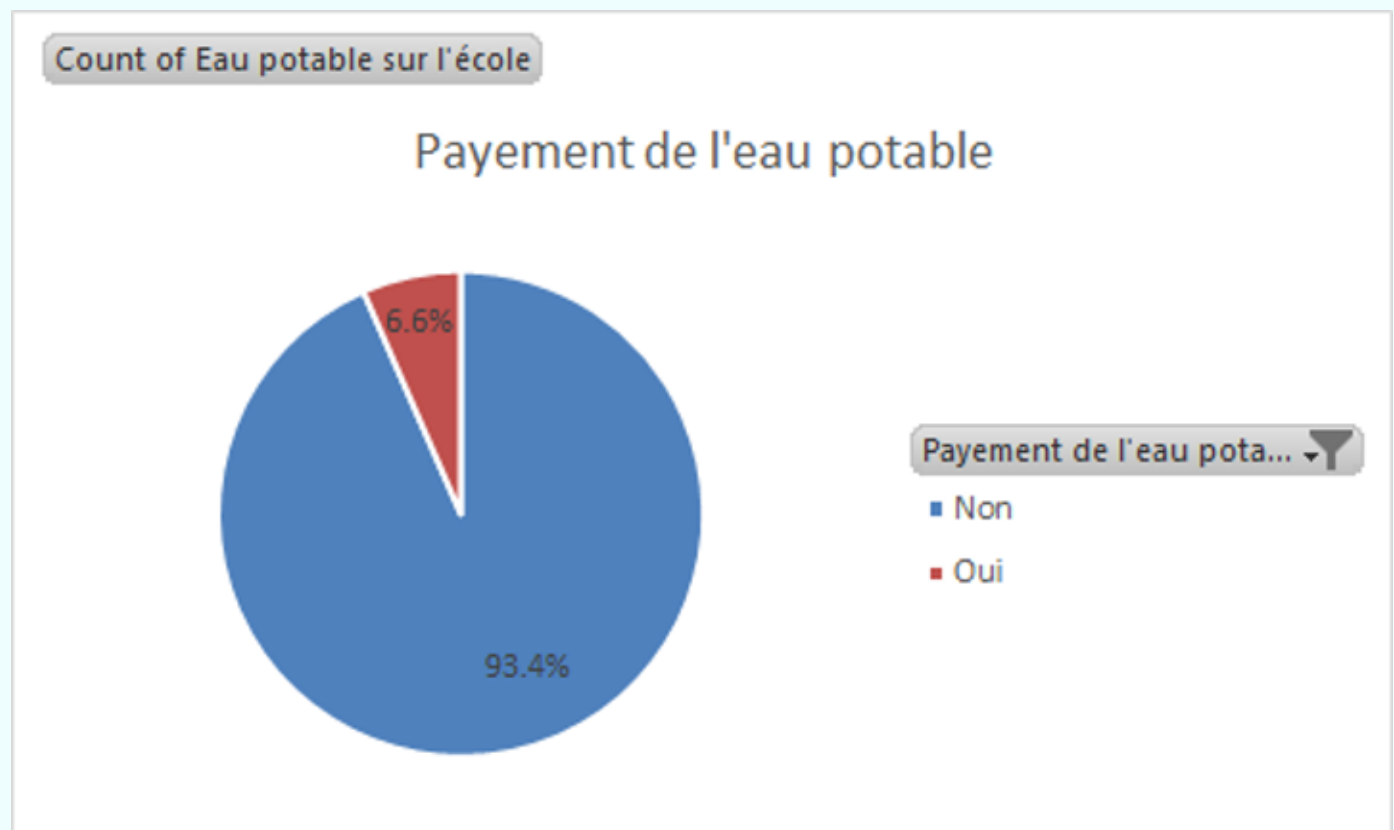


However, an absence, of water or closures can be observed in case of non-payment of bills from the water board. This is why it is sometimes advisable to involve parents in the maintenance of water sources or by pooling a small amount of money per pupil although this cause can worsen the situation.

We also note that water is available permanently according to 45.2% of girls, it is sometimes present for 50% and only available during rainy periods for 4.8%.



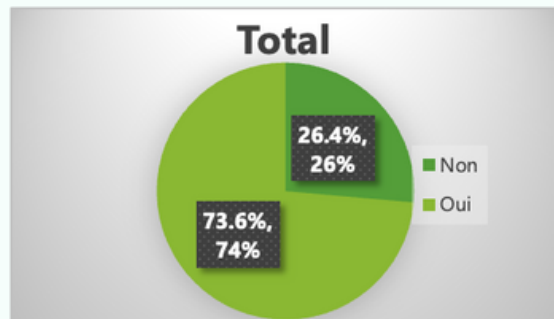
In our study, only 6.6% of students said they paid water bills.



## 2. Hand washing with soap and water

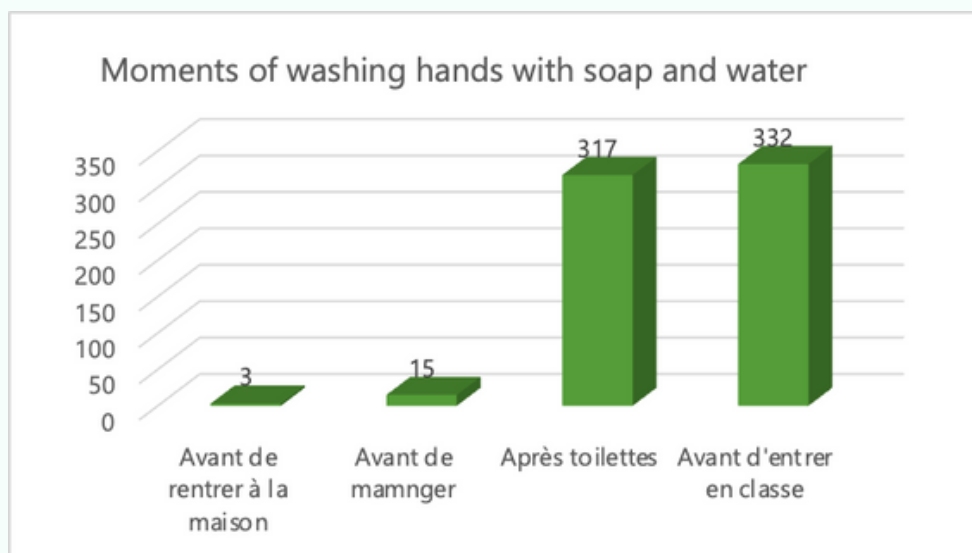
Handwashing with soap and water is essential in the fight against health diseases. It is also an element of great importance in the applicability of menstrual hygiene management measures. However, the lack or insufficiency of soap and water is the major challenge to the implementation of these good practices.

In this study, it is found that 73.6% of girls wash their hands with soap and water compared to 26.4 who do not.



Of 368 Students who wash their hands, 332 do so before entering class, 317 after the toilet, 15 before eating, and 3 before going home.

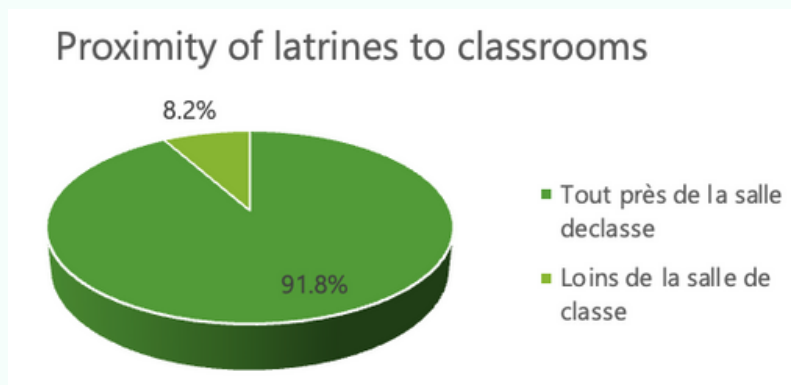
The observation of a few pupils washing their hands is due to the fact that few of the schools visited have a school feeding program.



## 3. The proximity of latrines to classrooms

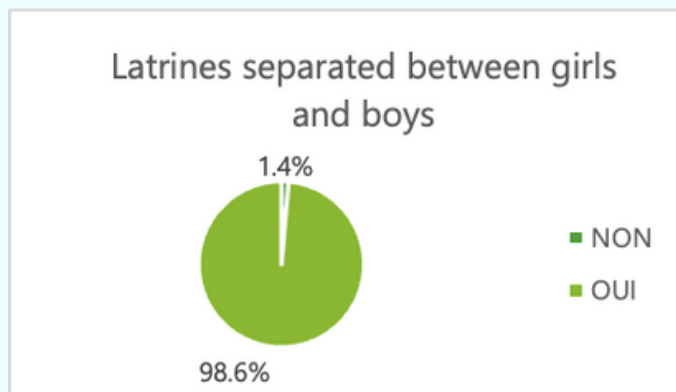
Access to the latrines allows school girls to maintain privacy when changing their MHH products because, in case of the non-existence of a MHH room, these can also be used for MHH purposes. The toilets are easily accessible and are not located more than 30 meters from users.

For latrines to be easily accessible, they must be no inmore than 30 m away from classrooms Other because their proximity to classrooms as well as their state of cleanliness condition their attendance



The vast majority of girls say that latrines are close to their classrooms according to 91.8%.

#### 4 Latrines separated between girls and boys

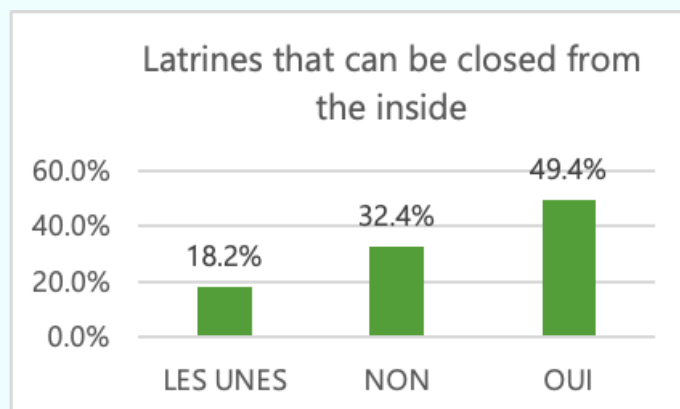


Separate latrines for girls and boys allow girls to guarantee their dignity.

However, following their inadequacy in many schools, the little that exists is shared without taking into account this criterion of privacy. This study found that they are Separate in 98.6% of students.

