

COMMUNITY-LED ACCELERATED WASH
(COWASH)

STUDY

STUDY PRE-MENSTRUAL HYGIENE MANAGEMENT INTERVENTIONS



FEBRUARY, 2025

COWASH IV FTAT



CONTENTS

1	INTRODUCTION	1
2	DETAILED ANSWERS BY QUESTIONS, SCHOOL DATA	1
	2.1 POINTS TO NOTE	1
	2.2 RESPONSES TO QUESTIONS	2
3	DETAILED ANSWERS BY QUESTIONS, SELF-ADMINISTERED DATA	4
	3.1 POINTS TO NOTE	4
	3.2 RESPONSES TO QUESTIONS	5
4	CONCLUSIONS	16
5	SUMMARY	17
6	NEXT STEPS	17
TABLES		
	TABLE 1. DATA COLLECTED FOR THE STUDY.	2
FIGURES		
	FIGURE 1. QUESTION 8.	3
	FIGURE 2. QUESTION 1.	5
	FIGURE 3. QUESTION 4.	6
	FIGURE 4. QUESTION 5.	6
	FIGURE 5. QUESTION 7.	7
	FIGURE 6. QUESTION 8 AND QUESTION 9.	8
	FIGURE 7. QUESTION 12.	9
	FIGURE 8. QUESTION 14.	9
	FIGURE 9. QUESTION 15 AND QUESTION 18.	10
	FIGURE 10. QUESTION 16 AND QUESTION 19.	11
	FIGURE 11. QUESTION 17 AND QUESTION 20.	11
	FIGURE 12. QUESTION 21.	12
	FIGURE 13. QUESTION 22 AND QUESTION 23.	12
	FIGURE 14. QUESTION 24.	13
	FIGURE 15. QUESTION 25.	14
	FIGURE 16. QUESTION 26.	14
	FIGURE 17. QUESTION 28 AND QUESTION 29.	15

1. INTRODUCTION

The Community-Led Accelerated WASH IV (COWASH IV) conducted a study on menstrual hygiene management (MHM) among schoolgirls in nine Woredas across five regions (Table 1). This was the first of two studies aimed at establishing baseline data on girls' experiences in schools where MHM interventions were set to be piloted under COWASH IV. Additionally, school WASH facility profiles from the nine schools were gathered simultaneously through a questionnaire completed by the school administration.

Region	Name of Woreda	No. of schoolgirls	Language
Central Ethiopia	Geta	81	Amharic
Benishangul-Gumuz	Bambasi	106	Amharic
Oromia	Berek	63	Afaan Oromo
	Abichu'gnea	65	
	Serru	90	
Sidama	Chironi	127	Afu Sidama
	Wondo-Genet	215	
Tigray	Ahferom	178	Tigrigna
	Samre	215	
Total number of respondents		1,067	

Table 1. Data collected for the study.

The objective is to collect both pre- and post-intervention data, with the second study serving as the post-intervention assessment. This will help evaluate whether the interventions contribute to improved school attendance among girls and a reduction in stigma within the school community.

Data collection took place between January and April 2024, with 1,067 girls aged 14 and above participating in the survey in nine different schools. The survey was conducted using translated, self-administered questionnaires. To ensure data triangulation, separate focus group discussions were held with both schoolgirls and boys.

2. DETAILED ANSWERS BY QUESTIONS, SCHOOL DATA

2.1 POINTS TO NOTE

- Nine schools provided responses to the water, sanitation and hygiene (WASH) facilities profile, completed by school directors or administrators.
- One school answered to only four questions out of 32.
- Only one school was able to correctly follow the questionnaire instructions, specifically responding to subsequent questions.
- It is clear that the questionnaire was not easy to follow, as there were many unanswered questions and responses provided to the wrong questions, making it difficult to analyze the correct answers.

2.2 RESPONSES TO QUESTIONS

QUESTION 1, 2 & 3:

- Q1. What is the name of the school?
- Q2. What is the school's education level?
- Q3. How many students were enrolled in the 2015 Ethiopian Calendar (EC) school year?

Questions 1, 2 and 3 collect background information, including the school's name, education level, and student enrolment for the 2015 EC school year. Among the surveyed schools, three were elementary schools with a total enrolment of 2,259 students (1,133 girls), three were junior secondary schools with 6,497 students (3,921 girls), and three were senior secondary schools with 1,686 students (722 girls), though data from one school was missing.

QUESTION 4, 5, 6 & 7

- Q4. What is the school's primary water source?
- Q5. Where is this water source located?
- Q6. If the primary water source is on school grounds, is it accessible to students with disabilities?
- Q7. If not, what are the main barriers to accessibility?

Out of the nine schools, only two lacked any water supply. The remaining seven had access to a protected source, such as a hand-dug well, spring, piped connection, or rainwater harvesting system. One school's water source was located off-campus, and two had a system that was not accessible to students with disabilities due to its non-inclusive design.

QUESTION 8, 9, 10, 11, 12, 13, 14 & 15

- Q8. What types of latrine blocks are available at the school?
- Q9. What is the total number of improved latrine blocks in the school?
 - Q9.1 How many separate blocks are designated for girls?
 - Q9.2 How many separate blocks are designated for boys?
 - Q9.3 How many separate blocks are designated for teachers?
 - Q9.4 How many mixed-use blocks are there?
- Q10. If there are latrines for girls (Q9.1 or Q9.4 is greater than zero), do they provide privacy from outside view?
- Q11. If there are latrines for girls (Q9.1 or Q9.4 is greater than zero), do they have doors that can be locked from the inside?
- Q12. If there are latrines for girls (Q9.1 or Q9.4 is greater than zero), are they accessible to girls with limited mobility, such as those using wheelchairs?
- Q13. If there are latrines for girls (Q9.1 or Q9.4 is greater than zero), are there handwashing facilities nearby or inside these latrines?
- Q14. If handwashing facilities are available (Q13 is Yes), is soap and water provided near or inside the girls' latrine blocks?
- Q15. If handwashing facilities are available (Q13 is Yes), are they accessible to individuals with limited mobility?

Out of nine schools eight responded to the question 8, indication that in most cases there was at least some kind of toilet in the school (Figure 1).

What types of latrine blocks are available at the school?

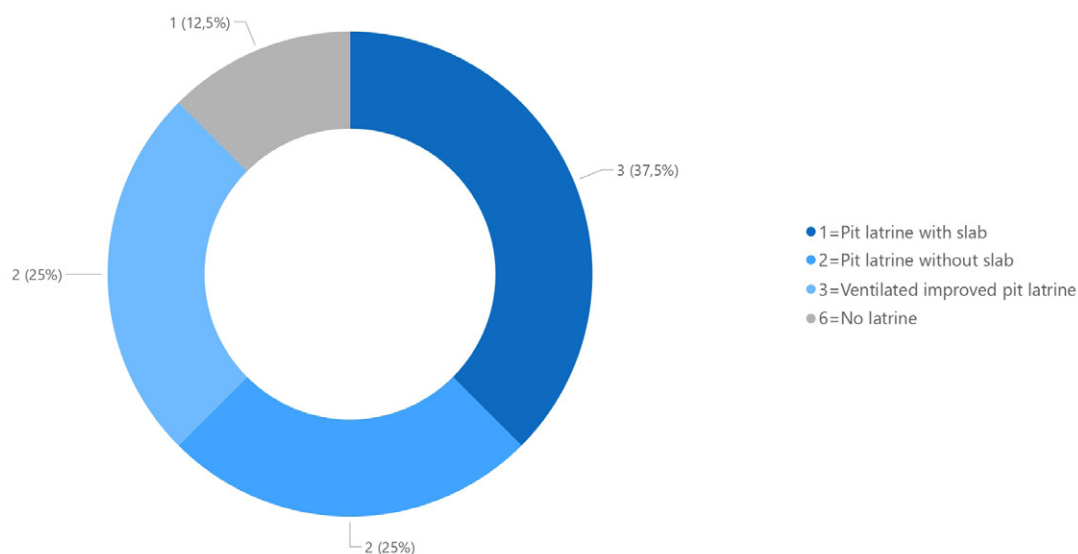


Figure 1. Question 8.

