

It's a Privilege to Bleed: A Human Rights Analysis of Menstrual Equity on Canadian University Campuses

by

Chloe Vickar

A Practicum submitted to the Faculty of Graduate Studies of

The University of Manitoba

in partial fulfilment of the requirements of the degree of

MASTER OF HUMAN RIGHTS

Faculty of Law

University of Manitoba

Winnipeg

Copyright © 2024 by Chloe Vickar

Abstract.....	i
Acknowledgements.....	ii
Dedication.....	iii
List of Tables .....	iv
Statement on Gender Diversity .....	v
<b>Part 1: Introduction.....</b>	<b>1</b>
Definitions .....	1
Menstrual Stigma .....	2
Bleeding on Campus .....	5
Financial Barriers and Impacts of the Covid-19 Pandemic .....	6
Gender Diversity and Menstruation on Campus .....	8
Period Product Policy Implementation.....	8
Global Impact of Period Poverty on Education .....	10
<b>Part 2: Methodology &amp; Findings .....</b>	<b>10</b>
Research Design & Rationale .....	10
Findings .....	13
<b>Part 3: Human Rights Perspective .....</b>	<b>16</b>
<b>Part 4: Recommendations &amp; Conclusions .....</b>	<b>19</b>
<b>Part 5: Epilogue - Practicum Placement .....</b>	<b>21</b>
Literature Cited .....	23

**Abstract**

Menstrual health is a necessary part of the majority of human lives. Menstrual equity refers to a spectrum of biologically necessitated needs, including access to period-management products, education, healthcare, financial resources, and barrier-free access to participation in all aspects of life. Therefore, menstruation is an equity and human rights issue on Canadian university campuses. This paper examines the state of menstrual equity at Canadian universities. This case study analyzes the top ten universities in Canada (according to Maclean's Reputation Survey, focusing on quality and innovation), to determine which universities have policies, programs, and supports for menstruating students. This research will contribute to a growing field of human rights research advocating for equal access and resources for menstruating students, staff, and faculty alike. This research also prioritizes a gender-inclusive approach, challenging the norms of menstrual equity as female empowerment. The main findings of this research determine that most universities have some form of menstrual product pilot project or program in place, and at least one gender inclusive washroom on campus. Although these initiatives are a positive first step, universities are not doing enough to support their students. A human rights approach argues that until menstrual products are available in every washroom, of all gender identities, menstrual equity cannot be reached. Period supplies that are gate-kept behind a desk (security, student help-centre, etc.) are impractical for the logistics of menstruation, and further out menstruating students to their communities, creating safety challenges for gender diverse menstruators. Further challenges include disposal, considerations for reusable products, and time spent away from class looking for supplies and management strategies.

**Acknowledgements**

Thank you to my advisor, Dr. Deborah McPhail for her support and guidance on this paper and throughout the program. In addition to her expertise, her kindness and encouragement was invaluable.

I would also like to thank Dr. Julia Smith for her integral role as Examiner.

Thank you to the Harvey and Sandra Sector Fellowship in Human Rights for supporting my graduate education.

Thank you to my support systems – I could not have done it without you.

In memory of Mia Vickar.

**Dedication**

This research is dedicated to my fellow bleeders. May we all find our goldilocks menstrual product, may the heating pad be close by, and may the ice cream be plentiful.

**List of Tables**

Table 1: Menstrual Equity Findings from Maclean's Top 10 Canadian Universities

### **Statement on Gender Diversity**

This research exists to push menstruation out of the gender binary. People of all genders menstruate. Not all people who menstruate are women, and not all women menstruate. Although written by a cisgender member of the 2SLGBTQ+ community, this research recognizes the need for gender diversity in the menstrual justice movement, including transgender, non-binary, and intersex voices. This paper is written with inclusive language whenever possible, most frequently using the words “menstruator” and “people who menstruate” as to not centre this as a “women’s” or “female” issue. Menstrual equity and menstrual justice are for everyone.

## **Part 1: Introduction**

Menstrual equity impacts people in every country, on every continent. As a biologically necessitated part of human life, menstruation happens in all communities. There are 1.8 billion menstruators on Earth, meaning 1.8 billion periods happen every month (UNICEF, 2024). More than 300 million people are menstruating on any given day, and “an estimated 500 million [people] lack access to menstrual products and adequate facilities for menstrual hygiene management” (World Bank, 2023). Further, people who menstruate may also face discrimination because of their gender identity and gender presentation. Despite recent growing research in this area, menstruation remains primarily associated with cisgender girls and women worldwide.

This paper starts with an introduction to menstrual equity, including stigma, logistics of bleeding on campus, gender discrimination, the financial burden of menstruation, and policy implementation. The second part of the paper covers the methods, findings, and analysis of the research project: a case study of the top 10 universities in Canada. The third part of the paper is a discussion of the human rights lens. The fourth part outlines recommendations and conclusions, and the final fifth part connects this research to my practicum placement at PERIOD., a non-profit organization in Portland, OR, working for menstrual equity through education, service, and advocacy. Using the framework of menstrual equity and menstrual justice, this paper seeks to answer the following research question: what is the state of menstrual equity at Canadian universities? Using a human rights perspective, this research investigates the ways in which universities are supporting their menstruating students, or not, and what challenges are present for bleeding students at universities in Canada. The major finding of this paper reveals that Canadian Universities are not equitable spaces for menstruating students.

## **Definitions**

This paper will use period poverty, menstrual equity, and menstrual injustice to refer to the specific discrimination that menstruators face. Period poverty and menstrual equity are umbrella terms that encompass many layers of discrimination. Period poverty can be defined as “the lack of access to sanitary products, menstrual hygiene education, toilets, handwashing facilities, or waste management” (Rodriquez, 2022). The government of Canada defines menstrual equity as “equal and comprehensive access to menstrual products, as well as access to education regarding sexual and reproductive health and rights” (Women and Gender Equality Canada, 2023). The menstrual equity movement is a term used to describe “the emergence of laws and policies that ensure menstrual products are safe and available for those who need them” (Schmitt et al., 2022, p. 2). Further, menstrual equity includes efforts to remove luxury taxation of period products, decrease menstruation-related stigma, and action to reduce period poverty, particularly through providing products to low-income communities (Schmitt et al., 2022).

