



# **The State of Menstrual Health & Hygiene (MHH) in JRS**

## **2025 Report**

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For more information about the Jesuit Refugee Service, please visit [jrs.net](https://jrs.net).

Cover photo: Secondary students in Kakuma Refugee Camp, Kenya.

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We would also like to express our gratitude to JRS colleagues in Ethiopia, India, Lebanon, Nigeria, Syria, Uganda, and Venezuela who collected qualitative data and shared promising practices for the 2025 report, as well as JRS country offices that reported data for the beneficiaries served in MHH programming. JRS celebrates the progress made in MHH programming throughout the organization and thanks staff for their tactical and tireless efforts. These efforts enabled forcibly displaced girls and women to live fuller lives by being able to manage their periods safely, securely, and with dignity. Our gratitude extends to the many institutional and private donors who accompany JRS to end the stigma, misconceptions, and taboos surrounding menstruation.

Finally, we thank those who live and manage menstruation in fragile, conflict-affected, and violent settings. We acknowledge your struggle and honour those who silently endure period-related challenges and those who courageously speak out. We dedicate this report to all forcibly displaced people who menstruate or who support those who do. We thank those who openly share their experiences of menstruation with us and advocate for safe and dignified menstruation for all. We also extend our gratitude to those who remain silent due to fear of retribution or stigmatisation. Thank you, all, for your strength and resilience.

## Acronyms

<b>FCV</b>	Fragile, Conflict-Affected, and Violent
<b>GBV</b>	Gender-Based Violence
<b>GRE</b>	Gender-Responsive Education
<b>IPP</b>	Ignatian Pedagogical Paradigm
<b>MHD</b>	Menstrual Hygiene Day
<b>MHH</b>	Menstrual Health and Hygiene
<b>MHM</b>	Menstrual Hygiene Management
<b>SDGs</b>	Sustainable Development Goals
<b>SRHR</b>	Sexual and Reproductive Health and Rights
<b>STIs</b>	Sexually Transmitted Infections
<b>UNICEF</b>	United Nations Children's Fund
<b>WASH</b>	Waster, Sanitation and Hygiene
<b>WHO</b>	World Health Organization

## Menstrual Hygiene Day

Menstrual Hygiene Day (MH Day or MHD), launched by WASH United and first observed in 2014, advocates for a world where no one is held back because they menstruate. Celebrated annually on May 28, this worldwide day of observance is marking its 11<sup>th</sup> anniversary in 2025, bringing together millions of individuals to advocate and push for a #PeriodFriendlyWorld.

MH Day envisions a world where menstrual hygiene is managed safely and confidently, without shame, allowing every individual to reach their full potential.

For more information on MH Day, visit [menstrualhygieneday.org](https://menstrualhygieneday.org).



## The State of MHH in JRS Report

Published annually on MH Day, *The State of MHH in JRS* **report is a celebration and a call to action.** This year marks the third year of this report which further amplifies the activities, advocacy and programming across JRS, which aim to:

- Break the taboos and end the stigma surrounding menstruation;
- Raise awareness of the challenges regarding access to menstrual products, period-friendly sanitation facilities, and education about menstruation; and
- Mobilise funding required for greater global action and advocacy.

The report applauds the significant strides made in MHH programming in JRS that have empowered forcibly displaced girls and women to manage their menstruation safely and with dignity.

## Executive Summary

This report is an opportunity to reflect and celebrate how JRS is working to address menstruation-related barriers to education and other programme areas. The Executive Summary shares key points from the 2025 report on *The State of Menstrual Health and Hygiene (MHH)*, published in tandem with a global webinar hosted by JRS on 28 May 2025 to bring the report and stories to life. We encourage all audiences to create space and time to read and reflect on the contents of this report, and to take action within the contexts where they work.

In summary, there are promising MHH practices happening throughout JRS and significant progress has been made since last year's report.

Key highlights include:

**Global Expansion:** More countries reported conducting MHH activities in 2024 compared to 2023. This year, 17 out of the 58 countries (31%) where JRS operates reported MHH interventions, compared to 15 countries of the previous year.

**Increase in People Served:** Since last year's report, at least 145,268 individuals benefited from JRS's MHH programming. In global data for 2023 and 2024, the number of people served through MHH programming in JRS has grown significantly, with a remarkable 51% increase in people served. The largest increase in people served was in Pillar II-MHH Supportive Facilities.<sup>1</sup> This shift is noteworthy, given JRS's past emphasis on the other two pillars.

**Increase in Spending:** Global spending varied across MHH programming pillars, ranging from \$76,677 USD to \$441,882 USD.<sup>2</sup> This represents a significant increase compared to last year's report, which indicated that global spending ranged from \$27,949 USD to \$322,131 USD across the three pillars.

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<sup>1</sup> Comprehensive MHH programming comprises three areas/pillars of intervention: 1) Menstrual Materials and Supplies, 2) MHH-Supportive Facilities, and 3) MHH Education and Information. Go to Section II of this report for a full overview.

<sup>2</sup> Note that some country offices only reported the number of people served in MHH programming and not the budget allocated for MHH activities.



# Purpose and Introduction to the 2025 Report

## ABOUT THIS YEAR'S REPORT

This year's *State of MHH in JRS* report, while providing key information on the three pillars of MHH, pays special attention to Men and Boys in Menstrual Health and Hygiene education and programming. This is aligned with JRS's gender-responsive approach and the Sustainable Development Goals (SDGs). Gender-Responsive programming, especially in education, directly relates to SDG 4 (Quality Education) and SDG 5 (Gender Equality). MHH relates to SDG 6 (Clean Water and Sanitation), SDG 3 (Good Health and Well-being), as well as SDGs 4 and 5.

By promoting a holistic and sustainable approach, including the involvement of men and boys in MHH efforts, JRS not only increases the participation of girls and women in its projects but also advances gender equality and challenges harmful norms.

This third *State of MHH in JRS* report expands upon the report from 2024, specifically aiming to:

1. Continue promoting a shared language for and understanding of comprehensive MHH programming across education, livelihoods, and other JRS programme areas and activities.
2. Share data and learning about MHH activities and advocacy across JRS and highlight promising practices across contexts; and
3. Maintain a focus on Pillar III – MHH Information and Education – including resources and tools for engaging men and boys.

Each section in this report provides an overview of JRS's progress on each of these objectives, with a special focus this year on Pillar III. Section 1 defines key terms, outlines main concepts, and shares global data on MHH. Section 2 discusses the three pillars of MHH programming and highlights promising practices and stories from around the globe. Section 3 provides a focus on Pillar III – MHH Education and Information – and on engaging men and boys. Finally, Section 4 offers global data and information on MHH programming at JRS.

## Section 1: An Overview of MHH

### WHAT IS MHH?<sup>3</sup>

MHH represents an iteration in the evolution of another concept, Menstrual Hygiene Management (MHM), that was previously used to refer to this area of programming. The definitions of and differences between the two concepts are highlighted in the boxes below.

**Menstrual Health Management (MHM)** is defined as:

Women and adolescent girls are using clean menstrual management material to absorb or collect menstrual blood, that can be changed in privacy as often as necessary, using soap and water for washing the body as required, and having access to safe and convenient facilities to dispose of used menstrual management materials. They understand the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear.

Source: (The World Bank, 2022)

**Menstrual Health and Hygiene (MHH)** encompasses:

MHM and the broader systemic factors that link menstruation with education, empowerment, equity, gender equality, health, rights, and well-being.

These systematic factors include: accurate and timely knowledge, availability of safe and affordable materials, well-informed and comfortable professionals, referral and access to health services, sanitation and washing facilities, safe and hygienic disposal methods, positive social norms, and strong advocacy and policy.

Source: (UNICEF, 2019)

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<sup>3</sup> The information in this section has been adapted from the Columbia University's online course, [Menstruation in a Global Context: Addressing Policy and Practice](#).

## Menstrual Health and Hygiene in Different Contexts

### Periods & Protection

Having a period within Fragile, Conflict-Affected, and Violent (FCV) contexts constitutes a protection issue. With each menstrual cycle, those who menstruate – and their families – are faced with difficult decisions and realities related to managing periods. MHH does not fit neatly into a single sector of humanitarian intervention. Therefore, these decisions and realities present protection issues often overlooked in humanitarian contexts.

### Periods in Emergencies

Oftentimes, emergencies prompt movement, and people in transit may not have regular access to soap or water, period products or privacy. In places where menstrual products are available, prices are often inflated, making it difficult for forcibly displaced persons and families to buy the MHH supplies they need. A scarcity of MHH materials and supplies increases the risk of infections for those who menstruate, and can become life-threatening with limited access to clean water and other services.

### Periods in Protracted Refugee Contexts

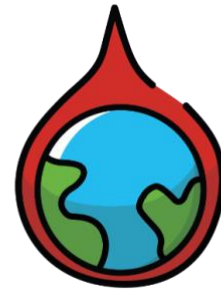
In protracted refugee situations, funding shortfalls restrict the services provided by humanitarian and development actors. In an already challenging context, recent developments in humanitarian funding put the achievements reached in MHH programming at great risk. While often overlooked, MHH is a high priority because it directly impacts access to education, health, livelihood, and other opportunities. Ensuring comprehensive MHH can mitigate GBV, alleviate daily pressures and stressors, and improve the overall well-being of the refugee population.