Out of the eight schools, three responded the following question indicating that they have improved latrine blocks. Three schools indicated that they have one separate block for girls, boys and teachers, one school have multiple blocks for girls, boys and teachers, and one school had multiple blocks for girls and another two for boys. Only two schools had a mixed block.

In four out of five cases, girls' latrines provided privacy, had lockable doors, and included handwashing facilities. However, only one school supplied both water and soap, while three others provided only water. In a different four out of five schools, latrines were constructed with accessibility features for students with disabilities, but only three schools incorporated inclusive design in their handwashing facilities.

QUESTION 16, 17, 18, 19, 20, 21, 22 & 23

Q16. Are there MHM facilities at the school?

Q17. If Yes to Q16, which MHM facilities are available?

Q18. If Yes to Q16, are the MHM facilities accessible to individuals with limited mobility?

Q19. If Yes to Q16, is water and soap available in the MHM facility for menstrual hygiene management?

Q20. If Yes to Q19, is there a designated space for drying reusable menstrual materials?

Q21. If No to Q20, how do girl students primarily dry reusable menstrual materials?

Q22. If Yes to Q16, are there covered bins for the disposal of menstrual materials in the MHM toilet/room used by schoolgirls?

Q23. If No to Q22, how do girl students dispose of used menstrual materials?

Only three schools had MHM facilities, all constructed based on the Ministry of Education design. Two of these facilities were accessible to individuals with disabilities. All three schools provided water in the MHM facility, but only one also supplied soap. Additionally, two schools had covered bins for menstrual waste disposal, and two provided a designated space for drying reusable menstrual materials.

QUESTION 24, 25, 26, 27 & 28

- Q24. Are menstrual hygiene products available at the school?
Q25. If Yes to Q24, how do schoolgirls access these menstrual hygiene products?
Q26. If Yes to Q24, what types of menstrual hygiene products are available at the school?
Q27. If Yes to Q24, who supplies these products to the school?
Q28. If Yes to Q24, who is responsible for covering the cost of these products?

Five schools provided menstrual hygiene products, with three offering them free of charge and one requiring a payment. Two schools supplied disposable sanitary pads, while two others provided reusable sanitary pads produced at the school. In one school, the school community supplied the materials, while in another, the students in the gender club were responsible. In two schools, both the school community and the gender club were involved in both supplying and funding the products.

QUESTION 29, 30, 31 & 32

- Q29. Does anyone in the school produce reusable sanitary pads for sale or donation to support schoolgirls?
Q30. Is the school administration willing to support schoolgirls during their menstrual period?
Q31. If Q30 is No, what are the main reasons?
Q32. If Q30 is Yes, please specify the primary types of support provided to schoolgirls.

Only one school produces reusable sanitary pads for sale or donation to support schoolgirls. Five school administrations are willing to support girls during their menstrual periods, while those unwilling cited a lack of financial resources and knowledge. The schools that provide support offer emergency sanitary pads and guidance to girls as needed.

3. DETAILED ANSWERS BY QUESTIONS, SELF-ADMINISTERED DATA

3.1 POINTS TO NOTE

- Some questions were omitted during the translation of the questionnaires into local languages. For instance, question 29 was missing in one Woreda.
- For question 3, many girls provided their own age as an answer, suggesting that some questions were misunderstood.
- A significant number of unanswered questions further indicates a lack of clarity or comprehension.
- Empty answers throughout the questionnaires may also indicate the girls' reluctance to answer certain questions.
- It was evident that some girls completed the questionnaire together, as many responses were identical. This could imply copying due to misunderstanding the questions or reluctance to answer truthfully, even though the survey was anonymous.
- Many girls refrained from disclosing their age, possibly in an effort to maintain anonymity.
- The survey data was entered into Excel by seven different individuals, as the surveys

were conducted in local languages. This may have introduced inconsistencies or variations in data interpretation during analysis.

- Many girls responded to questions they were not expected to answer. For example, if Question 1 required a "yes" or "no" response and Question 2 was meant only for those who answered "yes," many girls who answered "no" still provided a response to Question 2.
- In some schools, girls were instructed to answer the questionnaire based on the assumption that MHM facilities had not yet been built. This guidance may have caused confusion among the girls, leading to inconsistent responses, as some may have forgotten the instructions.

3.2 RESPONSES TO QUESTIONS

QUESTION 1, 2 & 3

Q1. What is your age?

Q2. What grade were you in during the 2015 Ethiopian Academic Year?

Q3. How old were you when you had your first menstrual period?

Questions 1, 2, and 3 gather background information, including the students' age, grade, and age at menarche. Many students left these questions blank, particularly Questions 2 and 3, likely to protect their identity or because they did not want to disclose when they started menstruating.

Among the 1,067 schoolgirls surveyed, 796 were between 14 and 16 years old, 213 were 17–19 years old, and 27 were 20 or older. Additionally, 31 students did not respond (Figure 2).

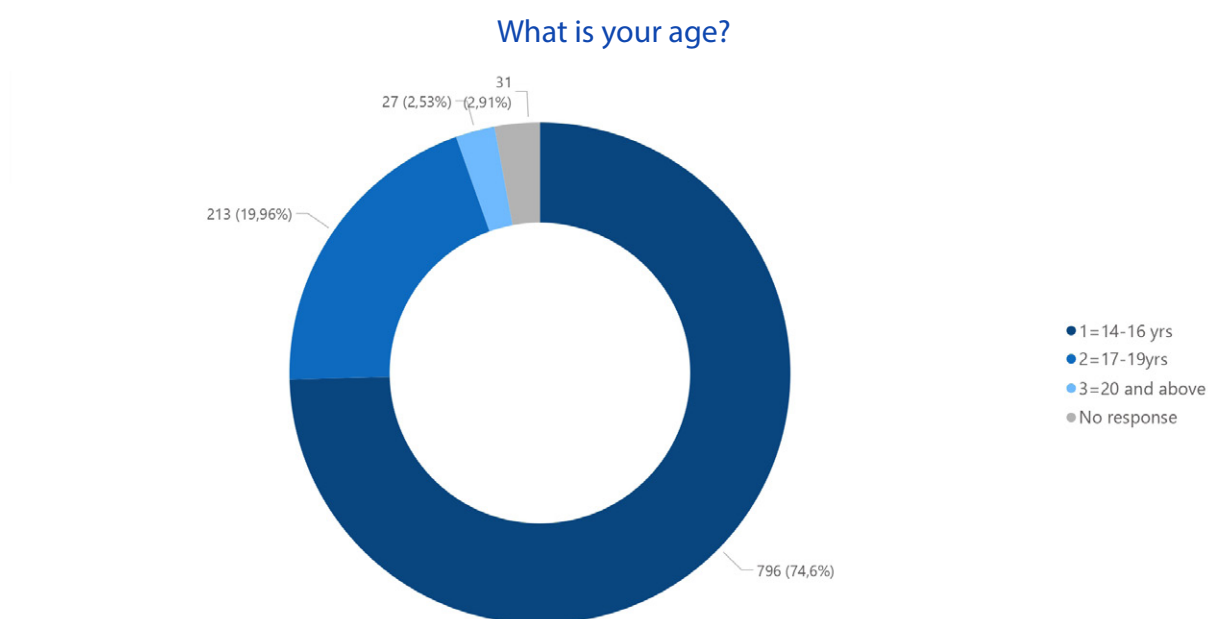


Figure 2. Question 1.