#### 5. Latrines' door safety

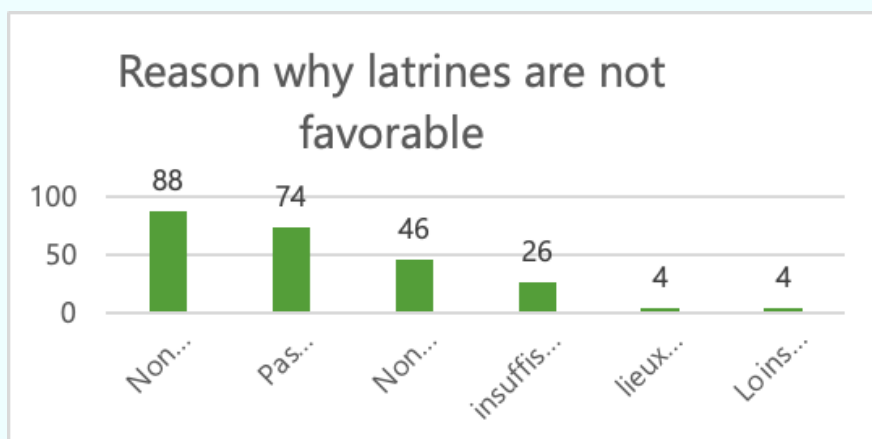
From this study, we also see that the latrines do not all have doors. This implies that when a girl needs to go there is accompanied by a classmate who serves as a guard for her so one can enter while she is in the process of using a latrine. As a result, both will miss the lesson that is in progress.



#### 6. Favorable latrines during menstruation

The lack of access to toilets and water clean during menstruation is an extremely damaging experience for women's lives and their ability to fully enjoy their rights. In a world where human rights to water and sanitation are enjoyed by all, a woman could menstruate safely and with dignity: with access to toilets, hygiene products, privacy, and a safe and continuous water supply. (5)

However, our study revealed that 163 out of 500 schoolgirls interviewed have latrines that are not favorable to them percentage of 32.6%.



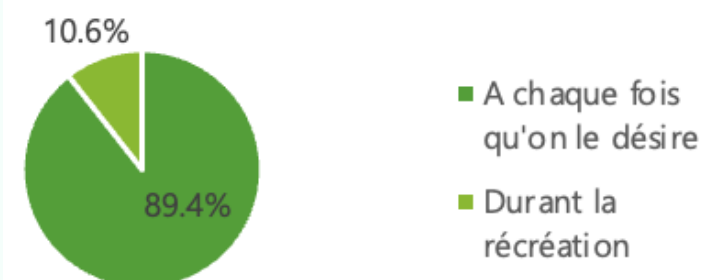
*The reasons would be that some do not close from the inside as stipulated by 88 girls, others say that there is no water (74), and 46 girls Mention that the latrines are not clean.*

## 7. Latrine attendance times

The lack of latrines in the school can cause students to queue long times to be able to attend these places. The time given to them in most cases is that of recreation. Some girls prefer not to replace their sanitary pads during this time because they may be late for this cause and probably they will replace them outside the recommended hours.

Fortunately, in our study, 89.4% of students use latrines whenever they want.

### Latrine attendance times



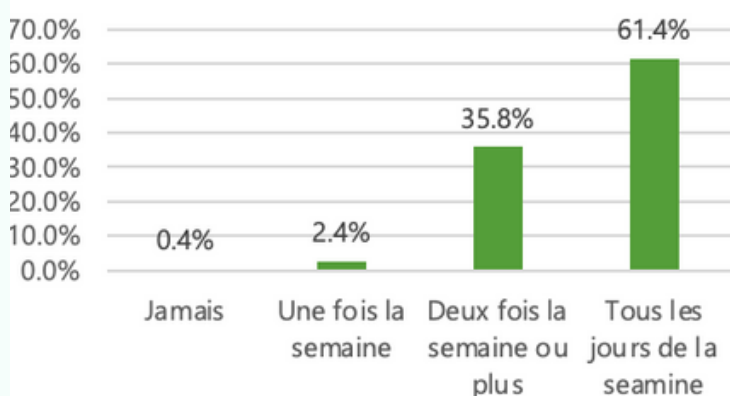
## 8. State of cleanliness of the latrine during the last attendance

The state of hygiene of the latrines determines their attendance. If hygiene conditions are precarious, students tend to use inappropriate places such as surroundings including bushes, and the backs of latrines.

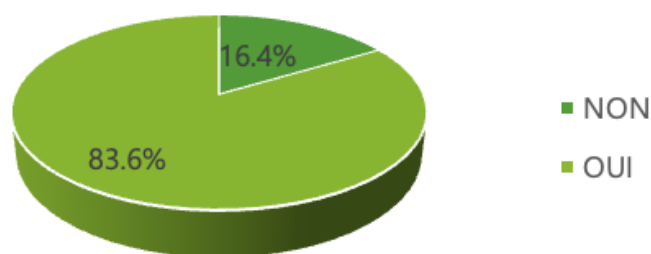
83.6% of students interviewed say their latrines are clean for 83.3%. They also claim that the maintenance of latrine hygiene occurs daily in 61.4%, twice a week in 35.8%, once a week in 2.4%, and never in 0.4%.

Latrines are cleaned by students as 99.6% said and only 7% say that The work of latrine hygiene only concerns students as punishment.

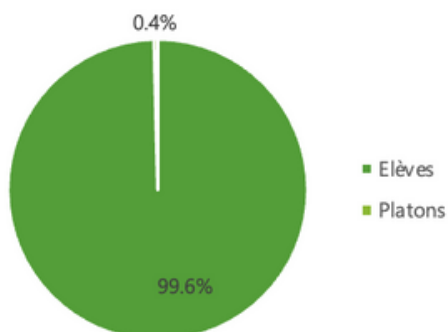
### Latrine cleaning frequency



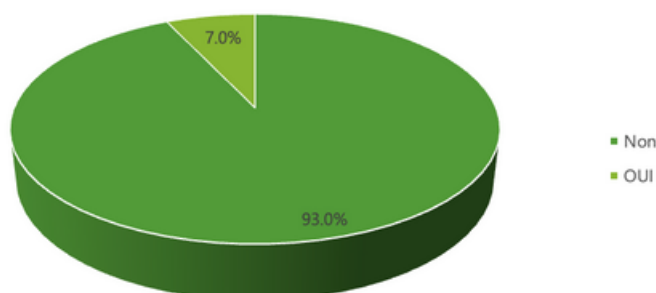
### Were the latrines clean during the last attendance?



### Latrine hygiene responsible



### Cleanliness of latrines by students in punishment





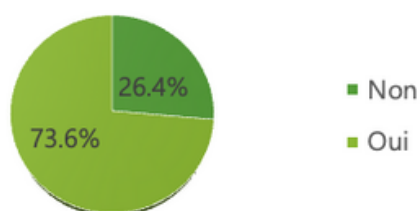
## 9. Hand washing with soap and water

Handwashing is a hygiene practice that helps fight against all diseases of the hands especially diseases related to fecal danger. This practice is only possible when drinking water and soap are available in schools.

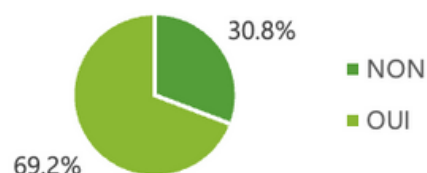
This study found that handwashing with soap and water after toilets is practiced in 76.6% of the students interviewed.

Of 132 students who do not, 118 say they lack water, 66 say they lack soap, and 12 don't see it as important. In addition, 30.8% of all the pupils surveyed said that their schools did not have soaps at the time of the survey. For schools that have access to soaps, 98.6% of pupils say that the school supplies them. Makes the from the operating budget allocated by the MENRS, 0.6% comes from the parent contributions of the pupils and 0.4% is donated to the school by %NGOs.

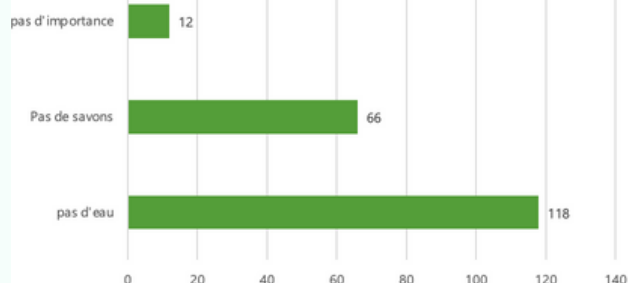
Hand washing with soap and water



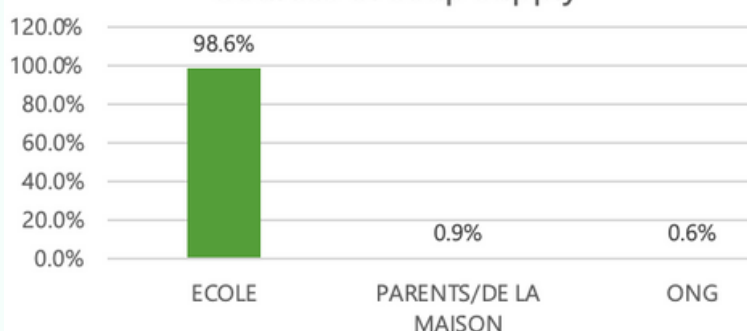
Presence of soaps on the school



Reasons for not washing hands with soap and water after using a latrine



Sources of soap supply

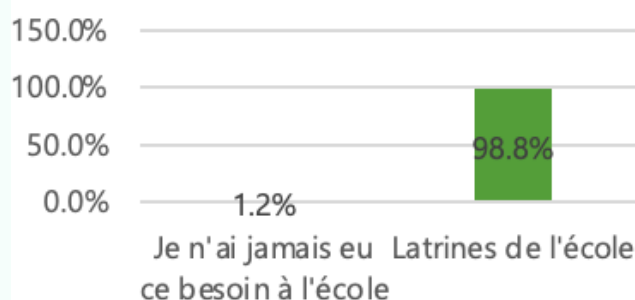


## 10. Place of relief

Open defecation is the source of diseases commonly known as "fecal peril." These diseases are much more favored the by lack or insufficiency of latrines, their insufficient hygiene, the non-use, and the non-applicability of hand washing, especially after the Use of toileting.

The study shows that 98.8% of students relieve themselves in school latrines compared to 1.2% who never feel this need when they are at school.

Place of relief

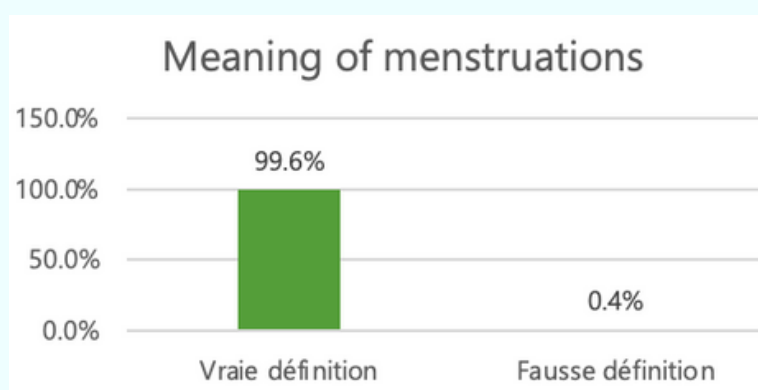


## Section 3: Menstrual hygiene in schools

### 11. Defining menstruation

Often, because of stigma and taboos, many girls don't know anything about menstruation by the time they first menstruate. In the worst case, girls report feelings of fear and worry.

In Kenya, a study conducted in 2013, in two slums shows that people have heard about the majority of young people aged 12 to 14 already have HIV/AIDS, but have little information about the menstrual cycle. 51% of adolescent girls in this age group are aware of the existence of a period of fertility during the cycle (ovulation), but only 14% of them know that sexual intercourse during this window presents a high risk of pregnancy.