### Periods & Stigma

JRS works with diverse people around the world. Within some of these groups, menstruation-related myths, stereotypes, and taboos significantly influence daily life. Traditional beliefs are those held by members of a community for long periods, often for generations. Some traditional beliefs and related practices are beneficial for communities; some have no harm, and some can be harmful. Harmful traditional beliefs are long-standing and will not change with one-off interventions. Instead, addressing deeply embedded beliefs, behaviours, and mindsets surrounding menstrual stigma presents a more difficult challenge and requires strategic, long-term interventions.

## MHH ON THE GLOBAL AGENDA

Menstruation can affect many aspects of a person's life: education, financial stability, health, dignity, and participation in social communities. Globally, an estimated 500 million girls and women do not have access to the items they need to manage their periods safely and hygienically, free from embarrassment or, worse, harassment or violence (Plan International, n.d.). Many adolescent girls miss school during their period due to a lack of facilities, necessary supplies, and other factors. Everyone has the right to manage their menstrual health in a dignified way, through access to wash facilities, sanitary products, and more.



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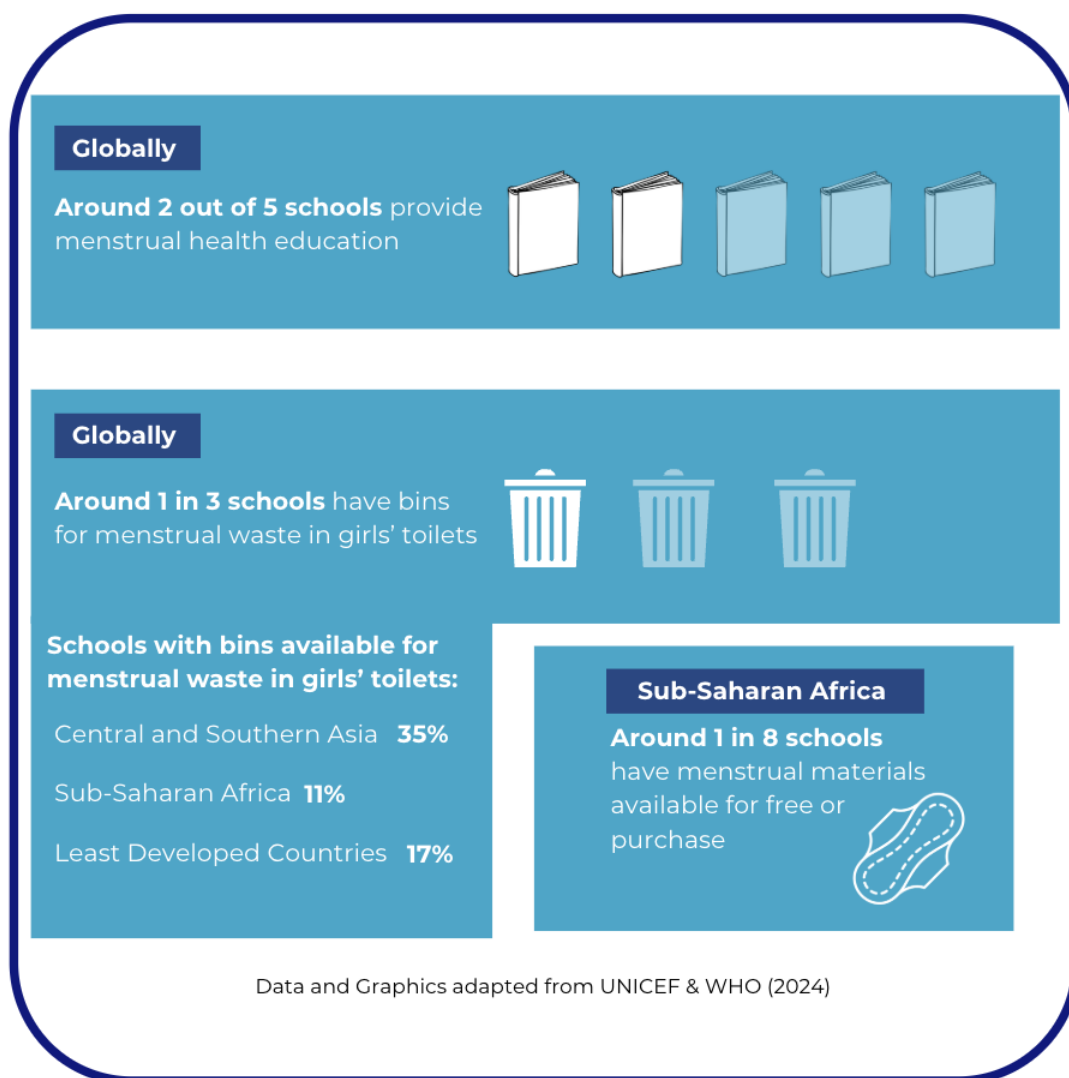
***When girls are valued by society, they realize their full potential, their families grow stronger, communities thrive, and economies prosper***

”

***-UNICEF (2025)***

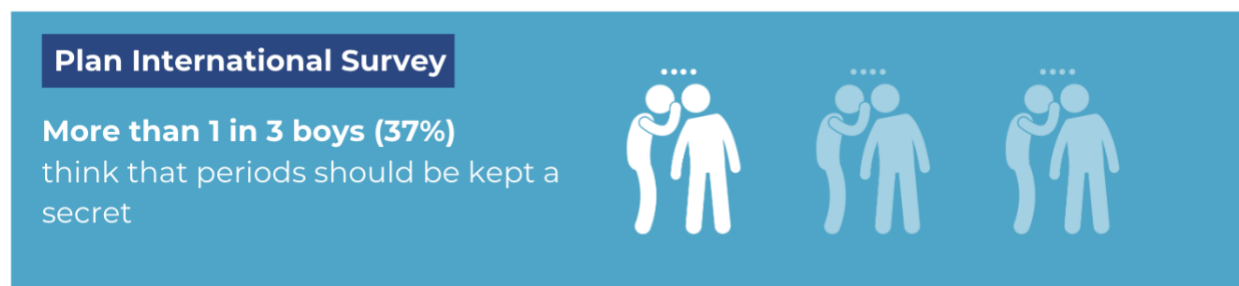
## GLOBAL DATA ON MENSTRUAL HEALTH & HYGIENE

Below are key findings from the report *Progress on drinking water, sanitation and hygiene in schools 2015–2023: special focus on menstrual health* published in 2024 by the World Health Organization (WHO) and the United Nations Children’s Fund (UNICEF). For the first time, the report shows emerging data on MHH in schools across the globe, demonstrating the acute need for addressing MHH in education settings. Despite efforts made to address this need, globally, less than half of the schools surveyed provide key information on MHH. Additionally, in one of JRS’s key geographical areas of intervention – sub-Saharan Africa – only one in eight schools has MHH materials available to their students.



## A GENDER-RESPONSIVE APPROACH TO MHH PROGRAMMING

A Plan International survey (2022) of boys and men from four countries (Brazil, Indonesia, The Netherlands, and Uganda), highlighted the taboos and stigma that persist around menstruation. **More than 1 in 3 boys and men (37%), think that periods should be kept a secret**, with the most frequently mentioned reason for avoiding menstruation being that it is a “private matter” for girls and women. Boys and men also **frequently associated menstruation with words such as “dirty” (55%), “embarrassing” (31%), and “disgusting” (38%)**. These findings reaffirm the need to strengthen MHH education and information activities targeted toward men and boys and provide impetus for this report’s special focus on engaging men and boys.



Despite the existing taboos and stigma, boys and men in the survey expressed a desire to learn more about menstrual health. **92% of participants think that periods should be normalized.** To meet these demands and requests, comprehensive MHH programming should therefore expand and include – where appropriate – boys and men, in alignment with a gender-responsive approach.

**Gender-Responsive:** An approach that addresses the different situations, roles, needs, and interests of women, men, girls, and boys in the design and implementation of activities, policies, and programs. ([INEE](#))

## Section 2: MHH Pillars and Promising Practices

### COMPREHENSIVE MHH PROGRAMMING

Destigmatising menstruation involves more than providing education and information to girls and women and necessitates the involvement of everyone, including boys and men. This report aims to elevate and embed community-wide MHH programming through gender-responsive and gender-transformative interventions. To this end, several promising practices and global resources are highlighted in this year's *State of MHH in JRS* report, including a JRS-specific Boy's Club curriculum which empowers and engages men in boys.