The students were in various grades, but the responses to Question 2 did not always reflect their actual grade levels, with some indicating they were in grade 1. In Question 3, students were asked to report their age at menarche. However, the data suggests that many did not understand the question, as their responses often reflected their current age. Furthermore,

some indicated in other parts of the questionnaire that they had not yet started menstruating, even though they answered the question.

QUESTION 4 & 5

Q4. Before your first menstrual period, were you aware of menstruation?

Q5. Where did you first learn about menstruation?

Of the respondents, 892 had heard about menstruation before experiencing their first period, while 157 had not, and 18 did not answer the question (Figure 3).

Before your first menstrual period, were you aware of menstruation?

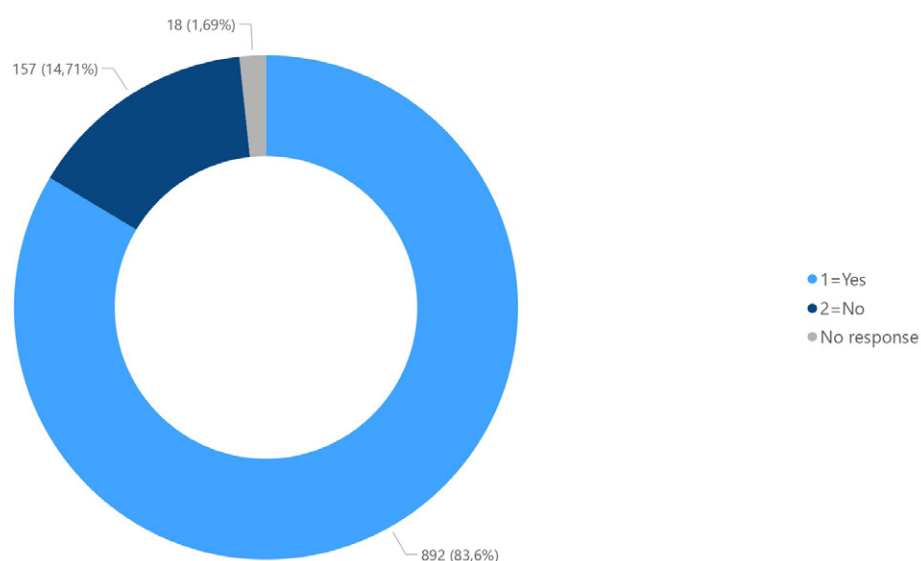


Figure 3. Question 4.

Most girls learned about menstruation from their mother or female caregiver (464), friends (206) or teachers (152) (Figure 4).

Where did you first learn about menstruation?

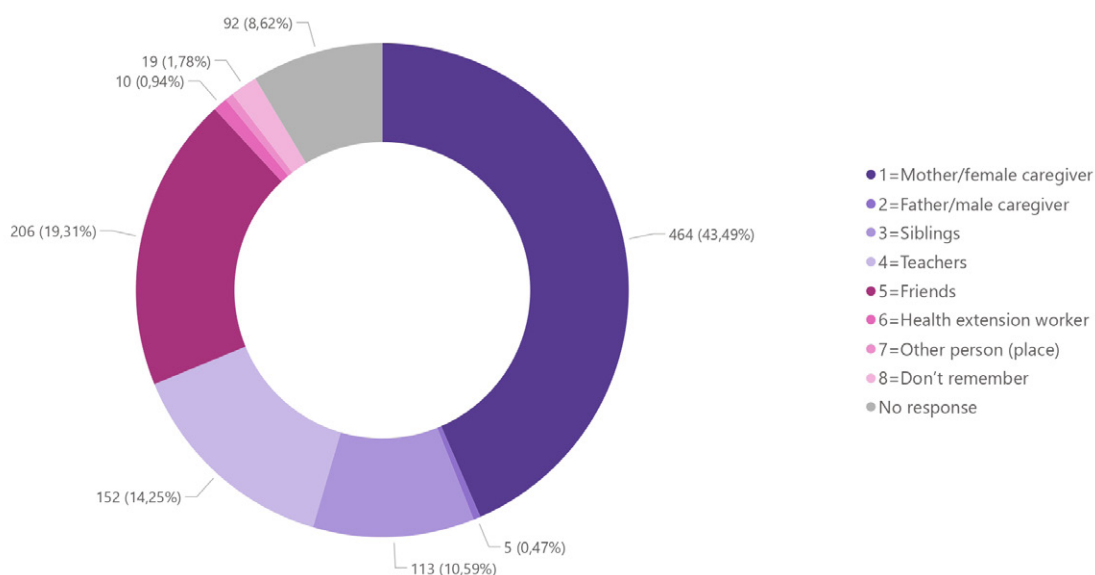


Figure 4. Question 5.

QUESTION 6, 7, 8 & 9

Q6. How often do you change your menstrual materials?

Q7. Is water and soap available in a private space (such as an MHM block, dedicated room, or designated toilet) at your school for managing menstruation?

Q8. If Yes to Q7, is there a designated space for drying reusable menstrual materials?

Q9. If No to Q8, how do you or other students usually dry reusable menstrual materials?

The majority of girls changed their menstrual protection twice a day (600) while others did so once a day (229) or every few hours (137). An additional 101 either selected "other" or did not respond.

Regarding menstrual hygiene facilities at school, only 175 girls reported having access to a private space with water and soap. Additionally, 130 girls indicated the presence of a private space with only water, 314 had access to a private space without water or soap, and 435 reported that no private space was available. Thirteen girls did not answer this question (Figure 5). There was a variation between the answers in the same school so the data might not be the most reliable or can indicate that some days there is water and soap and some days there is not. Also, the term "private space", was not defined.

Is water and soap available in a private space (such as an MHM block, dedicated room, or designated toilet) at your school for managing menstruation?

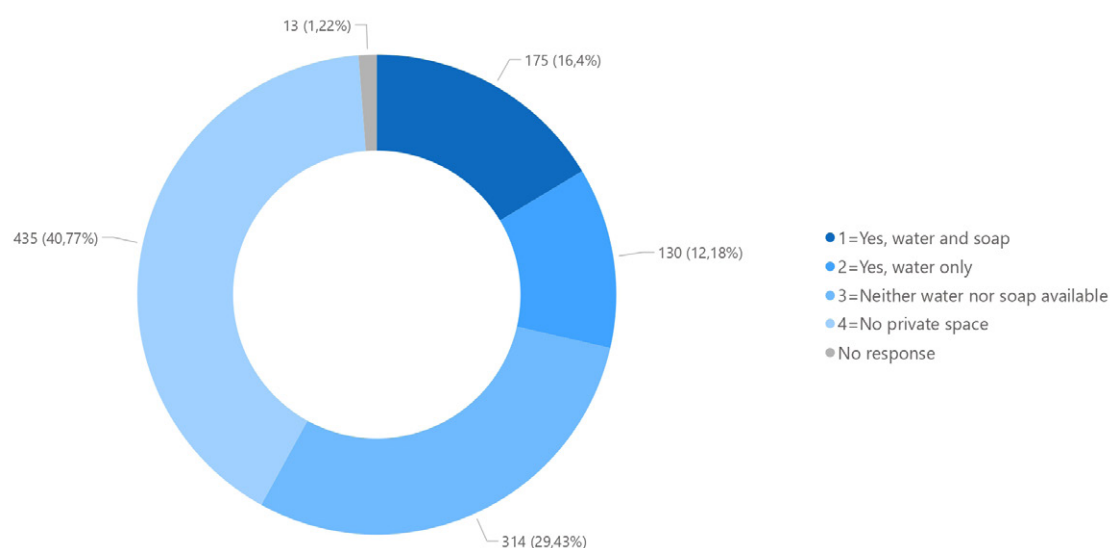
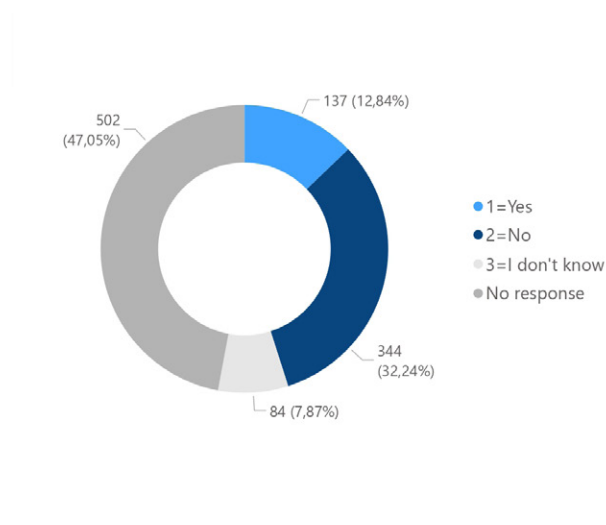