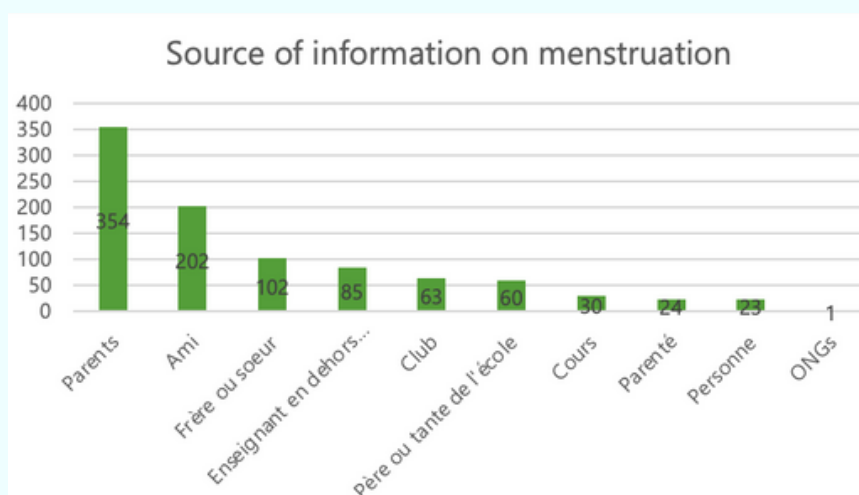
Menstrual blood is known as blood emanating from the non-implantation of the fertilized egg that causes the upper part of the uterine lining that was previously prepared to collapse on the fourteenth day of the cycle after ovulation.

The study reveals that 99.6% of students know what are rules against only 0.4% who do not understand this phenomenon.

### 12. Source of information on menstruation

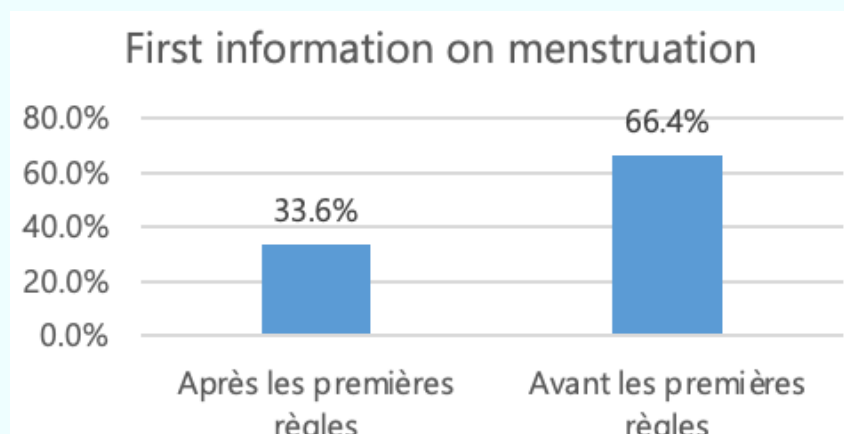
Menstruation is a phenomenon that affects all society and deserves our full attention today for what they really are: a biological phenomenon experienced by half of the world's population, and that guarantees the survival of our species.

*On the other hand, our study shows that the 354 students out of 500 received their first information about menstruation from their parents, 202 from their friends, 102 from their brothers and sisters, 63 from school clubs, 60 from school aunts and fathers, 30 from classes, 24 from other relatives, 23 received information from other people and 1 received it from NGOs.*



### 13. First information on menstruation

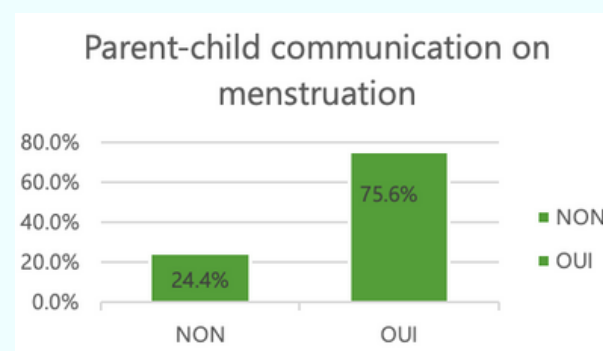
The majority of adolescent girls go through their menarche without having been informed beforehand. Shocked at the sight of the blood, the girls testified that they thought they would die, be pregnant or suffer from a hemorrhage.



*Our study shows that 66.4% received the first information before menstruation appeared and 33.6% received it after their onset.*

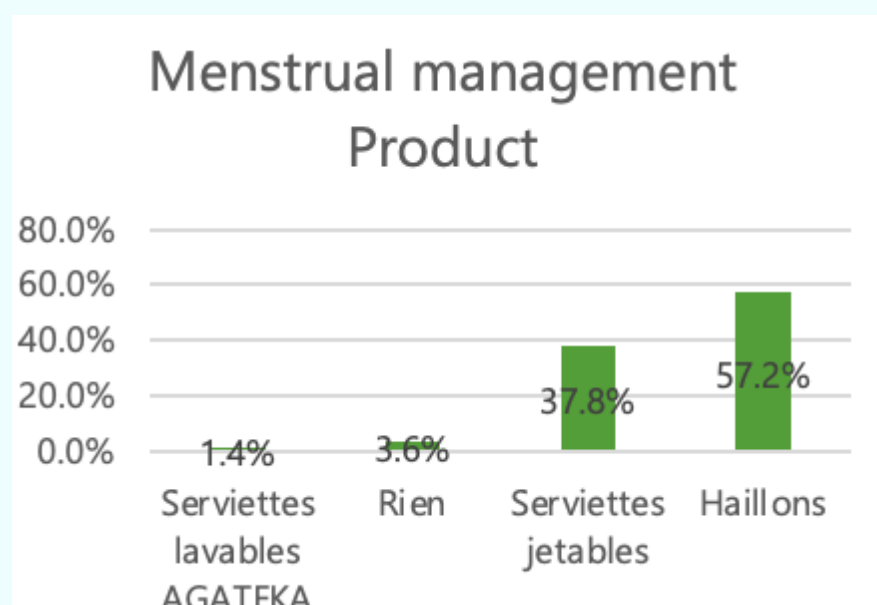
### 14. Parent-child communication on menstruation

It is essential that parents interact with their children on the subject that engages intimacy otherwise children receive unclear and confusing information from their friends or peer. We note that in our study, 75.6% of students dialogue with their parents compared to 24.4% who do not.

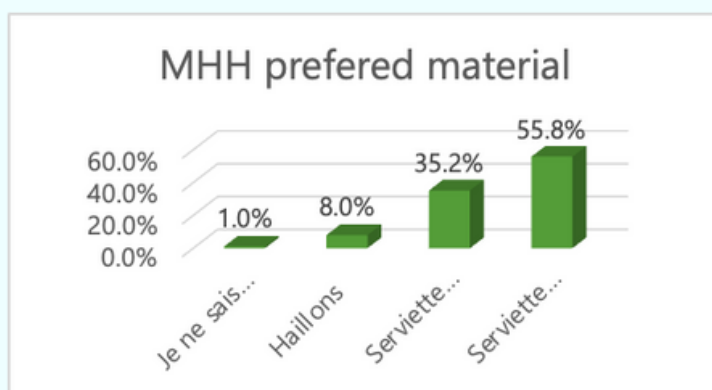


### 15. Menstrual Management Product

In developing countries, women and girls face serious challenges when it comes to managing their menstrual periods. Access to affordable menstrual hygiene products is difficult, and they are forced to use improvised materials such as rags, which are uncomfortable and can cause leakage and infection.

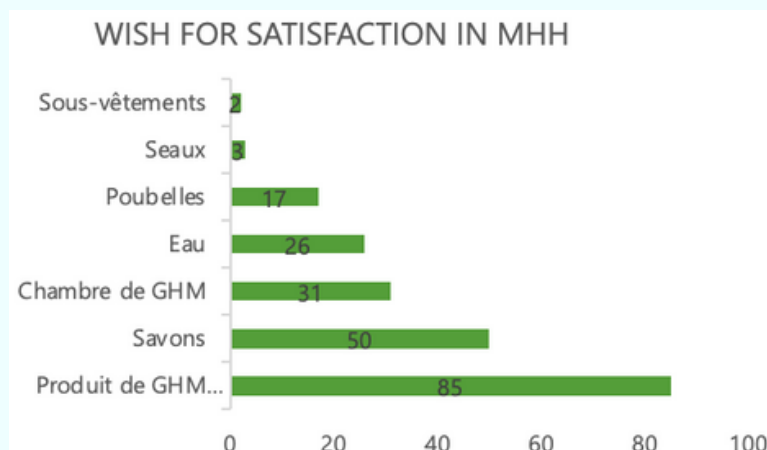
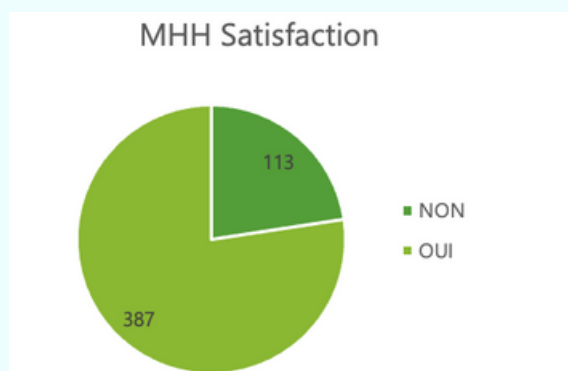


*57.2% of students use old clothes fabrics to manage their periods, 37.8% use disposable pads, 3.6% use nothing and 1.4% use the AGATEKA washable and reusable sanitary pads.*



However, 55.8% prefer the washable and reusable Agateka sanitary pads, 35.2% the disposable towel, 8 the fabrics of % clothes and 1% do not have a preference perhaps because they only know the fabrics of old clothes or do not use anything as a MHH product.

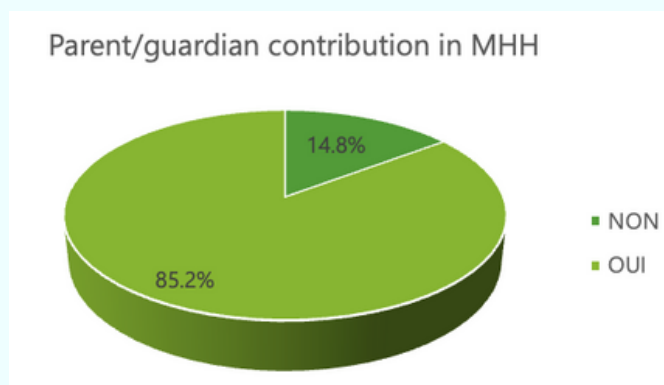
In a paradox, 77.4% say they are satisfied with their menstrual hygiene management.



Of 387 of our respondents, to reach the level of satisfaction they want, among the 113 who say they are not satisfied with the MHH, 85 say that they need adequate MHH product, 50 need soaps, 31 need MHH chambers, 26 need water, 17 garbage cans, 3 buckets and 2 underwear.