Comprehensive MHH programming comprises three areas of intervention

- I. Menstrual Materials and Supplies
- II. MHH-Supportive Facilities
- III. MHH Education and Information

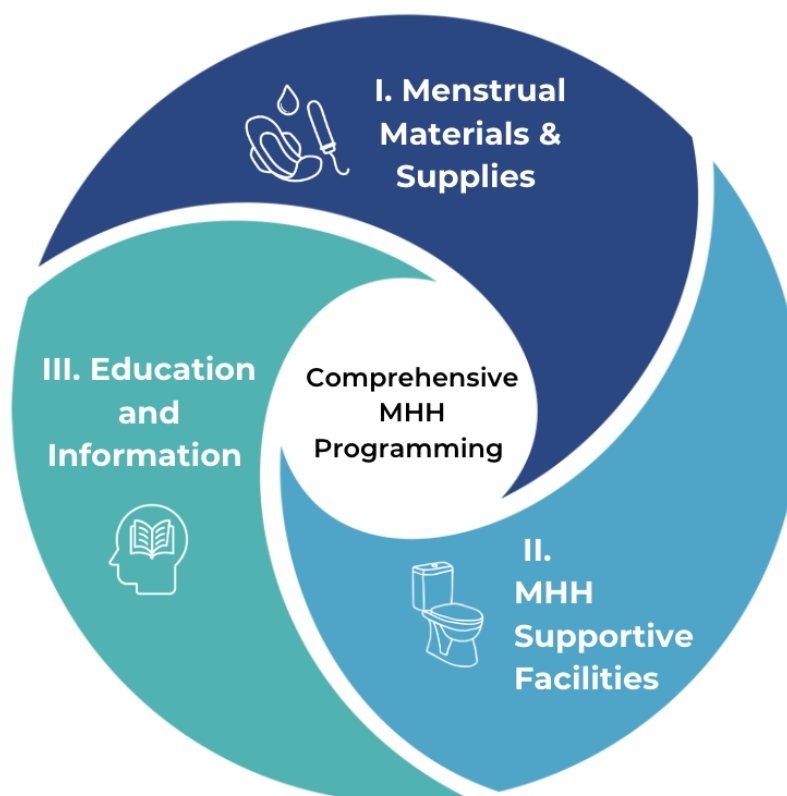


Diagram adapted from World Bank Group (2022)

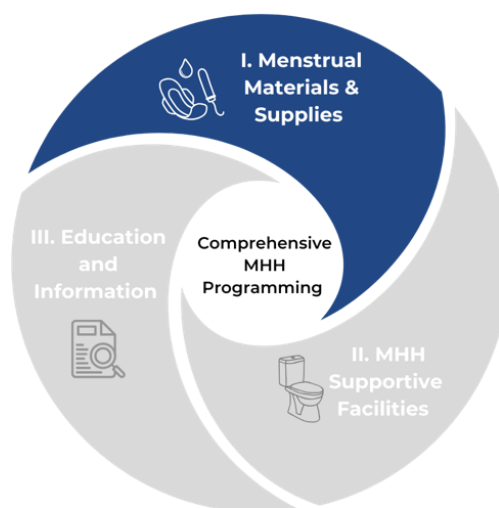
## PILLAR I. MENSTRUAL MATERIALS & SUPPLIES

### What Is It?

The first pillar of comprehensive MHH programming refers to access to the menstrual materials and supplies that are necessary for managing periods with comfort, confidence, and dignity so that those who menstruate can go about their daily lives as normally as possible. Menstrual products include pads, tampons, cloths, underwear, and others (see Appendix B).

Additional materials might include water, soap, and buckets. A lack of period products prevents girls and women from participating in daily activities, and the emotional and physical stress emerging from this inability to participate can negatively impact their overall well-being. The consequences of a lack of menstrual material and supplies are especially significant for girls and women who live in displacement and emergency contexts and who also face significant barriers to accessing other basic and essential services.

When girls and women have access to safe, affordable, sanitary, and menstrual products, the risk of contracting infections decreases. This can have a positive ripple effect on overall sexual and reproductive health by driving reductions in teen pregnancy, improving maternal outcomes, and supporting fertility (Kelin Kenya, 2017). In contrast, poor menstrual hygiene can pose serious health risks, like reproductive and urinary tract infections, which can result in future infertility and birth complications. Additionally, not washing one's hands after changing menstrual products can spread infections including hepatitis B and thrush (Sweetman & Medland, 2017).



**Menstrual materials:** Refer to products or items used externally or internally to absorb or collect blood and tissue that comes out of the vagina during menstruation. These include cloths, disposable or reusable pads, tampons, menstrual cups, or period underwear.

**Menstrual supplies**, instead, are supportive tools needed for the effective and hygienic management of one's period. These tools include soap and a bucket for washing reusable pads, underwear, reusable or disposable pads, and a bag to store reusable pads or menstrual cups between use.



## Awareness-Raising and Distribution of MHH Materials and Supplies in Nigeria



### Borno State

In 2024, 1,440 Menstrual Health and Hygiene (MHH) kits were distributed across two key locations in Nigeria: Monguno and Dikwa. Each location received 720 MHH Kits.

Before the distribution of the MHH kits, a sensitization and awareness campaign was conducted to educate the community on menstrual hygiene, the importance of personal hygiene, and the correct usage of MHH kits. This initiative aimed to support both those who had yet to start menstruating and those who already had, ensuring that they were equipped with the knowledge and tools they needed to manage their menstrual health effectively.



### Voices from the Field

#### *Teachers shared...*

- They have observed that more girls feel comfortable to attend school during menstruation.
- There is increased knowledge of hygiene practices and comfortability using MHH kits among students.

#### *Students shared...*

- They feel comfortable using the MHH kits using information they learned from the awareness and pre-distribution activities.
- Receiving the MHH kits has normalized using menstrual materials and supplies in the school setting.

## Awareness-Raising and Distribution of MHH Materials and Supplies in Nigeria



### Adamawa State



Girls and women received MHH supplies and took part in an awareness-raising session in Bidi Michika Local Government Area in the northeast part of Adamawa State.

Information sharing and verification during MHH awareness and distribution activities.



Girls and women with MHH supplies at an awareness-raising session in Wuro Harde, Mubi North, Adamawa State.



Men assisted in the preparation of MHH supplies for distribution in Adamawa State.



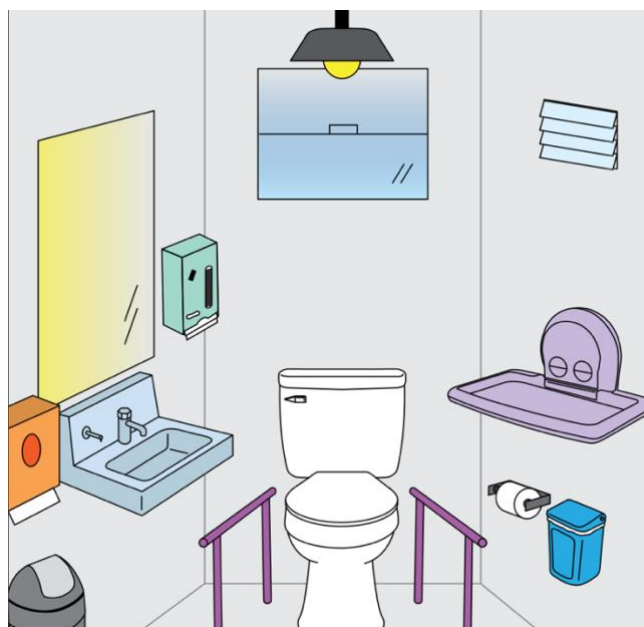
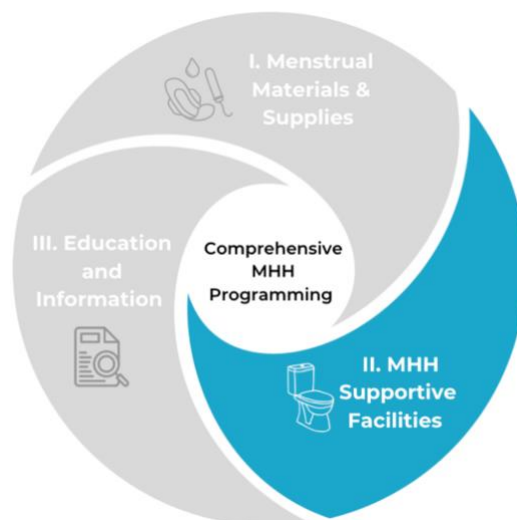
## PILLAR II. MHH SUPPORTIVE FACILITIES

### What Is It?

MHH Supportive Facilities refer to a range of Water, Sanitation, and Hygiene (WASH) services and spaces that can support managing menstruation in a healthy and safe manner. Within the school setting, the primary focus for MHH supportive facilities is on toilets, which can pose issues related to waste disposal and management.

To be period-friendly, toilets should have certain characteristics, including inside door latches, proper lighting, clear signs pointing to menstrual waste disposal, accommodations for people with disabilities, and more (see Appendix A for a period-friendly checklist).

A MHH response with supportive facilities is key in emergencies but also in protracted crises and should include safe and private WASH facilities. Separate gender toilets are key for safety and should include access to washing and drying tools. If these are not available, additional materials for washing and drying, such as buckets and soap, should be provided. Finally, discrete disposal of used products should be available in the WASH facility (Gensch et al., 2022).