Figure 5. Question 7.

137 girls noted that there was a designated space for drying reusable menstrual materials, and 344 noted that there was no such space, and 84 girls were unsure (Figure 6). Despite this, 909 girls responded to Question 9, which asked where they dry their reusable menstrual materials. More than half (573) reported taking them home to dry in the sun or open fresh air, while 154 dried them at home under the bed. Additionally, 97 selected "other," and 85 stated they dried them in a hidden place within the school compound.

If Yes to Q7, is there a designated space for drying reusable menstrual materials?



If No to Q8, how do you or other students usually dry reusable menstrual materials?

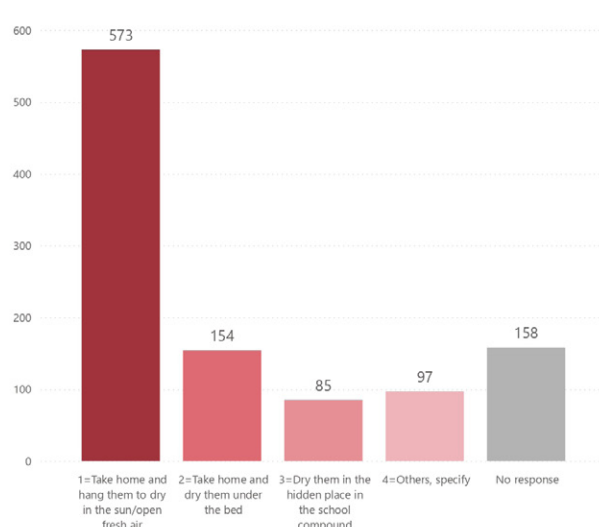


Figure 6. Question 8 and Question 9.

QUESTION 10, 11 & 12

Q10. Is there a bin for disposing of menstrual materials in the toilet or room you use at school?

Q11. If Yes to Q10, is the bin covered?

Q12. If No to Q10, how do you usually dispose of used menstrual materials?

The majority of girls (655 respondents) reported that there was no bin for disposing of menstrual materials in the toilets or designated rooms. Meanwhile, 252 girls indicated that a bin was available, 146 were unsure, and 12 did not respond.

For Question 11 most girls (691) did not respond. Among those who did, 148 stated that the bin was not covered, 99 reported that a bin was available but uncovered, 82 indicated that there was a covered bin, and 47 noted that some bins were covered while others were not.

There appears to be some overlap between Questions 10 and 11, and the response options for question 11 are somewhat unclear. However, the key takeaway is that if a bin is available, it is most likely not covered.

Additionally, even though at least 252 girls reported the presence of a bin (whether covered or uncovered), 944 girls responded to question 12: "If Q10 is no, what do you usually do to dispose of used menstrual materials?" Among the respondents, 549 said they would dispose of them inside the toilet, 174 would take them home by keeping them in their school bag, 154 would drop them on the toilet floor, and 67 would dispose of them on the way home from school (Figure 7).

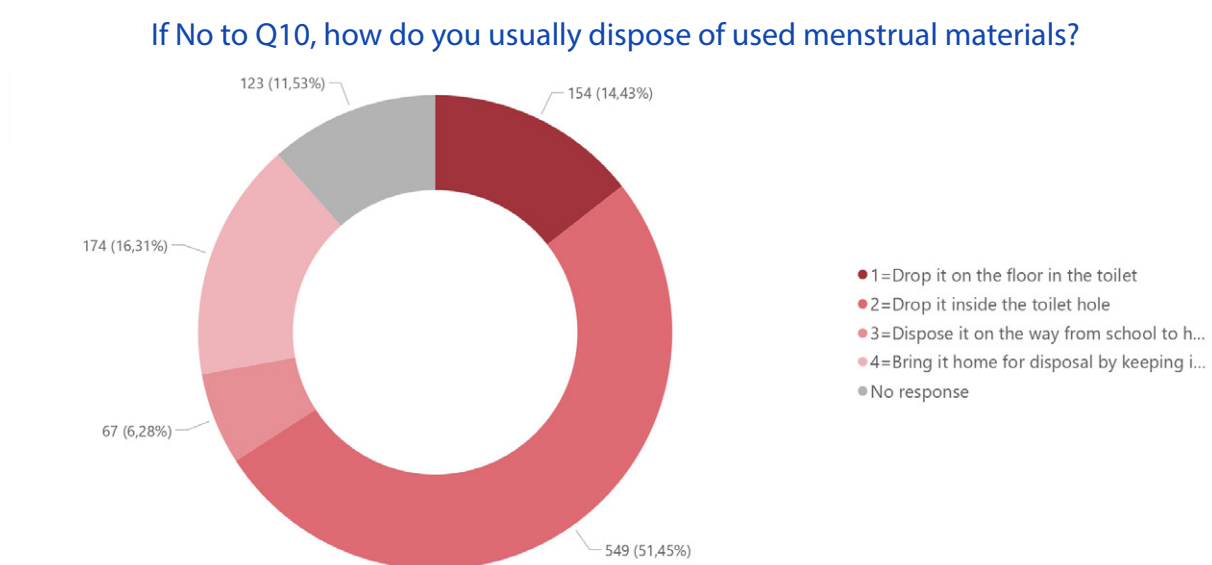


Figure 7. Question 12.

QUESTION 13 & 14

Q13. When you have your period at school (or work), do you usually worry about being teased?

Q14. If Yes to Q13, what are your concerns?

Out of the girls surveyed, 699 indicated that they are usually worried about being teased during their menstrual periods at school, while 351 stated they were not concerned, and 17 did not respond.

A total of 778 girls answered the follow-up question asking why they were worried about being teased during their menstrual periods. Of those, 444 girls were concerned about staining their clothes, 155 were worried that others would notice if they experienced period pain, 117 were anxious about a bad odour, and 24 selected "other" as their reason. 329 did not response to this question which could indicate that they were too afraid to answer to this question (Figure 8).