### **Menstrual Stigma**

The ongoing stigma around menstruation contributes to period poverty and menstrual injustice. Judy Grahn once said, “[m]enstrual blood is the only source of blood that is not traumatically induced. Yet in modern society, this is the most hidden blood, the one so rarely spoken of and almost never seen, except privately by women” (Grahn, 1994, as cited in Crays, 2020, p.135). Gore-induced blood is commonplace in television, movies, and media. However, menstrual blood is shamed and private. Companies that make period management products have just recently started to use red substances to advertise the efficacy of their products (Mallon, 2017). Commonly, blue liquid, like laundry detergent, is used to advertise absorbency of pads and tampons. Depicting menstruation as a mysterious blue liquid contributes to the silencing, shame, and secrecy around menstruation.

Menstrual stigma is pervasive. Litman (2018) found more than 5,000 slang words for menstruation in 10 languages (as cited in Crays 2020). English has many euphemisms for menstruation, including: “Aunt Flo,” “That time of the month,” and “on the rag,” (Barney, 2018, p. 305). Menstruation is often described as dangerous, (“code red”) or it evokes images of punishment (“the curse”), or violence (“bloodbath”) (Barney, 2018, p.305). Further, Barney (2018) finds cisgender boys and men are more likely to experience and participate in a culture of joking about menstruation. Several interviewees of their research reported boys and men making jokes or comments “in the presence of women or directed at women,” and:

[t]he most popular joke was “What bleeds for a [number of days] and doesn’t die” The only variability in this joke was the number of days of the cycle, which illustrate the lack of understanding of the physiology of menstruation (Barney, 2018, p.305).

These “jokes” are offensive and dehumanizing to all menstruators and reinforce the ways in which sexism and patriarchy harm menstruators.

Gloria Steinem’s 1978 essay, “If Men Could Menstruate,” cleverly illustrates how menstruation would be viewed differently in all aspects of life if cisgender men menstruated (Steinem, 2019). Forty-six years later, this article rings painfully true. Steinem (2019) uses satire to detail ways in which periods would become something to be celebrated, or even brag about, “I’m a three pad man,” instead of something that is shamed and silenced (p. 152). This sentiment comes from the truth that menstruators hide menstrual products in a bag or sleeve on their way to the washroom, as to not reveal to anyone that they are menstruating, never mind how heavy their flow is, or how many products they require to manage their period. Further, Steinem (2019) argues that menstruation would be prioritized by governments, funding a “National Institute of Dysmenorrhea” to further research and healthcare for menstruating men (p. 151). This sentiment stings in a world where “women’s” health issues are underrepresented, under researched, and underfunded (Khanna, 2023). This inequality leads to gaps in

education and patient care. Up to 80% of pregnancy-related deaths in the United States are preventable and Black women are almost three times as likely as white women to die from a pregnancy-related cause (Khanna, 2023). Further, Steinem (2019) states that “[menstrual] products would be federally funded and free” (p. 151). The financial burden and inaccessibility of menstrual products will be detailed in later sections of this paper; however, Steinem is spot on in her recognition of the inaccessibility of period products, and the problems that arise as a result.

Theoretical literature on abjection and menstruation offers interpretation of menstrual blood as “monstrous.” Abjection “refers to the human reaction of horror or disgust when presented with something that threatens a breakdown in meaning between the self and other or between the self and the object” (Raine, 2024). It is most often “associated with repulsive or unsettling aspects of our own body and that which threatens its integrity such as death, waste, vomit, menstruation and childbirth” (Raine, 2024). Abjection leads to the conceptualization of taboo, and what is “acceptable” and “pure,” and in opposition, what is “impure” and “socially rejected,” (Raine, 2024) and gives one perspective as to the significant cultural revulsion felt for menstruation that women, non-binary, and transgender people can feel individually. Research shows menstruating women are likely to feel “body dissatisfaction” while premenstrual (Ryan et al., 2022, p. 200). This “premenstrual embodiment,” feeling bloated, unattractive, having lack of energy, and other self-critical designations suggest “internali[z]ation of the cultural construction of the premenstrual body as abject, through a process of subjectification” (Ryan et al., 2022, p. 201). The conceptualization of the body as abject regarding menstruation, juxtaposes the “messy, polluted, grotesque body that threatens to disturb the boundaries of what is considered to be culturally and morally acceptable” (Kristeva, 1982, in Ryan et al., 2022, p. 201). Theories of abjection remind us that menstrual activism will not successfully destigmatize periods without talking about actual menstrual blood. Sanitizing conversations around menstruation further silence and reinforce a sterilized and “pure” version of menstruation that does not actually exist.

## **Bleeding on Campus**

Menstruating students face a multitude of challenges while bleeding on campus. Unexpected bleeding while on campus creates a series of barriers for menstruating students. If this occurs during class, leaving a lecture or exam can be difficult. Menstruators might need to find supplies, especially if they were not anticipating their period and do not have products on them. Even the most prepared menstruators can experience unexpected flow. Canadian research from Smith & Gacimi (2022), found that over two thirds of menstruating university students had unexpected bleeding occur on campus. Locating products on a university campus of any size is challenging, especially sprawling campuses. This challenge is amplified for menstruators with physical mobility disability needs. If bleeding through clothing has occurred, students usually need to wait until class is over to address it (Smith & Gacimi, 2022). This can lead to embarrassment, shame, and other negative emotions for students to deal with by themselves due to “prevailing cultural and social norms [that] keep menstruation a largely hidden element of campus life” (Smith & Gacimi, 2022, p. 38).

Period product availability in university washrooms is sparse at best, and often only in women’s washrooms, leaving transgender men and non-binary students without access. Many universities have pilot projects in place to supply washrooms with products and to determine the level of need. At the University of Manitoba, The Centre for Human Rights Research is part way through their Period Poverty and Equity, on Campus and Beyond Project, which includes a campus-wide audit to determine access of menstrual equity on campus (Ajene, 2023). These types of projects are essential to educate university communities about the need for menstrual equity and the ways in which institutions can support their students.

Bleeding on campus means a myriad of other challenges for menstruators, including disposal, hand washing, symptom management and missed class time. Research shows shared emotional experiences of menstruation on campus, including concern for missing exams, presentations, and

lectures (Smith & Gacimi, 2022). Menstrual stigma makes communication with professors regarding menstruation symptoms complicated. Menstruating students not only have the “typical” period symptoms to contend with (cramps, headache, mood changes, increased bowel movements and urination, for example), but possibly also another related condition, such endometriosis, premenstrual dysphoric disorder, poly-cystic ovary syndrome, and premenopausal flooding (Smith & Gacimi, 2022). This is a lot to manage during a university lecture or exam. Further, students have reported using toilet paper as a temporary management option while on campus to avoid missing class when unexpected bleeding arises or when supplies are unavailable (Smith & Gacimi, 2022). Other strategies include wearing dark clothes and carrying extra underwear in addition to pain medication and period products (Smith & Gacimi, 2022).