Menstrual Friendly Public Toilet  
Source: (Mailman School of Public Health, 2024)



## A Safe Space at Last: How a New Latrine Restored Dignity to Girls at St. Mary Assumpta in Uganda

In 2024, something quietly powerful happened at Saint Mary Assumpta Girls Secondary School. A new latrine was built — not just any latrine, but one designed with girls in mind. Funded by Misesa Cara and constructed by Jesuit Refugee Service (JRS), this female-friendly facility has done more than improve sanitation. It has restored confidence, dignity, and focus to girls who once faced overwhelming challenges during their periods.



For Marutia, a Senior Two student, the memories of the past are still fresh. “The traditional latrines lacked privacy, and the incinerator is far from the latrine, making it difficult to dispose of used pads. The smell was also unbearable, making us feel uncomfortable,” she recalls.

The problem wasn’t just momentary discomfort; it was a matter of daily struggle. Girls lacked a safe, hygienic space during menstruation. According to Madam Tibesigwa, the school’s Senior Woman Teacher, many students began disposing of used pads directly into toilet pits to avoid the long walk to the incinerator.

“Girls often threw used pads into the toilet pit because they did not want to walk outside to the incinerator. This caused the pits to fill up quickly and created additional hygiene issues.”

But everything changed with the new latrine. Today, a quiet sense of pride has replaced that fear. The facility equipped with mirrors, internal incinerators, and running water gives the girls something they’ve long been denied: control and comfort.



**The newly constructed female-friendly latrine**

“The mirrors in the latrine have made a huge difference in my life. I can check my appearance and make sure I am dressed properly before leaving for class. The latrine is also covered, so there’s no bad smell, and there’s plenty of water for cleaning. It is so convenient, especially during menstruation times,” says Marutia.



**Interior view of the female-friendly latrine**

Access to the facility came in handy at a critical moment. “During a math lesson, I realized I had stained my skirt with blood. My classmate covered me with her sweater, and I went straight to the new latrine. I was able to take a bath, change my pad, and dispose of it privately. I returned to class feeling confident and focused,” Marutia added.

## Boosting Confidence and Participation



**Madam Tibesigwa,  
senior woman teacher**

According to Madam Tibesigwa, the new latrine has made a measurable impact. Complaints about urinary tract infections have gone down. Girls now stay in class. They no longer miss exams because of their periods.



The stigma around menstruation is also breaking down. “Girls feel safer and more supported, which has a direct impact on their overall well-being and by extension their academic performance,” she adds.

These efforts are about more than hygiene; they’re about dignity. Madame Tibesigwa shares: “Gender-sensitive facilities like these are not just about hygiene, they are about dignity and equality. They ensure that girls can focus on their education without fear or shame. Such initiatives create a more supportive environment for girls, especially during menstruation.”

“

*“We no longer have to worry about embarrassment or discomfort. We can focus on our studies and our future.”*

*-Marutia*

”



**Marutia, student**

## Steps Toward a Brighter Future



**View of latrine and incinerator from behind**

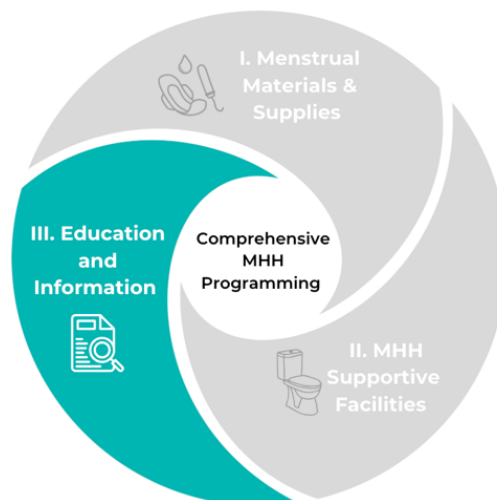
By addressing the unique needs of girls, JRS and its partners are creating a space where young women can thrive academically and personally.

At JRS, we believe that dignity is a fundamental right. By providing gender-responsive facilities, we are not just building latrines; we are building confidence, breaking barriers, and creating opportunities for girls to thrive. This project is a step toward a future where no girl is held back by her period.

## PILLAR III. EDUCATION AND INFORMATION

### What Is It?

Awareness and education about MHH are key to making sure that girls feel confident enough to go to school while on their periods. The provision of MHH materials and supportive facilities alone falls short of ensuring hygienic and dignified menstrual management. Many girls report being confused or scared by their first periods, often because they don't know what is happening to their bodies. In many cultures, menstruation is shrouded in silence and stigma, leaving girls without the crucial information they need to understand and manage their periods. This lack of knowledge, coupled with cultural taboos, leads to feelings of shame and embarrassment, leaving girls unprepared.



By equipping girls and women with the information they need, communities can help them feel more confident and prepared to manage their periods. MHH education informs and empowers girls to feel more at ease with their periods and to take care of their health. To truly end the stigma surrounding menstruation, however, it is necessary to include the whole community – including boys and men – in MHH programming, focusing specifically on education and information. Only by engaging the whole community can we break the stigmas and taboos that surround menstruation and that limit girls' and women's freedom and self-realization in and outside of school.

The importance of engaging boys and men in MHH programming and especially awareness is key to this year's *State of MHH in JRS* Report and will be the focus of the next section of the report.



## Menstrual Hygiene Awareness and Distribution of Materials and Supplies in Ethiopia

In 2024, menstrual health and hygiene education activities were launched at Hibret Fire and Adwar primary, pre-primary, and middle schools in Addis Ababa (Ethiopia), targeting both refugee and host communities. The activities focused on educating students about menstrual health and hygiene, promoting open conversations about menstruation, and providing educational materials to reinforce learning.



The first objective was to provide girls with essential knowledge about menstrual health and hygiene. Through interactive learning sessions, such as group discussions and role-playing, participants gained a deeper understanding of menstruation and its importance. The second objective was to foster open dialogue and to break down stigma surrounding menstruation. These sessions empowered participants to talk freely about menstruation, an issue often surrounded by silence and embarrassment. The third objective was to distribute educational materials that helped solidify key takeaways from the training and served as valuable resources for ongoing learning.

The activities yielded positive results, with pre-and post-session surveys showing a sharp increase in knowledge and remarkable attitude shifts. Girls' understanding of the menstrual cycle rose from 30% to 85%, knowledge on hygiene practices improved from 25% to 90%, and discomfort discussing menstruation dropped from 40% to 10%, highlighting a significant reduction in stigma around menstruation.



Beyond knowledge gains, this intervention empowered girls, boosting their confidence and encouraging them to share their learning with peers and families. Feedback from teachers and parents emphasized the value of educating both students and families to foster a supportive environment. This initiative's success stemmed from its interactive, culturally sensitive approach, the strong community involvement, and having subsequent follow-up sessions. Involving parents further reinforced the impact at home.

## Uganda's Menstrual Health Movement Gives Girls a Voice

Menstruation remains a taboo subject in many parts of Uganda. In homes, it is rarely discussed. In classrooms, it is often ignored. As a result, girls facing their first period are left in the dark. The silence can lead to misinformation, emotional distress, and even physical health issues. Cloella, a second-year student at Kisubi University, remembers her first experience with menstruation vividly but not fondly. “My mother never spoke to me about menstruation,” she recalls. “When I got my first period, I had no idea what was happening. I didn’t even know how to use a pad. I felt ashamed and afraid.”



**Students in JRS's sponsorship program received MHH items in their back-to-school packages.**

While many girls suffer in silence, others benefit from supportive environments. Sanvura, a student at St. Joseph Mapeera, feels fortunate that her family was open about the topic. “I was not surprised or scared when I got my first period. I was ready,” she says.

Anita credits her teachers for helping her to prepare, while Gloria believes more can be done within schools to normalize menstruation. “Visual tools like flyers and banners could help a lot,” she suggests. “We should involve male staff and students too; they are part of our support system.”

Indeed, involvement of boys and men is gaining traction. Vakole, a student who attended a menstrual health training by JRS, emphasizes this point: “If boys understand menstruation, they can support their sisters sometimes—even helping buy pads.”

Recognizing the urgent need for change, JRS has launched an initiative to improve menstrual health and hygiene education in schools. The organization provides training for both teaching and non-teaching staff and delivers awareness campaigns in primary schools where such topics are often overlooked in the formal curriculum. The aim is twofold: to equip girls with the knowledge and tools they need, and to foster an environment of empathy and open dialogue.



Edna and Niyonshuti, second-year education students at Kisubi University, are among the many future teachers now empowered to carry this message forward. “This training has prepared us to confidently handle menstrual health topics during our school practice sessions,” they say.

While MHH education is crucial, access to hygiene products is equally important. Many girls struggle to afford quality menstrual products, relying on whatever is cheapest or most available. For some, this has serious consequences. “My mom usually buys the cheapest pads,” says Gloria. “They cause discomfort and even infections. Since receiving supplies through JRS, I’ve been able to stay clean and feel more confident during my period.”



**Students at the University of Kisubi received sanitary materials as part of the JRS outreach and sponsorship program.**

In more remote areas, challenges related to MHH can be more complex. In Rhino Camp, water scarcity forces girls like Rose to walk 45 minutes to fetch water, making it nearly impossible to clean reusable pads properly. Even in urban schools and universities, facilities fall short. Students report a lack of changing rooms or washrooms where girls can clean up during the day. “Sometimes we stay the whole day without changing,” one student shared. “You just wait until you get home.” This reality can very tangibly affect academic performance, self-esteem, and attendance, thus reinforcing educational inequality between boys and girls.