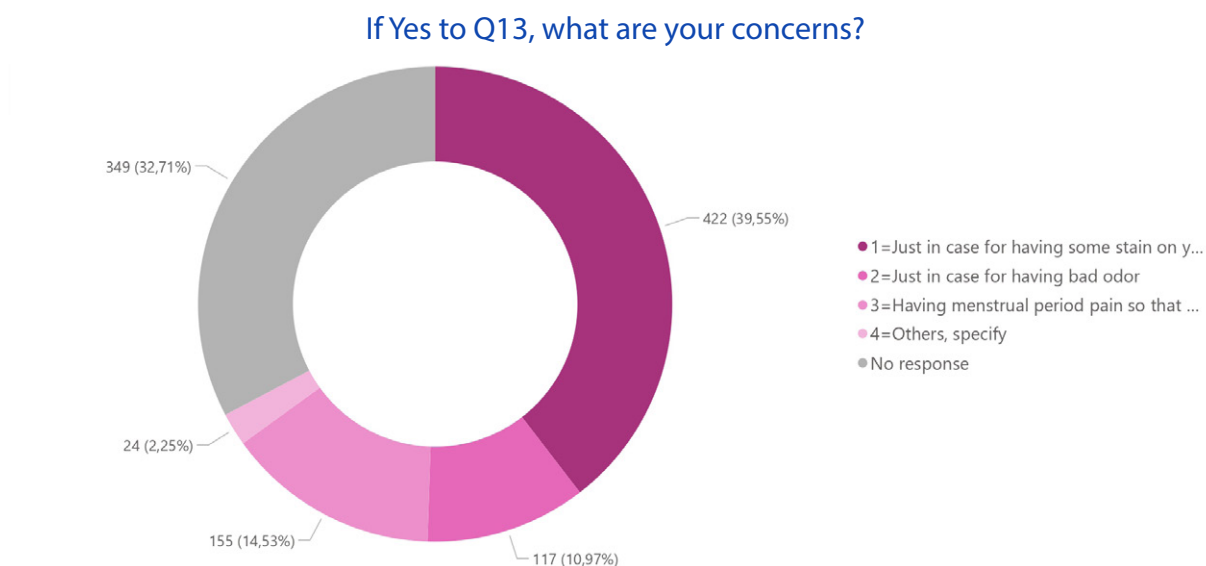


Figure 8. Question 14.

QUESTION 15, 16, 17, 18, 19 & 20

Q15. If you were at school and needed advice on managing your period, would you feel comfortable asking a female teacher?

Q16. If Yes to Q15, why?

Q17. If No to Q15, what are your reasons?

Q18. If you were at school and needed advice on managing your period, would you feel comfortable asking a male teacher?

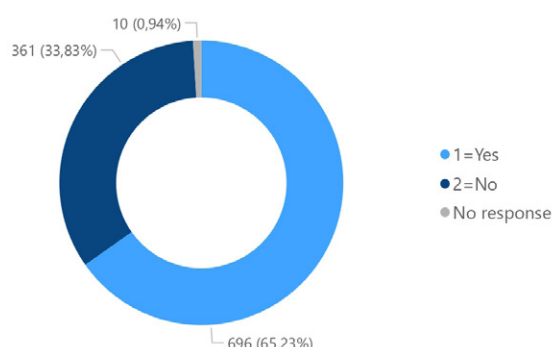
Q19. If Yes to Q18, why?

Q20. If No to Q18, what are your reasons?

Girls were asked whether they would seek advice from a female teacher or a male teacher if they needed guidance on managing their menstrual period at school. They were also asked to explain their reasoning for answering "yes" or "no."

A total of 696 girls said they would ask a female teacher for help, while 361 said they would not, and 10 did not respond (Figure 9). In contrast, only 98 girls would seek help from a male teacher, while 931 would not, and 38 did not respond.

If you were at school and needed advice on managing your period, would you feel comfortable asking a female teacher?



If you were at school and needed advice on managing your period, would you feel comfortable asking a male teacher?

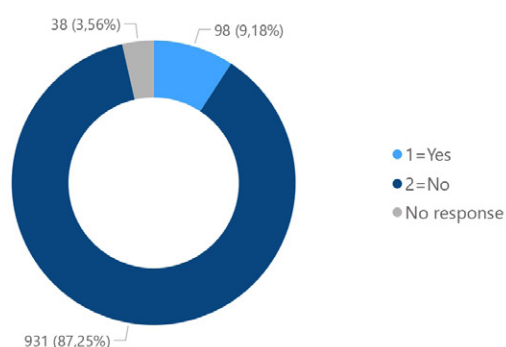


Figure 9. Question 15 and Question 18.

The most common reasons for seeking help from a female teacher were that she discusses the issue more openly than others (372 girls) and can give advice based on her experience (324 girls). Additionally, 300 girls did not respond, while others cited no specific or different reasons (Figure 10). Among the girls who would seek advice from a male teacher, the top reason was "no specific reason" (72 girls) and a male teacher discusses the issue more openly than others (55 girls).

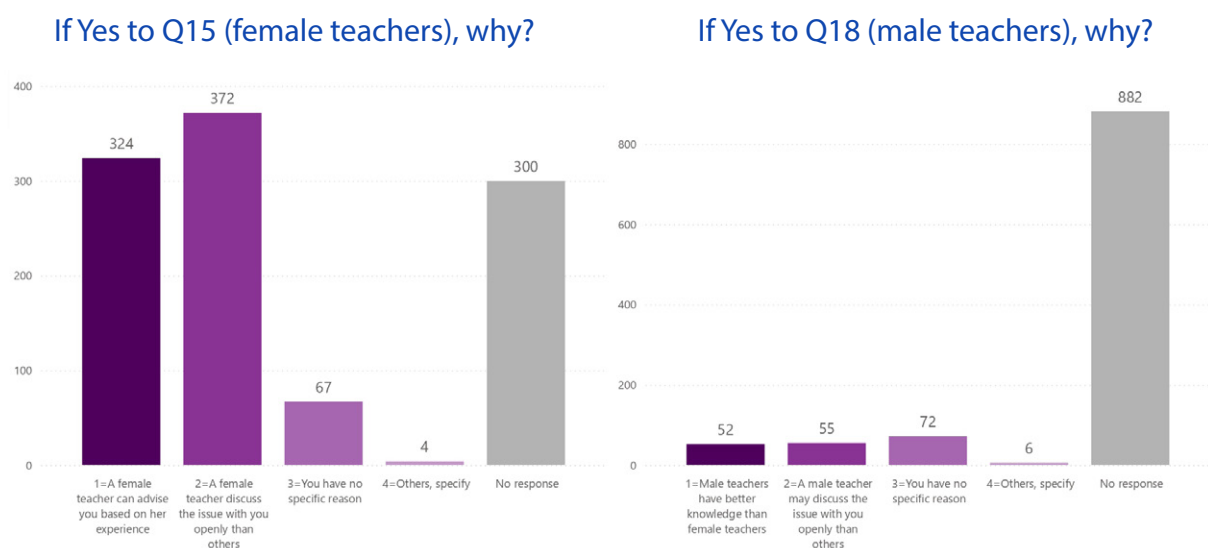


Figure 10. Question 16 and Question 19.

The main reasons for not seeking help from a female teacher were concerns that she may consider them inexperienced (142 girls) or that she may tell others they are menstruating (136 girls) (Figure 11). For male teachers, the most cited reasons for not seeking help were that a male teacher may not have better knowledge than the student (416 girls), may consider them inexperienced (230 girls), or may tell others they are menstruating (188 girls).