### **Financial Barriers and Impacts of the Covid-19 Pandemic**

Menstruation is expensive, especially for university students, an already financially vulnerable population. Research shows that Canadian menstruators will spend as much as \$6,000 in their lifetime on menstrual supplies (Craggs, 2018, as cited in D’Sa, 2019). This cost doubles for Canadians that live in rural communities (Brown, 2017, as cited in D’Sa, 2019). Menstruators living in rural communities may already be limited by a smaller selection of menstrual product options and are further disadvantaged by this price discrepancy.

Finding the right period management options is a trial and error process, which involves a financial investment that many students do not have. Between high tuition fees, student loans, and precarious part-time employment, university students have limited funds to allocate to period management products. Disposable products such as pads and tampons are less expensive in the short term and are often most readily available. However, they create more waste (tampons take longer to degrade than the lifespan of the person wearing it) and are more expensive in the long term (Winter,

2019). Reusable products pose the opposite challenge. One menstrual cup or disc can last up to five years and be worn for 12 hours at a time but require a much larger upfront cost. Each cup or disc is a different shape and size, meaning they are not one size fits all. Depending on one's anatomy and flow, different reusable internal options will be better or worse for certain menstruators. Finding the one that fits these criteria and is most comfortable can be costly. In Canada, the Diva Cup is \$35 from their website (drug store prices can be even higher) (Diva International Inc., 2024). Purchasing several models until one finds the right option adds up, and period products cannot be shared. Reusable products will save menstruators thousands of dollars over time, but the initial cost is a significant barrier for financially vulnerable groups such as students.

The Covid-19 pandemic intensified period poverty globally (Casola et al., 2022). In 2018, before the pandemic, more than 500 million menstruators did not have period products easily accessible to them (Gouvernet et al, 2022). This situation got worse when the pandemic began, notably the intense toilet paper, soap, and hand sanitizer shortages and supply-chain delays (Casola et al., 2022). These products are all necessary to achieve a state of menstrual health. Further, pandemic-related unemployment made financial access to products even worse (Casola et al., 2022). Many university students were left unhoused when the pandemic began, as university dorms closed and sent students looking for other places to live (Loriggio, 2020). Forcing this population off campus meant that students who rely on student health centres and wellness offices to provide menstrual supplies and health care were left without support and care (Casola et al., 2022). Other notable challenges during the Covid-19 pandemic show an increased frequency of mental health challenges for people experiencing period poverty. Research from France shows “women facing menstrual poverty were 2.34 times more likely to develop depressive symptoms, compared to those who had never experienced menstrual precariousness” (Gouvernet et al., p. 659).

## **Gender Diversity and Menstruation on Campus**

Menstrual equity includes ensuring access to safe washrooms for gender diverse students that menstruate. Transgender men, non-binary individuals and other gender diverse people are regularly left out of conversations regarding reproductive health and menstruation. The United States has increased social and political momentum toward “reframing menstruation as an issue of gender discrimination and female empowerment” (Schmitt et al., 2022, p. 2). Further, menstruation is often used as a tool to maintain the gender binary, “where women are perceived as insiders and men are perceived as outsiders” (Smith & Gacimi, 2022, p. 34). Menstrual equity is not only for cisgender women. It must include menstruators of all genders.

Gender neutral washrooms are not standardized in all buildings on university campuses, or even at all universities (Gessell, 2014). Transgender men and non-binary students report feeling uncomfortable accessing menstrual products on campus (Smith & Gacimi, 2022). Research does not support that menstrual products are available in men’s washrooms on university campuses, leaving transgender men and all students using those washrooms without access to period supplies (Smith & Gacimi, 2022). Gender diverse menstruators risk outing themselves when trying to locate products, unwrapping a tampon or pad in a public washroom, being forced to carry menstrual waste on their person if disposal is unavailable in the stall, and by having blood on one’s hands when washing at a public sink (Crays, 2020). Not only is this problematic for health reasons, but this reality is also degrading and can further intensify dysphoric symptoms for gender diverse menstruators.

## **Period Product Policy Implementation**

Some municipal communities and workplaces are working to improve menstrual equity. The Canadian Government changed the Canadian labour code to ensure that all federal workplaces have products available to employees free of charge, as of December 15, 2023 (Government of Canada,

2023). This change “is inclusive of all workers who menstruate, and it will improve the well-being of nearly half a million workers who may require menstrual products during their workdays, including cisgender women, non-binary individuals, transgender men, and intersex individuals” (Government of Canada, 2023). Further, this initiative seeks to “improve equity, reduce stigma, and create healthier, more inclusive workplaces” (Government of Canada, 2023). Canada also removed the “tampon tax” in 2015, which taxed menstrual products as “non-essential items” (Rodriguez, 2021). Notably, items that were tax exempt prior to this change include Viagra and Rogaine (Rodriguez, 2021). This example speaks volumes to the ways in which Canadians value reproductive and menstrual health.

The City of Winnipeg is currently part way through a pilot project to supply period products to several municipal facilities, including libraries, recreation and leisure centres, and public washrooms (Maclean, 2024). Notably, the budget for the project was \$58,000, and the total cost was only \$16,500 (MacLean, 2024). In the United States, New York City became the first American city to introduce and pass a menstrual equity bill package (Schmitt et al., 2022). This package focused on providing free menstrual products to school washrooms for all students in grades six through 12 (Schmitt et al., 2022). Six American states have passed similar legislation (Schmitt et al., 2022).

In addition to supplying period products, workplaces can also implement period leave policies to support their employees. Diva Cup International Inc. is a menstrual cup company based in Ontario, known for their menstrual cup, the DivaCup, the “world’s #1 reusable menstrual cup” (Diva International Inc., 2020). Diva International Inc. made national headlines in 2021 when they introduced paid menstrual leave for their employees (Nichol, 2021). This policy allows all menstruating employees twelve days a year of paid menstrual leave, averaging one day a month or one day per menstrual cycle without financial or professional punishment (Nichol, 2021). Paid menstrual leave is separate from regular sick leave. Menstrual leave has existed in Japan since 1947 and in South Korea since 2001 (Wilson, 2022). Indonesia, Zambia, and some provinces in China already give menstruators two days off,

and Taiwan gives three days off a month (Wilson, 2022). In addition to Diva International Inc., other corporations already provide menstrual leave, including Nike, which has offered this policy since 2007 (Wilson, 2022).