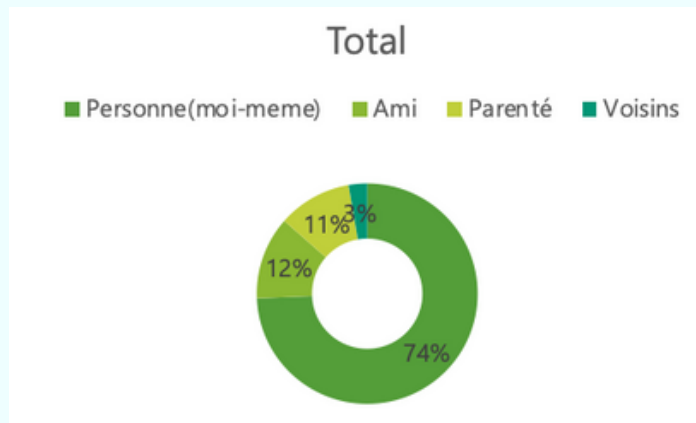
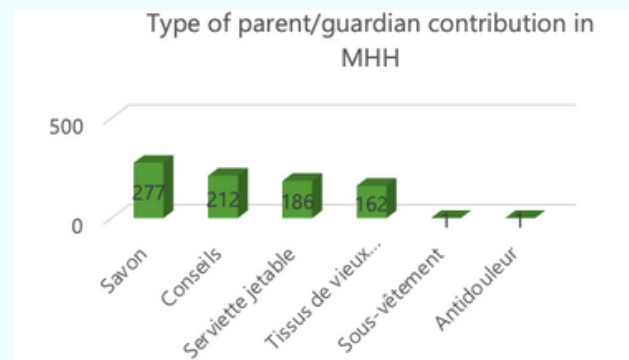
## 16. Parent/guardian contribution to MHH

Just as parents have concerns about their children's school materials, they must also understand that the girl student also has the need for menstrual management materials. 85.2% of female students said that their parents contribute to their menstrual management compared to 14.8% who miss the contribution of their parents.



85.2% of female students said that their parents contribute to their menstrual management compared to 14.8% who miss the contribution of their parents.

Their contribution is observed in soaps from 277 girls, advice for 212, disposable pads, for 186 clothing fabrics, 161 underwear for 1, and painkillers for 1.

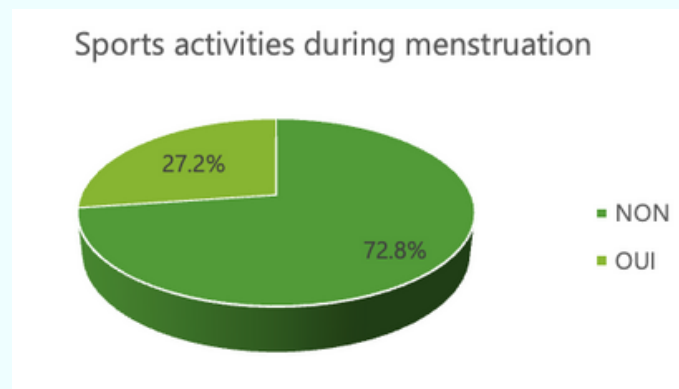


If parents are not involved in their children's MHH, these girls turn to other people. Our study shows that of the 74 girls, 55 do not resort to anyone but try to find solutions on their own, 9 are helped by their friends, 8 by other relatives and 2 by neighbors.

## 16. Sports activities during menstruation

It is better that even in the period of menstruation, the girl continues to do her routine activities. However, in this study, only 27.2% of respondents practice sports during their menstrual period against 72.8% who not do step.

Of the 364 who do not play sports during menstruation, 189 have the reason for pain, 52 for the lack of adequate MHH equipment, 30 fear that the MHH product could fall, 19 do not like sports at all and 4 say the sport is not done at all at their schools.

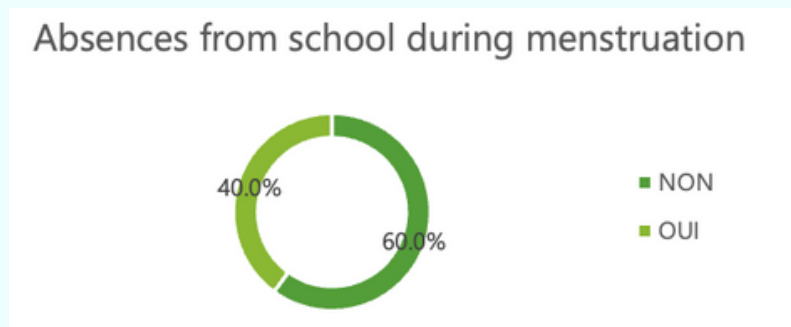




## 17. Absences from school during menstruation

The inability of women to manage their menstrual hygiene in public spaces or in the workplace (formal or informal) has a definite economic impact.

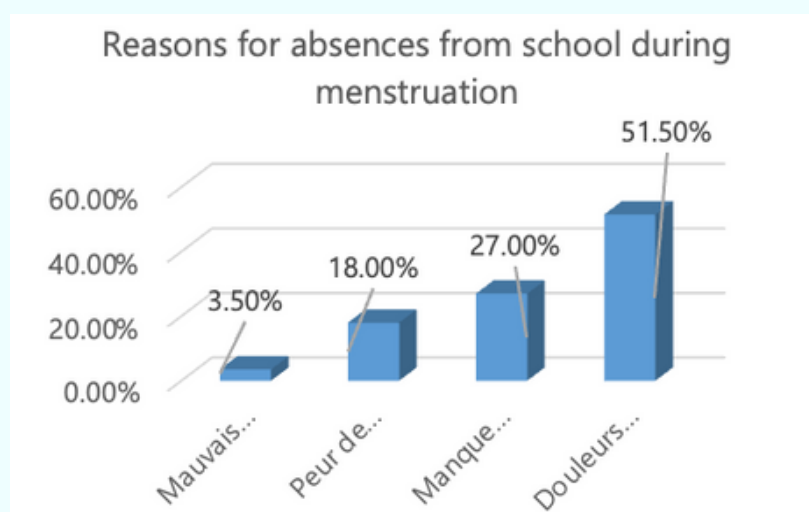
The repeated absences of girls and female teachers from school due to a lack of menstrual hygiene equipment or sanitary facilities in schools affect the education of children, both girls and boys.



*Our study shows that girls miss school during their period because 40% compared to 60% who do not absent.*

UNESCO estimates that one in ten girls in sub-Saharan Africa miss school during their menstrual cycle, accounting for 20% of the annual school curriculum. The reasons given by young girls to justify their absence from school during their menstruation are the lack of menstrual hygiene products, followed by difficulties in accessing clean water and sanitation to ensure their personal hygiene at school, as well as the lack of a solution to eliminating their hygienic protection near the toilets. Fear of staining their clothes, followed by restrictions imposed by their entourage and teachers are also cited as reasons for absence from school

4 Girls are absent from school during menstruation because of pain in the first place (51.5%), lack of good MHH equipment in second place (27%), fear of staining their clothes (18%), and following bad smells in 3.5%. The average number of days absent from school is 2.1 days per month.



Girls may not go to school during their periods, which can have a negative impact on their school activities. Equality and non-discrimination are the foundation of all human rights laws. All core human rights instruments carry the vision that all people should be able to enjoy human rights on an equal footing and therefore require that existing inequalities be identified and eliminated. Any direct or indirect discrimination in the enjoyment of human rights is a human rights violation and must be addressed immediately.

A school environment that does not allow for good menstrual hygiene practices is inadequate, unsanitary, and sexually discriminatory. The impact of these challenges is particularly concerning during adolescence and can result in isolation, reduced participation in class, lack of concentration, and increased stress experienced by the girl. The onset of menstrual periods, lack of WASH (WASH: Water, Hygiene and Sanitation) facilities, fear of staining clothes due to inadequate hygiene products, and not having access to menstrual pain medication can all be factors preventing girls from going to school during their periods.

## 18. Prohibitions related to menstruation

Menstruation is associated à severe social, negative, and stigmatizing which accentuate the malaise related to female adolescence. On the other hand, male adolescence is valued, and associated à positive concepts of growth, power, and virility accentuating inequality between genders, which persists into adulthood. Our study shows that these prohibitions are present for 22.6% of respondents.

We quote among others the following prohibitions:

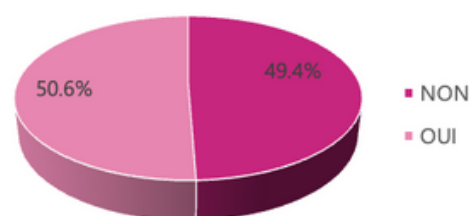
- *A girl in menstruation is forbidden to touch goods because it could induce bad luck, no one will come to buy in the shop from this seller;*
- *It is forbidden for the girl in menstruation to do tiring work because the period will come twice a month;*
- *Some have a practice of mixing menstrual blood captured on a mirror and beans so that menstruation comes regularly;*
- *Putting menstrual blood on the breasts supposedly will prevent them from falling (sagging, breast ptosis);*
- *Prohibition to dispose of used sanitary products in places where others can see them because they can use them for witchcraft purposes;*
- *Prohibition that a girl or woman in menstruation does not take a newborn because it may have facial acne;*
- *A girl or woman in menstruation can not pass in a field because the plants will wilt;*
- *Prohibition to enter a mosque or to do the lû do not;*
- *Prohibition to exchange with a boy because the period will last a whole week;*
- *A man who slept with his wife in menstruation will not harvest honey or fish;*
- *A footballer with a woman menstruating or who sleeps having shaken hands with a girl or woman menstruating acquires bad luck and cannot win.*

## 19. Focus on classes during menstruation

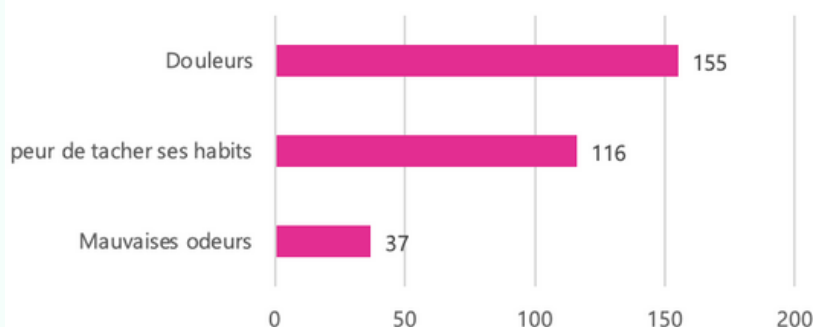
Some girls may not attend classes well during menstruation due to discomfort, pain, fear of staining their clothes or other reasons.