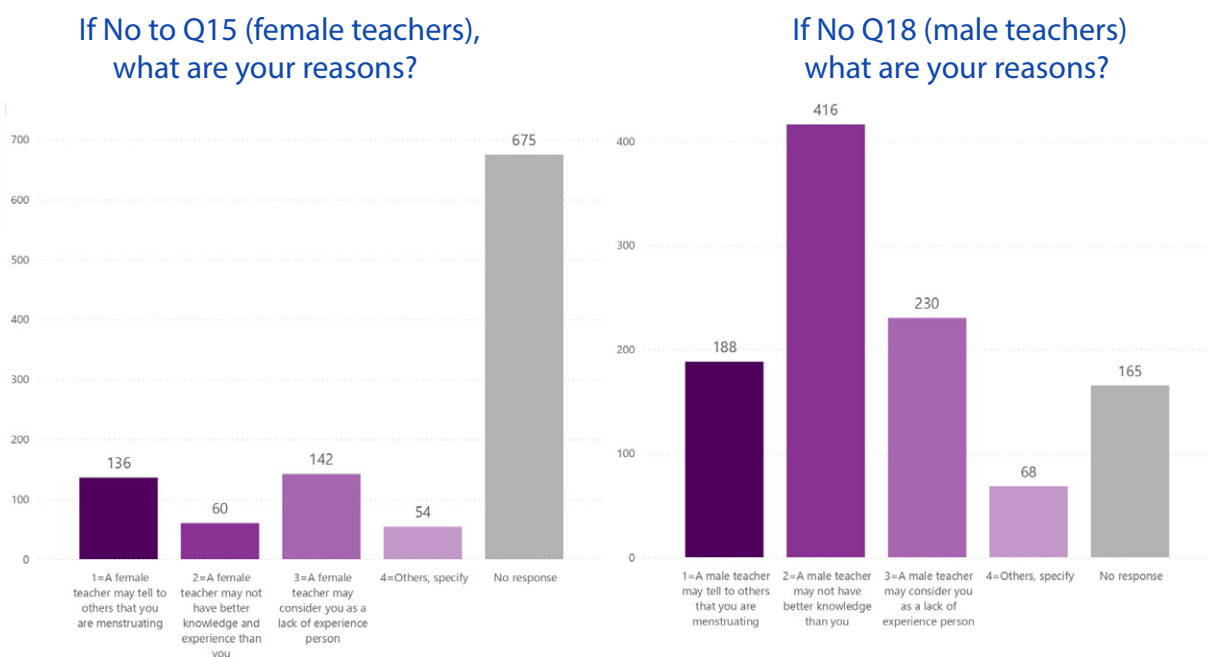


Figure 11. Question 17 and Question 20.

QUESTION 21, 22 & 23

Q21. If you were at home and needed advice on managing your period, could you ask someone in your household?

Q22. If Yes to Q21, why?

Q23. If No to Q21, what are your main reasons?

Question 21 asked whether girls could seek advice from someone in their household on managing their menstrual period while at home. A total of 836 girls answered "yes," 219 answered "no," and 12 did not respond (Figure 12).

If you were at home and needed advice on managing your period, could you ask someone in your household?

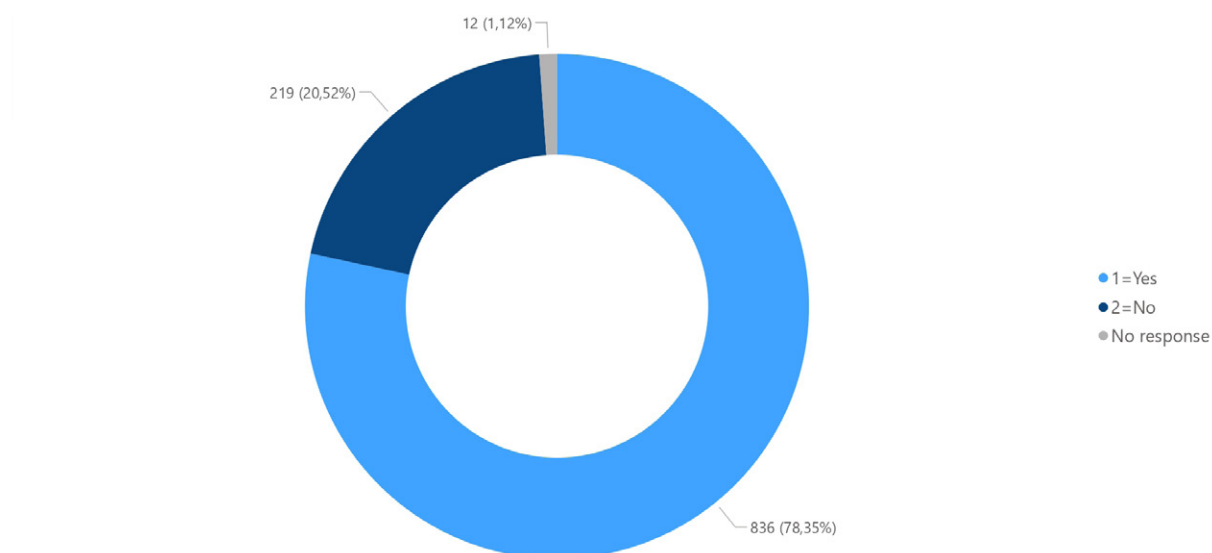


Figure 12. Question 21.

Among those who answered "yes," the most common reason was that female family members were open to discussing menstrual-related issues (537 girls) (Figure 13). Among those who answered "no," the most common response was no answer (716 girls), followed by uncertainty about how their family members would react if they asked for advice (199 girls).

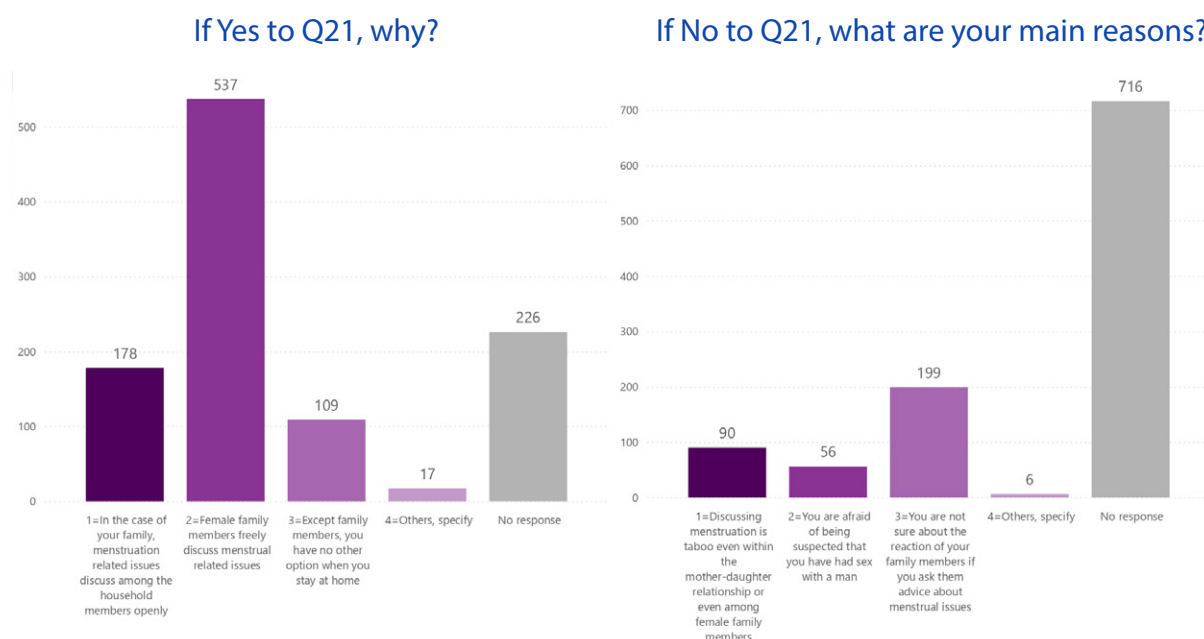


Figure 13. Question 22 and Question 23.

QUESTION 24

Q24. What is the most common menstrual hygiene material you use at school?

Girls were asked about the most common material they use for managing their periods at school. A total of 404 girls reported using disposable sanitary pads, 341 used reusable sanitary pads, 254 used old clothes, and 4 used other materials, while 46 did not respond (Figure 14).