Despite these challenges, a revolution is underway. Workshops, awareness programs, and youth-led advocacy initiatives are reshaping how menstruation is viewed and handled in Uganda. From classrooms to refugee camps, girls are finding the courage to speak up. Teachers are stepping up. Parents are learning to listen. And boys, too, are joining the conversation.

## MHH Awareness Raising Sessions in Syria



In Syria, awareness sessions on Menstrual Health and Hygiene were held for adolescent girls aged 12-14. Read on to hear about one of these sessions, titled: "The More We Grow, the More We Blossom."

The session began with an icebreaker activity, followed by a set of questions related to puberty and the physical and psychological changes associated with it.



*"It is very important that you are giving our children this awareness. We know that this conversation is important, and we acknowledge that because we still don't feel comfortable to do it ourselves."*

*-Parent of a participant*

The questions were written on cardboard and posted on the board. Afterward, the girls watched a short film titled "As We Grow", which explained the changes that occur during puberty—particularly menstruation—and highlighted appropriate practices during menstruation, especially concerning hygiene.

Then, the girls were asked to match each question with the set of prepared answers on the board. In the final activity, each participant wrote a piece of advice they would give to a sister or friend on a sticky note and posted it on a pre-designed advice tree.

At the beginning of the session, the girls were visibly shy, showing signs of discomfort and confusion. However, after watching the video, the girls began to show signs of relief. Some who previously didn't know much about menstruation said they were no longer afraid, understood what to do, and planned to share this knowledge with their sisters and mothers at home. They also wrote advice for their friends about personal hygiene and the importance of not being afraid to ask questions or feel ashamed of the topic. Following the session, staff observed that girls felt more comfortable to approach the school office and ask for menstrual health products.



## Awareness-Raising and Distribution of MHH Materials and Supplies in Nigeria



### Zamfara State

The Zamfara field office held MHH awareness sessions in Talata Mafara Local Government Area with 30 girls from Government Girls Secondary School, Yalwa. During the session, participants learned about proper hygiene practices and the use of menstrual materials. At the end of the session, sanitary pads were distributed to all participants.

Important topics such as reporting protection-related concerns and confidentiality in reporting protection-related issues were shared. Students demonstrated a strong understanding of the topic, were highly engaged throughout, and asked insightful questions.



## Section 3: Special Focus on Pillar III – MHH Information and Education and Engaging Men and Boys

### GENDER-BASED VIOLENCE

Gender-Based Violence (GBV), which includes sexual assault, harassment, child marriage, trafficking, and other harmful practices, is not inevitable but can and must be prevented (UNHCR, 2020). By providing information and life skills training, communities can equip both girls and boys with the knowledge and tools needed to challenge harmful norms and reduce the risk of GBV. This education improves girls' psychosocial well-being, strengthens their social support networks, and fosters safer environments for everyone (Parkes et al., 2020).<sup>4</sup> Education systems play a pivotal role in addressing GBV. By adopting a Gender Responsive Education (GRE) approach, schools can promote gender equality, ensure that both girls and boys understand their rights, and create a culture of respect and support.

Educating boys as active participants, advocates, and allies on how to prevent GBV is critical for changing societal attitudes and behaviours. In many cultures and communities, boys and men hold more power than women. Sexual and gender-based violence reinforces the stereotypical power dynamics over a person (Council of Europe, n.d.). When boys are educated to challenge traditional gender norms, they can play an essential role in creating a society where GBV against women is no longer tolerated. By engaging boys and men in this work, we not only empower them to contribute to a more equal society but also help reduce violence and foster healthier relationships between all genders.

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<sup>4</sup> JRS acknowledges that boys too can be targeted by GBV, but, for the purpose of this report, we focused on the impact of GBV on women only.

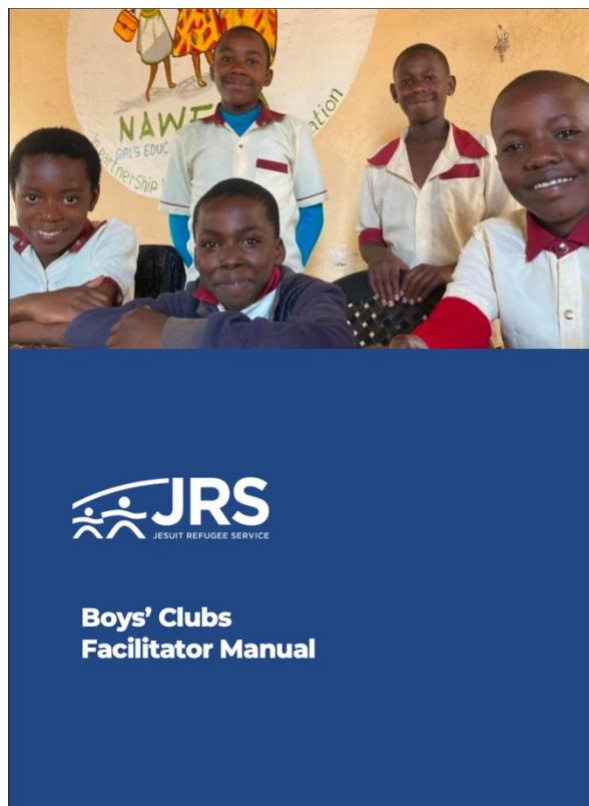
## GENDER-BASED VIOLENCE AND MHH

Gender-based violence (GBV) affects all genders, and preventing it requires educating both girls and boys. In a refugee context, this involves not only educating girls about their rights but also educating boys about the rights that girls are entitled to. Menstrual Health and Hygiene is a persistent issue and, in too many contexts, menstruation is still a cause of stigma, discrimination, bullying, and isolation for girls, ultimately resulting in various forms of GBV. All of this negatively impacts girls' enrollment, attendance, and performance in school. Therefore, tackling MHH-related barriers to education is key to ensuring that girls' rights are upheld.

However, to bring about long-lasting, meaningful change in the school and the wider community, it is essential to involve boys and men in MHH education to combat stigma and misconceptions that surround menstruation and foster supportive communities. The involvement of boys and men also promotes healthier reproductive outcomes, better school environments, and greater awareness of puberty and sexual health for both boys and girls (Nirere, 2023).

## Pillar III Highlighted Resource: JRS Boys' Club Curriculum

The JRS Boys' Club curriculum is an after-school club developed according to the Ignatian Pedagogical Paradigm (IPP). Grounded in this transformative Jesuit approach to education, the curriculum covers a wide range of essential topics, including puberty, child protection, sexually transmitted infections (STIs), and GBV. These lessons are crucial for fostering responsible attitudes and behaviours, especially in high-risk settings like refugee camps and humanitarian emergencies, where access to sexual and reproductive health and rights (SRHR) information is often limited and gender inequalities are often more significant.



### Session 20: Gender Norms & Stereotypes

**Objectives:** Participants will be able to...

- Define Gender Stereotypes
- Recognize the difference between expectations of Boys and young women as opposed to boys and young men.

**PRE-Lesson:** 10 minutes: Make sure all the materials you need for the session are ready. | Arrange classroom setting for the session | Arrange the snack they will share at the end of the session | Welcome students as they are arriving (By name)

#### LESSON

1	CONTEXT 5 minutes	EXPERIENCE	REFLECTION	ACTION	EVALUATION
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1. Review the Ground Rules from the first session.
2. Review: Have participants stand in a circle. Toss a ball around the circle, in no particular order. As each participant catches the ball, ask them one thing they remember from the previous session. Emphasize that they should try to come up with unique ideas or memories.
3. Display or write objective on the board.
4. Read the session objective(s) out loud as a group.

2	CONTEXT	EXPERIENCE 25 minutes	REFLECTION	ACTION	EVALUATION
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- Part #1** | 20 minutes | Activity: Stereotypes of men and women
1. Hang 5 sheets of flip-chart paper around the room. Write a different setting at the top of each paper (school, family, friends, community, partner). Divide each paper into two columns: one should have the title 'boys/young men' and the other should have the title 'girls/young women'.
  2. Tell participants to take 10 minutes to write on each paper what they believe is expected or demanded from boys/young men in each setting, and then what is demanded from girls/young women in each setting. Emphasize that they should do this individually.
  3. Divide the participants into 5 groups and have each group take one of the flip-chart papers. Each group takes 10 minutes to read and discuss what has been written on the paper based on the following questions:
    - a. "What similarities do you see between what is written below boys/young men and girls/young women?"
    - b. "What similarities do you see?"
  4. Ask for volunteers from each group to share with the larger group for 5 minutes.
  5. Introduce the concept of Gender Stereotype using the Facilitator Background Notes.

3	CONTEXT	EXPERIENCE	REFLECTION 10 minutes	ACTION	EVALUATION
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1. Ask participants to reflect:
  - a. "Have you ever challenged gender expectations or norms?"
  - b. "Do you feel prepared to challenge gender expectations or norms in the future?"
2. Ask 2 to 3 participants to briefly share their thoughts.