*The study shows that 49.4% do not follow courses well during the period rules.*

Follow classes well during menstruation



Reasons for not following classes well during menstruation



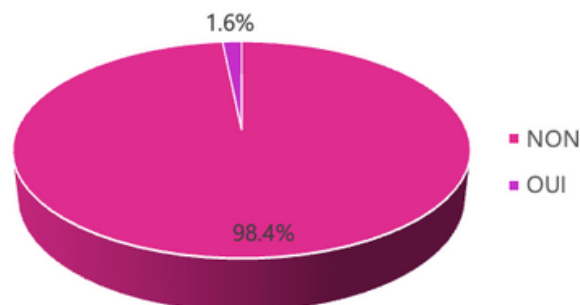
*Of the 247 who say they do not follow classes well during their period, 155 complain of pain or discomfort, 116 are afraid of staining clothes and 36 have bad smells during this period.*

## 20. Presence of pain medications at school

Some girls miss school to deal with pain. If a program of pain medication were available, then girls could well attend classes during their menstrual period.

*However, 98.4% of students have a lack of pain medication in their respective schools.*

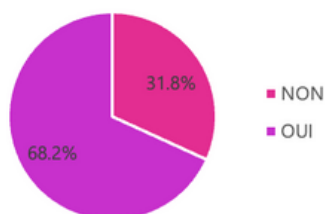
Presence of drugs on the school



## 21. Changing your sanitary protection at school

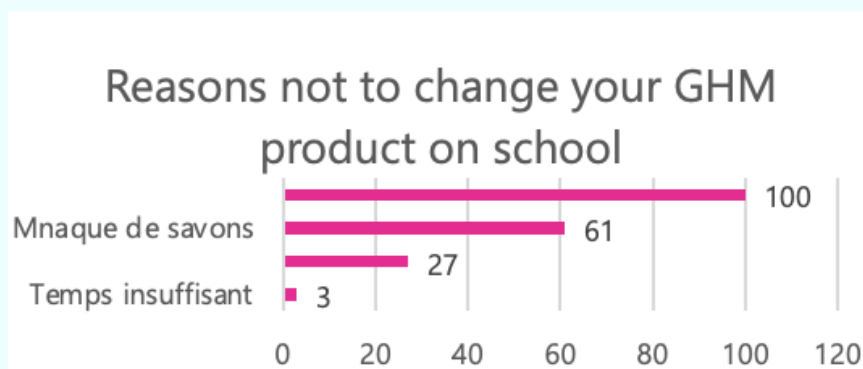
Schools in developing countries rarely have clean, private, and safe latrines, and many do not have separate latrines for girls. Even when latrines are available, there is usually no clean water point in or near toilets or toilets, and girls have nowhere to discreetly clean and dispose of their used menstrual products, or wash and dry their reusable sanitary pads

Changing at school during menstruation

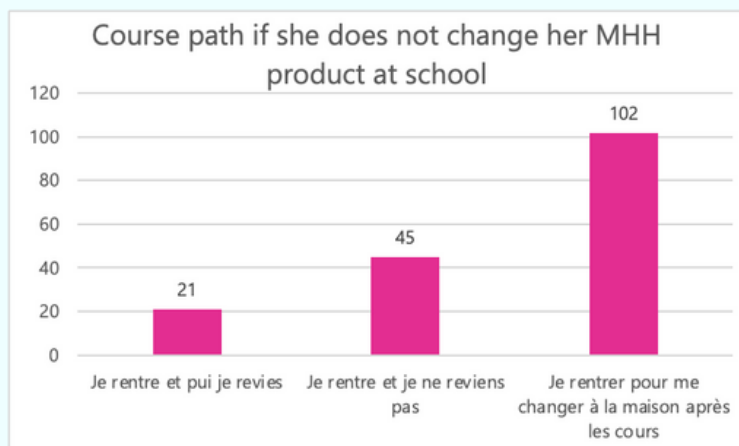


*For this reason, 68.2% of students change their sanitary protection when they are at school compared to 31.8% who do not change it.*

Of those who do not change them, 100 complain about the lack of MHH chambers, 61 about the lack of soaps, 3 about the lack of sufficient time for recreation, and 27 said they never change their sanitary protections while at school.



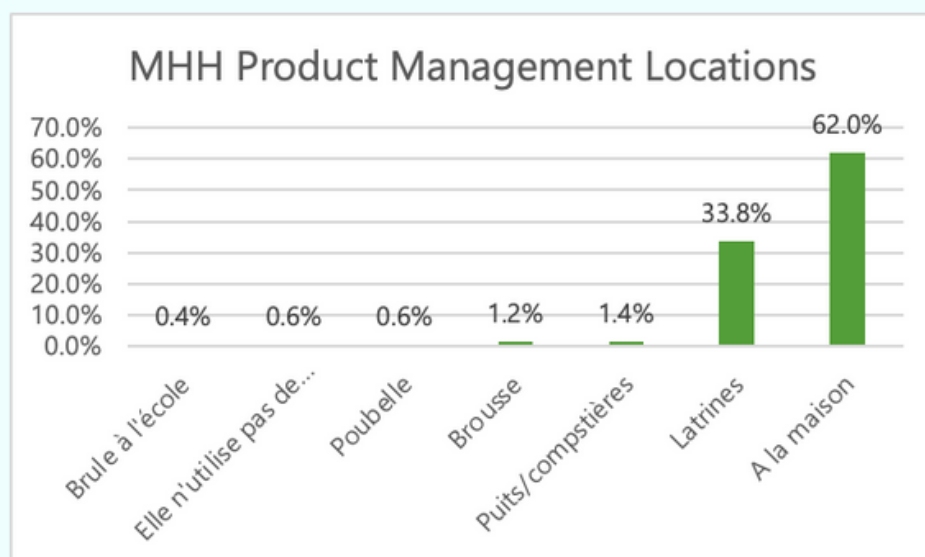
Those who do not change MHH products at school say they come home to change at home after class, 45 come in and do not come back and 21 come in and back.



## 22. MHH Product Management Locations

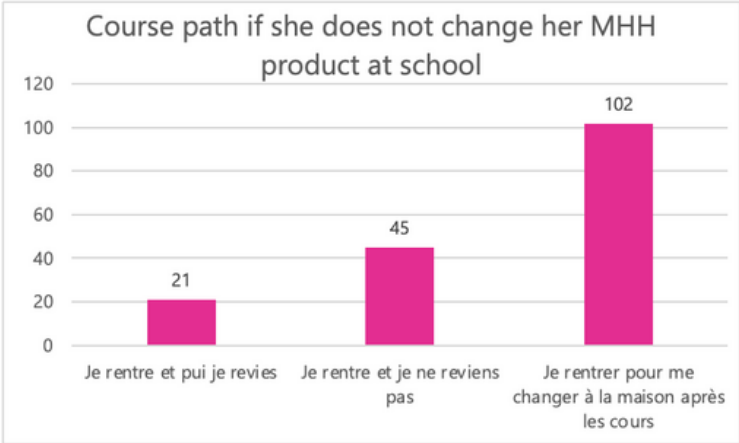
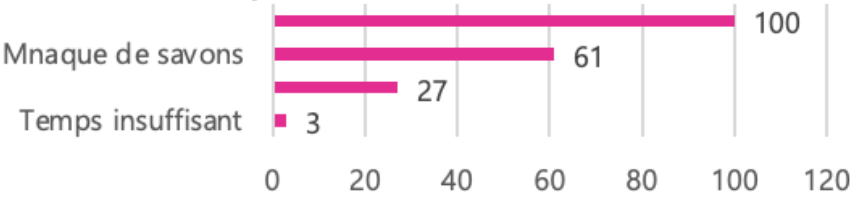
The widespread use of disposable sanitary pads without access to a solid waste treatment system (refugee camps, slums) raises fears of environmental and health disasters (contamination of water and land) in the short term. The solution for disposing of menstrual waste has a significant cultural dimension: some communities attribute beneficial or evil powers to menstrual blood, which, therefore, cannot be burned, buried, or disposed of with other products.

We find that 62% of respondents manage the equipment used at home to say that they do not change at school.



Of those who do not change them, 100 complain about the lack of MHH chambers, 61 about the lack of soaps, 3 about insufficient time for recreation, and 27 said they never change their sanitary protections while at school.

Reasons not to change your GHM product on school

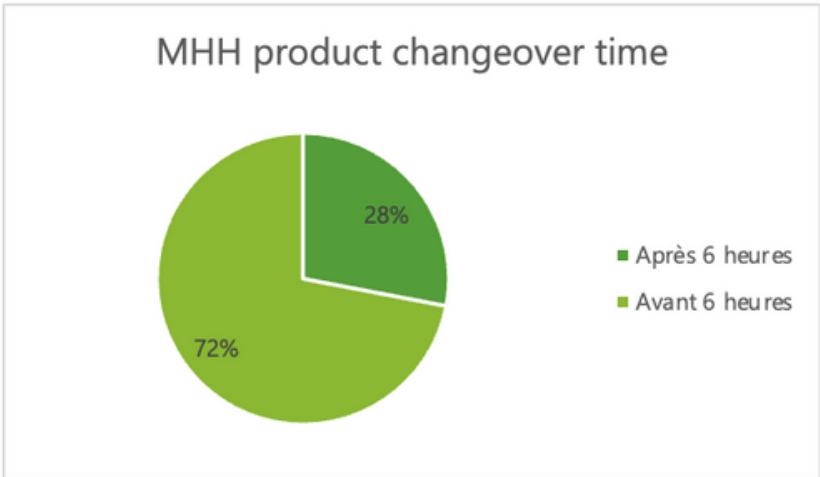


Those who do not change MHH products at school say they come home to change at home after class, 45 come in and do not come back and 21 come in and back.

### 23. MHH product changeover time

In the absence of an MHH chamber, Students often have no choice but to change their hygiene products in unsuitable places or not to change them often enough that it should, which increases the risk of vaginal infections or other harmful effects.

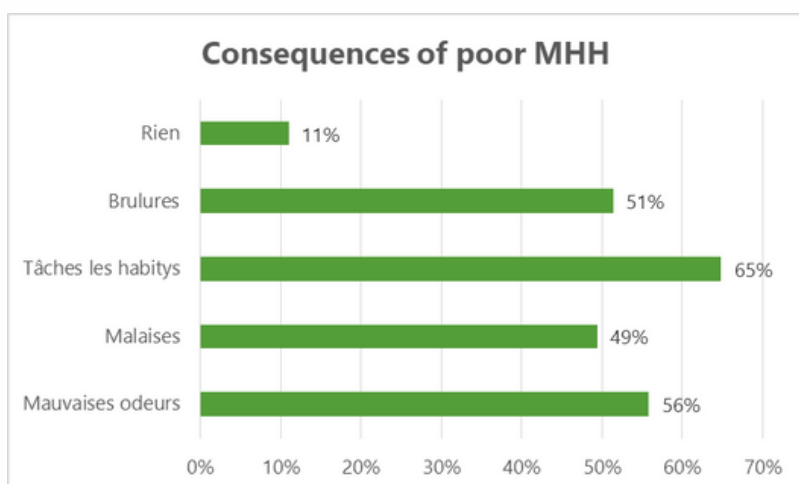
This is why in our study, there are 28% of students change MHH products after 6hours, so after the end of the school day.



### 24. Consequences of poor MHH

Due to a lack of information and resources, women use inappropriate equipment to absorb menstrual blood (cotton balls, synthetic rags, leaves, and plant elements) or have inappropriate practices (they avoid contact with water during menstruation, carry absorbent material for an excessive amount of time, or do not wash it properly), which represent potential vectors of infection.





