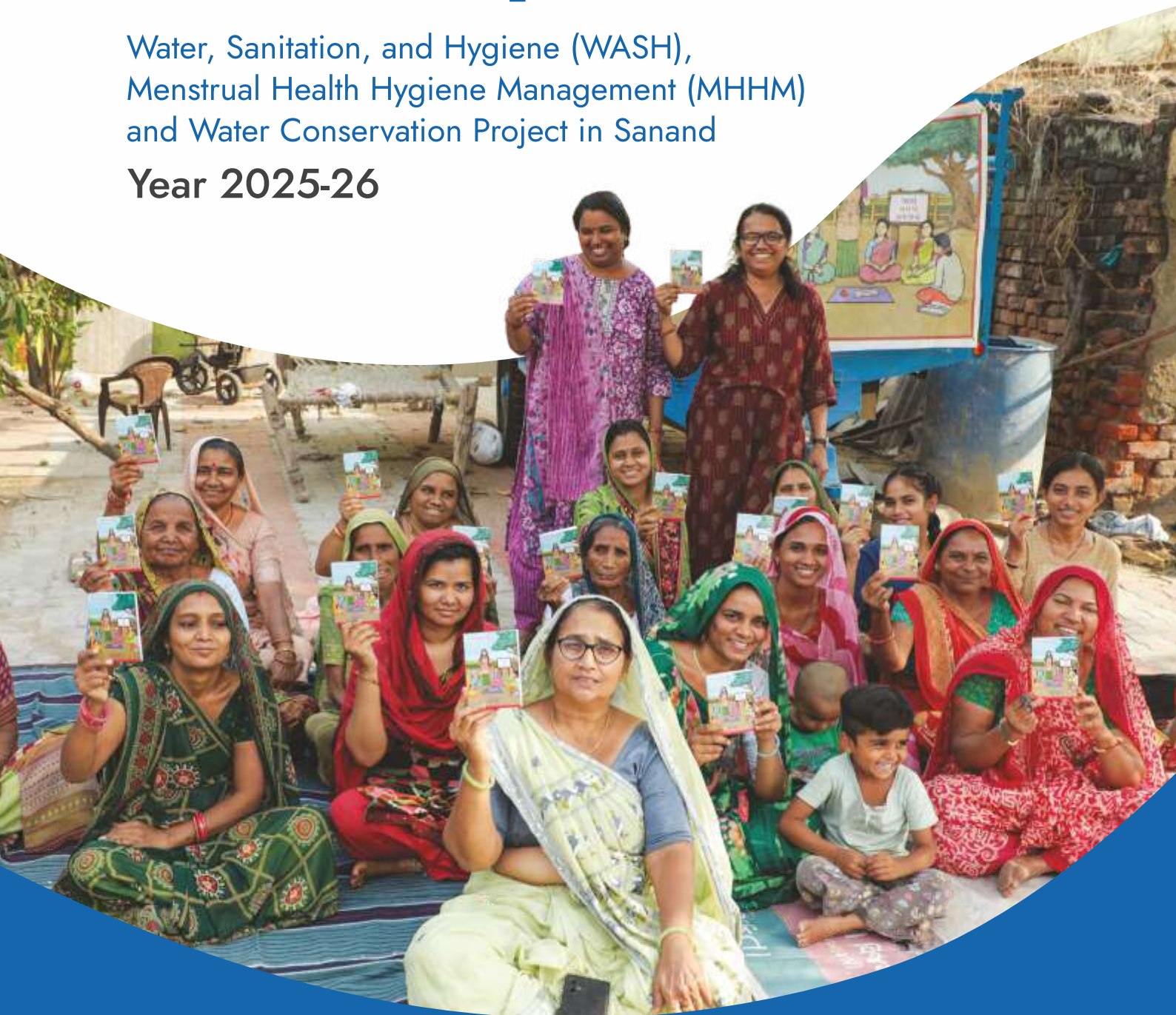


Project End Report

Water, Sanitation, and Hygiene (WASH),
Menstrual Health Hygiene Management (MHHM)
and Water Conservation Project in Sanand
Year 2025-26



Foreword

At CSPC, we have always believed that meaningful change begins with dignity, the dignity of access, awareness, health, and opportunity. This report reflects one such collective journey undertaken across schools and communities in Sanand through our integrated work on Water, Sanitation and Hygiene (WASH), Menstrual Health and Hygiene Management (MHHM), and Water Conservation.

Over the course of this initiative, we witnessed how conversations once wrapped in silence gradually transformed into spaces of openness and confidence. Girls began speaking about menstruation without fear, schools evolved into safer and healthier environments, and communities started embracing sustainable practices that protect both people and the environment. Beyond infrastructure, the project focused on nurturing understanding, empathy, and shared responsibility, creating change that is both visible and deeply human.

What makes this journey truly meaningful is the collective effort behind it. Teachers, students, women, frontline teams, government stakeholders, and community members all became active participants in shaping healthier and more informed futures. Their willingness to learn, adapt, and lead change from within the community remains the strongest foundation of this work.

As we look ahead, this report, reflects the voices, experiences, and small yet meaningful changes that have touched everyday lives with dignity, understanding, and care.

I extend my sincere gratitude to our partners, supporters, field teams, and every individual who contributed to this initiative. Together, we continue to move towards communities where health, dignity, and access are not privileges, but shared realities.

AMITANSHU CHOUDHARY

Chief Executive Officer

Coastal Salinity Prevention Cell

Acknowledgement

The successful implementation of the *Water, Sanitation and Hygiene (WASH)*, *Menstrual Health and Hygiene Management (MHHM)*, and *Water Conservation Project in Sanand* has been possible through the collective support, guidance, and participation of numerous institutions, stakeholders, and community members.

We extend our sincere gratitude to Tata Autocomp Systems Ltd and Tata Toyo Radiator for their valuable partnership and support towards strengthening health, dignity, and sustainable development within communities.

We are deeply thankful to Tata Trusts for their continued guidance, encouragement, and commitment towards community-led development initiatives.

We also acknowledge the enthusiastic contribution of the volunteers from Tata Gotion and Tata Autocomp Systems Ltd, whose engagement and participation added strength to the programme activities and community outreach efforts.

Our heartfelt appreciation goes to the entire Coastal Salinity Prevention Cell team for their dedication, field engagement, and tireless efforts in implementing the project with sensitivity and commitment at every stage.

We sincerely acknowledge the support extended by the Block Education Department, including the BRC and CRC Coordinators, for their active collaboration in facilitating school-level interventions and strengthening educational engagement around WASH and MHHM.

We are equally grateful to the Block Health Department, including the Taluka Health Officers, Medical Officers, and Female Health Workers, for their technical guidance, participation in health initiatives, and continued support in addressing adolescent and women's health concerns.

We extend our appreciation to the Block Women and Child Development Department, including the Child Development Programme Officers and Supervisors, for their cooperation and support in strengthening outreach within communities and among adolescent girls and women.

Special thanks are due to the Anganwadi Workers, ASHA workers, and school teachers, whose grassroots engagement, trust-building, and continuous support played a vital role in ensuring effective implementation and community participation.

Above all, we express our deepest gratitude to the women, adolescent girls, students, and community members of Sanand block. Their openness to learning, willingness to engage in conversations, and participation in the initiative have been the true driving force behind this journey of change and collective growth.

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About CSPC

Coastal Salinity Prevention Cell (CSPC) was established in 2007 as a dedicated initiative to address the growing challenge of salinity ingress in the coastal belt of Gujarat. Formed through a unique partnership between Tata Trusts, AKRSPI and Ambuja Foundation. CSPC operates as a sector-enabling institution with a clear mandate: to work towards long-term mitigation of salinity and to build climate resilience among coastal communities.

Key Thematics Mapped to Sustainable Development Goals

Water Resource Management



Livelihood



Animal Husbandry and Dairy



WaSH (Water, Sanitation and Hygiene)



Menstrual Health and Hygiene (MHH)



Education & ECCE (Early Childhood Care and Education)



Executive Summary

Schools and communities in the Sanand block continue to face critical gaps in access to safe water, sanitation infrastructure, and accurate information on menstrual health and hygiene. Inadequate toilet facilities, limited availability of clean drinking water, and poor handwashing practices impact the overall health and well-being of students, particularly adolescent girls. At the same time, deep-rooted taboos, misinformation, and lack of access to sustainable menstrual products hinder women and girls from managing menstruation with dignity. These challenges not only affect health outcomes but also influence school attendance, confidence, and quality of life.

There is a clear need to strengthen both infrastructure and awareness by improving WASH facilities in schools and Anganwadi centres, while simultaneously building knowledge and breaking stigma around menstrual health. Addressing these issues requires an integrated approach that combines behaviour change communication, access to facilities, and community engagement to create enabling environments for long-term impact.