### **Global Impact of Period Poverty on Education**

Menstruating students all over the world experience challenges related to their periods and education, ranging from elementary to post-secondary school. As many as half of the elementary and high school students in low-income countries do not have access to a clean washroom with running water to manage their periods at school (UNICEF, 2015, as cited in World Bank, 2023). This reality can lead to students missing school and compromising their education. In India, research shows that one in four menstruating students missed school during their periods (Van Eijk et al., 2016, as cited in World Bank, 2023), 70% of menstruating students in Kenya experience negative impact on their grades from menstruation, and over half are not able to keep up with the curriculum for menstruation-related reasons (Mucherah & Thomas, 2017, as cited in World Bank, 2023). Research from Bangladesh reveals 6% of schools include education on health and hygiene, and “only 36 percent of girls had prior knowledge about menstruation before their first period” (World Bank, as cited in 2023). Menstrual injustice creates challenges for students globally that non-menstruating students do not have to deal with.

## **Part 2: Methodology & Findings**

### **Research Design & Rationale**

This research analyzes menstrual equity policies and procedures at Canadian universities. Using the “*Maclean’s Survey of Canada’s Best Universities By Reputation, 2023*,” (Maclean’s, 2022) this case study looks at the top ten universities in Canada. To compile this list, *Maclean’s*

surveyed university faculty and senior administrators, as well as a variety of business people across the country, for their views on quality and innovation at Canadian universities... [and] the results of the survey combin[e] all the universities from the Primarily Undergraduate, Comprehensive and Medical Doctoral categories into one group (*Maclean's*, 2022).

This research is designed with prospective university students in mind, considering how they might decide which universities to apply to. As opposed to a list such as the U15 (the top 15 major research universities), which is well-known amongst scholars, but likely inaccessible to most high school students. Therefore, the *Maclean's* survey was chosen due to its widely accessible nature.

The rankings are as follows:

1. University of Toronto
2. University of Waterloo
3. University of British Columbia
4. McGill University
5. McMaster University
6. Queen's University
7. University of Alberta
8. Université du Montréal
9. Simon Fraser University
10. University of Victoria (*Maclean's*, 2022)

The research process involved a variety of online searches to discover if and how these universities are contributing to menstrual equity. First, the university homepage was examined to determine if menstrual equity was visible. Second, the following searches were completed: "name of university" + "period products," and "name of university" + "accessible washroom." Initially, searching for "name of university" + "menstruation," and "name of university" + "periods" yielded no results,

therefore more specific language was required. In the event of a French university (the University of Montréal), both the English and French names were searched. This method was chosen because it allowed for investigation of ten universities in the limited time frame given to conduct this research, especially given that visiting universities and speaking with students was not a possibility for this research project.

Limitations of this research include the challenges of what information is available via Google. Most of the findings from this research came from news sources and university blogs, rather than from the university websites themselves. Further, the scope of this research is small in the larger picture of students' experiences of menstrual equity. Speaking with students would provide greater insight into how these policies impact their university education. Additionally, the *Maclean's* list is subjective, and does not speak to what is happening at all universities across the country. Finally, there is very little research on the experiences of gender diverse menstruators, in particular non-binary, and intersex individuals. Further research in this area will improve research outcomes for all members of the 2SLGBTQ+ community, and all menstruators.

## Findings

**Table 1**

***Menstrual Equity Findings from Maclean's Top 10 Canadian Universities***

University Name	ME on University Website Homepage	Period Products available to Students	Pilot Project in Place	Period Products: Student Union Initiative	Period Products: University Initiative/Policy	Accessible Washroom on Campus	Washrooms with Period Products
U of T	No	Yes	Yes	No	Yes	Yes	GI
Waterloo	No	Yes	Yes	No	Yes	Yes	No
UBC	No	Yes	No	Yes	No	Yes	W, GI
McGill	No	Yes	No	Yes	Yes	Yes	W, GI
McMaster	No	Yes	Yes	No	Yes	Yes	M, W, GI
Queen's	No	Yes	No	Yes	No	Yes	No
Alberta	No	Yes	Yes	Yes	No	Yes	No
Montréal	No	No	No	No	No	No	No
Simon Fraser	No	No	No	No	No	Yes	No
Victoria	No	Yes	Yes	No	Yes	Yes	No

ME = Menstrual Equity

GI = Gender Inclusive

W = Women

M = Men

None of the universities had any information about menstrual equity on their home pages. 8 out of 10 have some program or policy in place for students to access products. 9 out of 10 have accessible washrooms inclusive of gender identity. Many universities are in the stages of pilot projects that are often spurred by student union groups.

The universities that do have products available for students can range from a basket of products available in one building on campus, to university policy which requires each student to pay a fee every term so that all students can have access to period products. Having products available in a basket in a central building poses many challenges for students. It is nonsensical for menstruators to travel to a specific building to secure products, perhaps while bleeding, locate a washroom, and go back to the building their class is in. Second, this model forces gender diverse students to out themselves as someone who menstruates, presenting safety risks for these individuals. Another challenge is that these baskets are not always refilled regularly, and the products offered may not be appropriate for certain menstruation needs.

Many universities rely on the dispenser model, which poses a variety of problems. The dispensers are often out of order, can only fit certain kinds of products, usually require coins, and sometimes are on a timed-release. This limits students' ability to access more than one product at a time, which for some menstruators may only last until their next class. Dispensers also pose physical accessibility issues for wheelchair users and other menstruators with disabilities. Further, the dispensers can only fit specific kinds of products (usually tampons and pads,) and maybe even be limited to a specific brand. If that particular brand goes out of business, or their contract ends, these dispensers are essentially defunct.