4	CONTEXT	EXPERIENCE	REFLECTION	ACTION 15 minutes	EVALUATION
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1. Direct the students to the designated section for the topic in their **workbooks**.
2. In the workbook they will find two columns. The first one to write down in what way they have felt victims of gender stereotypes. In the second one, times when they have stereotyped others because of their gender.
3. Encourage them to be 10 minutes working in the exercise.
4. Then, ask them to share in pairs their answers.

5	CONTEXT	EXPERIENCE	REFLECTION	ACTION	EVALUATION 5 minutes
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1. Ask the students to respond to **one** of the following questions in their **workbooks**. Allow 3 minutes for this activity.
  - a. What have we learned as a group today?
  - b. What have I learned?
  - c. What would have made this session a better one?
  - d. What is my commitment for the next session? (Next session I will...)
2. Invite three to five participants to share, freely, the answer to one of the questions aloud.

**POST-Lesson:** 20 minutes: Share snack | Arrange the classroom for next activity with the help of the participants, leaving the space better than when you arrived | Say goodbye to each participant by name.

#### Facilitator Background Notes

Stereotype is defined as "a set idea that people have about what someone or something is like"

Taken from the [Cambridge Dictionary](#)

Gender stereotypes, more specifically, refer to "a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed, or performed by, women and men."

Gender stereotypes, more specifically a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men"

Taken from the [Oxfam](#)

Gender stereotypes can be dangerous for the full development of the personality of both women and men, but gender stereotypes can also prevent them from fully pursuing their professional career aspirations Examples of gender stereotypes:

- Boys should play with dolls and boys should play with trucks.
- Boys' color is blue; Boys' color is pink.
- It's normal for boys to have fights.
- Boys are not good at scientific subjects.
- The use of violence on the part of boys is a proof of their strength and manliness.
- Boys should be thin and beautiful in order to be liked by boys.
- Boys never cry
- Boys and women get easily carried away by emotions.
- Men who cry are not real men.
- Men were born to be leaders.
- Women should take care of all the house duties.
- Only men can do technical jobs.
- Women are too emotional to have certain jobs.
- Men are stronger and smarter than women and their opinion is more important than that of women.

Sample Lesson from JRS Boys' Club Facilitator Manual

The 25-lesson curriculum begins with topics on empowering youth with life skills, such as self-confidence, decision-making, and validating emotions. The middle sessions dive into topics such as GBV, puberty, saying no to unwanted sex, early pregnancy, and sexually transmitted infections. Overall, the curriculum aims to equip boys with life skills that can have positive impacts on their daily lives while simultaneously providing key knowledge and information to break gender stigmas and stereotypes that limit gender equality, increase the incidence of GBV against girls and limit boys' own free and full development as individuals.

Date: \_\_\_\_\_

**Session 20: Gender Norms & Stereotypes**

**By the end of this session, you will be able to...**

- Define Gender Stereotypes.
- Recognize the difference between expectations of girls and young women as opposed to boys and young men.

**Recognizing Gender Stereotyping**

Below you will find two columns. In **Column 1**, write down examples of ways you have been a victim of gender stereotyping. In **Column 2**, write down examples of when you have stereotyped others based on their gender.

Column 1	Column 2

**Self-Evaluation**

Quietly reflect on **one** of the following questions:

- What have we learned as a group today?
- What have I learned?
- What would have made this session better?
- What is my commitment for the next session? (Next session I will...)

Write your answer on the lines below.

\_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

**Session 21: Characteristics of Men and Women**

**By the end of this session, you will be able to...**

- Identify similarities and differences between the characteristics of men and women.
- Become aware of the characteristics that make women and men equal.

**Let's Reflect!**

Respond to the following questions:

- Have you ever thought about men and women sharing characteristics? Explain
- Do you share characteristics that you like with your mom, sisters, or girlfriends? Which ones?

Write your answers on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Self-Evaluation**

Quietly reflect on **one** of the following questions:

- What have we learned as a group today?
- What have I learned?
- What would have made this session better?
- What is my commitment for the next session? (Next session I will...)

Write your answer on the lines below.

\_\_\_\_\_

33

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Sample Pages from JRS Boys' Club Workbook

The JRS Boys' Club programming materials – along with the Girls' Club materials featured in last year's *State of MHH in JRS Report* – are available to all JRS staff on JRS's internal Global Education SharePoint site. In addition to the full curriculum in the form of a facilitator manual, there are accompanying materials such as a participant workbook and evaluation forms for facilitators and participants.



## From Silence to Support: How Menstrual Health Training is Changing Lives in Uganda



**Jauch,**  
senior three student



**Mr. Vuchiri Geoffrey,**  
senior male teacher



**Bunia,**  
senior student



In Mungula and Nyumanzi secondary schools in Adjumani, Uganda, menstruation was once a topic cloaked in silence and stigma. But today, thanks to Menstrual Health and Hygiene (MHH) training facilitated by JRS, that silence is being replaced with confidence, compassion, and empowerment.

Male students have been involved in these trainings as well as girls. Jauch, a Senior Three student at Mungula, admits, “I used to believe myths about menstruation, like girls on their periods should not cook because the food would poison you.” Now, he supports his sister at home by fetching water and buying her pads without hesitation. At school, when a classmate stained her uniform, “I gave her my sweater, fetched water for her to clean up.”

Boys at Mungula now hold weekly discussions to find ways to support girls during their periods. At Nyumanzi, Senior Two student John shares: “The training helped me understand that menstruation is natural. I no longer laugh at girls; instead, I support them. If I see a girl with a stain, I refer her to the senior woman teacher for help.”

The MHH training has not only changed minds it has changed behaviour. Girls are now able to manage their periods more hygienically and openly, and boys are stepping up as allies. “Before the training, some boys would mock girls during their periods, but now they are becoming more supportive,” says Bunia, a Senior Three Student.

Teachers, too, have become champions. Mr. Vuchiri Geoffrey, a senior male teacher at Mungula, says, “This training not only transformed me as a teacher but also as a parent. I have two siblings living with me, and I used to leave their menstruation-related issues to my wife. However, after the training, I started buying pads for them and encouraged open discussions about their needs during their periods.”

“I even encouraged fathers to support their daughters by buying sanitary pads,” he adds. At Nyumanzi, Headteacher Apio Monica has seen real change. Girls' attendance is up, and both staff and students are involved in menstrual health awareness. But challenges remain. Some girls still lack access to pads and clean underwear. Harmful cultural beliefs persist the fear that burning used pads affects fertility.

Esther notes that some new students still feel shy about asking teachers for help during menstruation. John reflects on this too: “Some girls challenge me, asking how I can advise them without experiencing menstruation.” Still, he remains committed: “I am proud to support my peers. The training has taught me that menstruation is natural, and I am committed to creating awareness and breaking the stigma.”



## Boys as Allies in Gender Equality in Kenya

In Kakuma refugee camp, where educational challenges are amplified by displacement and socio-cultural barriers, JRS Kenya has taken significant steps to promote Gender-Responsive Education. Managing seven secondary schools in the camp, JRS works to improve access to education for over 15,000 learners, with a particular focus on increasing girls' enrollment and retention rates.



Despite these efforts, girls in Kakuma still face significant obstacles, including early marriages, limited access to menstrual health resources, and societal norms that discourage female education. The Gender-Responsive Education project at JRS seeks to address these issues through initiatives such as menstrual health awareness programs, provision of sanitary products, and empowering boys as allies.

In many communities within Kakuma Refugee camp, menstruation is surrounded by stigma, misinformation, and exclusion, leading to challenges for girls in school. A lack of awareness among boys is an area that often contributes to teasing, embarrassment, and an unsupportive school environment for girls during their periods. However, in Kakuma Secondary schools, 27 boys have been educated about menstrual health and have become champions for change by challenging stigmas, advocating for resources, and creating safe spaces.



By engaging boys in menstrual health discussions, schools are now fostering a more inclusive environment where both genders support each other's needs, enhancing overall education outcomes. Through projects like Empowering African Girls to Learn and Excel in School in Kakuma (EAGLES\_K), JRS is working towards a future where both boys and girls can thrive academically, free from stigma and discrimination. This project supports training of students on Menstrual Health Management (MHM), provision of menstrual kits to girls, construction of incinerators, and maintenance.

For gender equality to be realized in refugee communities like Kakuma, men and boys must be recognized as partners in the fight for girls' rights and equal opportunities. By actively involving them in discussions around menstrual health and gender inclusivity, we can create a culture of respect, support, and empowerment within communities and schools. Schools, teachers, and organizations like JRS play a pivotal role in ensuring that boys are not bystanders, but are active contributors to positive change. Together, we can build an education system where every learner, regardless of gender, has an equal opportunity to succeed and reach their full potential.

## The Story of a Husband Introducing His Wife to Reusable Pads in India

I am Rahul\*, a 36-year-old painter from the Boganallur rehabilitation camp in the Tenkasi district. Life here is simple, yet full of stories that shape our perspectives. I live with my wife, Anvita\*, a dedicated teacher at a private school, and our two wonderful children—our elder son in the fourth grade and our little daughter in lower kindergarten.



