

Leh Wi Lan

Improving Secondary Education in Sierra Leone



TOOLKIT

Strengthening the provision of menstrual hygiene kits in Sierra Leone

A step-by-step toolkit for procurement, distribution and management in schools



Acronyms

FGD	Focus Group Discussion
HK	Hygiene Kits
JSS	Junior Secondary School
LWL	Leh Wi Lan
MBSSE	Ministry of Basic and Senior Secondary Education
MHH	Menstrual Health and Hygiene
MHM	Menstrual Hygiene Management
SRH	Sexual and Reproductive Health
SSS	Senior Secondary School
WASH	Water, Sanitation and Hygiene
SQAO	School Quality Assurance Officer

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Introduction

In Sierra Leone, adolescent girls can miss up to the 20% of their school year because of their period and being unable to afford sanitary products.

Between 2019 and 2022, the UK aid-funded Leh Wi Lan programme supported the Ministry of Basic and Senior Secondary Education (MBSSE) to provide over 350,000 girls with reusable sanitary pads as part of a menstrual hygiene kit that may include other items, such as soap and panties.

See **Tool 1** for more detail.

182,000

junior secondary school (JSS)
received hygiene kits in 2019.

Over 137,067 girls

in senior secondary school (SSS)
received hygiene kits in 2020.

In February 2022,

69,800 girls in JSS1 and JSS2 (who were in primary school during earlier distributions) from rural and underserved communities were prioritised to receive hygiene kits.



"I can't express how happy I am for the Leh Wi Lan pads. In fact, I am a repeater. Anytime I am on my period I do not sit to test and even exams. I lost so many test, but now I am going to be promoted to a new class."

Testimony from recipient

See **Tool 2** for more impact information.

Leh Wi Lan found that distributing good quality, reusable hygiene kits to girls via schools achieved the following results:

- **More than 30% reduction in girls' absenteeism** when they had their period.
- **Increased confidence** reported by girls, which improved their motivation and ability to participate in school and examinations.
- **Safer personal hygiene** because the reusable pads were more sanitary than products they were using before, such as cotton cloth, wool and toilet paper.
- **Increased savings**, so that girls and their families could use money previously spent on sanitary products for other purposes, with monthly savings equivalent to the cost of lunch.

What this toolkit covers

This short toolkit is intended for any agencies supporting girls' education, whether they are government or non-governmental organisations. It offers step-by-step advice on procuring and distributing good quality hygiene kits for girls in school in Sierra Leone. This process fulfils the first two recommendations below.

The sections of the toolkit are thematic, not chronological, so readers will need to review the whole toolkit before starting to plan.

A summary of the hygiene kit process

Leh Wi Lan found that the quality and reusability of the kits made a big difference to girls' ability to take part in education. The kits provided excellent value for money, because many girls were able to use them for over a year, during which time their attendance improved.

Sierra Leone has local manufacturers of hygiene kits. However, to produce over 100,000 kits of sufficient quality (to ensure that they are reusable) within the 4 month timeframe, it was necessary to use an international provider.¹

Distributing hygiene kits involves large-scale purchase of goods to be distributed to hundreds of thousands of people. As with any such process, there was risk of fraud and delays. Leh Wi Lan managed to prevent these problems. The toolkit therefore includes instructions for procurement and process planning.

Leh Wi Lan found that training teachers, community mentors and district education officials, not just to distribute kits, but to educate girls about reproductive health and menstrual hygiene, was important to improve girls' confidence in using the kits and attending school when they had their periods. The toolkit covers how to organise such training. Training materials and other tools are available in the appendices.

Recommendation for government

In line with Sierra Leone's National Policy on Radical Inclusion in Schools, girls of menstruating age should receive one quality hygiene kit each school year, which includes a reusable pad that can last for 12 months.

Orientation and discussion of menstrual health and hygiene should take place in school so that girls have access to quality information and the space to ask questions and learn. This will also contribute to addressing harmful social norms around menstruation.

Improvements to water, sanitation and hygiene (WASH) facilities in schools should complement menstrual hygiene campaigns. Many girls do not have access to water in school. This makes it more challenging for them to manage their periods when in school.



"I feel very comfortable now because the boys can no longer provoke us. When I was using cloth one day my uniform got stained and they mocked me. That whole week I didn't come to school because I was ashamed. My caregiver came along with me one day and the Principal had to warn them."

Testimony from recipient

¹ It would be helpful if, in the longer term, government and development partners could work with local manufacturers to establish affordable large-scale production of reusable sanitary kits, so that a) manufacturers can meet demand for kit distributions, and b) eventually more girls can afford their own materials in future.

What are the main steps in using hygiene kits to improve girls' education?

1. Decide who should receive kits (Section 1).	2. Specify good quality reusable menstrual hygiene kits (Section 2).	3. Procure, receive and deliver kits nationwide (Section 3).	4. Plan and deliver training on kit distribution, kit use and health and hygiene (Section 4).	5. Collect and share data, to check whether girls are able to use the kits for up to a year, and the impact on attendance (Section 5).	6. Work on improving school water and sanitation facilities, especially toilets, so that girls are able to change pads at school. (Steps in this process are not covered by this toolkit).
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Section 1.