Out of all ten universities, McGill University has the best program in place, which requires students to pay a fee of 90 cents per term, with no option to opt-out, so that all students have access to a wide range of reusable and disposable menstrual products, including pads, tampons, period underwear, cups, and discs (Khademian, 2019). This 90-cent fee is a drop in a bucket in terms of student fees. The average tuition fee for full-time undergraduate student fees for Canadian students was \$6,500 for the 2022/2023 school year (Statistics Canada, 2022). Further, McGill's program allows students to pick up products once a month, so they are prepared for their entire cycle, allowing students to be

prepared in advance. This prioritizes dignity for menstruating university students. In addition, McGill has a “Menstrual Health Project” in place which supplies some washrooms on campus with free menstrual products (The Menstrual Health Project, 2024).

Several universities have adopted a pilot program through student advocacy. While this is an important step towards menstrual equity, this work cannot carry the long-term effects of a university policy level program. Most pilot projects are initiatives started by undergraduate student groups. Student advocacy groups have frequent turn over, and most pilot projects last for one school year. This leaves students in a vulnerable position after the pilot project ends, and the advocacy group from the year prior graduates. Further, pilot projects are limited in their scope. For example, the University of Toronto had a pilot project in 2022 for period products in limited high traffic washrooms on one of their many campuses (Matti, 2022). Pilot projects that supply certain washrooms with products may not be available to menstruating students of all genders and might not meet disability needs for all students.

Some universities have websites to help students find the nearest washrooms with period products in them. This is helpful for students, but only to a certain extent. Washrooms could be out of stock at any given time, as they do not reflect real time inventory. However, some universities have websites with refill requests on them, allowing students to communicate with stockists as to when supplies need to be refilled.

Findings regarding accessible washrooms show that most universities have multiple gender inclusive washrooms on campus, but they are not yet in every building. Gender diverse students travelling to a different building on campus to safely use the washroom is not only inequitable but also nonsensical in terms of the logistics of bleeding on campus. Some universities have websites with maps to show students where gender neutral washrooms are located on campus, such as the University of Victoria (University of Victoria, n.d.). Queen’s University even has an app for students to locate accessible washrooms (Queen’s University, 2024). The app also provides useful information for students

such as emergency exits and contact information, elevator locations, and breastfeeding station sites (Queen's University, 2024). While this does not solve the inequality of the number of all gender washrooms available, it is a positive step in the right direction.

The power of student advocacy cannot be downplayed. A notable finding from Simon Fraser University details a "shit-in" that students in the Gender and Women's Studies program held to advocate for all gender washrooms on their campus (Lucas, 2018). New washrooms were being built on campus, and students provided strong feedback that all gender washrooms were needed (Lucas, 2018). The university decided to build the binary washrooms anyway, and students held this "shit-in" in front of the new washrooms (Lucas, 2018). This public activism led to changing the washrooms to become all gender by 2018 (Lucas, 2018).

Notably, most of the information available was found on media or other third-party websites. The university websites themselves had limited information available. Or in some cases, the university websites did have information, but it was only available via Google search, not from navigating or searching the actual university website. Some information was available under Equity, Diversity, and Inclusion pages, sometimes under student accessibility services/disability (washroom access), and sometimes under the health care centre for the institution.

### **Part 3: Human Rights Perspective**

Menstrual equity is a human rights issue. The World Health Organization called for menstrual health to be "firmly on the global agenda" in June 2022 (World Health Organization, 2022). Grassroots organizers put menstrual health on the "global health, education, human rights, and gender equality/equity agenda" (World Health Organization, 2022). They cite

experiences of shame and harassment... the barriers they face in managing their periods

because they do not have the means to do so, with consequences for their life opportunities

including their rights to education, work, water and sanitation, non-discrimination and gender equality - and ultimately to health (World Health Organization, 2022).

The WHO calls for three specific actions. First, to categorize menstruation as “a health issue, not a hygiene issue” (World Health Organization, 2022). Referring to menstruation as a hygiene issue perpetuates the narrative that periods, and therefore those who bleed, are dirty, immoral, and shameful. Reframing menstruation as a health issue not only accurately describes the biological function accurately, but also disrupts the legacy of the reprioritization of reproductive health for those who menstruate. Second, identify that menstrual health requires access to education, menstrual products, water and proper sanitation, appropriate disposal, informed and empathic health care, to be able to live and work in communities free of menstrual shame and stigma, and to be able to completely engage in work and social life (World Health Organization, 2022). Third, to require these components to be included in community plans and budgets, with checks in place to ensure this work is taking place (World Health Organization, 2022).

Section 15 of the Canadian Charter of Rights and Freedoms protects equality rights, including discrimination based on sex (*Canadian Charter, 1982, s 6(2)(b)*). This means that Canadians cannot be discriminated against based on sex, and the biological functions that these bodies experience. Menstrual health is relevant to the following articles from the Universal Declaration of Human Rights (UDHR):

- Article 1: “All human beings are born free and equal in dignity and rights”
- Article 2: “Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as ... sex or other status”
- Article 3: “The right to life”
- Article 23: “The right to work... to just and favourable conditions of work”

- Article 25: 1. “The right to a standard of living adequate for the health and well-being of [themselves]...including food, clothing, housing and medical care” 2. “Motherhood and childhood are entitled to special care and assistance. All children...shall enjoy the same social protection.”
- Article 26: “The right to education... Elementary education shall be compulsory.”
- Article 27: “The right [to] freely participate in the cultural life of the community” (Roosevelt, 2000).

These articles of the UDHR recognize the ways in which menstrual equity is a human right. For example, article 26 articulates that all people are entitled to education. This means that people who menstruate have the same right to learn as non-menstruators and cannot be denied educational opportunity because of their menstrual cycles. Access to menstrual products, washrooms, and other components of menstrual justice are necessary to uphold this human right. In addition, article 26 states that elementary education is necessary for all human beings. If children lack access to menstrual supplies and education on how to use them, they may be forced to stay home from school, which violates this human right. Article 27 positions participation in cultural life as a human right. Menstrual inequity that limits menstruator’s participation in all forms of life denies menstruators of this human right.

The Convention on the Elimination of All Forms of Discrimination Against Women also supports menstrual equity as a human rights issue (*Convention on the Elimination of All Forms of Discrimination Against Women*, 1979).

Menstrual health advocacy supports the United Nations Sustainable Development goal three, good health and well-being (UNICEF, n.d.). Specifically, “this goal addresses all major health priorities: reproductive, maternal, newborn, child and adolescent health; communicable and non-communicable disease; universal health coverage; and access for all to safe, effective, quality and affordable medicines and vaccines” (UNICEF, n.d.). Target 3.7 of this program aims to establish “universal access to sexual and reproductive health care services, including... the integration of reproductive health into national

strategies and programmes. UNICEF's water, sanitation and hygiene program emphasizes the key elements of menstrual health as a human rights necessity (UNICEF, n.d.).