In February 2024, an event that would profoundly impact my thoughts and choices took place. JRS staff, teachers, and a group of women from Thappathi rehabilitation conducted an awareness session on menstrual health and hygiene through a JRS initiative. These women, driven by determination, had embarked on a journey to produce reusable sanitary pads. Their story was more than just about business—it was about resilience, empowerment, and the courage to create change.

They shared how they began stitching and selling these reusable pads with support from dedicated workspaces and high-quality sewing machines. Training sessions had equipped them with the skills needed not just to produce, but to market their products effectively. Their work had become a source of income, confidence, and independence, allowing them to contribute meaningfully to their communities.

However, despite their hard work and the superior quality of their products, they faced a significant challenge—marketing. In a market dominated by large brands with massive advertising budgets, reaching a wider audience was tough. Yet, this challenge also opened the door for a crucial conversation: the benefits of reusable pads.

As the session unfolded, I listened intently. The environmental impact, health advantages, and sustainability aspect of reusable pads resonated with me. Unlike disposable pads, which often come with hidden costs and environmental consequences, reusable pads offer a healthier, eco-friendly alternative. They reduce plastic waste, promote sustainable living, and empower local producers.

I shared these insights with my wife. Initially, she had reservations, as many do when faced with something unfamiliar. But after understanding the benefits, she became open to the idea. Inspired by the women's journey and the positive impact of their work, I decided to support them personally. I purchased a bag of reusable pads for my wife in February 2024—not just as a product, but as a symbol of support for these women and their mission. This experience opened my eyes to the power of awareness and community support. I believe that spreading knowledge about reusable pads across camps is vital. It's not just about health and the environment; it's about empowering women, supporting local initiatives, and creating a ripple effect of positive change.

\* names were changed to protect the identity of the person

## PILLAR III HIGHLIGHTED RESOURCE: MHH LETTER-WRITING ACTIVITY

This year, JRS continued expanding a letter-writing activity, with a focus on engaging men and boys. The letter-writing activity was designed for participants of all genders and included the participation of JRS staff and beneficiaries. The templates are available on JRS's Internal Global Education SharePoint Site in Arabic, English, French, and Spanish.

This year, two letter-writing templates were produced:

1. **Letter to My Mother, Sister, or Friend:** This template prompts men to think about what they know about menstruation and how menstruation impacts the girls and women in their lives. The second part of the activity is writing a letter on ways to support the girls and women in their lives surrounding menstruation.
2. **Letter to my Father, Brother, or Male Friend:** This template prompts girls and women to think about what they would like male figures in their life to know about menstruation and ways they wish to be supported during their period. The second part of the activity is writing a letter on ways they wish menstruation were better understood and how they wish to be supported surrounding menstruation.

The image shows a sample letter-writing template for the 'Letter to My Mother, Sister, or Friend' activity. The template is enclosed in a blue border and contains the following elements:

- JRS Logo:** Located at the top left, featuring the letters 'JRS' in blue with a stylized figure of three people below it.
- Form Fields:** On the top right, there are four small text boxes labeled 'Name:', 'Age:', 'Gender:', and 'School:'.
- Title:** The title 'Letter to My Mother, Sister, or Friend' is centered in a bold, black font.
- Section 1:** Below the title, the text 'What do you know about menstruation?' is followed by 'Describe what you know in a few sentences below:' and a large empty rectangular box for writing.
- Section 2:** Below the first box, the text 'How does menstruation affect the girls and women in your life?' is followed by 'Describe your thoughts below:' and another large empty rectangular box for writing.
- Section 3:** On the right side of the template, there is a 'Date:' field followed by a set of horizontal lines for writing a letter.
- Directions:** A block of text on the right side provides instructions: 'Directions: How can you support the girls and women you know during menstruation? Write a letter to your mother, sister, or female friend about ways you wish to support her during her period.' It includes three bullet points: 'Describe what you know about menstruation.', 'Come up with two ways you hope to support your sister, mother, or friend manage her period with dignity.', and 'Mention anything else you think is important!'.
- Footer:** At the bottom right, there is a blue button labeled 'Sample Letter Template'.



## Letter-Writing Activities at the MENA Regional Office



At the MENA regional office, staff participated in a letter-writing activity. One template was for women writing a letter to their father, brother, or another male friend sharing ways they wish to be supported surrounding menstruation. Read below to hear one staff member's letter to males in her life.

*Dear Males,*

*As women, we go through a bit of a tough cycle every month, which is very frequent. As men, we need you to be more informed about the matter and know how to deal with it. Please don't disregard our pain as our body goes through a massive changes that are physically, mentally, and emotionally tiring. Please be our comfort during this time and do not make things harder on us. Please try to be understanding as much as possible. Also, please conduct more research about this matter to better understand the changes we are going through.*

*-JRS Female Staff Member, MENA*



*Dear Males,*

*Making an effort to understand how menstruations work is the first sign of respect that a man can show towards a woman. If you have some doubts, get informed over the internet, or ask your friend/sister/partner to explain you and accompany you in your awareness process. Also, menstruation symptoms such as pain and mood swings are uncontrollable and in some cases unexpected, and some women can't properly concentrate in daily or work tasks, so try to be understanding and flexible with that. Finally, do something nice for the woman in front of you: offer to make tea, to fill in a hot water bottle, get chocolate, or just ask her what you could do to support her and to make her feel better – a gesture of kindness is always welcome.*

*-JRS Female Staff Member, MENA*

## Letter-Writing and MHH Activities in Venezuela

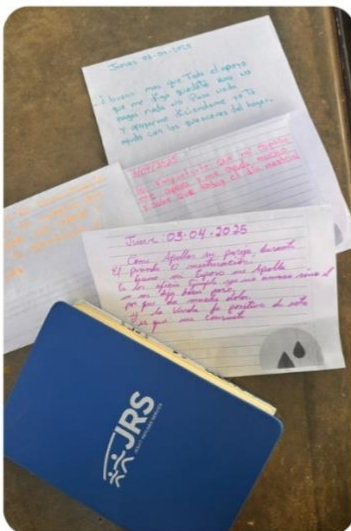


### Voices from the Field Venezuela

*"In 2024, we gathered to discuss menstrual health and hygiene. It was the first time we spoke about this topic here because it's something that is rarely discussed. That was the first time we learned that there were alternatives to sanitary pads, like the menstrual cup or tampons. Since then, we've understood the importance of talking about this topic with our daughters. Our daughters were embarrassed to talk about menstruation; they feared being stigmatized at school. We have strengthened our bond with them, there is more trust now, and they tell us when something happens, when they don't understand something, and they feel supported. We had never had a safe space to talk about our own menstruation experiences. From our Wayuu indigenous culture and traditions, we were very restricted. When we menstruated for the first time, they would cut our hair and lock us away for a year. During that year, we learned to make traditional crafts like the chinchorro.*

*On the topic of 2025 and the importance of involving men, we say: it's very important to involve them so they know how we feel. We like it when they support us by taking care of us. For example, our husbands can help by cooking and taking care of our children while we rest to feel better."*

-Participant in MHH activities in Venezuela



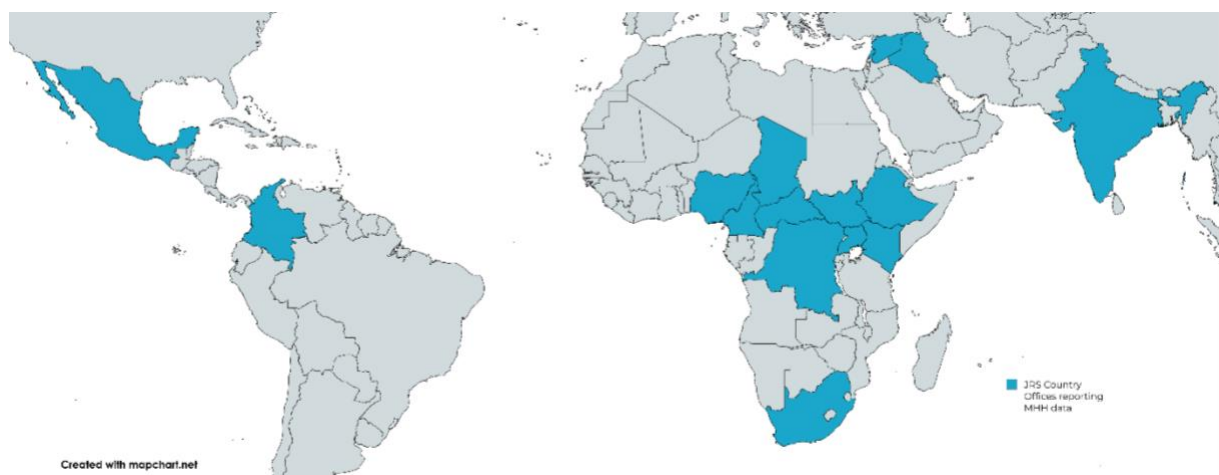


## Section 4: People Served by JRS MHH Activities

### ABOUT THE SURVEY

The data in this section were gathered through an annual, global, online survey about MHH programming in JRS. The survey was organized around the three pillars of MHH outlined in the previous sections of this report. The survey aimed to capture information about the activities implemented, budget allocated, and people served (disaggregated by gender) for each MHH pillar. Survey reporting took place from February-April of 2025, with 17 country teams reporting MHH data from 2024.<sup>5</sup>

To avoid double counting, this report does not include data on the total number of people served across all MHH pillars, as some individuals served under one pillar may also have been served under other pillars. The authors acknowledge this limitation of the *State of MHH in JRS* report.