*Inadequate menstrual hygiene is estimated to increase cases of genital tract infections by 70%. In addition, the recurrence of these infections suffered during adolescence would affect the sexual health of young girls once adults.*

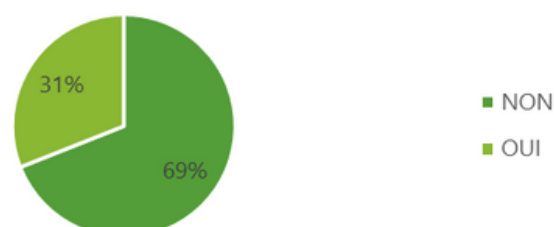
In our study, students cite the following consequences of poor menstrual management: Stains on clothes in 65%, of them Bad odors in 56% of cases, in heartburn 51%, and discomfort in 49%. However, 11% of students surveyed say no consequences occurred.

## 25. Existence of an MHH chamber at school

The existence of a place at school where every girl can change is essential. Indeed, for all 6 hours, the hygiene equipment must be changed fully or not, in order to avoid the consequences above Cited.

*Yet in our study, 69% of girls say that there is no room reserved for menstrual hygiene against 31% who testify that there is. Although this proportion of girls stated so, there is no program to provide this infrastructure to schools, and even the majority of those who mentioned it reportedly referred to latrines.*

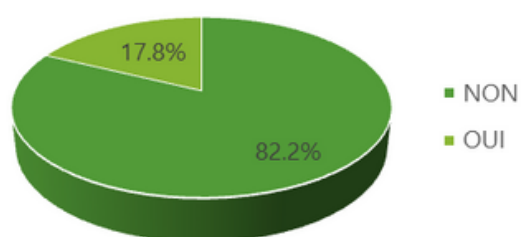
## Existence of an MHH chamber at school



## 26. Presence of MHH Products at school

Some girls may have their periods at school. Many of them have insufficient knowledge of the menstrual cycle to bring hygienic protection every time they go there knowing that menstruation will come.

## Presence of MHH Products at school

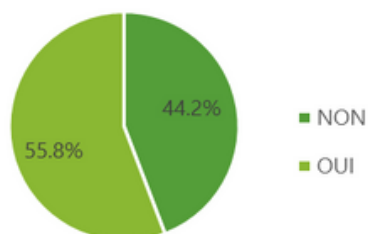


*For this, when menstruation occurs unpredictably, the student needs a kit at school to prevent her from coming home and missing the classes of that day. Yet, we note that only 17.8% of students say their schools have a stock of sanitary pads.*

## 27. Assessment of the sufficiency of latrines for a better MHH

If there is no MHH room, latrines can serve as places where girls can change their MHH products.

### Number of latrines for a better MHH



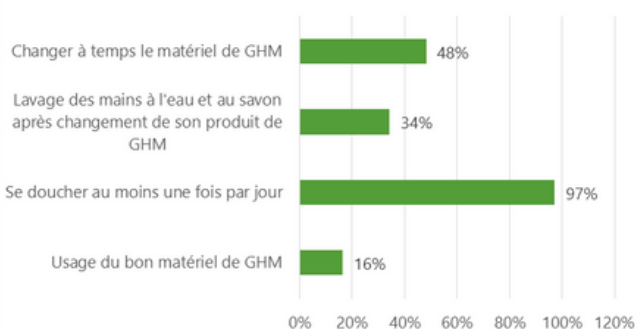
Yet these latrines are overwhelmingly inadequate in many schools. The results of the study showed that latrines are insufficient for 44.2% of respondents.

## 28. Hygiene measures during menstruation

During menstruation, women and girls are called upon to reinforce hygiene measures. Showering at least once a day and cleaning the private parts before changing their hygienic protection are basic rules to take into account during this period.

We note in our study that 97% of students shower at least once a day, 48% change hygienic protection in time, 34% wash their hands after changing hygienic protection and 16% use good MHH equipment.

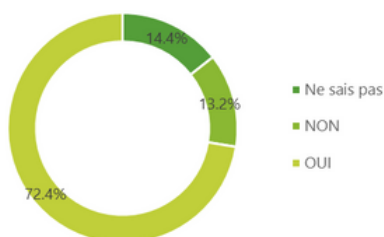
### Hygiene measures during menstruation



## 29. Presence of an MHH counselor in the school

Having someone to talk to about intimate issues can also allow young teens to make the right choice and guide their goals. A system of psychological assistance from students by their teachers has been set up by the MENRS.

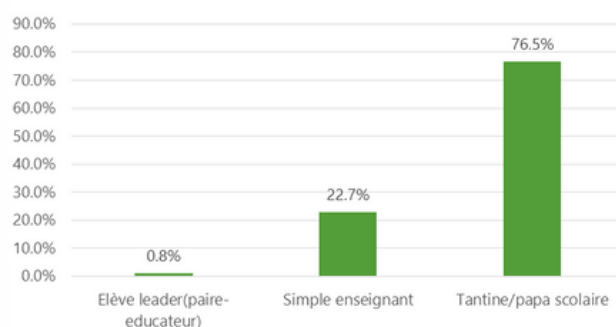
### Presence of an MHH counselor in the school



According to students who say they have counselors, 76.5% say they are school aunts and fathers, 22.7% are simple teachers and 0.8% say this person is a student leader or peer educator.

Thus, 72.4% stipulate that they have advisers, 13.2% do not have one and 14.4% do not know that this system is already in place.

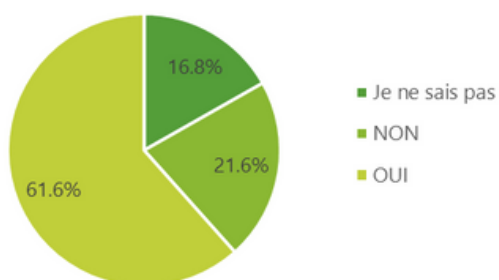
### Who is this advisor?



### 30. Existence of a hygiene club

Every school should strive to develop the necessary hygiene knowledge, behavior, and skills through hygiene education based on life skills and children's participation. The existence of a framework for educating schoolchildren on sensitive topics such as menstruation helps to break down the myths and taboos surrounding menstruation. Thus, the Government of Burundi through its Ministry in charge of education among its attributions has set up this system since 2017.

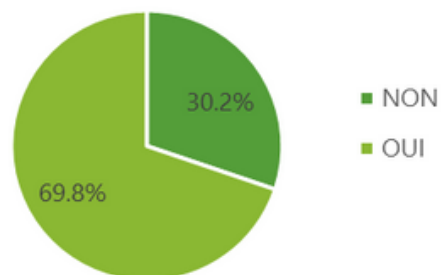
#### Existence of a hygiene club



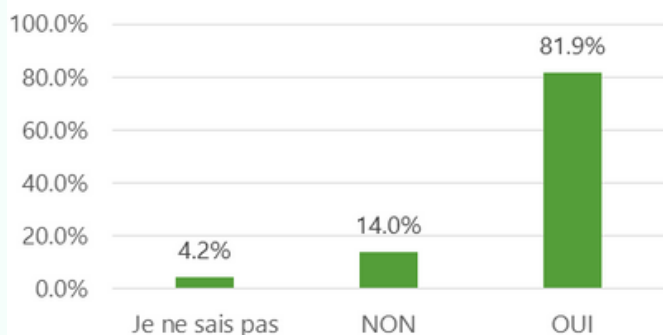
*61.6% of pupils claim to be aware of the existence of clubs in which hygiene education takes place, 21.6% deny their existence and 16.8% are not aware that this system exists.*

*Of those who say school clubs exist, 69.8% are members compared to 30.2%. This would be related to the fact that the school club has few students (about 30 students including 20 girls in each school)*

#### Membership to the hygiene club



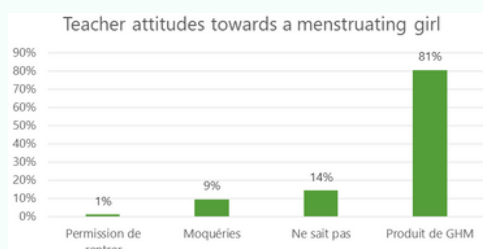
#### Existence of teaching materials



In addition, 81.9% say their schools have teaching materials compared to 14% who deny it and 4.2% who know nothing.

### 31. Teachers' attitudes towards a girl in menstruation

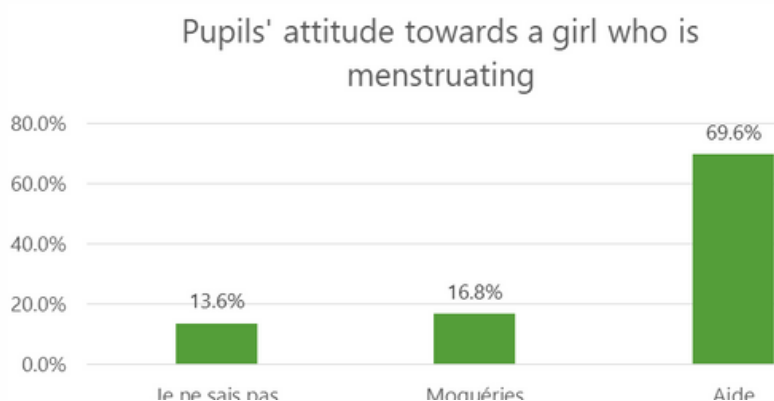
A girl being in her period can stain her clothes and once this is noticed by her teachers or classmates, especially boys, they can display behaviors that can create a climate of self-discrimination in the girl and this can lead to school dropouts. This is why teachers are called to have a spirit of helping the student rather than blaming or discriminating against her.



*The results of the study showed that teachers help the girl in menstruation by giving her management material when they notice that the girl is in need or when the girl dares to talk to her teacher.*

### 32. Attitudes of other students toward girls during menstruation

Fighting the taboos surrounding menstruation requires the awareness and involvement of young boys before the age of menarches and men of all generations. The understanding and involvement of men and adolescents are essential in order to simplify and trivialize exchanges on this subject in the family, but also in school, professional, community, research, politics, and industry. It is extremely important that boys display an attitude that is favorable to girls during menstruation, attitudes that advocate support rather than mockery so that they have the courage to return to school even after experiencing "that shame of staining clothes or school benches".