#### **Part 4: Recommendations & Conclusions**

Recommendations for this research are significant. Students should not be required to pay for menstrual products. Universities must budget for menstrual supplies in the same way they do other essential services like toilet paper, paper towel, garbage bags, and hand soap. These are all necessities for health on campus, and students are not asked to bring their own hand soap or toilet paper from home. Furthermore, universities often provide other health services to students. Casola et al. (2022) state that "[i]n the United States about 85% of colleges and universities provide free condoms to their students, and they ought to do the same with menstrual products" (p. 375). As a short-term, temporary solution before free products can be established, using student fees to cover menstrual products is an option that is not ideal, however improves menstrual equity in comparison to students not having access to products at all.

Allowing students to pick up products at orientation at the beginning of the term would allow them to be prepared for the entire term, and not restrict students to access to products only when they are on campus. Products available to students must be wide-ranging for all bodies and menstruation needs, including disposable tampons, pads, and liners, reusable pads, menstrual cups, discs and period underwear. Pain relief management must also be available to students at no or low cost, including ibuprofen, acetaminophen, and naproxen.

Menstrual equity policy implementation must come from the university level. Student advocacy is powerful; however students graduate, and the subsequent students must start again at square one. Pilot projects are also beneficial, they provide products and can be helpful to assess and determine need. However, they also do not have the longevity to ensure future students will be protected. Smith &

Gacimi (2022) note that focusing on putting products in place is a single-issue fix to make change, which historically has been beneficial, citing the removal of the Canadian tampon tax.

In terms of washroom accessibility, great care must be taken to ensure that the needs of menstruators of all genders are supported. Research from Schmitt et al. (2022) highlights the importance of including the voices of those most impacted by the issue and proposed solutions. Feedback from transgender and non-binary students must be collected when new washrooms are built. Additionally, washrooms must have appropriate disposal in all stalls, and consideration must be taken to address sink-access to rinse reusable cups and discs in public washrooms. Period products must be available in all washrooms on campus, of all genders, including washrooms in residence buildings. Washrooms for all genders must be available in every building, on every floor, with wheelchair access guaranteed. Universities can also support their menstruating students by offering refill request opportunities, such as a phone number or website so that students can indicate when a washroom is running low on products. Comprehensive audits of university campuses are important to show the current state of menstrual equity and be the first step towards creating a plan to improve campus conditions in the future.

Comprehensive reproductive health care is necessary for prioritizing menstrual health at university campuses. All students, domestic and international, must have access to affordable healthcare, which includes reproductive and sexual health. This health care must be gender affirming, supportive of 2SLGBTQ+ students, and include preventative care such as pap tests, and mental health services. Proper training for healthcare providers to best support 2SLGBTQ+ students in a clinical setting is imperative. Care for abortion, pregnancy, and menopause is also paramount to support menstruating students.

Future research on this topic includes prioritizing first person narratives of student experiences menstruating on campus. In addition, expanding research to look at all provinces and territories in the

country, including focus on urban versus rural conditions, and menstrual equity on Canadian Reserves. Further research is necessary on the experiences of transgender, non-binary, and intersex menstruators. The intersections of disability and racism with menstruation must also be prioritized. Disability can make menstruating more challenging in a multitude of ways. Chronic symptoms can be exacerbated and make it more challenging to find diagnosis. Similarly, racism compounds with menstrual injustice to further disadvantage menstruators. Racism is pervasive in the medical field, and directly impacts diagnosis and treatment of Black menstruators, for example (Khanna, 2023). Black patients are falsely believed to have higher pain tolerance and are less likely to be believed when they bring a health-related concern to a healthcare provider (Khanna, 2023).

Providing products does not alleviate pain needs, cramps, discomfort, feelings of isolation, otherness, and exclusion because of one's gender identity (Smith & Gacimi, 2022). However, it is one easy step that universities can take to acknowledge the responsibility of menstruation and contribute positively to the well-being of all menstruating students. Statistically, we make up more than half of a university population. This paper focuses on university students; however, faculty, staff, and all university community members will benefit from these recommendations. All university community members are entitled to educational settings and workplaces in which menstruation is not a barrier.

### **Part 5: Epilogue - Practicum Placement**

I completed my MHR practicum placement at PERIOD., a non-profit organization in Portland, OR working for menstrual equity through education, service, advocacy. PERIOD. is a youth-led organization, with chapters all over the United States. I worked on several projects during the 300-hour remote placement at PERIOD. First, I worked on updating their curriculum on Racial Disparities in Menstrual Health, both in terms of content and visual presentation. Second, I wrote a white paper outlining positive outcomes from reproductive health education in schools. Third, I drafted definitions of period

poverty for a collaboration with the Oky app. And finally, I wrote a document regarding why menstrual health is a matter of human rights.

My practicum placement was an illuminating experience and it inspired me to write this research paper about menstrual equity at Canadian Universities. I would like to acknowledge my practicum supervisor at PERIOD., Damaris Pereda, and thank her for her support, leadership, patience, and expertise. I would also like to acknowledge and thank PERIOD.'s Executive Director, Michela Bedard, for her time and guidance. I loved working with both Damaris and Michela and learned so much from them. Having the opportunity to get a peek behind the curtain at the non-profit world and apply my academic skills outside the university context was invaluable.

### Literature Cited

AMS Student Nest. (2022, September 23). *Free menstrual products*. AMS of UBC.

<https://www.ams.ubc.ca/support-services/student-resources/free-menstrual-products/>

Ajene, E. (2023, June 27). *Project to examine period poverty across U of M Campuses*. The

Manitoban. <https://themanitoban.com/2023/06/project-to-examine-period-poverty-across-u-of-m-campuses/45281/>

Barney. (2018). "Aunt Flo" Is Not Dead Yet: The Continued Coded Language of Menstruation

[Review of *"Aunt Flo" Is Not Dead Yet: The Continued Coded Language of Menstruation*].

*Women's Reproductive Health*, 5(4), 305–307. Taylor & Francis.

<https://doi.org/10.1080/23293691.2018.1523110>

*Canadian Charter of Rights and Freedoms*, s 7, Part I of the Constitution Act, 1982, being

Schedule B to the Canada Act 1982 (UK), 1982, c11

Casola, A. R., Luber, K., Riley, A. H., & Medley, L. (2022). Menstrual Health: Taking Action

Against Period Poverty. *American Journal of Public Health (1971)*, 112(3), 374–377.