What is the most common menstrual hygiene material you use at school?

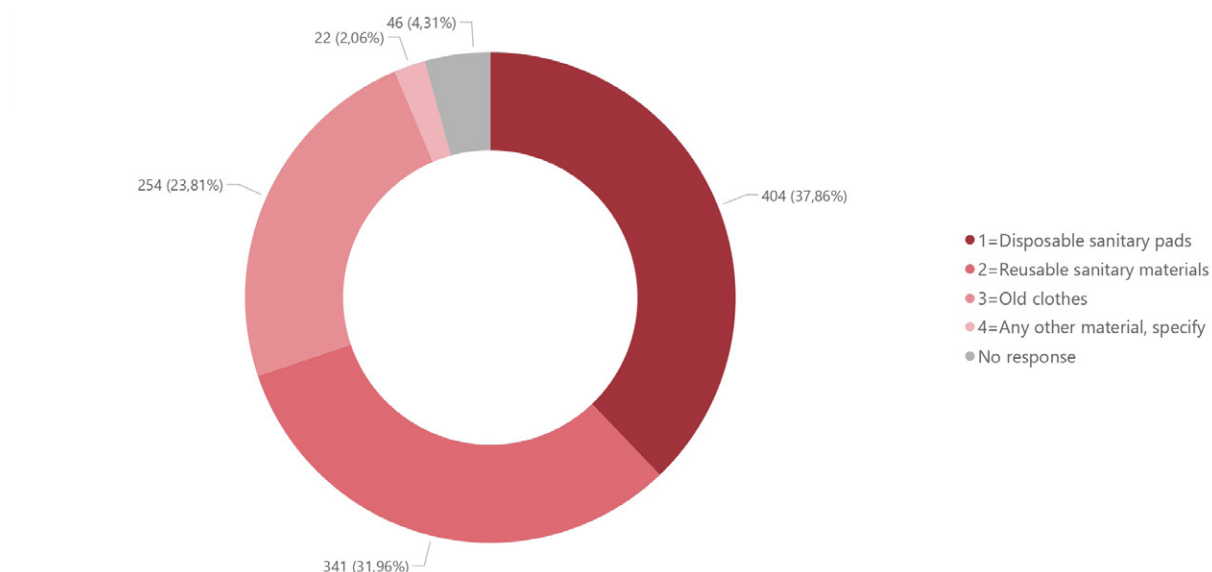


Figure 14. Question 24.

QUESTION 25, 26 & 27

Q25. Have you ever missed class due to your period in the previous academic year (2014 EC)?

Q26. If Yes to Q25, what were the main reasons?

Q27. If Yes to Q25, how many school days did you miss throughout the academic year (2014 EC)?

Periods caused 559 girls to miss school in the last academic year, while 484 reported no impact. A total of 24 girls did not respond to this question (Figure 15).

Have you ever missed class due to your period in the previous academic year (2014 EC)?

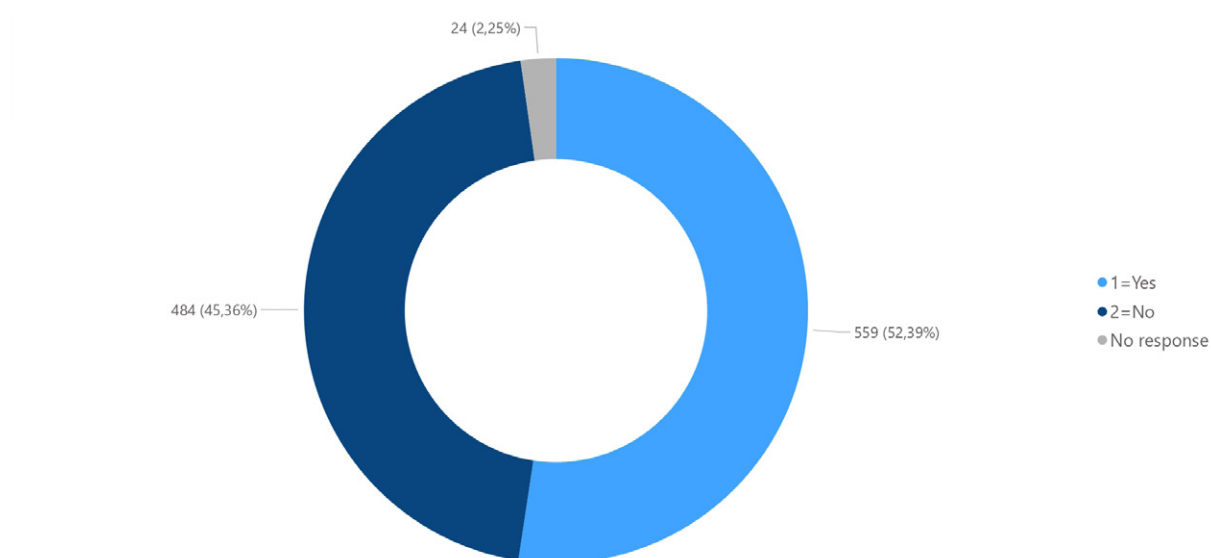


Figure 15. Question 25.

The main reasons for missing school were the lack of a place to rest during menstrual cramps (174 girls), the absence of facilities to wash and change sanitary materials at school (165 girls), and fear of staining their clothes (92 girls) (Figure 16).

If Yes to Q25, what were the main reasons?

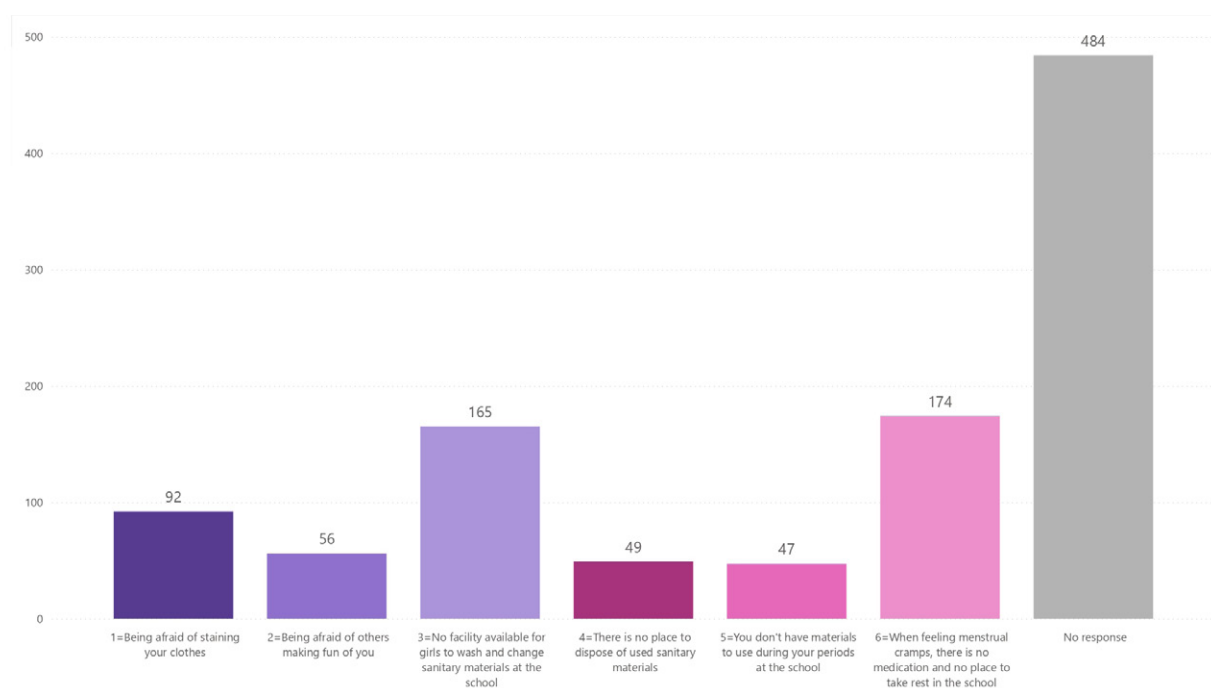


Figure 16. Question 26.