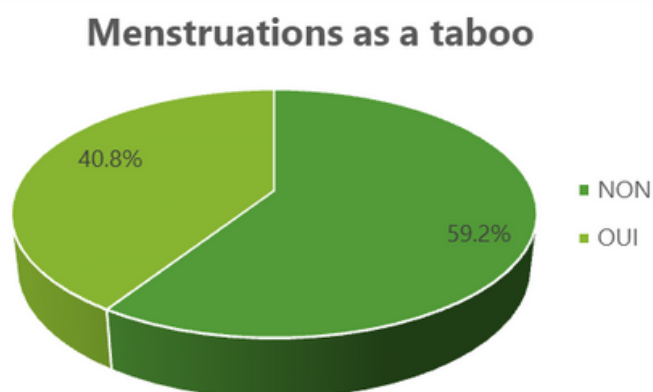
*Boys must understand that menstruation is a biological and physiological phenomenon like so many others.*

*The study showed that boys help girls with menstruation 69.6%, tease 16.8% and 13.6% say they have never seen other students' reactions to a girl during her menstruation.*

### 33. Menstruation as a taboo in the community

The persistence of harmful socio-cultural norms, stigma, misconceptions, and taboos around menstruation continues to lead to the exclusion and discrimination of women and girls. Discriminatory beliefs related to menstruation exacerbate the stress, social isolation, and lack of self-confidence experienced by young girls during adolescence, a critical and decisive period for their personal development. The taboos and stigma surrounding menstruation are rooted in the perception that menstruation is something dirty, and shameful and needs to be hidden. This can create or reinforce discriminatory practices against women and girls, impede gender equality and have a detrimental effect on the dignity of women and girls.

*We see that 40.8% of girls continue to say that menstruation is still considered something dirty, taboo, something that is not said in public, a non-debatable subject especially in public against 50.2% who say that this is no longer the case now; that this subject speaks to itself like so many other subjects.*





### 34. Wishes for the success of the project

The young schoolgirls interviewed were able to make proposals for their hygiene conditions, especially menstrual hygiene, to be improved. These are:

- Need for GHM rooms (65 students);
- Need for soaps (63 students);
- Need for washable and reusable sanitary pads "AGATEKA" (59 students);
- Water requirement (44 students);
- Need for underwear (10 students);
- Need for latrines (8 students);
- Need for education (6 students);
- Need for painkillers (1 student).

Other wishes expressed within the focus groups are:

- Basins and buckets for hand washing;
- An infirmary;
- Have a well-used product management system;
- Close latrines without doors and put padlocks or cells on latrine doors;
- Showers for personal hygiene during menstruation



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## CHAPTER 3: CONCLUSION AND RECOMMENDATIONS

### 1. Conclusion

*This study was carried out among 500 female students (for quantitative data) and 30 girls (for qualitative data) from 21 schools in the Muyinga and Butihinda communes of Muyinga province. This was a descriptive study.*

*We found that there is progress in the schools surveyed following the training sessions of CGEs, aunts, and fathers of schools during the past year (2021). However, schools present a gap especially on the side of water infrastructure, hygienic protection, and education at the GHM.*

*Socio-demographic data show that the girls surveyed are on average 14.3 years old, more than half live in urban areas, and are predominantly Catholic. The majority of their parents or guardians are Catholic, the majority of their teachers are female and the majority of them walk to school.*

*Drinking water is not accessible for more than half of the respondents and latrines are not formable from the inside according to half of the interviewees.*

*Almost every girl knows the rules. Yet more than half of them received the first information about menstruation after their first appearance. 57.2% of girls use fabrics from old clothes and 40% miss school during their menstrual periods for an average of 2.1 days per month for reasons of pain (51.5%) while schools do not have infirmary or pain medication.*

*Girls claim to have "stained" their clothes, others have experienced burns between their thighs, and bad smells during menstruation and others often have discomfort related to menstruation. In addition, 69% said their schools do not have GHM rooms and lack stocks of GHM products (82.2%). Many of them want schools to be equipped with GHM rooms, soaps, hygienic protection (Agateka), drinking water, underwear, buckets, or basins, ...*

### 2. Recommendations

#### **To the Ministry of National Education and Scientific Research:**

*Ensure that schools are built in locations that allow water sources to reach the compounds, that the number of toilet stalls is proportional to the number of students, that the budget for the purchase of soaps is available and on time, and that each school has an MHM room.*

*Include lessons on puberty and body changes in school curricula and set aside at least one hour per week for extracurricular activities, such as school clubs.*

*In collaboration with the Ministry of Public Health, strengthen the capacities of teachers to teach students SMM and SRHRAY*



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**To the Ministry of Public Health and the Fight against AIDS:**

*Advocate for the inclusion of sanitary pads among the essential products at the same level as medicines (to influence their exemption or at least a reduction in taxes on sanitary napkins and raw materials for the manufacture of washable and reusable pads so that financial partners can take them into account to support their distribution in schools). This should be done in collaboration with the Ministry of National Solidarity, Human Rights, and Gender.*

*Set up a school nursing system where girls can have pain medication.*

**To schools (principals and teachers):**

*Continue to talk openly about menstruation and other related topics in the field of sexual and reproductive health.*

*Ensure that topics related to menstrual hygiene are regularly discussed with students and promote/supervise good practices (daily latrine cleaning, hand washing at critical moments, etc.) whether in school clubs or at school gatherings, etc.*

*Discuss, at parent meetings, the school's needs for equipment related to general hygiene and menstrual hygiene as well.*

*Dedicate time to school club functions and support NGO actions in favor of good hygiene practices.*

**To parents:**

*Understand the need for information and the importance of talking with children (girls and boys) about sexual and reproductive health in general and menstruation in particular, in an age-appropriate way.*

*To understand the physiological differences between a boy and a girl and therefore the absolute need for appropriate menstrual products for girls.*

*Teach boys to respect girls, including not making fun of a girl who soiled her clothes because of blood leakage during menstruation.*

*Help the school if necessary in the purchase of soaps and other materials related to hygiene.*

*Teach their children to respect infrastructure and public goods.*

**To students (in and out of school):**

*Take seriously good hygiene practices and activities and their application.*



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## 1. Résumé des indicateurs

VARIABLES	MODALITIES	ACTUAL	%
Residence	Rural	229	46%
	urban	271	54%
	TOTAL	500	
Class	1st Post-Fundamental	29	6%
	2nd primary	1	0.2%
	3rd Post-Fundamental	1	0.2%
	3rd primary	8	2%
	4th primary	35	7%
	5th primary	124	25%
	6th primary	195	39%
	7th Fundamental	67	13%
	8th Fundamental	28	6%
	9th Fundamental	12	2%
	TOTAL	500	
Religion	Adventist	7	1%
	Catholic	225	45%
	Muslim	134	27%
	Protestant	134	27%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Parent/guardian occupation	Unemployed	2	0.4%
	Pupil (herself)	3	0.6%
	Official	55	11.0%
	Artisan	63	12.6%
	Merchant	94	18.8%
	Farmer	283	56.6%
	TOTAL	500	
Gender of teacher	women	271	43.4%
	Women and Men	157	31.4%
	Men	126	25.5%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Means of travel to school	By bike	1	0.2%
	By motorcycle	2	0.4%
	On foot	497	99.4%
	TOTAL	500	
Presence of drinking water source	No	272	54.4%
	Yes	228	45.6%
	TOTAL	500	
Water Payment	No	213	93.4%
	Yes	15	6.6%
	TOTAL	228	

VARIABLE	MODALITIES	EFFECTIF	%
Frequency of drinking water	In rainy periods	11	4.8%
	Sometimes	114	50.0%
	Every day	103	45.2%
	TOTAL	228	
Hand washing with soap and water	No	132	26.4%
	Yes	368	74%
	TOTAL	500	
Latrine availability	Yes	500	100%





VARIABLE	MODALITIES	EFFECTIF	%
Proximity of latrines to classrooms	Close to the classroom	459	91.8%
	Away from the classroom	41	8.2%
	TOTAL	500	
s Separate latrine	No	7	1.4%
	Yes	493	99%
	TOTAL	500	
Latrines resealable from the inside	The headlines	91	18.2%
	No	162	32.4%
	Yes	247	49.4%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Favorable latrines	No	163	32.6%
	Yes	337	67.4%
	TOTAL	500	
Why latrines are not favorable	No resealable	88	64.7%
	No water	74	54.4%
	Not clean	46	33.8%
	Insufficient	26	19.1%
	Scary places	4	2.9%
	Away from the classroom	4	2.9%
	TOTAL	136	
Time of attendance at the latrine	Whenever you want	447	89.4%
	During breaktime	53	10.6%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
State cleanliness of the latrine during the last attendance	OWN	82	16.4%
	Not clean	418	83.6%
	TOTAL	500	
Latrine cleaning frequency	Never	2	0,4%
	Once a week	12	2.4%
	Twice a week or more	179	35.8%
	Every day of the week	307	61.4%
	TOTAL	500	
Latrine cleaners	Students	498	99.6%
	Plant	2	0.4%
	TOTAL	500	
Cleanliness of latrines as chores	No	463	93.0%
	YES	35	7.0%
	TOTAL	498	

VARIABLE	MODALITIES	EFFECTIF	%
Washing hands with soap and water after toileting	No	146	29.2%
	Yes	354	70.8%
	TOTAL	500	
Reasons for not washing hands with soap and water	No water	66	45.2%
	No soaps	117	80.1%
	It doesn't matter	12	8.2%
	TOTAL	146	
Presence of soaps in the school	No	154	30.8%
	Yes	346	69.2%
	TOTAL	500	
Sources of soap supply	School	341	98.6%
	NGO	2	0.6%
	Parent/Guardian	3	0.9%
	TOTAL	346	

VARIABLE	MODALITIES	EFFECTIF	%
Place of defecation in the school	I never had this need at school	6	1.2%
	School latrines	494	98.8%
	TOTAL	500	
Defining menstruations	False definition	2	0.4%
	True definition	498	99.6%
	TOTAL	500	
Sources of information on menstruations	Parents	354	70.8%
	Friend	202	40.4%
	Sibling	102	20.4%
	Teacher outside the class	85	17.0%
	club	63	12.6%
	Father or aunt of the school	60	12.0%
	Course	30	6.0%
	Relative	24	4.8%
	No one	23	4.6%
	NGOs	1	0.2%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
When did you get the first information on menstruation	After the first menstrual period	168	33.6%
	Before the first menstrual period	332	66.4%
	TOTAL	500	
Parent-child communication on menstruations	No	122	24.4%
	Yes	378	75.6%
	TOTAL	500	
Menstrual Management Products	Washable pads AGATEKA	7	1.4%
	Nothing	18	3.6%
	Disposable pads	189	37.8%
	Rags	286	57.2%
	TOTAL	500	



VARIABLE	MODALITIES	EFFECTIF	%
Preferred MHH Product	I don't know	5	1.0%
	Rags	40	8.0%
	Washable pads AGATEKA	176	35.2%
	Disposable pads	279	55.8%
	TOTAL	500	
Satisfaction with your MHH	No	113	22.6%
	Yes	387	77.4%
	TOTAL	500	
Contribution of parents or guardians in MHH	No	74	14.8%
	Yes	426	85.2%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Who do you turn to if there from is no parent/guardian contribution?	Freind	9	12.2%
	Relative	8	10.8%
	Person (myself)	55	74.3%
	Neighbors	2	2.7%
	TOTAL	74	
Sports activities during menstruation	No	364	72.8%
	yes	136	27.2%
	TOTAL	500	
Reasons to not do sports during menstruation	She doesn't like sports	19	5.2%
	No adequate MHH equipment	52	14.3%
	Afraid of staining my clothes	70	19.2%
	Fear that the product will fall	30	8.2%
	Pain/discomfort	189	51.9%
	No sport on our school	4	1.1%
	TOTAL	364	