Allocating resources – who should get kits, and when?

Firstly, you should agree on criteria for distribution based on age. Kits should be distributed on that basis, regardless of whether girls have seen their first menses yet. Plan to provide kits for all girls in each school within the agreed age bracket. This is essential for inclusion and child safeguarding, to avoid violating any girl's dignity or privacy.

Based on the full kit cost per-head of approximately £6 (GBP) – approximately 92,000 Leones - decide how many girls, in which schools and grades, should receive hygiene kits in the next school year. If possible, all girls in secondary school in rural and underserved areas should receive one reusable hygiene kit each at the start of the academic year.

If resources don't cover everyone, prioritise kits and hygiene training for girls in JSS1 and SSS1. This will help to make transition into the new school easier. Transition between schools often results in dropout, especially for girls (see Annual School Census), so it will be more beneficial to focus distribution on transition points, where having a kit could keep a girl in school.

Girls who have been selected to receive a hygiene kit should be informed of their selection, which may act as an incentive to enrol at the start of the academic year. Girls should also be informed of the distribution times to ensure their attendance.

Making sure that kit distribution and hygiene training happens at the beginning of the school year is valuable. It provides a positive and inclusive welcome to the new academic year, and allows girls to establish routines around managing menstrual hygiene from the start of the school year, maximising attendance.

You should seek to verify girls' enrolment and attendance data with Annual School Census data to ensure accurate data on the number of girls in each school. Communicate who will receive kits, in which schools, at least 3 months before distribution will begin.

Recommendation for government

Where different partners are providing hygiene kits to schools, it will be useful to have a focal person in MBSSE Gender Unit who can co-ordinate and avoid duplication. A digital database could show which schools have received hygiene kits - when, how many, and for which grades. MBSSE could also indicate priority groups of girls to receive hygiene kits linked to the Radical Inclusion Policy and best practice outlined in this section.

Ensuring inclusion and safety

- ✓ Plan to provide kits for all girls in each school within the agreed age bracket, rather than only those who have started menses. This is essential for child safeguarding, to avoid violating any girl's dignity or privacy.
- ✓ Where resources are limited, identify priority groups of girls to receive hygiene kits linked to priority groups of the Radical Inclusion Policy and best practice outlined here.

Data and documentation required

- ✓ Estimated cost per head of hygiene kits.
- ✓ Verified attendance data showing number of girls per grade and school.
- ✓ List of schools, Principal name and contact number, and number of girls to receive hygiene kits.

Section 2. Ensuring good quality and reusable hygiene kits

Reusable sanitary pads were well received amongst girls in secondary school in Sierra Leone. The hygiene kit should include enough reusable pads to ensure the girl has one available when she needs to change and whilst others are drying after being washed. We recommend 5 reusable and washable pads in each kit.

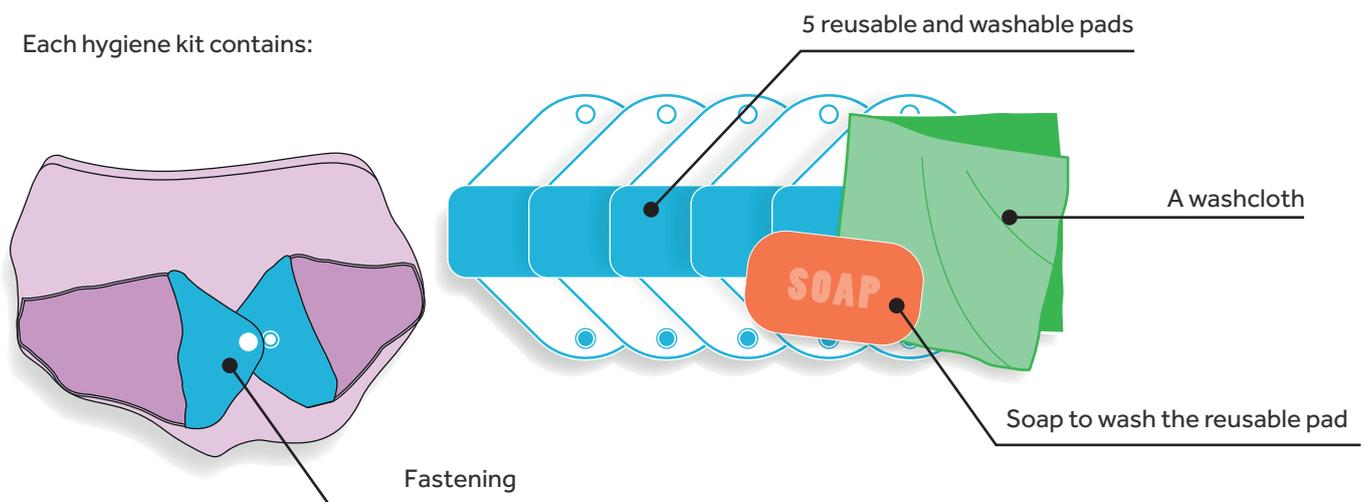
To provide everything a girl needs the kit should also include soap, a washcloth and a bag to carry everything. Some hygiene kits may include panties, however this will increase the cost and Leh Wi Lan found it did not provide value for money.