The WASH and Menstrual Health Hygiene Management (MHHM) project in Sanand block has been designed as a comprehensive intervention focusing on infrastructure development, awareness generation, and behaviour change. The project adopts a participatory approach, engaging students, teachers, School Management Committees, and community members through structured sessions, interactive tools, and capacity-building initiatives. Dedicated efforts such as the creation of Bal Samitis, installation of WASH infrastructure, and establishment of “Happy Period Rooms” have been complemented by community outreach and school-based education programmes.

The project has reached a significant number of stakeholders across schools and communities, resulting in improved access to safe water, functional sanitation facilities, and increased adoption of hygiene practices. Awareness around menstrual health has improved considerably, with reduced stigma, increased openness, and greater acceptance of eco-friendly menstrual products. Behavioural shifts are visible in both school and community settings, supported by interactive learning tools and sustained engagement.

In addition to improving knowledge and access, the project has contributed to creating safer, more inclusive, and health-enabling environments. It has also laid the foundation for long-term sustainability through community ownership, institutional strengthening, and continued engagement. Moving forward, the project aims to deepen its impact by scaling successful models, strengthening convergence, and ensuring that gains in WASH and MHHM translate into lasting improvements in health, dignity, and well-being.

01

About the Project

Context

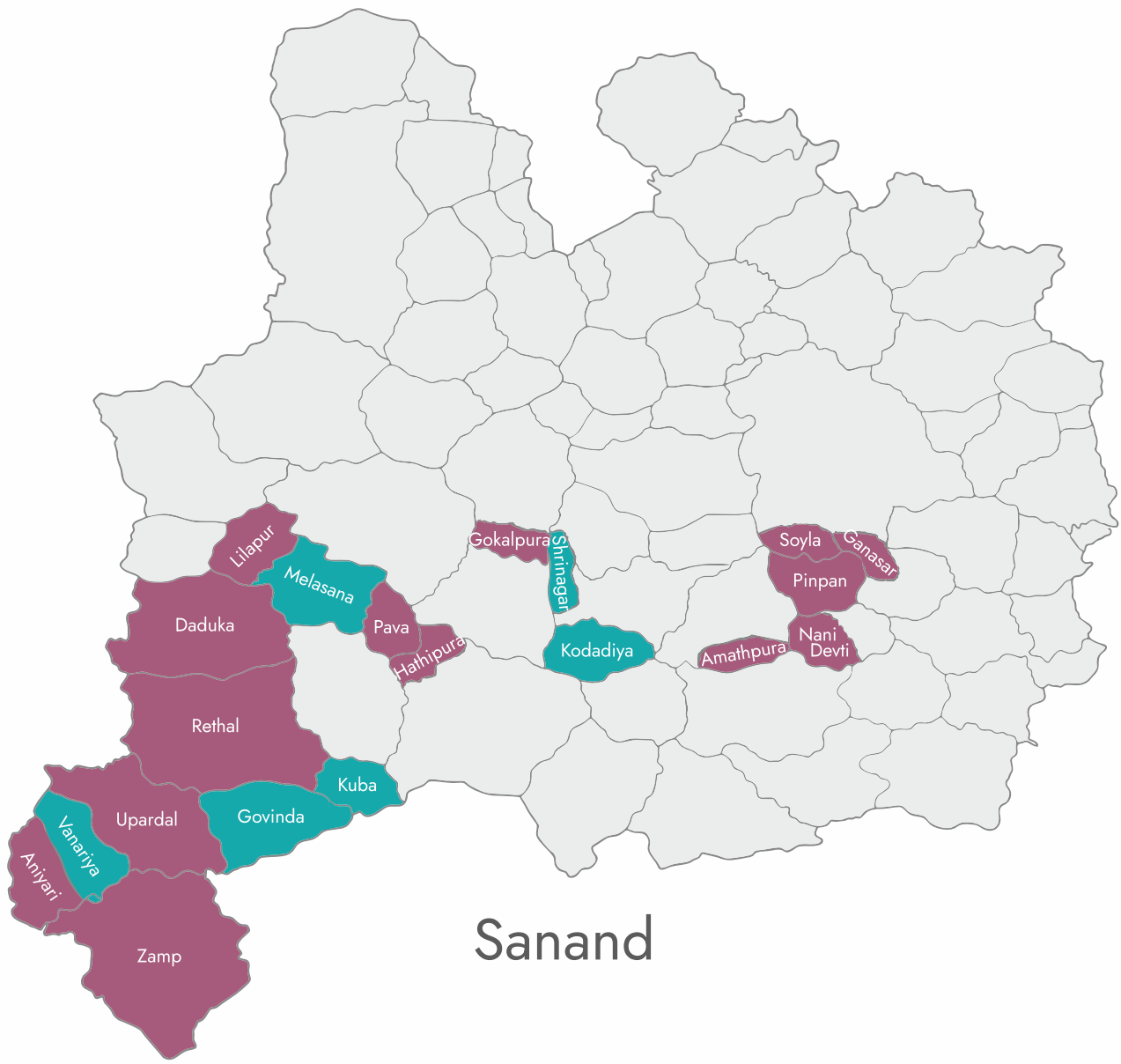
Water, Sanitation and Hygiene (WASH) services in the Sanand block of Ahmedabad district remain a significant concern, particularly in government and government-aided schools. In spite of WASH and MHHM being addressed under Sustainable Development Goal 6 (SDG 6), which aims to ensure the availability and sustainable management of water and sanitation for all by 2030, a large proportion of WASH infrastructure is non-functional or underutilized in schools. Inconsistent water supply systems and lack of designated handwashing spaces further limit proper hygiene behaviours, including handwashing with soap before mid-day meals. These gaps contribute to increased incidence of water- and sanitation-related illnesses, and question the water security of students in educational institutes.

CSPC has been implementing interventions related to WASH, Menstrual Hygiene Management (MHHM), and water conservation in the Sanand block. These efforts respond to limited access to improved WASH facilities, low awareness of MHHM, prevailing social stigma, and inadequate access to affordable menstrual products. Poor awareness and entrenched taboos around menstruation continue to result in unsafe practices, misinformation, and negative social attitudes, often leading to stigma, exclusion, and gender-based challenges.

To address these challenges, CSPC, with grant support from Tata Autocomp and Tata Toyo Radiator, implemented targeted interventions in schools, and communities across twenty villages as part of project 'Samraksha'. The project focused on improving access to WASH infrastructure and promoting the adoption of appropriate hygiene practices among students, and to provide the correct knowledge and information to adolescent girls and women in the community. Key components included the development and restoration of WASH facilities, Social and Behavioural Change Communication (SBCC) initiatives, and training on critical practices such as handwashing, personal hygiene, safe water handling, sanitation usage, menstrual hygiene and water conservation, along with the repair of existing water structures.

The MHHM component complemented these efforts by promoting women's empowerment, encouraging gender-equitable norms, improving awareness, and supporting safe and hygienic menstrual practices, including a dignified, environmentally friendly menstrual hygiene option. Together, these integrated interventions aimed to enhance health outcomes, educational participation, and overall well-being. By combining WASH, MHHM, and water conservation, the project adopted a holistic and sustainable approach to improving quality of life and fostering long-term community resilience in the project villages.

Geographic Outreach



Sanand

Type of intervention

- WASH & MHHM
- MHHM

02

Need of the Intervention

Baseline Study

A baseline assessment was conducted in 2025 to understand the existing ground realities related to WASH and MHHM in schools and communities. A mix of tools like observation checklists, focus group discussions (FGDs), key informant interviews, and student-teacher surveys were used.

Additionally, as part of a need-based assessment for Water Conservation, field and site visits were undertaken in collaboration with local community leaders and technical experts to assess the water access, availability, and sustainability practices across the targeted villages.



The key findings from the assessment were:

For WASH



60% schools lack functional toilets for girls



Dependency on borewell/tanker supply for drinking water with no purification systems



Handwashing facilities available but not consistently used



No structured hygiene curriculum in classrooms



School hygiene and toilet maintenance remain inconsistent

For MHHM



Girls hesitate to discuss menstruation openly



75% users rely on *lal kapda* (red cloth)



Low awareness about ecofriendly and skin friendly menstrual products

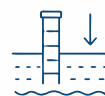


No dedicated MHHM spaces or disposal bins in schools



Lack of formal training on menstrual hygiene education in school teachers

For Water Conservation



High dependence on groundwater; declining levels observed



Limited awareness of efficient water use (domestic & agricultural)



Traditional water structures underutilized or poorly maintained



No formal village-level water management or monitoring systems



Policy Insights

Menstrual health, while rooted in biology, is deeply shaped by socio-cultural norms and closely linked with education and WASH systems, directly influencing the health, dignity, and well-being of women and girls. In India, it is recognised as a priority under the Reproductive, Maternal, Newborn, Child Health and Adolescent Health (RMNCH+A) strategy, with programmes such as the School Health and Wellness Programme (SHWP) and Rashtriya Kishor Swasthya Karyakram (RKSK) promoting awareness and adolescent health, alongside Swachh Bharat: Swachh Vidyalaya ensuring access to functional WASH infrastructure in schools. However, gaps persist, not only in access and awareness, but also in the sustainability of menstrual products and waste management practices.