VARIABLE	MODALITIES	EFFECTIF	%
Absence from school during menstruation	No	300	60.0%
	Yes	200	40.0%
	TOTAL	500	
Average days of absence during menstruation		2.1 Days	
Prohibited during menstruation	No	387	77.4%
	Yes	113	22.6%
	TOTAL	500	
Follow classes well during menstruation	No	247	49.4%
	Yes	253	50.6%
	TOTAL	500	
Presence of pain medications in the school	No	492	98.4%
	Yes	8	1.6%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Absence from school during menstruation	No	300	60.0%
	Yes	200	40.0%
	TOTAL	500	
Average days of absence during menstruation		2.1 Days	
Prohibited during menstruation	No	387	77.4%
	Yes	113	22.6%
	TOTAL	500	
Follow classes well during menstruation	No	247	49.4%
	Yes	253	50.6%
	TOTAL	500	
Presence of pain medications in the school	No	492	98.4%
	Yes	8	1.6%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Changing during menstruation	No	159	31.8%
	Yes	341	68.2%
	TOTAL	500	
MHH Product Management Locations	Burns at school	2	0.4%
	It does not use MHH product	3	0.6%
	Dustbin	3	0.6%
	Bush	6	1.2%
	Wells/compost bins	7	1.4%
	Latrine	169	33.8%
	Home	310	62.0%
	TOTAL	500	
Duration of change of its MHH product	After 6 hours	140	28.0%
	Before 6 hours	360	72.0%
	TOTAL	500	

VARIABLE	MODALITIES	EFFECTIF	%
Consequences of poor MHH	Bad smells	279	55.8%
	Discomfort	247	49.4%
	Tasks clothing	324	64.8%
	Heartburn	257	51.4%
	TOTAL	500	
Presence of a MHH chamber	No	345	69.0%
	Yes	155	31.0%
	TOTAL	500	
Presence of MHH products in the school	No	411	82.2%
	Yes	89	17.8%
	TOTAL	500	
Students' appreciation of the adequacy of latrines	No	221	44.2%
	Yes	279	55.8%
	TOTAL	500	



VARIABLE	MODALITIES	EFFECTIF	%
How do you do hygiene during menstruation	Using the right MHH hardware	82	16.4%
	Shower at least once a day	486	97.2%
	Hand washing with soap and water after changing your MHH product	171	34.2%
	Change MHH hardware in time	241	48.2%
	TOTAL	500	
Existence of a MHH counsellor in the school	Don't know	72	14.4%
	No	66	13.2%
	Yes	362	72.4%
	TOTAL	500	
Who is this advisor	Student leader (peer educator)	3	0.8%
	Simple teacher	82	22.7%
	Auntie/school dad	277	76.5%
	TOTAL	362	

VARIABLE	MODALITIES	EFFECTIF	%
Presence of a hygiene club	I don't know	84	16.8%
	No	108	21.6%
	Yes	308	61.6%
	TOTAL	500	
Be a member of the hygiene club	No	93	30.2%
	Yes	215	69.8%
	TOTAL	308	
Existence of teaching materials	I don't know	9	4.2%
	No	30	14.0%
	Yes	176	81.9%
	TOTAL	215	

VARIABLE	MODALITIES	EFFECTIF	%
Attitudes of other students towards a girl in menstruation	Help	348	69.6%
	I don't know	68	13.6%
	Mockery	84	16.8%
	TOTAL	500	
Attitudes of other students towards a girl in menstruation	Mockery	5	1.0%
	Permission to return	403	80.6%
	MHH Product	47	9.4%
	Don't know	71	14.2%
	TOTAL	500	
Menstruation as taboo	No	296	59.2%
	Yes	204	40.8%
	TOTAL	500	

## 2. Questionnaire

Questions	Terms
<p>Hello. My name is..... , I work at SaCoDé for this project to promote menstrual hygiene for girls and women. We are in this school to exchange with girls on how they live their menstruation. What you will tell us will remain confidential and will guide us in the preparation of this project so that it is very beneficial to you. Is there He a question to ask me before we start the interview? If so, ask it!</p>	Yes/No
Name and surname of the interviewee	
Date of interview	-----
Characteristic of the respondent	
Commune	-----
School	-----
Age of the respondent	-----
Place of residence of the respondent	Urban Rural
Class	1st 2nd 3rd 4th 5th 6th 7th 8th 9th
Religion	Catholic Protestant Jehovah's Witnesses Adventist Muslim
Parent/guardian occupation	Farmer Official Merchant Artisan Other occupation, to be specified
Gender of teachers	Women Men Women and Men
Means of travel to school	On foot By motorcycle By vehicle By bike
<b>RELATED TO WATER QUESTIONS</b>	
Existence of drinking water in the school	Yes No
Do you pay for drink water?	Yes No
Frequency of drinking water in the school	Every day of the week A few days during the week In rainy periods Never

At your school, do students wash their hands with soap and water under the supervision of a teacher?	Yes No
If students wash their hands with soap and water, during what moments?	Before eating After the toilet Before entering class and before going home Other moments
HYGIENE OF LATRINES	
Do you have functional latrines in the school	Yes No
How far from classrooms?	Latrine ready Far from latrines
Are these latrines separated between girls and boys?	Yes No
Do these latrines close from the inside?	Yes No The headlines
Are the latrines supportive so that you feel comfortable when using them?	Yes No
If latrines are not favorable, why?	No resealable Insufficient Not clean Located in a terrifying location No water near the latrine Away from the classroom Other to be specified
About your school, when are you allowed to go in the bathroom?	Whenever you want During recess Other time
The last time you went to the latrines, were they clean?	Yes No
How many times a week are latrine cleaned?	Every day of the week Twice or more per week Sometimes Never



Who is the Charged latrine hygiene person?	Students The school's planton No one
Are latrines only cleaned by students as punishments?	Yes No
During your last visit to the latrine, did you wash your hands with soap and water?	Yes No
Why didn't you wash your hands with soap and water the last time you visited the latrine?	No water No soaps It doesn't matter Other reason
At your school, do you have access to handwashing soaps?	Yes No
Who supplies it?	The school NGOs Parents No soaps about the school
When you're in school, where do you relieve yourself?	School latrines Latrines of the neighbors of the school I never go toe lavatories when I'm at school Other location, to be specified
<b>HYGIENE MENSTRUAL MANAGEMENT</b>	
Have you heard or know what are the menstruations are?	Yes No
What do you think are the menstruations?	Blood that comes from the girl/woman's genitals every month Alternative definition
Did you experience your first period?	Yes No
With Whom did you discuss menstruation ? (Sources of information on menstruations)	My parents Brother/sister Friends Teacher in class Teacher outside the class Club Association/NGO Relative Auntie/ Dad School Peer Educator Other sources (specify)
When did you first receive information about menstruation?	Before my Menarches After my Menarches
What do you use as your period management product?	Disposable pad (Cotex) Washable and reusable pad AGATEKA Fabrics of old clothes Nothing
As for you, what is the best menstrual management product preferable?	Disposable sanitary pad (cotex) AGATEKA washable and reusable sanitary pad Fabrics of old clothes Other product (specify)

Are you satisfied with your level of menstrual hygiene?	Yes No
What do you want to ensure that the level of menstrual hygiene is satisfactory?	MHH room in the school Drinking water in the school Soaps about school Management locations for MHH products used Suitable MHH product Other wishes (specify)
Does your parent/guardian contribute to your MHH?	Yes No
How does it contribute?	Disposable sanitary pads (Cotex) Soap Clothing fabrics Advice Other contribution
If your parent/guardian does not contribute to your MHH, who do you use?	My boyfriend My friend A neighbour No one
THE PROHIBITIONS AROUND OF MENSTRUATION	
Do you exercise when you menstruate?	Yes No
If not, , why?	I don't have menstrual hygiene management equipment I'm in too much pain I'm afraid of bleeding I'm afraid menstrual hygiene management equipment may fall off Other
Do you ever miss because of menstruation?	Yes No
If so, how many days are you absent on average because of menstruation	-----
What is the main cause that pushes you to be absent?	Lack of adequate equipment Severe pain I'm afraid others will say I smell bad I'm afraid of staining clothes
Are there any prohibitions for you when you are in menstruation?	1. Yes 2. No
If yes, specifies the cause	-----
MENSTRUATION MANAGEMENT AT SCHOOL	
Is it easy for you to attend classes when you have your period? ?	Yes No

S I No, that's why?	I'm afraid to stain my clothes I'm afraid that others can smell the smells and make fun of me Pain Other
Are you given pain medications at school?	1. Yes 2. No
Is it easy for your school to manage menstrual hygiene?	1. Yes 2. No
Why can't you do menstrual hygiene management?	No MHH room No soap or water Lack of time Other to be specified
If you can't manage menstrual hygiene, it happens how?	I stay like this and change at home I go home to change and then I come back to school I come home and stay home Other
At school, where do you dispose of equipment already used?	In the pits In a bucket or barrel I go home with We put them Burns at school In the toilet Other
How long does it take for you to changes- the menstrual hygiene management equipment?	Before four o'clock Between four and six hours After more than six hours
Have you ever experienced l cases Following during menstruation?	Having abrasions Bad smell Pain/discomfort Staining clothes Never
<b>HYGIENE MENSTRUAL MANAGEMENT INFRASTRUCTURES AND PRODUCTS AT SCHOOL</b>	
Is there a menstrual hygiene management chamber here at your school?	1. Yes 2. No
Is there A stock of pad to help cases of menstruation at school?	1. Yes 2. No
Do you have enough latrines so you don't have to queue? ?	1. Yes 2. No
How dos- you do personal hygiene during menstruation?	Use appropriate equipment Take a shower at least once a day Wash hands before and after changing the sanitary pad Change the pad within the scheduled hours
<b>MENSTRUAL HEALTH EDUCATION</b>	

Is there someone girls confide in when they have problems with menstruation here at your school?	Yes No I don't know
Who is this person?	Auntie/father of the school A simple teacher Another person
Is there where a school club girls, even boys, receive for menstrual health information?	Yes No I don't know
Are you part of a school club?	Yes No
Do you have menstrual health education manuals?	Yes No I don't know
How do other students behave towards the one who has had her period here at school (if they see a blood stain on the skirt or chair)?	They make fun of her help her (give her a sweater to hide the stain or ask permission for her to come in) I don't know / I've never seen
What is the behavior of educators when they learn that a girl is menstruating?	Mockery They give him permission to return They give him the medicine They give him the sanitary pad I don't know
Here in your school, menstruation Are is taken as taboo (which should not be talked about out loud)?	Yes No
<b>MHH PROJECT</b>	
Do you have any other suggestions or wishes for this menstrual hygiene promotion project to succeed?	Yes No
What are your your wishes?	
Thank you for your intervention	

### 3. Focus group questions

Q1. What are the effects of a bad MHH?

Q2. In your community, what are the common prohibitions related to menstruation ?

Q3. In your opinion, what are your wishes for this project to be effective ?

### 4. References

1. [https://menstrualhygieneday.org/wpcontent/uploads/2018/03/mhmdoc\\_fr.pdf](https://menstrualhygieneday.org/wpcontent/uploads/2018/03/mhmdoc_fr.pdf)
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