<https://doi.org/10.2105/AJPH.2021.306622>

Centre for Accessible Learning. (n.d.). *Accessibility Information*. Student Services Centre for

Accessible Learning (CAL) - Simon Fraser University.

<https://www.sfu.ca/students/accessible-learning/contact-us/accessibility-information.html>

*Convention on the Elimination of All Forms of Discrimination Against Women*, opened for

signature 18 December 1797 (entered into force 18 December 1979).

Crays. (2020). Menstrual equity and justice in the United States. *Sexuality, Gender & Policy*, 3(2), 134–147. <https://doi.org/10.1002/sgp2.12023>

Diva International Inc. (2020, December 22). *About Us*. Diva International Inc. <https://divainternational.ca/about-us/>

Diva International Inc. (2024). *All diva cup period products*. DIVA Canada. <https://shopdiva.ca/collections/all-diva-cup-products>

D'sa, V. (2019, June 25). *Period poverty in Canada and around the Globe*. Canadian Public Health Association. <https://www.cpha.ca/period-poverty-canada-and-around-globe>

Employment and Social Development Canada. (2023, May 10). *Canada labour code to ensure access to menstrual products at work starting December 15*. Government of Canada. <https://www.canada.ca/en/employment-social-development/news/2023/05/canada-labour-code-to-ensure-access-to-menstrual-products-at-work-starting-december-15.html>

Equity at McGill. (2024). *Gender-inclusive washrooms*. <https://www.mcgill.ca/equity/resources/gender-sexuality/gender-inclusive-washrooms>

Gessell, P. (2014, September 10). *Universities for all genders*. University Affairs. <https://universityaffairs.ca/features/feature-article/universities-for-all-genders/>

Gouvernet, B., Sebbe, F., Chapillon, P., Rezrazi, A., & Brisson, J. (2023). Period poverty and

mental health in times of Covid-19 in France. *Health Care for Women International*, 44(5), 657–669. <https://doi.org/10.1080/07399332.2022.2070625>

Khademian, Y. (2019, September 3). *A guide to free menstrual hygiene products*. The McGill

Daily. <https://www.mcgilldaily.com/2019/09/a-guide-to-free-menstrual-hygiene-products/>

Khanna, D. (2023, January 2). *Why is women's healthcare globally so often overlooked?* World Economic

Forum. <https://www.weforum.org/agenda/2023/01/women-health-gap-davos-2023/>

Kotis, G., & Hollmann, H. (2011). It's a Privilege to Pee [Recorded by Opel & Urinetown

Ensemble]. On *Urinetown the Musical: The Original Cast Recording* [Album]. BGM Entertainment.

Lucas, T. (2018, July 23). *SFU's new Universal Washrooms*. Gender, Sexuality, and Women's

Studies - Simon Fraser University. <https://www.sfu.ca/gsws/community/student-blog/archives/sfu-s-new-universal-washrooms.html>

Loriggio, P. (2020, March 18). *Students at several colleges and universities asked to vacate*

*dorms over covid-19*. Students at several colleges and universities asked to vacate dorms over COVID-19. <https://www.ctvnews.ca/health/coronavirus/students-at-several-colleges-and-universities-asked-to-vacate-dorms-over-covid-19-1.4858086>

MacLean, C. (2024, January 5). *Pilot project offering free menstrual products in Winnipeg*

*facilities should be made permanent: Report* | CBC News. CBC/Radio Canada.

<https://www.cbc.ca/news/canada/manitoba/winnipeg-free-menstrual-products-1.7076236>

Maclean's. (2022, October 7). *Canada's best universities by reputation: Rankings 2023:*

*Maclean's education.* Canada's Best Universities by Reputation: Rankings 2023 | Maclean's Education. <https://education.macleans.ca/university-rankings/canadas-best-universities-by-reputation-rankings-2023/>

Madzarac, M. (2023, March 30). *Waterloo School of Pharmacy is changing the flow.* Waterloo

News. <https://uwaterloo.ca/news/waterloo-school-pharmacy-changing-flow>

Mallon, M. (2017, October 18). *This commercial actually shows period blood for the first*

*time-and that's a huge deal.* Glamour. <https://www.glamour.com/story/bodyform-commercial-period-blood-first-time>

Matti, M. (2022, March 1). *U of T launches project to provide free menstrual hygiene products*

*on St. George Campus.* University of Toronto. <https://www.utoronto.ca/news/u-t-launches-project-provide-free-menstrual-hygiene-products-st-george-campus>

McGill University. (2024). *McGill University.* <https://www.mcgill.ca/>

McLaren, & Padhee, M. (2021). A sexual and reproductive health rights approach to menstruation. *Gender and Development*, 29(1), 131–150.

<https://doi.org/10.1080/13552074.2021.1885218>

McMaster Okanagan Office of Health & Well-being. (2024). *McMaster period equity project.*

<https://okanagan.mcmaster.ca/initiatives/mcmaster-period-equity-project/>

McMaster Okanagan Office of Health & Well-being. (2024). *McMaster period equity project.*

<https://okanagan.mcmaster.ca/initiatives/mcmaster-period-equity-project/#tab-content-campus-resources>

McMaster University. (2024). *Getting Around*. Accessibility hub.

<https://accessibility.mcmaster.ca/getting-around/>

McMaster University. (2024). *McMaster University*. <https://www.mcmaster.ca/>

Nichol, N. (2021, October 21). *Why is DivaCup offering a paid menstrual leave policy?*. Prince

George Citizen. <https://www.princegeorgecitizen.com/highlights/why-is-divacup-offering-a-paid-menstrual-leave-policy-4539324>

Queen's University. (2024). *General support and Advocacy Resources*. Inclusive Queen's.

<https://www.queensu.ca/inclusive/resources/general>

Queen's University. (2023). *Sexual and Reproductive Health Resources*. Campus Wellness

Project. <https://www.queensu.ca/campuswellnessproject/sexual-and-reproductive-health-resources>

Queen's University Canada. (n.d.). *Queen's University Canada*. <https://www.queensu.ca/>

Raine, S. (2024, February 20). *What is "The Abject" & Abjection Theory?* Perlego Knowledge Base.