Conventional approaches have largely relied on single-use sanitary pads, contributing significantly to environmental burden. With an average of 459 menstrual cycles in a lifetime (National Institute of Health, 2018) and India generating an estimated 113,000 tonnes of sanitary waste annually (Toxics Link, 2021), the need for sustainable alternatives and responsible disposal systems is critical. Unsafe disposal practices further compound environmental and public health risks, highlighting the importance of integrating menstrual health with broader WASH interventions.



The policy landscape has also evolved to reinforce this need. In a landmark 2026 judgment, the Supreme Court of India ruling on menstrual hygiene as a fundamental right recognised access to menstrual hygiene as intrinsic to the right to life and dignity, mandating improved access to affordable, eco-friendly products and adequate sanitation facilities in schools.

At the same time, WASH remains central to public health outcomes. The World Health Organization's Water, Sanitation, Hygiene and Waste Strategy 2026–2035 highlights that unsafe WASH conditions contribute to an estimated 1.4 million preventable deaths annually, while also drawing attention to emerging risks such as climate shocks and disease outbreaks. In India, there is a growing emphasis on strengthening WASH in institutions, particularly schools and healthcare facilities, through initiatives supported by UNICEF and programmes like Swachh Bharat Mission 2.0, recognising their role in infection prevention and overall well-being.

In this context, CSPC's integrated focus on MHM and WASH is both timely and necessary. By combining infrastructure improvements, behaviour change efforts, and the promotion of sustainable menstrual practices, the initiative addresses interconnected challenges of health, dignity, environmental sustainability, and access, creating enabling environments for long-term, community-led impact.

Theory of Change

WASH, MHHM & Water Conservation Project in Sanand

IF We provide Improved WASH Infrastructure + Menstrual Health Education + Water Conservation Awareness

AND Engage Schools & Communities Through SBCC & Capacity Building

KEY INTERVENTIONS

WASH

- Separate Toilet for boys and girls
- Hand Washing Stations
- Safe drinking water systems

MHHM

- Menstrual Health Education
- "Happy Period Rooms"
- Reusable Menstrual Products

Water Conservation

- Rainwater Harvesting
- Alternate source of drinking water
- Awareness on conserving the water

BEHAVIOR CHANGE

- Increased Hygiene Practices
- Improved Menstrual Management
- Efficient Water Use
- Reduced Stigma & Taboos

OUTCOMES

- Better Health & Hygiene
- Increased School Attendance
- Enhanced Dignity & Confidence
- Water Security & Resilience

IMPACT



HEALTHIER
COMMUNITIES



EMPOWERED
GIRLS & WOMEN



SUSTAINED
EDUCATION



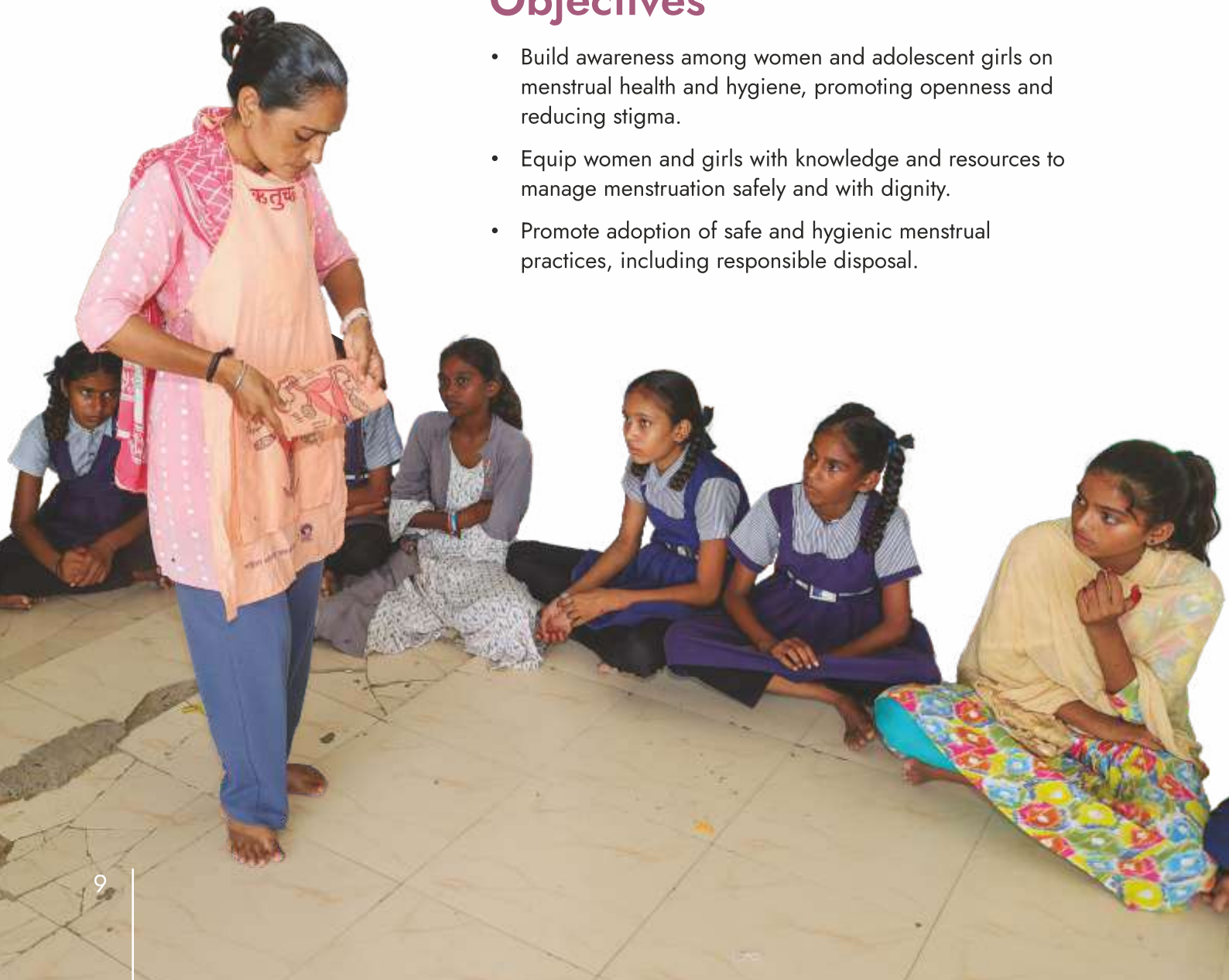
RESILIENT
ENVIRONMENT

03

Menstrual Health and Hygiene Management

Objectives

- Build awareness among women and adolescent girls on menstrual health and hygiene, promoting openness and reducing stigma.
- Equip women and girls with knowledge and resources to manage menstruation safely and with dignity.
- Promote adoption of safe and hygienic menstrual practices, including responsible disposal.



Our Approach to Behaviour Change on MHHM

Menstrual Health and Hygiene Management (MHHM) was approached through a lens of dignity, awareness, and sustainability, recognising the deep-rooted socio-cultural barriers that influence menstrual practices.

Thematic area focus

- Building knowledge,
- Normalising conversations, and
- Enabling informed choices among adolescents, teachers, and community members.
- Generation of safe and private spaces
- Access to menstrual products and disposal solutions

The focus was complemented by targeted awareness sessions and capacity-building efforts. Special emphasis was placed on breaking stigma, promoting eco-friendly menstrual practices, and ensuring that menstruation does not hinder education or participation. By integrating MHHM into school systems and community dialogue, the initiative sought to create supportive environments where girls can manage menstruation safely, confidently, and with dignity.

Menstrual Health Knowledge, Awareness and Capacity Building Module

The structure of MHHM training module is divided into four interactive modules, each designed to build knowledge progressively while encouraging participation and open dialogue. Depending upon the target group – women in community and adolescent girls, the modules are customized a bit to suit the age group and absorbing information.



