



PROJECT REPORT

Clean Campus & Menstrual Hygiene

A 12-Week Student-Led Initiative

*Aligned with UN Sustainable Development Goals SDG 3 · SDG 4 ·
SDG 5 · SDG 6*



SUBMITTED BY STUDENTS OF CLASS 6 – 12	SCHOOL NAME SANSKAR PUBLIC SCHOOL
PROJECT COORDINATOR AYESHA SIMRAN MALICK	PROJECT DURATION 12 WEEKS
ACADEMIC YEAR 2026-27	DATE AUGUST 2026

TABLE OF CONTENTS

EXECUTIVE SUMMARY 3

INTRODUCTION 3

METHODOLOGY 3

PROGRESS / WORK COMPLETED 4

RESULTS / FINDINGS..... 4

CHALLENGES / ISSUES..... 5

RESOURCE SUMMARY 5

THE STEPS FURTHER 5

CONCLUSION..... 6

EXECUTIVE SUMMARY

Sanskar Public School initiated a 12-week, student-led project called “Clean Campus & Menstrual Hygiene.” Students from Class 6 to 12 worked in coordination to make the school premise cleaner and to make menstrual health conversations easier and more open.

The four groups of Students checked school washrooms and hygiene facilities, fixed problems, ran awareness campaigns and workshops, and taught younger students about hygiene. The project supports four UN Sustainable Development Goals: Good Health & Well-being, Quality Education, Gender Equality, and Clean Water & Sanitation.

By the end of the project, washrooms were cleaner and safer, more students felt comfortable talking about menstrual health and hygiene, and the school built new habits on cleanliness and waste segregation. The students have also taken the pledge to keep these developments continuing in the following years.

INTRODUCTION

A clean and dignified surrounding of a school helps every student be healthy, confident, and focused on learning. This project was carried out over 12 weeks by students of Class 6 to 12, guided by teachers, school staff, and the inputs of the National Education Board for Vocational Training.

The project's aim was to make the school campus cleaner and healthier and to build awareness, accessibility, and dignity around menstrual hygiene. The specific objectives were to:

- Check the condition of washrooms, dustbins, and menstrual hygiene facilities across the campus.
- Repair toilets, fix locks and water supply, and add sanitary disposal bins, especially in girls' washrooms.
- Carry out awareness campaigns and workshops on menstrual health, hygiene, and hand washing.
- Dismantle the myths and taboos around menstruation through peer education and outreach programmes.
- Introduce eco-friendly practices such as composting and sustainable menstrual products.
- Measure the change in awareness and hygiene using surveys taken before and after the project.

The project is related deeply to four UN Sustainable Development Goals: SDG 3 (Good Health & Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 6 (Clean Water & Sanitation).

METHODOLOGY

The project targeted students of Class 6 to 12 and school staff. In Week 1, students organised themselves into four groups:

- Awareness groups – created posters, slogans, and digital content, and planned assemblies and workshops.
- Audit group – surveyed washrooms and hygiene facilities and tracked gaps.
- Outreach group – led peer-education sessions in junior classes and worked with parents.
- Documentation group – photos, videos, and prepared this report.

The committees followed four broad steps:

- Audit facilities – inspect all washrooms and hygiene infrastructure to find gaps.

- Fix and upgrade – repair toilets and install sanitary disposal bins, especially in girls' washrooms.
- Raise awareness – run workshops on menstrual health and hand washing.
- Maintenance of basic facilities – check that locks and water supply work properly across campus.

PROGRESS / WORK COMPLETED

The project followed a 12-week plan. Here is what was done, week by week:

Week	Focus	What Was Done
1	Project Launch	Introduced the project to the school and formed the four student groups.
2	Needs Assessment	Surveyed hygiene practices and checked the condition of washrooms and dustbins.
3	Research & Planning	Researched best practices; planned posters, assemblies, and peer sessions.
4	Campaign Design	Designed posters, slogans, and digital content; planned cleanliness drives.
5	Clean Campus Drive	Ran a campus-wide clean-up and introduced labelled dry/wet waste bins.
6	Hygiene Workshop	Held a workshop with a health expert on hygiene, myths, and safe disposal.
7	Infrastructure Work	Reviewed and improved dustbins and disposal supplies
8	Peer Education	Senior students and staffs ran awareness sessions for junior classes.
9	Innovation & Sustainability	Introduced composting, recycling, and sustainable menstrual product awareness.
10	Community Engagement	Shared awareness materials with parents and the surrounding community.

RESULTS / FINDINGS

Deliverables Produced

- Awareness campaign materials (posters, videos, slogans)
- Photographic documentation of activities
- Infrastructure improvement recommendations
- Community outreach records and testimonials

Outcomes & Impact

- Better attendance – fewer students, especially girls, missing school during menstruation.
- Better dignity – safer, cleaner, more private washrooms with working locks, water, and disposal bins.
- Better health – improved hygiene practices, including hand washing, and more awareness of menstrual health.
- More openness – students are more comfortable discussing menstruation, with myths and taboos actively challenged.
- Stronger habits – better waste segregation and cleanliness across campus.

CHALLENGES / ISSUES

- Some students were initially reluctant to discuss menstrual hygiene openly, so sessions needed careful and sensitive facilitation.
- Coordinating infrastructure repairs (locks, water supply, disposal bins) took time within the school's maintenance and budget schedules.
- Keeping attendance and participation regular across multiple junior-classes were difficult.
- Sustaining engagement with parents beyond the school took extra effort.

The staff members addressed these mainly through sensitive, peer-led facilitation, close coordination with students and parents, and repeated follow-up with classes and families.

RESOURCE SUMMARY

This was primarily a student-led, low-cost initiative. No formal budget was tracked separately; resources used included:

- Student and staff time for audits, workshops, and peer-education sessions.
- Basic materials for posters, slogans, and awareness content.
- Sanitary disposal bins and minor washroom repairs (locks, water supply), coordinated through the school's regular maintenance.
- A health expert invited to lead the menstrual hygiene awareness programme.

THE STEPS FURTHER

This section suggests a small dedicated supply budget to keep these works go on.

- Make washroom hygiene audits a quarterly activity, run by a student committees/groups each academic year.
- Keep a regular supply budget for sanitary disposal bins and hygiene products in all washrooms.
- Continuous peer-to-peer educational sessions as part of orientation for incoming junior students each year.
- Explore affordable, sustainable menstrual product options as part of current eco-friendly efforts.
- Extend awareness workshops to include fathers and male guardians in future community sessions.

CONCLUSION

The Clean Campus & Menstrual Hygiene project inspired by educationboard SDG programme showed that the students can lead to make a difference that will affect their health, dignity, and education as well. Over these 12 weeks, the groups moved from diagnosing the problems to fixing them through auditing facilities, upgrading infrastructure, running awareness campaigns, and by engaging with nearby communities.

The project improved washroom infrastructure and also helped normalise conversations about menstrual health, which supports SDG 3, SDG 4, SDG 5, and SDG 6. The student cohorts hope and will instill these habits, conduct awareness campaigns regularly, and built gender friendly infrastructures as this project continue and grow in the years ahead.