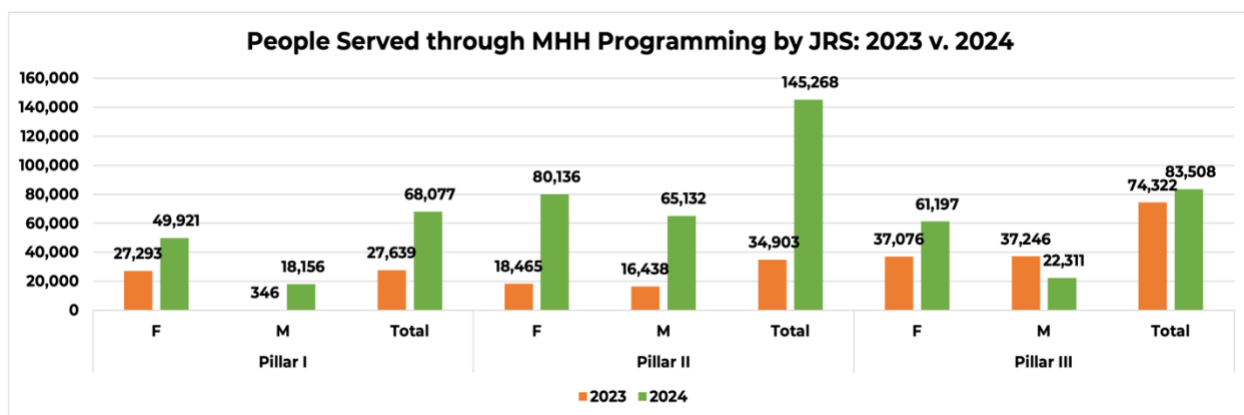
This map highlights the JRS Country Offices that reported MHH activities. The appendix provides detailed information on the number of individuals served by region and country, disaggregated by gender and MHH pillar

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<sup>5</sup> Please note that the numbers and information presented do not necessarily reflect all JRS's MHH programming but instead are reflective of the information we were able to gather.

## OVERVIEW OF PEOPLE SERVED

**At least 145,268 individuals** benefited from JRS's MHH programming in 2024. The highest number of people served in MHH programming were supported under Pillar II – MHH Supportive Facilities, followed by Pillar III – MHH Education and Information, and then Pillar I – Menstrual Materials and Supplies.



Looking at global data for 2023 and 2024, the number of people served through MHH programming by JRS grew significantly, from at least 74,322 individuals in 2023 to at least 145,268 individuals in 2024. This is a notable 51% increase in the number of people served.

The most significant increase was in Pillar II – MHH Supportive Facilities, with a 316% increase in people served compared to last year. This increase could be due to improved data collection and reporting across JRS Country Offices, with more teams reporting MHH data this year (17) compared to last year (15) (see Appendix C for data on people served by region and country). Pillar I – Menstrual Materials and Supplies saw a 146% increase in people served, while Pillar III – MHH Education and Information experienced a 12% increase in the number of people served from 2023 to 2024.

In comparing the 11 countries that reported MHH data in both 2023 and 2024, there were significant increases in Pillar I- Menstrual Materials and Supplies (121%) and Pillar II- MHH Supportive Facilities (268%). Finally, Pillar III- MHH Education and Information had a 27% decrease in countries that reported in both 2023 and 2024.

Overall, these numbers suggest significant progress in MHH programming and data reporting. 17 country teams reported MHH activities in 2024, leaving the continued opportunity to elevate the importance of MHH within JRS. MHH is a critical issue that



requires a long-term, gender-transformative approach in programming to dispel menstruation-related myths, stigmas, stereotypes, and taboos. A gender-responsive approach to MHH programming will continue to be of significance, specifically in engaging men and boys in MHH education and information.

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







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## Appendix A: A Period-Friendly Toilet Observation Checklist

MHM-supportive measures to check			Yes/No	Action
To be informed by direct observation:				
1.		Are there adequate number of safely located and secured toilets? <i>** Sphere guidelines for school toilets call for one toilet for every 30 girls and one toilet for every 60 boys.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/>	
2.		Are girls and boys using separate toilet blocks or separate sides of the privacy wall? Is there clear signage?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
3.		Are there working locks on the inside of the toilet?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
4.		Are walls, door, and roof made of non-transparent materials with no gaps or spaces?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
5.		Are there private handwashing facilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
6.		Is water easily accessible (ideally inside the latrine)? Is there a means for girls to bring water into individual stalls (e.g. a bucket)?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
7.		Is there soap available at the toilet?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
8.		Is there a shelf and hook for hygienically storing belonging during usage?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
9.		Is there a light source inside of the toilets?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
10.		Is there a mirror inside the toilet?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
11.		Are used menstrual materials disposed of in the toilet or through another method of collection and disposal?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
12.		Is there a waste bin available for disposal of used menstrual materials?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
13.		Are some units accessible to people with disabilities?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
14.		Does the school have an emergency stock of menstrual materials (including underwear) available for girls to manage their menstruation if it starts unexpectedly or they lack access to materials? What is required for girls to access these materials?	Yes <input type="checkbox"/> No <input type="checkbox"/>	
15.		Other:	Yes <input type="checkbox"/> No <input type="checkbox"/>	

Source: (Sommer & Clatworthy, 2017)

## Appendix B: Menstrual Hygiene Management Kit from UNFPA-UNHCR



Source: (UNFPA Supply Chain Management Unit, 2023)

## Appendix C: Data on People Served by Region and Country

By region/country	Pillar I			Pillar II			Pillar III		
	Total	F	M	Total	F	M	Total	F	M
<b>Asia Pacific (APR)</b>	<b>11,866</b>	<b>6,263</b>	<b>5,603</b>	<b>32,529</b>	<b>16,234</b>	<b>16,295</b>			
<b>Eastern Africa (EAR)</b>									
Burundi	-								
Ethiopia	486	471	15				50	50	
Kenya	520	520		14,536	9,523	5,013	935	892	43
Tanzania	-								
Uganda	3,835	1,405	2,430	680	680		1,542	920	622
South Sudan	3,694	3,424	270	192	192				
<b>Total EAR</b>	<b>8,535</b>	<b>5,820</b>	<b>2,715</b>	<b>15,408</b>	<b>10,395</b>	<b>5,013</b>	<b>2,527</b>	<b>1,862</b>	<b>665</b>
<b>South Africa (SAF)</b>									
Angola									
Malawi									
Mozambique									
South Africa	156	93	63				1,051	495	556
Zimbabwe									
<b>Total SAF</b>	<b>156</b>	<b>93</b>	<b>63</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,051</b>	<b>495</b>	<b>556</b>
<b>West Africa &amp; Great Lakes (WAF)</b>									
Cameroon	193	114	79	193	114	79	193	114	79
Central African Republic	4,800	4,800		16,462	6,752	9,710	21,286	11,564	9,722
Democratic Republic of Congo	1,416	1,416		-			1,416	1,416	-
Chad	12,057	12,057		24,377	12,352	12,025	10,269	9,625	644
Nigeria	26,680	16,984	9,696	35,316	20,738	14,578	39,874	30,178	9,696
<b>Total WAF</b>	<b>45,146</b>	<b>35,371</b>	<b>9,775</b>	<b>76,348</b>	<b>39,956</b>	<b>36,392</b>	<b>73,038</b>	<b>52,897</b>	<b>20,141</b>
<b>Middle East and North Africa (MENA)</b>									
Iraq	600	600					30	30	
Jordan									
Lebanon	142	142		3,579	1,921	1,658	129	129	
Syria	292	292		17,404	11,630	5,774	713	713	
<b>Total MENA</b>	<b>1,034</b>	<b>1,034</b>	<b>-</b>	<b>20,983</b>	<b>13,551</b>	<b>7,432</b>	<b>872</b>	<b>872</b>	<b>-</b>
<b>Latin American &amp; Caribbean (LAC)</b>									
Colombia	798	798					-		
Mexico	234	234					-		
<b>Total LAC</b>	<b>1,032</b>	<b>1,032</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>South Asia (SAR)</b>									
Afghanistan	-								
Bangladesh	-								
India	308	308					6,020	5,071	949
<b>Total- SAR</b>	<b>308</b>	<b>308</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6,020</b>	<b>5,071</b>	<b>949</b>
<b>Total</b>	<b>68,077</b>	<b>49,921</b>	<b>18,156</b>	<b>145,268</b>	<b>80,136</b>	<b>65,132</b>	<b>83,508</b>	<b>61,197</b>	<b>22,311</b>