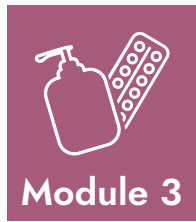
Understanding Puberty and Menstruation

This module introduces participants to puberty through sharing first-period experiences and understanding physical and emotional changes. It covers the basics of menstruation, normal bleeding patterns, and helps participants learn how to track their cycles using a period calendar. Tools such as the puberty flip chart and apron are used to simplify concepts.



Managing Menstrual Health

This module focuses on practical aspects such as pre-menstrual symptoms, pain management, white discharge, menopause, and the importance of a balanced diet. It also introduces a “basket of choice,” enabling participants to understand different menstrual products like cloth, sanitary pads, tampons, menstrual cups, and cloth pads.



Breaking Myths and Practicing Hygiene

This module addresses common myths and taboos around menstruation while promoting positive attitudes. It emphasizes personal hygiene by discussing seven essential hygiene practices to be followed during menstruation.



Building Communication and Reinforcement

The final module highlights the importance of communication between daughters and mothers and introduces basic sexual and reproductive health concepts, including safe and unsafe days. It concludes with a revision of all topics through interactive games and tools such as the period wheel, coin game, snakes and ladders, and pocket chart, reinforcing learning in an engaging way.

Menstrual Health Knowledge, Awareness and Capacity Building Module

To ensure that adolescent girls have access to a safe, supportive, and informed environment during menstruation, dedicated Period Rooms were established within schools. These spaces serve a dual purpose — providing immediate comfort for girls experiencing menstrual discomfort such as cramps, while also functioning as learning hubs for menstrual health and hygiene.





Designed as stigma-free zones, Period Rooms offer age-appropriate information on menstruation, addressing common taboos and misconceptions that often surround the subject. They provide guidance on the correct use of menstrual products, safe and hygienic disposal practices, and help girls understand the physical and emotional changes associated with their first period. By normalising conversations around menstruation, these spaces contribute to building confidence, reducing anxiety, and promoting dignity among adolescent girls.

These dedicated spaces were thoughtfully designed to integrate both comfort and learning. Each room was equipped with essential infrastructure, including informative wall paintings covering key topics such as the menstrual cycle, hygiene practices, safe disposal methods, nutrition, adolescent changes, and prevalent myths and taboos. In addition, practical facilities such as a wall mirror, wash basin, bucket and mug, dustbin, storage units, reusable cloth pads, and a bed with a pillow for rest were provided to meet immediate needs. An interactive menstrual health kiosk further encouraged self-learning, making the space engaging and accessible.

Teachers are being actively engaged to ensure the sustainability of this initiative, with a focus on maintaining adequate stock of reusable cloth pads and facilitating timely replenishment.

Outcome

The Period Rooms has strengthened the school ecosystem by creating an enabling, empathetic environment which supports girls' health, encourages continued school attendance during menstruation, and fosters informed, confident participation in daily life.

Scaling Community Impact Through Menstrual Health Knowledge, Awareness and Sustainable Practices

The programme strengthened its focus on community-based engagement to improve awareness and understanding of menstrual health and hygiene practices among women. Through facilitated group sessions, safe and open spaces were created for participants to discuss menstruation — an often-stigmatised topic, enabling them to challenge misconceptions, ask questions, and build a clearer, science-based understanding of their anatomy.

A key component of the initiative was the promotion of sustainable menstrual solutions. Eco-friendly reusable sanitary products were introduced as a viable alternative, encouraging women to adopt options that are not only safe and cost-effective over time but also environmentally responsible. This shift supported both improved menstrual hygiene practices and greater agency in making informed choices.



Outcome

The intervention contributed to fostering confidence, reducing stigma, and encouraging the adoption of healthier and more sustainable menstrual practices within the community.

Closing the Loop by Piloting Sustainable Menstrual Waste Management

As part of the MHHM intervention, ongoing engagement with school stakeholders brought to light a critical operational and hygiene challenge at JDG High School, Sanand — improper disposal of sanitary pads in toilets, leading to repeated plumbing blockages and unsanitary conditions. This highlighted a significant gap in the availability of safe and practical disposal solutions within school environments.

In response, CSPC initiated a pilot to introduce a structured and sustainable menstrual waste management system in collaboration with PadCare Labs. The intervention involved the installation of specially designed disposal bins that are odour-free, insect-resistant, and user-friendly — encouraging girls to adopt safe disposal practices with dignity and ease.

To ensure end-to-end waste management, a regular collection mechanism was established, with sanitary waste being safely collected at defined intervals. The collected material is then scientifically processed and recycled into useful products, transforming what is typically treated as hazardous waste into a resource, thereby addressing both sanitation and environmental concerns.



Outcome

By linking behaviour change with accessible infrastructure and sustainable systems, the initiative demonstrates a scalable model for managing menstrual waste in an environmentally conscious and dignified manner.

Enabling Women-Led Enterprise for Sustainable Menstrual Solutions

To ensure last-mile access to safe and sustainable menstrual products, the project facilitated the development of a community-based entrepreneurship model led by a local woman, Meenaben, from Makhiyav village. Through this initiative, Meenaben has been engaged in supply of reusable sanitary pads, creating a reliable, locally anchored supply chain within the intervention area.

The model is closely integrated with awareness efforts led by Community Resource Persons (CRPs), who generate informed demand through training sessions in villages. As women and adolescent girls gain awareness about menstrual hygiene and sustainable alternatives, their preferences are channeled into structured orders, which are then fulfilled by Meenaben. This demand-driven approach ensures that access to products is directly linked with knowledge and behaviour change.

Outcome

This approach has not only promoted sustainable menstrual practices but also empowered women economically, demonstrating a scalable model that integrates health awareness with livelihood.

Interventions to support Behaviour Change in MHM

A comprehensive suite of Social and Behaviour Change Communication (SBCC) materials and tools were developed and deployed to drive awareness and encourage the adoption of improved practices in MHM. These materials were strategically designed to engage key stakeholder groups, including students, women, and the wider community, with a focus on promoting informed menstrual health management.

The communication approach emphasised the link between these practices and improved health outcomes, enhanced dignity, and overall well-being. To ensure inclusivity and effective outreach, all materials were developed in Gujarati, enabling better comprehension, cultural relevance, and deeper community engagement.

Enhancing understanding of puberty and its associated changes through the use of a Puberty Chart

Puberty is the process of physical maturation during which an adolescent attains sexual maturity and becomes capable of reproduction. On average, it begins between 8 and 13 years in girls and 9 and





14 years in boys. This phase is marked not only by physical changes such as breast development, pubic hair growth, genital development, voice changes, growth spurts, and the onset of menstruation, but also by significant hormonal and emotional shifts.

In this context, the introduction of the puberty chart as an educational tool addressed a critical gap in awareness, where misinformation, stigma, and limited dialogue often prevail. By visually explaining the stages and changes associated with puberty, the chart enabled adolescents to better understand and normalise their experiences, reducing fear and confusion.

Importantly, the tool also supported parents and caregivers in gaining accurate knowledge about puberty, helping them respond more sensitively to their children's needs. This was aimed at facilitating more open, informed conversations within households, an area often hindered by cultural taboos.

Outcome

The puberty chart contributed to correcting misconceptions, promoting age-appropriate awareness, and creating an enabling environment where young individuals can navigate puberty with dignity, confidence, and informed support from their families.

Identifying Safe and Unsafe Days Through a Tool-based Approach: Menstrual Wheel

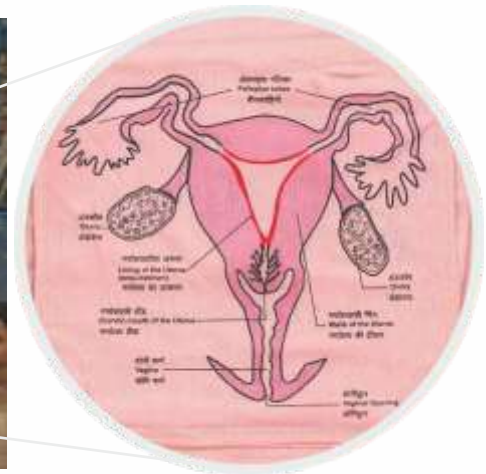


Menstrual wheel is a tool designed to illustrate the menstrual cycle, designed to explain different phases of a woman's cycle in a simple, visual way. It uses color-coded sections to show menstruation, fertile days, and relatively safer days, with ovulation highlighted as the most fertile period. The diagram of the uterus in the center helps connect these phases to physical changes in the body, making it easier to understand when pregnancy is more or less likely.

Outcome

Improved understanding of the menstrual cycle, enabling women and adolescents to identify fertile and non-fertile phases and make informed reproductive health decisions.

Explaining the Science of Menstruation through Teaching aids like Apron



To address deep-rooted misconceptions and taboos surrounding menstruation, a visual teaching aid in the form of an apron with flip charts was introduced as part of the intervention. This tool was designed to simplify complex biological processes and make them accessible, especially for adolescent girls and women in community.

The first flip of apron illustrates the location and function of the uterus, helping participants understand basic reproductive anatomy. It then visually explains the natural cycle of the uterus, showing a healthy uterine lining and normal discharge. Subsequent visuals demonstrate what happens after physical relations: in cases where conception occurs, how the uterus prepares to support pregnancy, and when it does not, how the uterine lining sheds in the form of menstruation.

This approach was particularly impactful in communities where menstruation is often viewed as impure, with menstrual blood considered “dirty,” and menstruating individuals subjected to restrictions and exclusion. Such beliefs frequently result in girls and women feeling isolated or “untouchable” during their menstrual cycle, reinforcing stigma and limiting open conversation.

Outcome

The chart helped reframe existing perceptions. It enabled participants to understand that menstruation is not a sign of impurity, but a normal function of a healthy body. The visual format made it easier to break down myths, encourage questions, and foster a safe space for discussion.

“

I wish I knew sooner about women's anatomy, working of reproductive systems, nutrition and right age to get married. I got my daughter married at 18; she became pregnant at 19 and delivered twins, but faced several health challenges during and after her pregnancy. Today, she is unable to care for both children, and they are being raised separately, one by her mother-in-law and one by me. Trainings like these are essential, not just for adolescents to understand their bodies, but also for mothers like us to better guide our daughters. Now I suggest all women in my society not to marry their daughters before age 21.”

Ramilaben Sadhu,
(Age 40) from Dadhuka village

Interactive Games to make participants understand the importance of hygiene habits



Coin Game and Pocket Chart Game

To facilitate deeper engagement and practical understanding, an interactive sorting and discussion game was introduced using illustrated cards displayed on a pocket chart. Each card depicted real-life situations and practices related to menstruation, hygiene, nutrition, and everyday activities, making the content relatable and easy to interpret.

Participants actively engaged in identifying, grouping, and sequencing these cards, categorizing them as correct or incorrect, healthy or unhealthy, and as appropriate dos and don'ts during menstruation. This participatory approach transformed learning into a dialogue rather than a one-way session, encouraging individuals to share experiences, question existing beliefs, and collectively arrive at informed conclusions.

Outcome

The activity proved especially effective in breaking down complex or sensitive topics, enabling participants to better retain information. It also created a safe and open environment to address deeply rooted myths and misconceptions, many of which often go unchallenged.

Snakes and Ladders Game



To make menstrual health education engaging and relatable, a Snakes and Ladders–style game was adapted as an interactive learning tool. Each square on the board was thoughtfully designed to represent a real-life situation, behaviour, or message related to menstruation, hygiene, nutrition, and social practices.

As participants progressed through the game, ladders symbolised correct and healthy practices, such as maintaining personal hygiene, using safe menstrual materials, and following proper disposal methods, rewarding players by advancing their position. In contrast, snakes highlighted common myths, taboos, and unsafe behaviours, such as restrictions, misinformation, or poor hygiene practices, causing players to move backward. This immediate cause-and-effect mechanism helped reinforce the consequences of choices in a simple yet impactful way.

Outcome

The game encouraged active participation, peer learning, and open discussion, creating a safe and non-judgmental space for participants to question beliefs and share experiences. By embedding key messages within play, the activity made learning intuitive, memorable, and less intimidating.

Bridging Critical Knowledge Gaps Through Accessible Information



Adolescent girls and women often have numerous questions and concerns related to menstruation and its associated health and hygiene practices. However, these queries frequently remain unanswered due to the absence of reliable, accessible, and culturally appropriate sources of information. In many cases, this gap is filled by myths, misinformation, or silence, that significantly impacts their health, confidence, and overall well-being.

Recognising that knowledge is a critical enabler of change, CSPC developed a dedicated pocket booklet to address this gap. Written in simple, easy-to-understand language, the booklet provides scientifically accurate information on menstruation, hygiene practices, and related concerns. It addresses frequently asked questions, dispels common myths, and offers clear, practical guidance for safe menstrual practices.

Importantly, the booklet also serves as an effective “pass-on” resource, extending the reach of the intervention to women and girls who were unable to attend in-person training sessions. Compact and user-friendly, it acts as a ready reference that can be revisited over time, reinforcing key messages and enabling sustained behaviour change.

Outcome

Helped bridge critical information gaps, promote informed decision-making, and empower women and adolescents with knowledge that supports their health, dignity, and confidence.

Additional Activities to Support the MHHM Vision

Fostering Convergence for Menstrual Health: Multi-Stakeholder Dialogue on MHHM

A half-day workshop on Menstrual Health and Hygiene Management (MHHM) was convened to strengthen interdepartmental dialogue and drive collective action on menstrual health challenges in the Sanand block. The workshop brought together key stakeholders from multiple departments and institutions, creating a platform for shared learning, cross-sector collaboration, and alignment of efforts.

The session focused on highlighting ground realities, addressing gaps in awareness, infrastructure, and service delivery, and identifying opportunities for convergence across departments. Through open discussions and knowledge exchange, participants explored actionable strategies to improve access to menstrual hygiene resources, reduce stigma, and institutionalise supportive practices within schools and communities.



Promoting Women’s Health and Well-being in the Workplace

A focused awareness session was conducted for the female workforce at the Tata Gotion Plant on 05/12/25, with the objective of strengthening knowledge and encouraging proactive health-seeking behaviour among women. The session covered key aspects of menstrual health and hygiene management, including common menstrual concerns and symptoms that require timely attention.

Expanding beyond menstrual health, the session also addressed critical areas of women’s health such as cervical and breast cancer. Participants were sensitised to early warning signs, risk factors, and the importance of regular screening. Practical guidance was provided on early detection methods, including self-breast examination and Pap smear tests, along with preventive measures to reduce health risks.



Strengthening Community Outreach Through Capacity Building

In August, an orientation session on cervical and breast cancer was organised to strengthen the technical capacity of the CSPC—MHHM team in Gujarat. Conducted in collaboration with Gujarat Cancer Research Institute, the session provided comprehensive insights into the incidence, early symptoms, screening protocols, treatment pathways, and preventive measures related to two of the most prevalent cancers affecting women.

The session was designed not only to build awareness but to equip team members with accurate, evidence-based knowledge that could be effectively integrated into ongoing MHHM interventions. By strengthening their understanding, the programme aims to expand its scope from menstrual health to broader women’s health issues, enabling more holistic community engagement.

As part of the initiative, the GCRI team also facilitated free screening services — including Pap tests and mammography for all participating staff.



Building Capacity for Effective Community Engagement

A two-day intensive training on Developing Facilitation Skills was organised to enhance the effectiveness and confidence of the field team in delivering sessions with women and adolescent girls. The training, led by Ms. Shilpa Vasavada, focused on strengthening core facilitation competencies required for engaging diverse community groups on sensitive topics such as WASH and MHHM.

Through a mix of interactive exercises, role plays, and practical demonstrations, participants were equipped with techniques to foster participation, manage group dynamics, communicate complex concepts in simple ways, and create safe, inclusive spaces for dialogue. Special emphasis was placed on handling sensitive discussions with empathy, encouraging open conversations, and ensuring that sessions move beyond information-sharing to meaningful behaviour change.



Strengthening Adolescent Health Through Targeted MHM Health Camps

To assess and improve the menstrual health status of adolescent girls, a dedicated MHM Health Camp was organised at Dadagram Ashram Shala in Sanand. The camp served as an important platform to bridge the gap between awareness and access to professional healthcare, particularly for young girls who often have limited opportunities to seek medical guidance on menstrual concerns.

The session was led by Dr. Janki Desai, who conducted an interactive and informative discussion on menstrual hygiene, addressing common concerns, misconceptions, and health-related issues. The session created a safe and supportive environment where participants felt comfortable engaging, asking questions, and gaining clarity on topics that are often considered sensitive.

A key highlight of the camp was the provision of one-on-one consultations, enabling personalised health assessments and guidance. This ensured that individual concerns — ranging from irregular cycles and discomfort to hygiene practice — were addressed with appropriate medical advice and care.

Addressing Menopause Through Community Health Camps

Recognising that women's health needs extend beyond adolescence and reproductive years, a dedicated health camp on menopause was organised in Zamp village, Sanand. The initiative aimed to bring much-needed attention to a life stage that is often overlooked, under-discussed, and surrounded by limited awareness in rural communities.

The camp was led by a qualified lady gynaecologist, who conducted an in-depth awareness session on menopause — covering its physiological changes, common symptoms, and effective management practices. The session created a safe and respectful space for women to openly discuss their experiences, many for the first time. Participants shared concerns such as urinary tract infections (UTIs), irregular periods, and other menopause-related challenges, highlighting the need for continued support and guidance during this phase.

A key component of the intervention was the provision of one-on-one consultations, enabling personalised medical advice and addressing individual health concerns. In coordination with the Health Department, the camp also facilitated basic health screenings, including blood pressure, blood sugar (diabetes), and haemoglobin testing—ensuring a more comprehensive approach to women's health.



Advancing Menstrual Rights Through Institutional Convergence and Legal Awareness

To strengthen institutional accountability and promote a rights-based approach to menstrual health, a multi-stakeholder workshop was organised in Sanand with representatives from the Health and Education Departments. The workshop centered on the recent Supreme Court verdict recognising menstrual health as a fundamental right, and explored its implications for policy, service delivery, and programme implementation, particularly for adolescent girls.

To deepen the legal understanding of participants, the session featured expert inputs from Advocate Ms. Sonal Joshi and Mr. Gaurav Thakkar, who shared the legal provisions, highlighted necessary amendments, and outlined department-specific roles in operationalising these rights. The discussions emphasised the critical need for convergence between departments to ensure that menstrual health is addressed not in isolation, but through coordinated, systemic action.

The workshop brought together key functionaries, including the Taluka Health Officer (THO) from the Health Department and the Block Resource Person (BRC) from the Education Department, along with other stakeholders. Through dialogue and knowledge exchange, participants identified actionable pathways to integrate menstrual health into existing frameworks, improve service delivery, and ensure that rights translate into tangible outcomes on the ground.



Building Awareness and Responsible Perspectives on Puberty for Adolescent Boys

Recognising that menstrual health and puberty are not solely “girls’ issues,” the programme expanded its focus to actively engage adolescent boys through structured Focus Group Discussions (FGDs). These sessions provided a safe and open platform for boys to express their thoughts, ask questions, and reflect on their understanding of puberty, gender, and social norms.

The discussions revealed significant gaps in knowledge around physical and emotional changes during adolescence, along with the prevalence of misconceptions and distorted gender perceptions that often contribute to stigma and insensitive behaviour. Importantly, the findings underscored the critical need to include boys in conversations on puberty and menstrual health to foster empathy, respect, and shared responsibility.

In response, a dedicated training module on “life skills-based empowerment of adolescent boys” is being developed. The module aims to build accurate knowledge, promote positive attitudes, and equip boys with essential life skills to become informed, supportive, and gender-sensitive individuals.



Empowering Educators with MHM Orientation

Recognising teachers as key influencers in shaping attitudes and behaviours within schools, the orientation of school teachers was a regular activity in each school, to actively engage and onboard them into the MHM intervention. The session aimed to build their capacity, confidence, and sensitivity in addressing menstrual health.

Teachers were introduced to the MHM training module through interactive discussions and demonstrations, enabling them to understand not only the technical aspects of menstrual health but also effective ways to communicate these concepts with students. The sessions emphasized the importance of creating a safe, supportive, and non-judgmental classroom environment where girls feel comfortable seeking guidance and support.

A key component of the session was the promotion of eco-friendly menstrual products, encouraging teachers to advocate for sustainable, safe, and cost-effective alternatives.



Outcome Oriented Impacts in MHHM

Thematic Area	Key Change Observed	Evidence from Field	Resulting Impact
MHHM – Community	Shift from taboo to acceptance of menstruation	Women now understand uterus function and menstruation scientifically	Reduced stigma and improved dignity
	Adoption of sustainable menstrual products	Transition from cloth/sarees to reusable cotton pads	Safer hygiene + reduced long-term cost
	Intergenerational mindset shift	Mothers-in-law and daughters-in-law attending sessions together	Breaking restrictive practices (kitchen, water access)
MHHM – Schools	Improved puberty awareness	Students understand physical & emotional changes	Reduced fear and confusion
	Increased confidence among girls	Girls now openly discuss menstruation with teachers/peers	Improved mental well-being
	Preparedness for first menstruation	Girls equipped with knowledge and products in advance	Reduced anxiety and absenteeism

“



Over the years, several CSR organisations have worked in our community in Sanand, but CSPC is the first to focus on menstrual health and hygiene—something so essential for women’s well-being. Through these sessions, we gained a clear understanding of human biology, and learning about eco-friendly menstrual products was truly eye-opening for us.”

Vaishaliben Bhalkar,
(Age 33) from Nani Devti village

“



I benefitted from the training programs a lot. I gained awareness about reproductive health, including understanding the appropriate time for conception and physical relations post-pregnancy. I feel that such trainings on MHHM are a must for every woman, and I also strongly feel that young girls should not be married off early as their reproductive system is not fully developed.”

Janvi Parmar,
(Age 23) from Nani Devti village

“



The training sessions opened up a whole new perspective on menstrual products for me. Earlier I was only familiar with sanitary pads, but now I learnt about eco-friendly options such as menstrual cups, tampons, and reusable cotton pads which were particularly insightful. Over the past few months, I have transitioned to using cotton pads, marking a significant shift from earlier practices of using old cotton sarees. As a needleworker engaged in 'khatli work' for 4–5 hours daily, I find the reusable cotton pads far more comfortable, experiencing no discomfort, heat, or rashes even after prolonged sitting.”

Riyaba Jadeja,
(Age 38) from Dadhuka village

“



I had never been told about menstruation at home, but the sessions in school helped me understand what it is and what happens to our bodies. When I got my first period two months ago, I wasn't scared, I felt prepared. I had already purchased cotton pads through the training and knew how to use them. Now I understand that menstruation is natural, and I feel comfortable continuing my daily activities, even visiting the temple.”

Aarti Patel,
(Age 13) from Melasana Primary School

“



I have always strongly believed in the importance of menstrual health education, and even before CSPC's intervention, we were making efforts in this direction. With structured support now, we have been able to designate a teacher as a resource person to guide girls, address their queries, and correct misinformation. I also actively engage with government-led programmes and use SBCC materials during trainings to ensure that our students receive accurate and practical knowledge on menstrual health.”

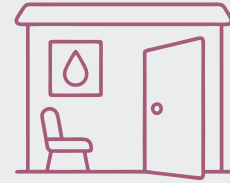
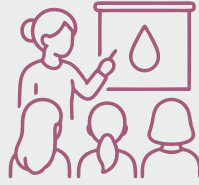
Mrs. Kinjal Thakkar,
Principal, Melasana Primary School

Thematic Outcomes

- Increased awareness and openness around menstruation among women and adolescent girls, leading to reduced stigma and more informed discussions.
- Women and girls are better equipped with knowledge on menstrual health, enabling them to manage menstruation safely, confidently, and with dignity.
- Greater adoption of hygienic menstrual practices, along with increased awareness of eco-friendly product options such as reusable pads.
- Improved understanding of safe disposal practices, with efforts initiated to address gaps and promote sustainable menstrual waste management solutions.

Key Achievements

5,245 women and girls reached out through training on **MHM**



2 Period Rooms developed in **2** schools of Sanand

Menstrual Health Management



2 Health Camps organized (One for adolescent girls and one for Women)



701 reusable menstrual products were promoted in the project villages



04

Water, Sanitation, and Hygiene

Objectives

- Improve access to clean and safe water in primary schools for drinking, cooking, and sanitation.
- Ensure reliable water supply systems and safe drinking water facilities.
- Enhance sanitation infrastructure by providing and maintaining adequate and hygienic toilets.
- Renovate and strengthen sanitation facilities, including toilets and handwashing stations.
- Promote hygiene education among students and staff, with a focus on handwashing and safe sanitation practices.
- Foster a clean, safe, and healthy learning environment through improved WASH infrastructure and behavioural practices.



Interventions to support Behaviour Change in WASH

Building Lifelong Hygiene Behaviours through Infrastructure

The WASH in Schools initiative was designed to promote and institutionalise safe water, sanitation, and hygiene practices among children at a formative stage, recognising schools as critical platforms for long-term behaviour change. The programme adopted a comprehensive approach, integrating both infrastructure development and behaviour change interventions to create an enabling environment for improved health outcomes.

The intervention focused on strengthening three key pillars:

1. creation and upgradation of gender-sensitive sanitation infrastructure, including separate and functional toilets for boys and girls,
2. provision of safe drinking water facilities and handwashing stations, and
3. capacity building of key stakeholders — teachers, school leadership, and students, to ensure sustained adoption of WASH practices. The programme was implemented across schools in Sanand Block through regular, structured engagements led by Community Resource Persons (CRPs).

To ensure effective adoption of WASH practices in schools, a need assessment was conducted in consultation with the Block Resource Centre (BRC) Coordinator to identify schools and prioritize required facilities under the intervention.

Upgradation and Construction of Separate Sanitation Facilities for Boys and Girls



Separate, safe, and functional washrooms for boys and girls were constructed and renovated across selected schools to ensure privacy, dignity, and regular usage. The facilities were designed with a focus on usability and maintenance, including proper ventilation, water availability, and child-friendly features. This intervention has significantly contributed to improved sanitation practices and has especially supported girls in continuing their education with confidence and comfort.

Provision of Dedicated Handwashing Stations

Dedicated handwashing stations were installed at strategic locations within school premises to promote regular hand hygiene among students. These stations were designed for ease of access and group use, encouraging children to wash hands with soap at critical times such as before meals and after using the toilet. The availability of these facilities, combined with awareness sessions, has strengthened the habit of proper handwashing and reduced the risk of infections.



Our Approach to Behaviour Change on WASH

Sustainable improvements in water, sanitation, and hygiene outcomes extend beyond infrastructure, requiring a shift in knowledge, attitudes, and everyday behaviours. With this understanding, the project placed behaviour change at the centre of its WASH interventions, particularly within schools as key spaces for shaping lifelong habits.

The approach combined the provision of functional facilities with continuous, participatory behaviour change communication, ensuring that infrastructure is actively used and maintained. Through structured engagement with students, teachers, and community stakeholders, hygiene practices, especially handwashing with soap, were promoted as part of daily routines. By embedding these practices within schools and reinforcing them at the community level, the initiative aimed to improve health outcomes, reduce the spread of infections, and build long-term resilience.

Driving Awareness Through School Orientation

The programme was initiated through school-wide orientation sessions conducted during assemblies, aimed at building foundational awareness on the importance of hygiene and sanitation. These sessions introduced key WASH concepts in an accessible manner, encouraging children to adopt positive behaviours from an early age and fostering a culture of cleanliness within the school ecosystem.



Student-Led Action: *Swachhata Saathi Samiti*

To promote ownership and peer-driven change, a *Swachhata Saathi Samiti* comprising 15–20 students was established in each school. This group played a pivotal role in maintaining cleanliness across classrooms, school premises, and sanitation facilities.

Beyond upkeep, the *Samiti* actively championed responsible behaviours such as minimising food wastage during mid-day meals and conducted peer-to-peer learning sessions, particularly engaging younger students to reinforce hygiene practices. This approach not only strengthened accountability but also nurtured leadership and collective responsibility among students.



Experiential Learning Through Interactive Activities

Classroom-based interventions were designed to be participatory and impactful. Activities such as the “Glow Germs” demonstration used visual tools - a special gel and blue light, to highlight the presence of germs and the effectiveness of proper handwashing with soap. Such experiential learning methods helped translate abstract concepts into tangible understanding, creating strong recall and encouraging behaviour change among students..



Promoting Personal Hygiene Practices

Dedicated sessions on personal hygiene emphasised the importance of daily habits such as regular bathing, wearing clean clothes, maintaining hair hygiene, trimming nails, and following correct handwashing techniques. Special emphasis was placed on critical moments for handwashing, before meals and after using the toilet — reinforcing practices essential for preventing illness. These sessions aimed to embed hygiene as a routine part of students' daily lives, both within and beyond the school environment.



Reinforcing Behaviour Through Cognitive Reminders

To ensure that key WASH practices translate into consistent daily behaviour, cognitive reminders were strategically installed across school premises—particularly within and around toilets and handwashing stations. These included simple, visually engaging messages and illustrations reinforcing critical actions such as proper handwashing steps, use of soap, safe sanitation practices, and menstrual hygiene behaviours.



Additional Activities to Support the WASH Vision

Strengthening Community Ownership by Capacity Building of School Management Committees (SMCs)

To ensure the sustainability and effective utilisation of WASH interventions in schools, a focused workshop was organised in Sanand with members of the School Management Committees (SMCs), along with active participation from teachers. The workshop was designed as an interactive, activity-based session to move beyond passive learning and encourage meaningful engagement.

Through facilitated group discussions and participatory exercises, the programme's interventions in schools were introduced, with a strong emphasis on building a sense of ownership among SMC members for the infrastructure and facilities created. Participants were encouraged to view themselves as key stakeholders responsible for the upkeep, monitoring, and optimal use of these resources.

The workshop also focused on sensitising SMC members about their roles and responsibilities in safeguarding student well-being. Discussions highlighted their critical function in ensuring a safe, inclusive, and conducive learning environment — particularly in relation to sanitation, hygiene, and gender-sensitive facilities.



Strengthening Household Water Access in Juda Village

To address critical gaps in access to safe and reliable drinking water, focused efforts were undertaken to strengthen household-level water connectivity in Juda village, particularly targeting families that had been left out of existing systems. The initiative aimed not only to improve physical access to water but also to enhance overall health and hygiene outcomes through a more reliable and equitable water supply.

A comprehensive assessment of the village's drinking water infrastructure was conducted to identify gaps, inefficiencies, and service delivery challenges. This exercise was carried out in collaboration with students from Gujarat University, bringing in a participatory and research-driven approach. The assessment included detailed household visits to understand ground-level realities, access constraints, and usage patterns, as well as focused group discussions with women to capture their experiences, challenges, and priorities.



Alongside infrastructure strengthening, the programme emphasised community awareness on safe water handling, storage, and quality. Behaviour change efforts were integrated to ensure that improved access translated into better health outcomes, reducing the risk of water-borne diseases and promoting hygienic practices at the household level.



Outcome Oriented Impacts in WASH

Thematic Area	Key Change Observed	Evidence from Field	Resulting Impact
WASH in Schools	Improved hygiene behaviour	Students practicing handwashing post demonstrations	Reduced risk of infections
	Student ownership of cleanliness	<i>Swachhata Sathi Samiti</i> actively managing hygiene	Sustainable behaviour change
	Infrastructure-led dignity	Functional toilets & water access in schools	Confidence of attending school
	Environmental consciousness	Schools adopting no-plastic practices	Long-term behavioural shift

“



Earlier, the condition of toilets and handwashing facilities in our school was very poor. Boys often had to go outside the school premises, and girls often had to return home during breaks, especially during menstruation. It was very difficult for students. After CSPC constructed separate toilets and proper handwashing stations, the situation has improved significantly. Students now have access to clean and safe facilities, which has brought a sense of dignity and comfort, especially for girls.”

Haribhai Becharbhai Patel,
School Representative, Govinda School

“



Our village has long struggled with a severe shortage of safe drinking water, relying on a single borewell with poor-quality water and tanker supply. The school faced the same challenge, making it difficult to provide clean drinking water to students. With CSPC’s support, a rainwater harvesting system has been installed, which has brought much-needed relief. It has significantly improved water availability in the school and made a real difference for our students.”

Mr. Indrajit Singh Chauhan,
Principal, Vanaliya Primary School

Thematic Outcomes

- Improved access to safe and clean drinking water in selected schools through installation and upgradation of water facilities.
- Enhanced sanitation infrastructure with the construction and renovation of separate, hygienic toilets for boys and girls, improving privacy, safety, dignity and usability.
- Installation of functional handwashing stations has led to increased adoption of proper hand hygiene practices among students.
- Hygiene education sessions have resulted in improved awareness and behavioural change, with students demonstrating better practices such as regular handwashing and personal cleanliness.
- Schools have moved towards creating cleaner, safer, and more conducive learning environments, supported by both improved infrastructure and active student participation through initiatives like *Bal Samitis*.

Key Achievements

2 schools provided with **drinking water stations**



4 schools having **renovation** in Sanitation blocks



4 schools provided with **Hand-Wash Stations**



Water, Sanitation, and Hygiene (WASH)

2 schools provided with **Rainwater Harvesting System**



4 schools provided with **new construction** of Sanitation blocks



Before



After







05



Water Conversation



Objectives

- Strengthening village water infrastructure to ensure regular and safe drinking water through system upgrades.
- Raising community awareness on safe water use and quality to promote better health and hygiene.



Our Approach for Water Conservation

Sustainable improvements in water conservation and security often require strengthening physical infrastructure to address immediate gaps in access and availability. With this understanding, the project focused on developing solutions that directly support WASH and MHHM needs, particularly within schools and water-stressed communities.

The approach prioritised the creation of rainwater harvesting systems to ensure a reliable and sustainable water source for WASH facilities, alongside the development of micro forests (Miyawaki technique) to support groundwater recharge and local ecological balance. In addition, targeted efforts were made to address critical gaps in access to safe and reliable drinking water in a high-need village.

By strengthening water infrastructure and improving local water systems, the initiative aimed to enhance water availability for hygiene, sanitation, and daily use, while also contributing to long-term environmental sustainability and resilience.

Rainwater Harvesting for Safe Drinking Water Provision

Efforts were made to ensure access to safe and clean drinking water by installing and upgrading water facilities within schools, including setting up reliable water points and ensuring water quality through appropriate systems. To further strengthen this initiative, a rainwater harvesting systems have been installed at Vanaliya Primary School in Vanaliya, and Kodadiya Primary School in Kodadiya village. . This system is expected to serve as a sustainable and vital source of water for students. Together, these interventions have improved access to potable water, reduced dependency on unsafe sources, and contributed to better health, hydration, and overall well-being.



Developing Micro Forest

To promote environmental sustainability and climate resilience within the school ecosystem, a micro forest was developed at Mankol School using the Miyawaki method, an afforestation technique known for creating dense, self-sustaining forests in a short span of time. The Miyawaki approach enables plants to grow up to ten times faster and develop into a multi-layered forest, significantly enhancing local biodiversity.



A diverse mix of native species was planted in a scientifically designed, high-density layout to ensure faster growth, higher survival rates, and long-term sustainability. The initiative transformed available campus space into a thriving green zone, contributing to both ecological restoration and experiential learning.

Beyond its ecological benefits such as improved air quality, reduction in ambient temperature, soil enrichment, and increased carbon sequestration, the micro forest serves as a living classroom for students. It provides a hands-on learning environment where children can engage with nature, understand ecological processes, and develop a sense of responsibility towards environmental conservation.

Outcome Oriented Impacts

Thematic Area	Key Change Observed	Evidence from Field	Resulting Impact
Water Conservation & Access	Improved water availability for WASH	Functional rainwater harvesting systems in schools	Reliable water supply for hygiene and sanitation needs
Strengthened ecosystem support	Development of Miyawaki forests	Enhanced groundwater recharge and local microclimate improvement	
Infrastructure-led resilience	Schools and community equipped with sustainable water systems	Long-term water security and climate resilience	



Thematic Output

Initiatives such as rainwater harvesting have contributed to improving local water availability, especially in water-scarce areas.

Strengthened awareness on sustainable water use and management practices at the community level.

Steps towards groundwater recharge and efficient water utilization have been initiated, supporting long-term water security and resilience for communities.

Key Achievements

5,500 saplings have been planted, with ongoing efforts focused on their care and maintenance.

06

Key Learnings

Successful Approaches and Outcomes

The programme adopted an integrated approach combining infrastructure development, behaviour change communication, and community engagement, resulting in meaningful and sustained impact across schools and communities.

- The use of interactive, **tool-based learning** highly effective in simplifying complex concepts of MHHM, leading to improved knowledge, practices and informed decision-making.
- Schools emerged as key platforms for driving change, with interventions such as **Swachhata Saathi Samitis**, teacher-led sessions, and cognitive reminders ensuring that hygiene behaviours were consistently practiced and reinforced.
- The establishment of **Period Rooms** created supportive environments that addressed both physical needs and informational gaps, contributing to increased confidence, dignity, and continued school attendance during menstruation.
- FGD sessions with adolescent boys created **safe platforms for dialogue**, helping them understand puberty, question social norms, and build more respectful attitudes.
- Involving women, mothers-in-law, and adolescent girls together helped challenge entrenched taboos and **enabled gradual shifts** in social norms around menstruation and hygiene.
- Introduction of eco-friendly menstrual products and menstrual waste management pilots encouraged adoption of environmentally responsible practices while reducing long-term costs.
- Engagement with teachers, SMCs, government departments, and frontline workers strengthened **institutional ownership** and ensured that interventions were aligned with broader public systems.
- Efforts such as rainwater harvesting and household water connectivity addressed critical gaps in access and **reducing dependency on unreliable water sources**.

Challenges and Gaps Encountered

Despite significant progress, the programme encountered several contextual and operational challenges:

- Persistent cultural beliefs around menstruation as impure continued to influence behaviours, particularly among older community members, requiring sustained engagement.
- Initial programme design focused primarily on girls and women, with limited inclusion of adolescent boys, highlighting a gap in addressing gender perceptions holistically.
- While awareness on menstrual hygiene improved, safe and sustainable disposal practices remained inconsistent, necessitating additional infrastructure and behaviour change efforts.
- Ensuring regular upkeep of WASH facilities and availability of consumables (soap, water, menstrual products) required continuous follow-up and stakeholder accountability.
- Last-mile challenges persisted in reaching all households and ensuring equitable access to water and sanitation facilities.
- Hesitation in seeking medical advice for menstrual and reproductive health concerns remained a barrier, particularly in rural settings.

Mid-Course Adaptations and Refinements

In response to emerging challenges and field learnings, several strategic adaptations were introduced to strengthen programme effectiveness:

- Focus Group Discussions were initiated, and a life-skills-based module is being developed to foster gender-sensitive attitudes and reduce stigma.
- Pilot initiatives for menstrual waste management, including partnerships for safe collection and recycling, were introduced to address disposal gaps.
- Dedicated teacher orientations and resource persons were identified within schools to ensure continuity of learning and support for students.
- Greater emphasis was placed on interactive and visual tools (games, demonstrations, flip charts) to improve engagement and comprehension.
- A local entrepreneurship model was developed to ensure availability and adoption of eco-friendly menstrual products.
- Health camps, including menstrual and menopause-focused sessions, were introduced to address broader women's health needs and improve access to care.
- Installation of visual reminders in key locations ensured that behaviour change messages were consistently reinforced in daily routines.

Key achievements of outputs and outcomes

S. no.	Particulars	Unit	Target	Achievement	Means of verification
A	WASH				
1	Percentage of students washing hands after defecation and before consuming food	%	90	90	Baseline & endline survey
2	Percentage of students using toilet facilities	%	90	90	Baseline & endline survey
3	Percentage of students aware about safe drinking water and improved hygiene practices	%	90	90	Baseline & endline survey
4	No. of schools where the WASH Facilities were upgraded/rejuvenated	Nos.	07	06	Activity Photos/Work Completion Report
5	No. of students reached out with WASH-related messages through SBCC	Nos.	4,000	4,475	Master Sheet/Student list
6	Number of students covered through WASH infrastructure and awareness campaigns	Nos.	1200	1126	Master Sheet/Student list
7	Number of SMCs strengthened	Nos.	7	7	Meeting Register/Attendance sheet
8	No. of SMC Members to be oriented on WASH aspects	Nos.	70	47	
9	Number of children cabinet created	Nos.	7	7	List of Child Cabinet
10	No. of schools to be covered	Nos.	7	6	School Feedback form
B	MHM				
1	Number of women & adolescent girls to be covered through Menstrual Hygiene Management (MHM) intervention.	Nos.	6,000	5,245	Master Sheet of Beneficiaries
2	No. of Menstrual Absorbents supplied/sold	Nos.	800	701	Supplied/ Sold Register
3	No. of people benefited from the health camp	Nos.	300	110	Photos, List of Peoples /Feedback Form
4	No. of Period Rooms to be developed	Nos.	02	02	Activity Photos/ Feedback Form
5	No. of School girls to be benefited from the Period Room	Nos.	500	510	Activity Photos/ List of the students
6	Capacity building workshops/Training for staff	Nos.	02	02	Activity Photos/Registration sheet
7	Block/District Level training/workshop for FLWs	Nos.	01	01	Activity Photos/Registration sheet
8	No. of adolescent girls and women who received the IEC/BCC materials on MHM	Nos.	6,000	5,245	Activity Photos/Registration sheet
9	Piloting on Menstrual Waste Management	Nos.	02	02	Activity Photos/ Progress Report

07

Way Forward

- Scale interactive, tool-based learning and cognitive reinforcement strategies to ensure sustained adoption of hygiene practices.
- Expand structured engagement with adolescent boys to address attitudes, stigma, and shared responsibility.
- Promote eco-friendly menstrual products and strengthen menstrual waste management systems through scalable models.
- Build capacities of teachers, SMCs, and local governance structures for long-term sustainability of WASH infrastructure and practices.
- Integrate broader women's health issues, including reproductive health and menopause, into programme design. Awareness of cervical and breast cancer will be in prime focus.
- Continue efforts to improve water access and ensure equitable reach to underserved households and communities.
- Foster stronger collaboration with government departments to align interventions with existing schemes and amplify impact.



IEC Material



MHM Posters



WASH Posters



MHM Calendar



CSPC

Coastal Salinity Prevention Cell

AN INITIATIVE OF TATA TRUSTS, AKRSP(I) AND ACF

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