As part of the procurement, you should request a sample to test the safety, suitability and quality of the kit. Some features to check include:

Comfortable shape	Varied sizes for different girls	Easy bendable sides
Fastening to attach the pad to panties	Multi-layered materials ²	Absorbency
Drying time	Odour	Durability after washing
Instructions from manufacturer on how to use and care for the pad		

THE HYGIENE KIT

Each hygiene kit contains:



“The pad is better than the cloth because when you use it you do not experience any bad odour.”

Testimony from recipient

² Materials should be absorbent as well as safe. International best practice includes checking pH level, and microbiology levels however this is not always available in Sierra Leone and other countries manufacturing reusable sanitary pads.

Recommendation for government

Government of Sierra Leone and regulatory bodies could consider developing minimal standards to inspect, certify and enforce the quality of menstrual hygiene products in Sierra Leone. As of 2021, six African countries have standards in place (Tanzania, Zimbabwe, Uganda, Malawi, Ethiopia, South Africa). More information is available in the Reproductive Health Supplies Coalition, Menstrual Health Standards Webinar, 'Standards for reusable sanitary pads', available on YouTube: <https://youtu.be/7qKvd5AtzEg>

Ensuring inclusion and safety

- ✓ Providing different sized pads will ensure it is suitable for different girls.
- ✓ Providing girls with a bag enables them to carry their pads discretely and can help reduce bullying.
- ✓ Providing panties should be considered for girls who have no money for these.
- ✓ Pads are worn next to the skin in a sensitive area and should be safe material and continue to be safe after washing.

Data and documentation required

- ✓ Quality specifications for hygiene kits.
- ✓ Evidence from girls in Sierra Leone on what they would like to see included in a menstrual hygiene kit.



"It feels very comfortable using the hygiene kit and I get no infection as compared to using a piece of cloth."

Testimony from recipient

Section 3.

Process for procuring, receiving and delivering hygiene kits at scale

Conduct tender (approximately 6-week process)

There are many suppliers of hygiene kits within Sierra Leone, across Africa and internationally. We recommend a competitive tender to ensure you find the best value for money. The Government and organisations will have their own procurement processes to follow, and these must align with Public Procurement Regulations of National Public Procurement Authority of Sierra Leone (NPPA).

Below are some tips for non-governmental organisations to complete a successful procurement process:

- Establish a Procurement Committee to manage the process, including representatives from MBSSE, NPPA, the donor, and the organisation managing the procurement.
- Ensure the Tender Document has clear specifications for the hygiene kit, including delivery timeline, quantities and quality (see Section 2).
- Establish scoring criteria for the Technical and Financial bids.
- Advertise on multiple channels, nationally and internationally in line with donor requirements.
- Ensure bids are opened in the presence of bidders, Procurement Committee, MBSSE, donor and NPPA.
- Conduct due diligence on potential suppliers.
- If suppliers will be interacting with schools and girls, ensure they have a safeguarding policy or sign up to your safeguarding policy.
- Provide bid evaluation report.

Hygiene kits distribution plan

Receiving 100,000 Hygiene kits and delivering them safely into the hands of girls across the country requires a detailed distribution plan. This section explains the key steps.

See an example plan in **Tool 3**

Planning the distribution

- Select a focal person to oversee the delivery; this is a large-scale operation that requires planning and risk management.
- Identify a team of labourers (gangs) in each location to lift the boxes onto and off vehicles. For 100,000 hygiene kits you will have approximately 1,250 boxes and would need approximately 17 labourers.
- Identify one logistician in each location.
- Identify a central place (warehouse, store, room, MBSSE office) to store 100,000 hygiene kits. Identify places in District locations to store the number of hygiene kits needed in that District. You will need to visit each store in advance and ensure it is safe and suitable. Consider if the selected store is dry, with no damp. Is it free from rodents? Review how safe it is: is the area safe (including for women)? Does it have a lockable door? Do you need security?
- Identify reliable drivers and vehicles. Ensure vehicles are suitable for local terrains.

- Develop a plan showing:
 - The number of kits needed in each district
 - How many boxes should be transported at each point
 - How many labourers are needed
 - How many trucks are needed and dates of dispatch from each location.
- Prepare waybills and delivery notes.
- Brief the whole team on the plan. Highlight risks and how to mitigate them. Be clear on who is accountable at each stage and documentation required.
- Communicate the plan to stakeholders.
 - Ensure each school is aware of the dates to expect delivery and what is required from them.
 - Ensure girls and their community are aware of what they will be receiving and can hold the process to account (see section 4).

Receive hygiene kits and sort into batches for distribution in districts (3 days)

- Take stock of hygiene kits received against delivery note from the supplier. Do this at the store with the support of labourers. Make sure the correct number, referencing and description of items is there.
- Prepare district waybills based on distribution plan.
- Sort and label hygiene kit boxes by schools. Every school package must have the school's name, chiefdom/ community, name of Principal and their contact number.
- Prepare waybills for each school.
- Dispatch hygiene kits with waybills and labels to districts.

Receiving hygiene kits in Districts and distributing to schools (2 weeks)

- When hygiene kits arrive at the District store, take stock of kits received against waybill. Do this at the store with the support of labourers. Make sure the correct number, referencing and description of items is there.
- Waybills must be signed by District Officers on receipt of hygiene kits.
- Dispatch hygiene kits to schools with waybills.
- District Officers must ensure all Principals sign the waybill upon receipt of the Hygiene Kit.
- Collect and review all signed waybills. Transporters should only be paid on submission of signed waybills to the central team.
- Complete database showing which schools received hygiene kits and share information with MBSSE.

Ensuring inclusion and safety

- ✓ Ensure all personnel in the delivery chain have been briefed on ethics, fraud and safeguarding. They should understand the risks in the process and sign declarations to uphold ethical practice.
- ✓ Agree with the hygiene kit supplier how the kits will be boxed. Ensure the boxes are not too heavy or large. They need to be lifted manually and carried on motorbikes or canoes so size should be specified for this.
- ✓ Ensure all text on boxes and waybills is large font and easy to read.

Data and documentation required

- ✓ Detailed distribution plan shared with all relevant stakeholders.
- ✓ Waybills should be collated, verified and input into a data system.



Section 4.

Training and orientation for schools

To ensure the distribution process works effectively, keeping to time and without cases of fraud, it is important that all school stakeholders (Principal, mentors, teachers, Community Teacher Association, Board of Governors, parents, pupils) are briefed on the logistics and made aware of their responsibilities, what they are accountable for and what they are entitled to.

Decide who should receive training or orientation on the logistics of distribution – at least one person per school. This training should take place well before the distribution date.

I am a Principal, I need to know how many kits I will receive, who they are for, how my mentors can deliver them to girls. **I am accountable for** knowing when I receive the kits, signing the right documentation, and ensuring distribution through a mentor or similar.

I am a mentor, I need to know which girls are receiving kits, how to distribute them and provide menstrual hygiene management learning. **I am accountable for** ensuring all intended girls receive the kits, and know how to use them and care for them.

I am a parent/CTA member, I need to know that my daughter will receive a kit, what it contains and how to use it. **I am accountable for** ensuring the kit is not re-sold so my daughter can manage her menstrual hygiene and attend school.

I am a girl, I need to know what I will be receiving and how I can use and care for it. I want to be empowered to manage my menstrual cycle. **I am accountable for** keeping my kit safe and maintained, and ensuring it is not re-sold.

I am a BoG member, I need to know how many hygiene kits are being provided to my school and who will receive them. **I am accountable for** ensuring the resources go to the intended recipients.

To enable effective use of the hygiene kits, girls will need orientation on how to use the kits as well as training on menstrual hygiene and reproductive health. A broad training will help address some of the misconceptions and taboo topics related to menstrual hygiene management, and make sure girls feel confident and safe to use the hygiene kits.

Decide who should receive training on educating girls around menstrual hygiene and reproductive health. Leh Wi Lan delivered training to one Principal/Senior Teacher and two mentors (at least one female) in each school. In schools with no female teachers, community mamas (community female role models) are identified by principals to attend training and deliver training to girls.

This training can be delivered shortly before hygiene kit distribution. Review the training materials and decide whether you need to make any adaptations.

With support from District Education Offices, liaise with schools to confirm dates for:

- kit distribution
- health and hygiene education for girls.

Check to make sure the relevant teachers and Principals have received logistics and/or health education training before distribution is scheduled.

See **Tool 4** for teacher and mentor orientation to girls



“My mother is happy she does not have to give me money to buy disposable pads. When she had to buy pads for me, she could not give me enough lunch money. And now I do not soil my pants or my uniform. I feel good.”

Testimony from recipient

Recommendation for government

Menstrual Hygiene Management training is an important component of Family Life Education. If schools are capacitated to deliver this subject well, to all learners, then they may not need additional training on menstrual hygiene management when providing kits to schools.

Ensuring inclusion and safety

- ✓ Training to ensure that girls are not exposed to risks such as sexual harassment or any form of violence during distribution. Teachers, education officials and project staff should receive training in safeguarding around the distribution. This should ensure no one asks inappropriate questions to girls, or puts them at risk of harm. They should not collect personal information about girls or ask them about their menstruation. They should not, under any circumstances, verify whether a girl is menstruating or not. Physical verification violates girls’ dignity and is a form of gender-based violence.
- ✓ Limit personal information, such as names and other details of children, from being shared widely. It is not necessary to compile lists of names of school girls for distribution planning purposes: the number of girls in each school will suffice.

Data and documentation required

- ✓ Menstrual Hygiene Training Slides
- ✓ Training guides in Tool 3.

Section 5. Monitoring

See **Tool 5** for monitoring tools

At the end of the school year, work with District Education Offices to analyse school attendance data and find out whether girls' attendance in the grades receiving kits changed, compared to attendance data for those same girls in the previous year.

Leh Wi Lan organised focus group discussions and surveys to find out what girls thought about the pads, whether the pads were still being used, and whether there were any problems with the hygiene kits. You can organise similar activities using the monitoring tools in Tool 5.

It may also be possible to make checks on digital data with support from School Quality Assurance Officers (SQAOs) and Tangerine. They can collect simple responses on barriers to hygiene kit use and perceived positive outcomes.

Recommendation for government

If you are unable to conduct a full monitoring activity, consider asking key questions as part of routine data collection in the education system.

For example, SQAOs could ask teachers in schools:

1. How many hygiene kits did you receive?
2. How many of these kits are still being used by girls, one year on?
3. What evidence or estimates are your answers based on?
4. What do you think are the positive results of girls receiving these hygiene kits?
5. Are there any problems making it difficult for girls to use the hygiene kits? If so, what are they?

Ensuring inclusion and safety

- ✓ Consider asking boys about their understanding of why the hygiene kits are important.
- ✓ As far as possible bring female enumerators to conduct the interviews/focus groups.
- ✓ Before collecting any such information all SQAOs should receive safeguarding training to ensure they do not ask inappropriate or harmful questions to girls.
- ✓ All interview tools should be reviewed from a safeguarding perspective before training. This means making sure no questions risk creating harm for children, young people or vulnerable adults.
- ✓ Consider asking the questions in different ways to ensure all respondents understand. For example, a girl with hearing impairment may give written responses.

Data and documentation required

- ✓ Focus group and/or survey results.
- ✓ Results of SQAOs questioning teachers.
- ✓ Data collected from EMIS on girls' attendance.
- ✓ The above can be published in an annual report on the effectiveness of the initiative.
- ✓ Improvement plan for continuation or replication of hygiene kit distribution, based on the last annual report.

Tool 1

Information about menstrual hygiene

What is menstruation?

Menstruation is part of the natural reproductive cycle of women. It is a monthly shedding of blood and uterine tissue that typically lasts between 2 and 7 days. Women lose on average around 6 to 8 teaspoons of blood each period. Girls generally get their first period between ages 11 and 15, although some can be younger or older. Abdominal cramps, nausea, diarrhoea and headaches are common before and during a period.

How can girls manage menstruation?

A range of materials can be used to catch the blood, such as sanitary products (disposable or reusable sanitary pads, tampons, menstrual cups) and other materials (cotton, wool, toilet roll). It is better to use specific sanitary products rather than other materials, as these often cause infections and rashes.

Reusable sanitary pads are the most cost-effective and environmentally-safe option in Sierra Leone, but these are often not available to buy locally. When they are available, many girls don't have the money to buy them.

Menstrual periods are often irregular and can take girls by surprise, so it is important that they have easy access to sanitary products and a private space with water and soap to clean themselves.

The need for consistently high quality, safe materials means that projects training girls or mothers to make their own menstrual pads are less likely to succeed. It can often take too much time from women's schedule to make enough pads. Making reusable pads may require materials which are not affordable for women and girls. Commercial capacity building programmes, which train local women to produce reusable pads while improving supply chains, have greater chance of being successful³. These require many more training inputs, however.

Why does it matter?

Without access to sanitary products and toilets for changing, girls may not want to go far from home. Some harmful social norms cause girls to feel that menstruation is dirty, shameful or unhealthy. Girls who get blood on their clothes are often teased by boys, other girls or even teachers. For this reason, many girls may miss school or important examinations when they have their period, and this can have long-term consequences on their education outcomes and future life chances.

To address negative social norms around menstruation, it is also important to engage men and boys to normalise menstruation, avoid stigma and enable safe learning environments for all.

³ Supreme runs this type of programme. See <https://suprememalawi.com/> and <https://www.eenet.org.uk/enabling-education-review/enabling-education-review-8/eer-8/mothers-in-malawi-make-sanitary-materials-to-help-girls-go-to-school/>

Tool 2

Impact data from Leh Wi Lan's review of its menstrual hygiene kit distribution

Girls absenteeism reduced by 30%

Absenteeism can cause a loss in learning due mainly to the difficulties in catching up with the lessons. In the long term, frequent absenteeism and learning loss can be the cause of school drop-out.

81% of girls prefer to use reusable sanitary pads

The majority of girls interviewed preferred using the hygiene kits over disposable pads, cotton cloth, wool, toilet paper or other products.

93% of girls are more confident managing their period

Nearly all the girls interviewed said the kits give them more confidence during their period. They reported being able to manage their period safely and preserving dignity; the reusable pads being more comfortable to wear; the reusable pads being less likely to leak and result in visible blood stains on clothes.

Hygiene kits allow girls and families to save money that can be spent on other necessities, such as lunch on a school day.

Hygiene kits support improved personal hygiene as the reusable pads are safer than unsanitary products that can cause rashes and infections, such as cotton or wool.

"Feels very comfortable using the hygiene kit and no infection as compared to a piece of cloth."

"The pad is better than the cloth because when you use it and come to school you do not experience any bad odour."

"I feel very comfortable now because the boys can no longer provoked us because, when I was using cloth one day my uniform get stained they mock me and that whole week I didn't come to school because I was ashamed except my caregiver came along with me and principal had to warned them."

"I feel good, before when I did not have the pad people noticed that I am having my period, but now they don't know."

"I can't express how happy I am for the Leh Wi Lan pads. In fact, I am a repeater. Anytime I am on my period I do not sit to test and even exams. I lost so many test but now i am going to be promoted to a new class."

Tool 3.

Hygiene Kit Distribution Plan

No	District	No of Girls and HKs	Estimated no. of boxes (80pcs per box)	No. of Truck Vehicles (for HQ Store to District)	No. of Hard Top Vehicles (for District to school)	Additional vehicles (needed on local terrain)	No. of Gangs per district	Date of movement from HQ Store to District	Date for sorting at Districts	Dates of movement to Schools
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
	TOTAL									

Hygiene Kits Procurement and Distribution Work Plan		Procurement					Supplier Delivery, stakeholder training								Distribution			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	Engage MBSSE and key stakeholders on start up																	
1.1	MBSSE decide on the category of girls to be provided with HK																	
1.2	Collect Data on girls' enrolment and attendance																	
1.3	Design TOR and specifications																	
2	Award Contract to Supplier for the Procurement of the HK																	
2.1	Invitation to bid																	
2.2	Submission of Proposal by Prospective Suppliers																	
2.3	Open Bids and Evaluate Suppliers																	
2.5	Review and Approve Summary of the Evaluation Report																	
2.7	Award Contract to Supplier for the Procurement of the HK																	
3	Production and Delivery of HK																	
3.1	Service Provider Source/Produce hygiene kits																	
3.2	Service Provider delivers HK at Central Store																	
3.3	Procurement Manager signs off the delivery note upon receipt																	
4	Store Management																	
4.1	Recruit gangs/labourers																	
4.2	Identify Stores																	
4.3	Provide Gangs with data from the districts for sorting																	
4.4	Prepare Waybills																	
4.5	Gang sort according to district data & onload trucks																	
5	Vehicle Hire and Delivery at Districts level																	
5.1	Hire vehicles/trucks to deliver HK to Provincial districts stores																	
5.2	Verify delivery at Districts against Waybill																	
5.3	Driver ensures District Representative sign the waybill																	
5.4	Sort and label for schools																	
5.5	Onload boxes to vehicles for school distribution																	
6	Briefing of Mentors and Principals																	
6.1	Inform schools of delivery dates																	
6.2	Brief mentors and principals on safeguarding issues during distribution																	
6.3	Inform mentors & principals waybills & data collection from pupils on distribution of HKs																	
7	Distribution of HKs to pupils at district level																	
7.1	Distribution of HKs to pupils at district level																	
6.2	Ensure Principals sign waybill and submit																	
6.3	Project and MBSSE track distribution at school level																	
6.4	Submit all signed waybills and finalise data on distribution																	

Tool 4

Materials for teachers: training session for girls on kit use and health and hygiene



Tool: Orientation session for girls on how to use the hygiene kits

LWL designed an orientation on the use of the hygiene kits, integrating elements of menstrual health and hygiene as well as guidelines for adequate menstrual hygiene management. Prior to the distribution of hygiene kits, Leh Wi Lan District Officers provided orientation to female school mentors and community mamas, who then provided the same orientation to the pupils during a girls-only meeting when they received their kits. Orientation was also provided to principals with the expectation they would oversee and support mentors.

The orientation included information on how to distribute the hygiene kits, why the kit is needed, its contents and how to use the reusable pads. Part of the orientation was also dedicated to managing the risks associated with the activity. At the end of the orientation, a checklist was provided to all the female mentors and community mamas.

Materials used for the orientation are included in the following pages. The first section is the introduction for when running the session with school staff, the second is when running the session with school girls. The rest of the materials are for all who participate in the orientation sessions.

In addition to these sessions, school pupils engaged further in discussion on menstrual hygiene management in the LWL-supported Girls and Boys Clubs, this served to reinforce key messages in the orientation and provided further opportunity to challenge negative social norms around menstruation. This content can be seen in Episode 12 of LWL Girls' and Boys' Clubs and Episode 8 of the sensitisation radio episodes in Krio produced by LWL during the 2020 COVID-19 outbreak.

Group Activity

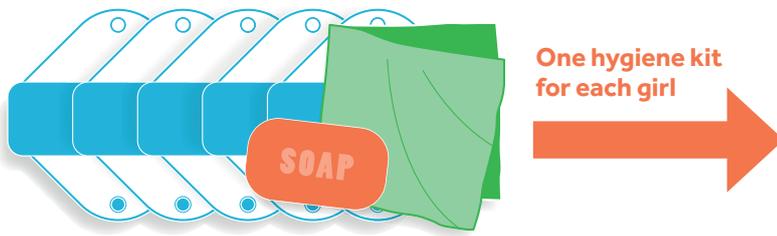
Think about the following situation and then answer to the questions in small groups of 5 – 8 people:

Imagine that you have cut your leg. It is not a large cut (about 3 cm) and it is not very painful, but it does not stop bleeding.

After a day it is still bleeding. You go to the doctor and she/he says that it is fine and they give you a large bandage for it.

The bandage fills with blood after a few hours and the cut keeps bleeding, so you have to change it often. This continues for the next four days.

- What do you do?
- How will this affect your work?
- Do you go to work?
- How do you deal with the continuous bleeding?



One hygiene kit for each girl

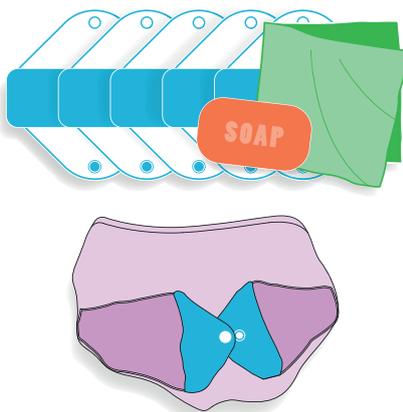


Adolescent girls can face many challenges going to school.

Girls may struggle to attend school when they are having their period. Having quality sanitary products can support a girl to attend school.

"My friend was sent home because there was some blood on her dress. I don't want this to happen to me."

"I stay home from school when I have my period, because I cannot afford to buy safe sanitary products for use during the school hours."



THE HYGIENE KIT

Each hygiene kit contains:

- ✓ 5 reusable and washable pads
- ✓ Soap to wash the reusable pad
- ✓ A washcloth

The mentor (female) should demonstrate the use of the pads to girls during a girls-only meeting.

The mentor (female) should provide each girl with a hygiene kit. If girls have not started their periods yet, you can discuss how to keep the hygiene kits safe for them until they start needing it.

Taking care of girl hygiene



Girls must take good care of their hygiene:

- **ALWAYS** wash the pads with **soap**
- It is best to dry pads in the sun – the heat and UV light from the sun can help kill germs
- If possible, girls should iron their pads with a hot stone/ an iron to kill mango fly eggs
- Girls can change their pad two or three times a day, as needed
- Schools should try to provide a safe space for girls to change if there are no school toilets
- The pad can be folded into a parcel (it won't leak) and taken home to wash

Group discussion – how can we manage risks?

Group 1: What risk are there of girls damaging their supplies or trying to sell it in the market?

Group 2: What risks are there of the mentors and principals trying to sell MH pads allocated to their school in the market?

Group 3: What risks are there of parents trying to stop their girls from using MH pads?

Group 4: Are there MYTHS around the use of reusable sanitary pads in your community?

Group 5: What risk are there of MH kits getting lost or stolen from the school?

Checklist for Female Mentor: Girls Hygiene Kits

<p>You will be providing guidance to all girls on how to use their hygiene kits. Have we answered all your questions? Are you ready?</p>	
<p>Assemble girls in groups so you can discuss the hygiene kit with them and demonstrate how to use the products.</p>	
<p>Ensure each girl receives one hygiene kit. If girls have not started their period, discuss how you can keep the kits safe for them until they start using it later.</p>	
<p>Regularly check with girls if they have any questions and if they are using their hygiene kits and taking good care of the products. Manage the risks of misuse as best you can.</p>	

Tool 5

Girls' feedback on hygiene kits



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Survey: Girl's Feedback on Hygiene Kits

1 of 3

Name of school:

Number of girls (giving their consent): <p style="text-align: center;">_____</p>	Date and time of focus group: <p style="text-align: center;">_____</p>
---	---

Question 1: Are you 12 years old?
 Are you 13 years old?
 Are you 14 years old...continue until 18+

Girls' ages: 12____ 13____ 14____ 15____ 16____ 17____ 18____
 (please fill in the number of girls who raised their hands)

Question 2: Did you receive a Hygiene Kit, which is the bag that contains 5 reusable sanitary pads?

YES: Number of girls who have received: _____
 NO: Number of girls (if any) who have not received: _____
 NOT SURE: _____

Question 3: Do you *still* have the LWL reusable pads which you received?

Number of girls YES: _____
 Number of girls NO: _____
 Number of girls (if any) NOT SURE: _____

Question 4: Did you receive orientation from your mentor about how to use the LWL reusable pads?

Number of girls YES: _____
 Number of girls NO: _____
 Number of girls (if any) NOT SURE: _____



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Survey: Girl's Feedback on Hygiene Kits

2 of 3

		Yes	No	Not sure
5	Was this orientation clear and helpful?			
6	Do you feel confident in how to correctly use the LWL reusable pads?			
<p>Now we are going to ask you about what you are using for your period now. Remember, raise your hand if you agree, make a fist if you disagree and keep your hand down if you're not sure.</p>				
7	Are you using the LWL Reusable Pads to manage your period?			
8	Or are you using cotton cloth to manage your period?			
9	Or are you using wool to manage your period?			
10	Are you using toilet roll to manage your period?			
11	Are you using disposable pads to manage your period?			
12	Are you using paper to manage your period?			
13	Are you using anything else that was not mentioned here yet?			
14	If you <i>are</i> using the LWL reusable sanitary pads, do you like using them?			
15	Does using the LWL reusable pad give you more confidence when you have your period?			
16	Do girls have separate toilets from boys at your school?			
17	Do the toilets have water for washing your hands?			
18	Do you feel comfortable changing your pads or cloths in your school toilet?			
19	Is there any other private and clean place for you to change your pads at school?			
<p>Now we are going to ask you about how much money you spend on sanitary products (like pads or cloths) each month? Remember, raise your hand if you agree, make a fist if you disagree and keep your hand down if you're not sure.</p>				
20	Are you spending less than 5,000Le each month?			
21	Are you spending between 5,000 and 10,000Le each month?			
22	Are you spending more than 10,000 each month?			
23	Are you spending some money, but don't know how much?			
24	Are you <i>not</i> spending any money because you use the LWL reusable pads?			



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Survey: Girl's Feedback on Hygiene Kits

3 of 3

		Yes	No	Not sure
BEFORE YOU CONTINUE WITH THIS SECTION TAKE A BREAK – HAVE THE GIRLS STAND UP, STRETCH AND SAY YOU ARE HALFWAY THROUGH				
Now we are going to ask you who you feel most comfortable talking to about your period. Like your parent, teacher, friend or neighbour. Remember, raise your hand if you agree, make a fist if you disagree and keep your hand down if you're not sure.				
25	Do you feel most comfortable talking to a parent about your period?			
26	Do you feel most comfortable talking to a teacher or mentor about your period?			
27	Do you feel most comfortable talking to a friend about your period?			
28	Do you feel most comfortable talking to a neighbour about your period?			
Now we are going to ask if you have missed school because of your period. Remember, raise your hand if you agree, make a fist if you disagree and keep your hand down if you're not sure.				
29	In this past month, have you missed 4 or more days of school because of your period?			
30	In this past month, have you missed 3 days of school because of your period?			
31	In this past month, have you missed 2 days of school because of your period?			
32	In this past month, have you missed 1 day of school because of your period?			
33	If you have not missed school this past month, is it because of the LWL reusable pads?			
34	Did you stay home during your period <i>before</i> receiving the LWL reusable pads?			
Now we are going to ask how missing school has affected you. Remember, raise your hand if you agree, make a fist if you disagree and keep your hand down if you're not sure.				
35	If you have missed school because of your period, did it make you forget lessons?			
36	If you have missed school because of your period, did it make it difficult to catch up with school work?			
37	If you have missed school because of your period, did it cause you to do poorly on tests?			



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End of session and thank you:

Thank you for playing the sleeping game - you can stand up now.

Do you have any questions for us?***Thank you very much for your participation!***

After this session, there will be three interviews with girls.

Instructions to conduct the interview

The District Officer and mentor should ask for three volunteers (with their consent) to stay for a short personal interview. If no one volunteers you can pick three girls at random (or who gave different answers compared to everyone else) and ask if you can do an interview – they must agree and not feel coerced to do so.

The personal interview should take place with one girl at a time in a quiet place. Please be aware of safeguarding and make sure the female mentor joins you during this interview. Male and female District Officers are advised not to sit alone with a girl or a boy, so please ask the female mentor to support.



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Girl's Feedback on Hygiene Kits: Individual Interviews (1 of 3)

Questions to ask the Girl (1): (Assure the girl that you are not recording her name)

JSS Level:

Age:

Do you give your consent:

YES

Question 1: Could you tell me a summary of what you learned during the orientation about the hygiene kits? You can just tell me as much as you remember of it.

Response:

Question 2: What do you feel is different about coming to school now that you have this hygiene kit?

Response:

Question 3: If you can advise the programme on any improvements for these hygiene kits or to make it easier for girls to use them, what would your advice be?

Response:

Is there anything else you would like to say in confidence? (We are not recording your name and you are allowed to speak freely) Any other comments:



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Girl's Feedback on Hygiene Kits: Individual Interviews (2 of 3)

Questions to ask the Girl (2): (Assure the girl that you are not recording her name)

JSS Level:

Age:

Do you give your consent:

YES

Question 1: Could you tell me a summary of what you learned during the orientation about the hygiene kits? You can just tell me as much as you remember of it.

Response:

Question 2: What do you feel is different about coming to school now that you have this hygiene kit?

Response:

Question 3: If you can advise the programme on any improvements for these hygiene kits or to make it easier for girls to use them, what would your advice be?

Response:

Is there anything else you would like to say in confidence? (We are not recording your name and you are allowed to speak freely) Any other comments:



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Girl's Feedback on Hygiene Kits: Individual Interviews (3 of 3)

Questions to ask the Girl (3): (Assure the girl that you are not recording her name)

JSS Level:

Age:

Do you give your consent:

YES

Question 1: Could you tell me a summary of what you learned during the orientation about the hygiene kits? You can just tell me as much as you remember of it.

Response:

Question 2: What do you feel is different about coming to school now that you have this hygiene kit?

Response:

Question 3: If you can advise the programme on any improvements for these hygiene kits or to make it easier for girls to use them, what would your advice be?

Response:

Is there anything else you would like to say in confidence? (We are not recording your name and you are allowed to speak freely) Any other comments:



Strengthening the provision of menstrual hygiene kits in Sierra Leone

A step-by-step toolkit for procurement, distribution and management in schools