When asked how many days they missed, most girls (608) did not provide an answer. Among those who did, it was evident that many struggled to recall the exact number of days they were absent.

QUESTION 28, 29 & 30

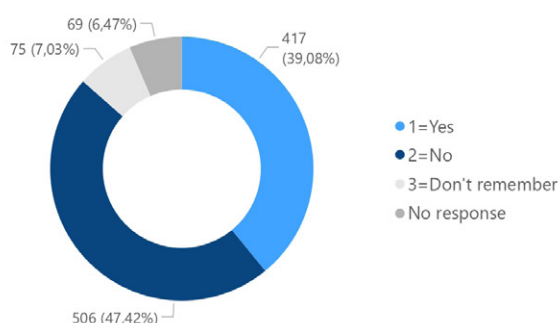
Q28. Have you ever been restricted from daily school activities (e.g., playing, participating in clubs) due to menstruation?

Q29. Have you ever experienced isolation, insults, or discrimination because of menstruation?

Q30. Can you share an experience of having your period at school when you were unprepared or did not have supplies?

Questions 28 and 29 asked the girls if they have been prohibited from daily school activities like playing, participating in clubs during menstruation and have they ever faced isolation, insult or discrimination due to having menstruation (one Woreda did not had question Q29). 417 girls were prohibited from participating school activities and 506 were not faced by this issue. 173 girls had experienced isolation, insult or discrimination, 544 not (Figure 17).

Have you ever been restricted from daily school activities (e.g., playing, participating in clubs) due to menstruation?



Have you ever experienced isolation, insults, or discrimination because of menstruation?

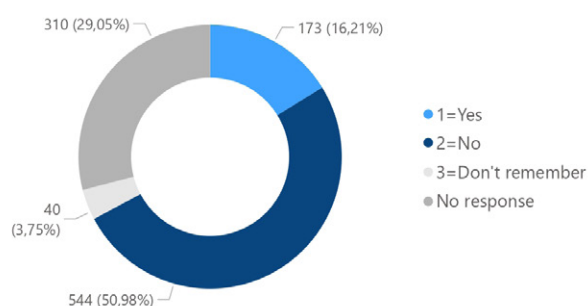


Figure 17. Question 28 and Question 29.

Many girls reported feeling ashamed, dirty, or stressed due to the stigma surrounding menstruation when asked about their experiences of starting their period at school without prior preparation. Some experienced distracting symptoms such as pain, fatigue, dizziness, and difficulty concentrating in school. A lack of sanitation facilities contributed to feelings of discomfort and fear, leading some to miss class or leave early. Others managed their periods by preparing sanitary materials in advance, using school latrines when available, informing teachers, or finding discreet places to wash and change.

QUESTION 31

Q31. What MHM interventions do you recommend for your school? Please provide brief responses.

To improve MHM in schools, girls suggested making sanitary products easily accessible, increasing awareness and education about menstruation among teachers, staff, and students, and providing counselling services. They emphasized the need for dedicated MHM facilities, including separate latrines with water, soap, and showers, as well as a safe space for girls to rest and manage menstrual pain. Schools should also offer backup education for girls who miss classes due to menstruation.

QUESTION 32

Q32. What MHM interventions do you recommend for out-of-school girls and the wider community? Please provide brief responses.

To improve MHM, girls emphasized the need for increased awareness and education on menstruation, hygiene, and reproductive health for students, school staff, parents, and the wider community. They highlighted the importance of providing adequate WASH facilities, including latrines with water and sanitation products, and ensuring access to affordable or free menstrual hygiene products. Schools should also establish peer support groups, offer counselling services, and organize workshops or experience-sharing programs to reduce stigma and encourage open discussions. Additionally, informal education on personal hygiene and menstrual management methods should be promoted to empower girls and build their confidence.

4. CONCLUSIONS

Analysis of the data highlights significant challenges for girls managing their periods in rural schools. Schools lack adequate private spaces for MHM, with many toilets or MHM blocks providing neither water nor soap. In some cases, no private space is available at all. For those using reusable menstrual materials, designated drying areas are rare, making girls to take them home to dry in the sun or hide them under their beds.

Proper disposal of menstrual materials is also an issue. Bins for disposal are often absent or, when available, uncovered. As a result, many girls resort to dropping used materials into toilet holes. The most commonly used materials at school are disposable sanitary pads and reusable cloth pads.

Menstruation remains a source of anxiety for many girls, with concerns about staining their clothes and being teased by peers. When seeking advice, girls find it easier to approach female teachers, as they feel more comfortable discussing the issue openly and believe female teachers can offer advice based on personal experience. In contrast, male teachers are perceived as having less knowledge and may view the girls as inexperienced.

At home, girls generally feel more comfortable discussing menstruation, particularly with female family members who openly address the topic. Also, girls were well informed about periods before having their first menstrual period, and they learned the information mostly from their mothers/female caregivers, friends and siblings.

Menstrual-related challenges significantly impact school attendance. Many girls miss class due to menstrual cramps, as schools do not provide medication or a place to rest. Additionally, the lack of facilities for washing or changing sanitary materials forces some to stay home.

Stigma surrounding menstruation remains prevalent in rural Ethiopia. Some girls face restrictions from participating in daily school activities, such as playing or joining clubs, while others experience isolation, insults, or discrimination. The lack of sanitation facilities further contributes to feelings of shame, stress, and discomfort, leading some to leave school early or skip classes altogether.

To improve MHM in schools, girls suggest making sanitary products easily accessible, increasing awareness and education about menstruation among teachers, staff, and students, and providing counseling services. For the broader community, they emphasize the need for greater awareness and education on menstruation, hygiene, and reproductive health among students, school staff, parents, and the wider public.

Addressing these issues is crucial to ensuring that girls in rural Ethiopian schools can manage their periods safely and with dignity.

5. SUMMARY

The findings reveal significant challenges in MHM for girls in rural Ethiopian schools, primarily due to inadequate facilities, stigma, and limited access to menstrual products. Many schools lack private spaces with water and soap, making it difficult for girls to manage their periods safely. The absence of proper disposal facilities further exacerbates the issue. Menstrual stigma remains a barrier, leading to anxiety, missed classes, and, in some cases, isolation or discrimination.

To address these challenges, there is a need for improved school infrastructure, including access to sanitary products, designated MHM facilities, and proper waste disposal. Additionally, increasing awareness and education on menstruation among students, teachers, and the wider community is crucial in reducing stigma and fostering a more supportive environment. Ensuring these improvements will not only enhance menstrual hygiene management but also contribute to better school attendance and overall well-being for girls in rural Ethiopia.

6. NEXT STEPS

Based on the results, the next steps are to enhance the facilities at the schools that participated in the survey:

- Construct comprehensive MHM rooms in schools that currently lack them.
- Improve and properly furnish the existing MHM rooms that are inadequately designed.
- Ensure a reliable water supply for girls' latrines and MHM rooms.
- Provide covered bins in the toilets and MHM rooms.
- Raise awareness and offer training in schools and communities about MHM, supporting girls in attending school during their periods and providing necessary information.
- Encourage girls to share their experiences.
- Identify the sources of shortcomings and areas for improvement.

After improving the needed steps should the post-intervention data to be collected from the schools.