<https://www.perlego.com/knowledge/study-guides/what-is-abjection/>

Rodriguez, L. (2021, June 28). *The Tampon Tax: Everything You Need to Know*. Global Citizen.

<https://www.globalcitizen.org/en/content/tampon-tax-explained-definition-facts-statistics/>

Rodriguez, L. (2022, September 12). *Period poverty: Everything you need to know*. Global

Citizen. <https://www.globalcitizen.org/en/content/period-poverty-everything-you-need-to-know/>

Roosevelt, E. (2000). *Universal declaration of human rights*. Applewood Books.

Rupnik, C. (2020, May 5). *Queen's to stock free menstrual products on campus*. The Queen's

University Journal. <https://www.queensjournal.ca/queens-to-stock-free-menstrual-products-on-campus/>

Ryan, S., Ussher, J. M., & Hawkey, A. (2022). Mapping the abject: Women's embodied experiences of premenstrual body dissatisfaction through body-mapping. *Feminism & Psychology, 32*(2), 199–223. <https://doi.org/10.1177/09593535211069290>

Schmitt, M. L., Booth, K., & Sommer, M. (2022). A Policy for Addressing Menstrual Equity in Schools: A Case Study From New York City, U.S.A. *Frontiers in Reproductive Health, 3*, 25805–725805. <https://doi.org/10.3389/frph.2021.725805>

SFU News. (2021, May 5). *Giving period products to those in need*. SFU News - Simon Fraser

University. <https://www.sfu.ca/sfunews/stories/2021/05/giving-period-products-to-those-in-need.html>

Simon Fraser University. (n.d.). *Simon Fraser University*. <https://www.sfu.ca/>

Smith, L., & Gacimi, R. (2022). Bloody Burdens: Post-secondary Students and Menstruation on

Campus. *Atlantis: Critical Studies in Gender, Culture & Social Justice / Atlantis : Études Critiques Sur Le Genre, La Culture, et La Justice, 43*(1), 32–44. <https://doi.org/10.7202/1096955ar>

Statistics Canada. (2022, September 9). *Chart 1 average undergraduate tuition fees for*

*Canadian full-time students, by province or territory, 2022/2023.* Average undergraduate tuition fees for Canadian full-time students, by province or territory, 2022/2023.

<https://www150.statcan.gc.ca/n1/daily-quotidien/220907/cg-b001-eng.html>

Steinem, G. (2019). If Men Could Menstruate. *Women's Reproductive Health*, 6(3), 151–152.

<https://doi.org/10.1080/23293691.2019.1619050>

Teeling, K. (2022, January 10). *Students' union menstrual product dispensers help fight period*

*poverty.* The Gateway.

<https://thegatewayonline.ca/2022/01/students-union-menstrual-product-dispensers-help-fi>

[ght-period-poverty/](https://thegatewayonline.ca/2022/01/students-union-menstrual-product-dispensers-help-fi)

The Menstrual Health Project. (2024). *Menstrual health project.* Students' Society of McGill

University. <https://ssmu.ca/resources/menstrual-health-project/>

The Quad. (2022, October 20). *U of a launches all-gender washroom pilot program.*

<https://www.ualberta.ca/the-quad/2022/10/u-of-a-launches-all-gender-washroom-pilot-program.html>

The UBC Women's Centre. (n.d.). *Period Products.* Period products.

<https://womenscentre.ams.ubc.ca/portfolio/divacup/>

The University of British Columbia. (2023, March 31). *Inclusive Washrooms & change rooms.*

UBC Equity & Inclusion Office. <https://equity.ubc.ca/resources/gender-diversity/inclusive-washrooms-changerooms/>

The University of British Columbia. (n.d.). *The University of British Columbia*.

<https://www.ubc.ca/>

UBC Facilities: Building Operations. (2021, April 16). *Free menstrual products on campus*.

<https://buildingoperations.ubc.ca/2021/04/16/free-menstrual-products-on-campus/>

UNICEF. (n.d.). *Menstrual hygiene*. <https://www.unicef.org/wash/menstrual-hygiene>

UNICEF. (n.d.). *SDG goal 3: Good health and well-being*. UNICEF DATA.

<https://data.unicef.org/sdgs/goal-3-good-health-wellbeing/>

Université de Montréal. (2024). *Université de Montréal*. Version française.

<https://www.umontreal.ca/en/>

University of Alberta. (2024). *University of Alberta*. <https://www.ualberta.ca/index.html>

University of Alberta. (n.d.). *University of Alberta*.

[https://www.ualberta.ca/maps.html?l=53.522898,-113.525575&z=15&campus=north\\_campus&c=All-Gender%20Washrooms](https://www.ualberta.ca/maps.html?l=53.522898,-113.525575&z=15&campus=north_campus&c=All-Gender%20Washrooms)

University of Victoria. (n.d.). *Home - University of Victoria - University of Victoria*. UVic.ca.

<https://www.uvic.ca/>

University of Toronto. (2024, January 22). *Welcome to University of Toronto*.

<https://www.utoronto.ca/>

University of Toronto Mississauga. (2022). *Washrooms on campus*.

<https://www.utm.utoronto.ca/edio/washrooms-campus>

University of Waterloo. (2023, October 5). *All-gender washrooms list*. Office of Equity,

Diversity, Inclusion and Anti-racism. <https://uwaterloo.ca/equity-diversity-inclusion-anti-racism/washrooms-list>

University of Waterloo. (2024). *University of Waterloo Home*. Home | University of Waterloo.

<https://uwaterloo.ca/>

University of Victoria. (n.d.). *All-gender washrooms*. Accessibility.

<https://www.uvic.ca/info/accessibility/all-gender-washrooms/index.php>

Wilson, J. (2021, October 20). *Ontario-based employer offers paid menstrual leave*. Canadian

HR Reporter. <https://www.hrreporter.com/focus-areas/compensation-and-benefits/ontario-based-employer-offers-paid-menstrual-leave/360969>

Winter, L. (2019, June 8). *These are all the incredible ways period brands are reducing their*

*impact on the oceans - and we salute them!*. Glamour UK.

<https://www.glamourmagazine.co.uk/article/period-product-waste>

Women and Gender Equality Canada. (2023, December 4). *Menstrual Equity Fund Pilot*.

Women and Gender Equality Canada. <https://women-gender-equality.canada.ca/en/funding/menstrual-equity-fund.html>

World Bank Group. (2023, May 30). *Menstrual Health and hygiene*. World Bank.

<https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene>