



A PRACTITIONER'S TOOLKIT

Making water, sanitation and hygiene safer through improved programming and services

Toolset 3-C

Facility siting, design and management

TS3-C-1 – Adolescent girls designing school WASH facilities: Papua New Guinea

Context	<p>In Papua New Guinea (PNG), girls sometimes miss school due to their monthly menstruation. Most schools provide no awareness on menstruation, and hence classmates including girls may make fun of the girls when they menstruate. School boards are often dominated by older men, while teachers of the older classes might also be mainly male. There is sometimes suspicion of male teachers carrying out any form of sex education with the girls, because parents may worry that they are making sexual advances towards their daughters. In this case girls were found to be disposing of their used sanitary materials in long grasses.</p>
Implementing organisations	<p>ATprojects.</p>
Description of good practices	<p>In order to raise awareness, women staff discussed menstruation with their male colleagues – those who were present – while the men lowered their heads over the table and covered their eyes. This was the first time the male staff had heard this subject openly discussed. It led to them prioritising the construction of female showers and incinerators when asked to prioritise school projects.</p> <p>The potential end-users, in this case school girls and female teachers, identified what products or services they felt were important in a knowledge sharing workshop, which was run by outside facilitators to ensure there was no bias introduced by the project team. They were then put together with technicians who could help them develop a prototype of a washing facility for testing.</p>
Results	<ul style="list-style-type: none"> • The girls designed a simple washing facility, which allowed them to sit down and had a washing line positioned outside. The girls preferred this design to that of a shower, which they felt was not necessary; they also said that the line did not need to be inside the unit as at home they were used to drying clothes outside. A simple building was designed with woven grass matting, but lined with waterproof shower liner to prevent the materials rotting and for an increased level of privacy. • A teacher and a student took part in a local radio station programme and spoke about the challenges girls face and the workshop, and a recording of this was broadcast on a local radio station several times over the next month or so. • Initially male teachers were not interested in discussing menstruation, but once they had they realised the importance of the issue for girls in school.
Lessons	<ul style="list-style-type: none"> • If the ultimate users themselves design the facilities, they are more likely to be suitable to their needs. • Although this example was not written with any specific consideration given to gender-based violence, the opportunity for women and adolescent girls to design facilities and services can also be used to reduce safety risks and GBV.

References/links

Layton, M. and S. Layton (no date) Real involvement, real participation. ATprojects. In: WaterAid, Australia, the International Water Centre and IRC International Water and Sanitation Centre (2010) *Sharing experiences: Effective hygiene promotion in South-East Asia and the Pacific*. Australia: WaterAid, Australia, the International Water Centre and IRC International Water and Sanitation Centre. Available at: <http://www.watercentre.org/projects/sharing-experiences-hygiene> [accessed 29 May 2013].
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**VIOLENCE
GENDER
& WASH**

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