

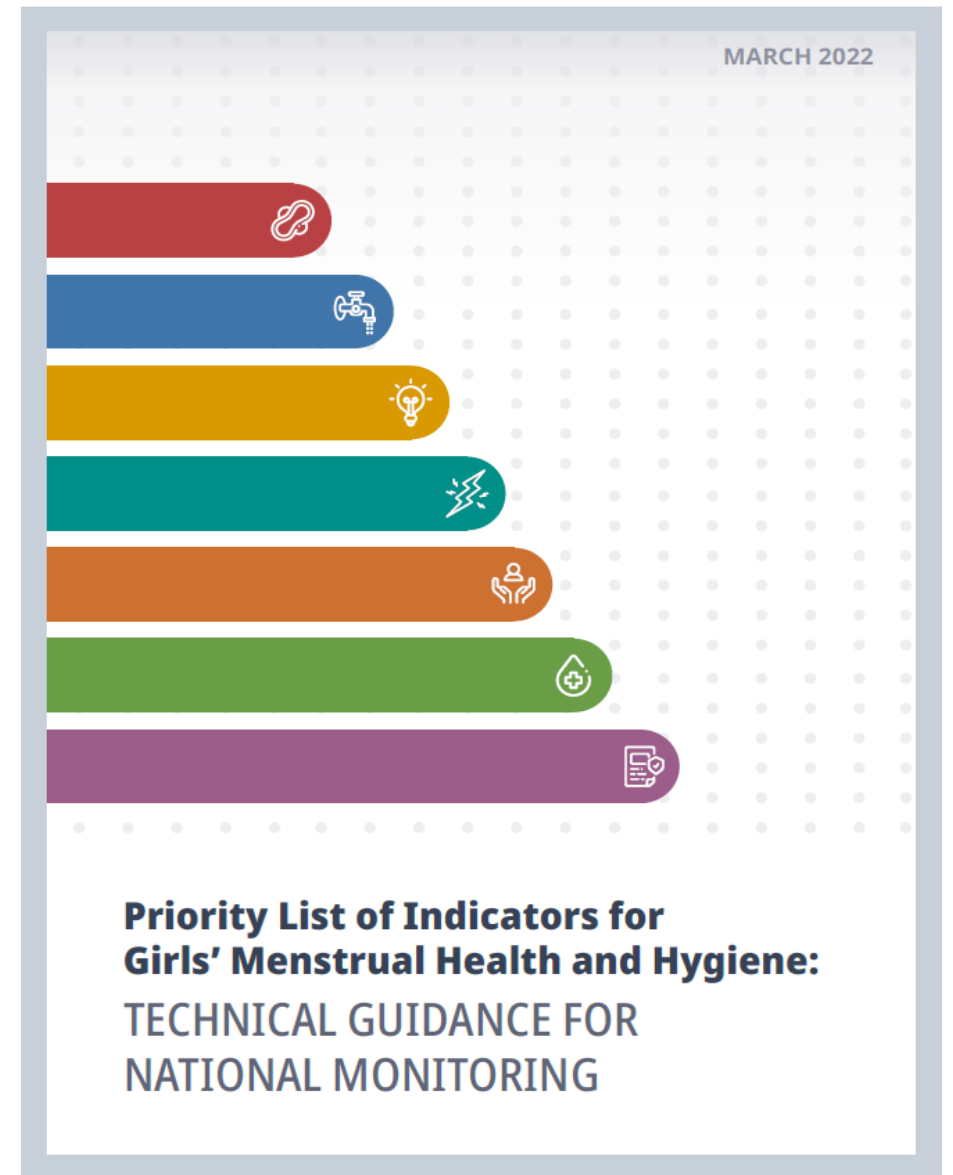
# Uptake of MHH Indicators and Measures

## Training to Use the INDIVIDUAL LEVEL Indicators

Core Menstrual Health & Hygiene Group

Developed March 2024

For: Enumerators and Field Teams



# The purpose of this training deck

1. Provide training materials that can be added to *Training of Trainer* and *Enumerator* training packages
2. Support high-quality implementation of key survey questions to monitor Menstrual Health & Hygiene in surveys with adolescent girls

**Note:** We assume this training module will be used within a training for a broader survey/monitoring tool into which MHH measures are integrated. Here we provide **only** training materials for the MHH survey measures, and not for broader ethical or other survey items.

*This training should always be added to more comprehensive training on undertaking surveys with adolescent girls, ethics, and child protection*

# Target Audience

- Measurement and monitoring experts, from:
  - Bureau of national statistics
  - Non-governmental organizations (NGOs)
  - Researchers
  - Global monitoring bodies
- Teams training enumerators
- Enumerators



# Training Objectives

1. Review girls' survey indicators

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  2. Explain why asking about menstruation is important

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  3. Underscore the importance of enumerator role

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  4. Clarify Sensitivities around menstruation

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  5. Provide key terms, considerations, and activity or discussion for each survey question  
***Note:** Slides should be adapted to include only the questions included in the survey, and use local translations*
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# Objective 1: Review Girls' Survey Indicators





# Individual-Level MHH Indicators

**Indicator 1:** % of girls who reported having enough menstrual materials during their last menstrual period.

**Indicator 3:** % of girls who reported changing their menstrual materials during their last menstrual period when at school.

**Indicator 4:** % of girls who changed their menstrual materials at school in a space that was clean, private, and safe during their last menstrual period.

**Indicator 8:** % of students (male/female) who have ever received education about menstruation in primary and secondary school.

**Indicator 9:** % of females who know about menstruation prior to menarche.

**Indicator 10:** % of females with correct knowledge of the fertile period during the ovulatory cycle.



# Individual-Level MHH Indicators

**Indicator 15:** % of girls who report that they were able to reduce their menstrual (abdominal/back/cramping) pain when they needed to during their last menstrual period.

**Indicator 16:** % of girls who would feel comfortable seeking help for menstrual problems from a health care provider.

**Indicator 17:** % of girls who have someone they feel comfortable asking for support (advice, resources, emotional support) regarding menstruation.

**Indicator 18:** % of girls who report a menstrual period does not impact their day.

**Indicator 19:** % of girls whose class participation was not impacted by their last menstrual period.

## **Objective 2: Explain Why Asking About Menstruation is Important**





# Objective 2: Why Ask About menstruation?



**Menstruation: occurs 65 days of the year for an average girl**

## **Shame, distress, and girls' mental health**

*"I feel bad because I might be washing it where people are and also flies might be following me where am washing them and I will be ashamed."*

**Girl student, Kenya**

## **Physical health and discomfort**

*"The experience I had was ugly, no way...!!! Today I feel embarrassed; They didn't let me take a bath, I went ten days without bathing, my mother didn't let me, I didn't have to eat chili, lemon, egg, milk; I only ate beans."*

**Girl student, El Salvador**

## **Education & participating in daily life**

*"We think about leaking, stains, when we sit in the chair one hour until the lesson is over... hoping that the teacher will not ask us to stand up. We sit without understanding, and if a teacher tells us to stand up and repeat what she has just explained, we do not know what to answer."*

**Girl Student, Kyrgyzstan**

## **Gender equality**

*"Girls with menstruation should not cross any spring. So because of that there is major (school) absenteeism"*

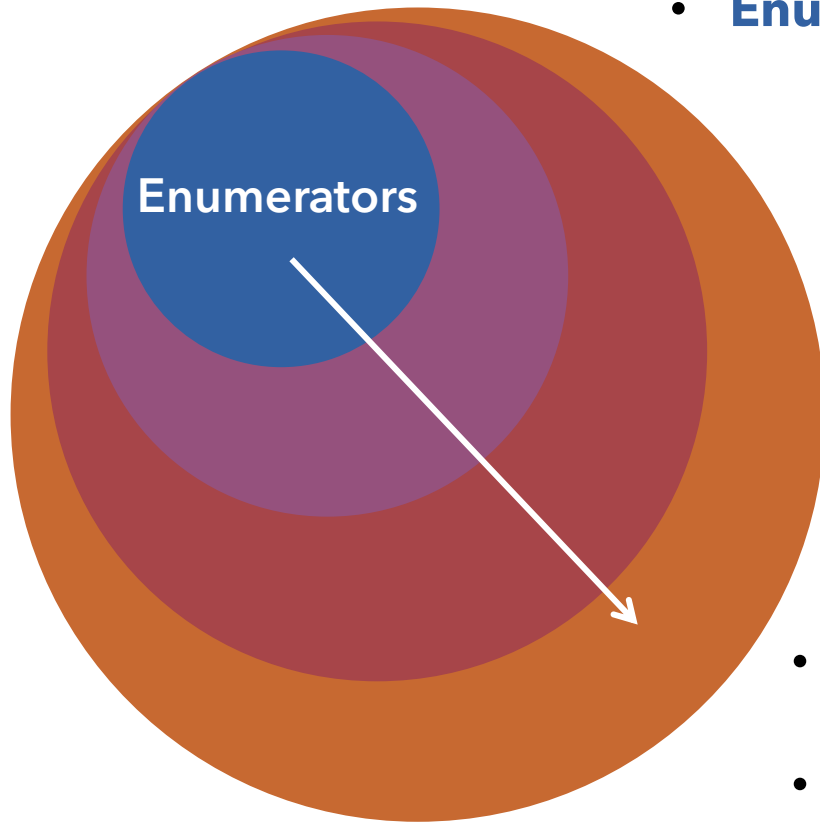
**Parent, India**

# **Objective 3: Underscore the Importance of Enumerator Role**



# Objective 3: Importance of Enumerator Role

**Enumerators impact national and global understanding and action for years.  
The data is only as good as the way it is collected, or the questions asked.**



- **Enumerators** ask survey participants to share their true experiences
- **Data collection** teams collect the views and experiences of many girls
  - Accurate data tells **policy makers** where and which girls are experiencing difficulties
  - **Advocates** have accurate and reliable data to lobby for government action
- **Policies and programs** target the right challenges for girls who need them most
- **Data is pooled around the world**, and is used to gain more funding to support MHH

# Objective 3: Importance of Enumerator Role

## *(continued)*



### **Discuss in pairs/groups**

#### **What are the consequences for girls if:**

1. Enumerators have different understandings of the questions they are asking?
2. Participants do not provide responses that truly reflect their experience?

**Note:** Girls will be asked questions about events that happened many months ago. Girls may not fully remember events if they were too long ago, which may mean girls provide inaccurate information/answers (recall bias).

# Objective 4: Clarify Sensitivities Around Menstruation





# Objective 4: Sensitivities Around Menstruation

## **Imagine:**

You are 14 and living in a rural village.  
A woman you have never met from [capital city] pulls you aside.  
She starts asking you about your menstrual period.

**How do you feel?**

**What would help you feel more comfortable?**



# Objective 4: Sensitivities Around Menstruation

**1. Privacy:** Menstruation is a sensitive topic that is personal, therefore girls may feel stressed if others can hear.

**Considerations for interviews:**

- Find a comfortable and private space
- Be aware of windows, others coming in and out of the space, pause the interview if there are others nearby

**2. Shame & comfort:** If you, as an enumerator, are uncomfortable using the words in the question, or asking about menstruation, then your participant will feel uncomfortable too.



## Objective 4: Sensitivities Around Menstruation (continued)

- 3. Do no harm:** Through the survey we check if a girl has had her first period to see if she is eligible to answer some questions about her experience. A girl may not want others to know she has her period. This means we don't ask publicly if a girl has her period, and we keep this information confidential.
- 4. Child protection:** It is important for all enumerators to know how to handle any reports of abuse or sensitive information. Enumerators may be seen as a trusted person, and all enumerators should go through a child protection training.



**Objective 5:  
Provide Key Terms, Considerations,  
and Activity or Discussion  
for Each Survey Question**





# KEY TERM: “Last Menstrual Period”

**Key Term:** “Last menstrual period” refers to the most recent time a girl menstruated. We ask about the “last” or “most recent” menstrual period as we want to know what her experience is like now and because more recent events are easier to remember.

- Questions in **Indicators 1, 15, 19** ask the participant to recall events during her “last” or “most recent” menstrual period.

**Challenges** for girls:

who have their period at the time of the survey	asking about the “last” or “most recent” period can be confusing
who are in the first or second day of their period	ask them to report on the <b>previous</b> full period
who are on the third or later day of their period	ask them to report on their <b>current</b> period



# KEY TERM: “*Last Menstrual Period*”

*(continued)*

## **Discuss in pairs/groups:**

- Can you remember your last menstrual period?
- What might help a girl remember her experience during her most recent period?



# KEY TERM: “Menstrual Materials”

**Key Term:** “Menstrual materials” refers to **all the things that a girl might use to absorb or collect her menstrual blood**. Girls may use different materials based on their preferences, needs, and what they have access to.

- Questions in **Indicators 1, 3, and 4** ask girls about their “menstrual materials” or the places they use to change their “menstrual materials”

**Note:** We use a general term, “menstrual materials” because we do not want to make any girl feel as if she is using the “wrong” materials, or to ask about materials that girls may not use.



# KEY TERM: “Menstrual Materials”

*(continued)*

## **Discuss in pairs/groups:**

- What do you think are the most common materials girls use? What else?
- What are the local names for products?

## **Consider:**

- Disposable pads
- Reusable pads
- Cloth
- Tampons
- Menstrual cups
- Tissue or toilet paper
- Cotton
- Other

# MHH DOMAIN: MATERIALS



**Indicator 1:** % of girls who reported having enough menstrual materials during their last menstrual period.



## Survey Question:

During your last menstrual period, did you have enough menstrual materials to change them as often as you wanted to?

**Responses:** Yes; No; Don't Remember

## Discuss in pairs/groups:

- Why is it important to understand if a girl has enough materials for her menstrual period?
- Why might a girl not have enough materials?



## Survey Question:

During your last menstrual period, did you have enough **menstrual materials** to change them as often as you wanted to?

**Responses:** Yes; No; Don't Remember

## Understanding the question: "menstrual materials"

**Key Term:** "Menstrual materials" refer to **all the things that a girl might use to absorb or collect her menstrual blood.**

**Note:** Depending on your context and language, there may be a term for "menstrual materials" that is easy to understand. If there is not, it is important to provide examples when asking questions.

**For example:** Did you have enough menstrual materials, that is, enough of the things you use to absorb or collect menstrual blood like pads, cloth, cotton or tissue, to change them as often as you wanted to?





## Survey Question:

During your last menstrual period, did you have **enough menstrual materials** to **change them as often as you wanted to?**

**Responses:** Yes; No; Don't Remember

### Yes

"**Yes**, there are many girls in our house. My mother keeps a supply of pads and we can go and get them whenever we run out."

"**Yes**, the school provides a packet of pads each month, if I run out my aunt has a supply of cloth which I use at home."

### No

"**No**, I have some reusable pads, but once I use them, I have to wait until they dry. So I use them for longer than I'd like to make sure I don't run out."

"**No**, I use toilet paper on top of my pads to make them last longer. Sometimes it runs out"

### "Sometimes" (should be coded "No")

"When I'm at home I have lots of cloth. I save pads for going to school. I wear a pad all day so I have enough for my period."

"Usually I do, but last month there were no pads at the store"

**Note:** Only check 'yes' if a girl reports having enough materials all of the time

# MHH DOMAIN: WASH



**Indicator 3:** % of girls who reported changing their menstrual materials during their last menstrual period when at school.



## Survey Question:

The last time you attended school during your menstrual period, did you change your menstrual materials at school?

**Responses:** Yes; No

## Discuss in pairs/groups:

Why is it helpful for us to understand if girls change at school?

## Understanding the question: “Last time you attended school during your period”

- In many survey questions we ask about girls’ last menstrual period. However, she may have menstruated during school holidays.
- To make sure this question is relevant to as many girls as possible, we ask about the last time she *was at school* during her period.
- If she never attends school during her period, a *no response or not applicable* response should be used.



## Survey Question:

The last time you attended school during your menstrual period, did you **change your menstrual materials** at school?

**Responses:** Yes; No

**Key Term:** “Changing materials” refers to **removing a used material** (e.g., pad) and **replacing** it with fresh absorbent

- If the girl used menstrual cup, this refers to when she emptied it

**Note:** Depending on your context and language, there may be a term for “menstrual materials” that is easy to understand. If there is not, it is important to provide examples when asking questions:

**For example:** Did you change your menstrual materials, that is, did you change the materials you use to absorb or collect menstrual blood like pads, cloth, cotton or tissue, at school?



## **Survey Question:**

The last time you attended school during your menstrual period, did you change your menstrual materials **at school**?

**Responses:** Yes; No

**Key Term:** “Changing materials” refers to **any location on the school grounds**, for example:

- The school toilet or sanitation facility
- Another room in the school
- Behind the sanitation facility in the bushes on the school grounds
- The teacher’s toilet at school

# MHH DOMAIN: WASH

Indicator 3



## Survey Question:

The last time you attended school during your menstrual period, **did you change your menstrual materials at school?**

**Responses:** Yes; No

### Yes

**"Yes,** during the lunch break I changed my pad in the school toilet"

**"Yes,** on days when my flow is heavy I ask to go to the latrine during class and I change my cloth"

### No

**"No,** the toilets at school don't have doors that lock, I prefer to wait until I get home"

**"No,** I go home at lunch time to change my pad at home"

### **"Sometimes"** *(should be coded "Yes")*

**"During my last period. Just one day I changed at school. On the other days I waited until I got home"**

**Note:** check 'yes' if the girl changed her materials at school once or more

# MHH DOMAIN: WASH



**Indicator 4:** % of girls who changed their menstrual materials at school in a space that was clean, private, and safe during their last menstrual period.



**Survey Question:** *Among girls who changed at school we ask...*

Was the place that you changed your menstrual materials clean?

**Responses:** Yes; No

Did you worry that someone would see you while you were changing your menstrual materials?

**Responses:** Yes; No

Did you feel safe while you were changing your menstrual materials?

**Responses:** Yes; No

**Discuss in pairs/groups:**

Why is it important to understand if girls use places at school that are clean, private and safe to change their menstrual materials (e.g., pads, cloth, tissue)?





**Survey Question:** *Among girls who changed at school we ask...*  
Was the **place** that you changed your menstrual materials **clean**?

**Responses:** Yes; No

**Key Term:** "Place"

We intentionally use "place" in English so as not to imply a specific location. For example, not to assume a girl uses the sanitation facility when she may use a washing space or a spare room.'

**Key Term:** "Clean"

Girls decide for themselves if they consider the space clean. Girls may evaluate the same space differently.

# MHH DOMAIN: WASH



**Indicator 3:** % of girls who reported changing their menstrual materials during their last menstrual period when at school.

**Indicator 4:** % of girls who changed their menstrual materials at school in a space that was clean, private, and safe during their last menstrual period.

# MHH DOMAIN: WASH

Indicator 3 and 4



**Survey Question:** *Among girls who changed at school we ask...*  
Was the **place** that you changed your menstrual materials **clean**?

**Responses:** Yes; No

## Yes

**“Yes**, we have a room at the school that is just for girls and it is clean”

## No

**“No**, there is often urine on the floor of the sanitation facility”

**“No**, the sanitation facility does not lock, so I change my pads behind it. But there is a lot of mud”

## **“Sometimes”** *(should be coded “No”)*

“At the start of the day the latrine is clean, but by the time I use it during the lunch break everyone has walked mud onto the floor”

**Remember:** girls should consider their *most recent* period at school.

**Note:** check ‘yes’ only if the place was *always* clean during the last period



**Survey Question:** *Among girls who changed at school we ask...*

Did you **worry that someone would see you** while you were changing your menstrual materials?

**Responses:** Yes; No

**Key Term:** "Worry that someone would see you"

- **Worry:** to feel anxious or troubled about an actual or potential problem
- We ask about girls' worries to understand if they feel they have privacy to change their menstrual materials. We do not ask if someone could actually see them, but if they were worried.
- Girls may be worried someone will see them if they feel embarrassed changing their materials even if the chance someone can see them is small
- Some girls may know that others could see them, but are not worried about it - for example only their sister or another girl might see and this does not disturb the girl.

**Remember:** girls should consider their *most recent* period at school.

# MHH DOMAIN: WASH

Indicator 3 and 4



**Survey Question:** *Among girls who changed at school we ask...*

Did you **worry that someone would see you** while you were changing your menstrual materials?

**Responses:** Yes; No

## Yes

“**Yes**, we have a room at the school that is just for girls but it doesn’t have a lock and others can walk in”

“**Yes**, I try to hide in the trees behind the school but if someone else is nearby they might see me”

## No

“**No**, the sanitation facility is for girls and has stalls with doors, I’m not worried someone is going to see me.”

“**No**, we can use the teacher’s office which has a lock on it when we need to change our pads”

## “Sometimes” (should be coded “Yes”)

“I usually go to change during class so I am not worried. But if I change during a break time I am worried that someone will see me through the cracks in the latrine door”

**Note:** check ‘no’ only if the if a girl *never* worries that someone might see her



**Survey Question:** *Among girls who changed at school we ask...*  
Did you **feel safe** while you were changing your menstrual materials?

**Responses:** Yes; No

**Key Term:** "Feel safe"

- Note, in English "safe" can refer to physical *and* psychological safety and a feeling of calm. This is not the case in many languages which have different words distinguishing physical safety and other feelings of safety.
- In this item, we aim to capture concerns about **physical harm**.
- As with privacy, this question does not ask if a participant was harmed or unsafe, but if they felt safe.

**Discuss in pairs/groups:**

Why might girls not feel safe changing their menstrual materials at school?

**Remember:** girls should consider their *most recent* period at school

# MHH DOMAIN: WASH

Indicator 3 and 4



**Survey Question:** *Among girls who changed at school we ask...*  
Did you **feel safe** while you were changing your menstrual materials?

**Responses:** Yes; No

## Yes

**"Yes**, why wouldn't I feel safe? No one at school would hurt me"

**"Yes**, I worry that other girls might see me, but no one would hurt me, they would only say mean things"

## No

**"No**, the latrine is far, I worry someone will follow me"

**"No**, there is no clean place to change at school so I find a place in the trees, but anyone could be nearby and could harm me"

## "Sometimes" (should be coded "No")

"My last period it was the rainy season. When it is raining heavily, we get scared the roof will cave in."

**Note:** check 'yes' only if a girl *always* feels safe

# MHH DOMAIN: KNOWLEDGE



**Indicator 8:** % of students (male/female) who have ever received education about menstruation in primary and secondary school.





## Survey Question:

Have you ever received education about menstruation (in school)?

**Responses:** Yes, in primary school;

Yes, in secondary school;

Yes, in primary and secondary school;

No, did not receive education about menstruation in school

- We ask this question to males and females in our survey
- Our survey will ask separately about the participants' gender

## Discuss in pairs/groups:

- Why would we be interested to understand if young people have learned about menstruation?
- Why would we be interested to know what school level they learned about menstruation?
- Why would we be interested in whether boys have learned about menstruation?



## **Survey Question:**

Have you ever received education about menstruation (in school)?

**Responses:** Yes, in primary school;

Yes, in secondary school;

Yes, in primary and secondary school;

No, did not receive education about menstruation in school

## **Key Term:** “Education about menstruation”

- This includes if any information that was provided at school, through any method, about menstruation.
- This *may* include content about menstruation in a biology class, as part of life skills education, a special session or video given at the school, or printed materials provided to students as part of the school providing information about menstruation.

# MHH DOMAIN: KNOWLEDGE



**Indicator 9:** % of females who know about menstruation prior to menarche.



## **Survey Question:**

Before you had your first menstrual period, did you know about menstruation?

**Responses:** Yes; No; I don't remember

## **What we want to know:**

% of females who know about menstruation prior to menarche



## Survey Question:

Before you had your first menstrual period, did you **know about menstruation**?

**Responses:** Yes; No; I don't remember

**Key Term:** "Knowing about menstruation"

- "Knowing about menstruation" means:
  - A girl knows that bleeding from the genitals/vagina is something that is normal for adolescent girls and women
  - An adolescent girl was aware this bleeding would happen to her **before** she sees blood for the first time



## **Survey Question:**

Before you had your first menstrual period, did you know about menstruation?

**Responses:** Yes; No; I don't remember

## **Key Term:** "Knowing about menstruation"

- It does not imply that she had more information than this (e.g., the origin of menstrual blood or reproductive anatomy)
- If a girl had her first menstrual period and did not know what is happening to her, and did not know that this would happen, then she did not know about menstruation before her first period.
  - In providing explanation to participants, an enumerator may say something like "when you had your first period/saw the blood, did you know this was going to happen to you?" and "did you know what it was?"



## Survey Question:

Before you had your first menstrual period, did you know about menstruation?

**Responses:** Yes, No, I don't remember

## Why is it important for girls to know about menstruation before their first period?

*"I was so scared actually I thought it was a disease that had attacked me. I thought I was going to lose my life at any moment because it was really scary to start bleeding from down there. I thought I was going to die" (Adolescent Girl, Uganda\*)*

By measuring if girls knew about menstruation before their first period, we can understand if parents or schools are providing information in time to prevent girls feeling distressed at menarche

\*Miro et al. BMC Women's Health. 2018;18(1):4-9.



## **Survey Question:**

From one menstrual period to the next, are there certain days when a woman is more likely to become pregnant?

**Responses:** Yes, No, I don't remember

## **Survey Question:**

If yes, is this time just before her period begins, during her period, right after her period has ended, or halfway between two periods?

**Responses:** Just before her period begins; During her period; Right after her period has ended; Halfway between two periods



# MHH DOMAIN: KNOWLEDGE



**Indicator 10:** % of females with correct knowledge of the fertile period during the ovulatory cycle.



## Survey Question:

- a. From one menstrual period to the next, are there certain days when a woman is more likely to be become pregnant?
- b. If **YES**, is this the time just before her period begins, during her period, right after her period has ended, or halfway between periods?

- These two questions serve to test if girls know about the links between the menstrual cycle and fertility.
- These same questions have been used around the world to test if adolescents and adults have knowledge about the menstrual cycle.

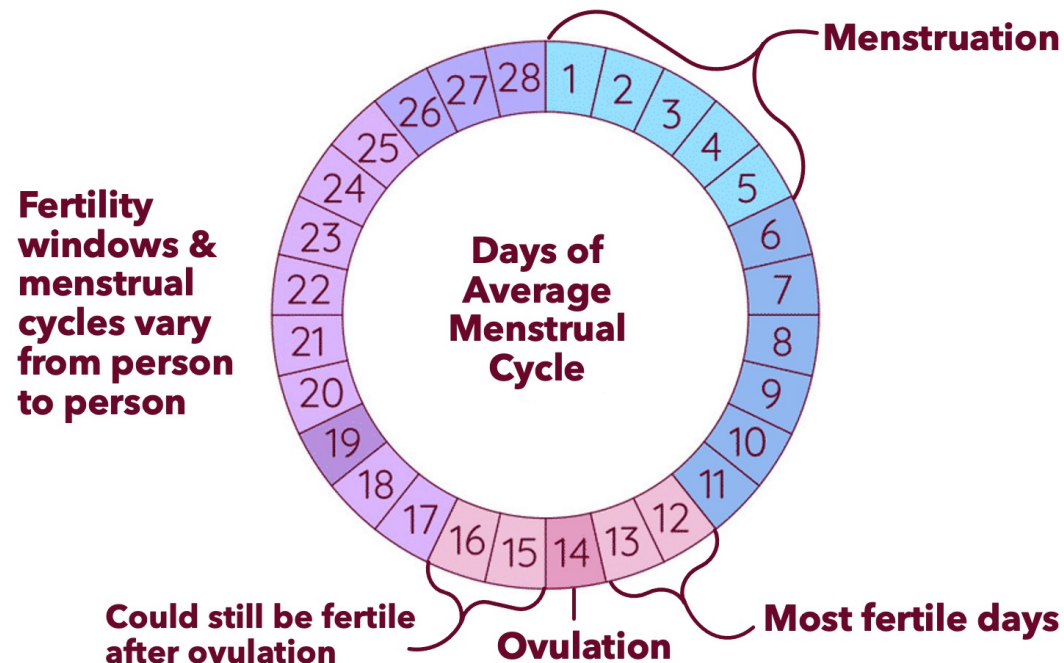
**Note:** only ask part “b” if a participant responds that there *is* a time that a woman is more likely to become pregnant.



## Survey Question:

- a. From one menstrual period to the next, are there certain days when a woman is more likely to be become pregnant?

**Responses:** Yes; No; Don't know



- The average menstrual cycle lasts around 28 days.
- Women ovulate once per menstrual cycle, on average at day 14.
- Because sperm can live for a few days, a woman is most likely to become pregnant if she has sex in the few days before or the day of ovulation



## Survey Question:

- From **one menstrual period to the next**, are there certain days when a woman is more likely to become pregnant?

**Responses:** Yes; No; Don't know

- If a participant does not know how a woman becomes pregnant, then it may be difficult for them to understand the question. Here it is appropriate to use the "Don't know" option and move on in the survey.
- **Key Term:** "From one menstrual period to the next" means, over the month or over the menstrual cycle, are there days when pregnancy is more likely.

**Note:** this question does not ask about sex or assume that an adolescent knows how a woman becomes pregnant.



## Survey Question:

b. If YES, is this the time just before her period begins, during her period, right after her period has ended, or halfway between periods?

**Responses:** Yes; No; Don't know

Only if a participant responds that there *is* a time that a woman is more likely to become pregnant are they asked the second part of the question.

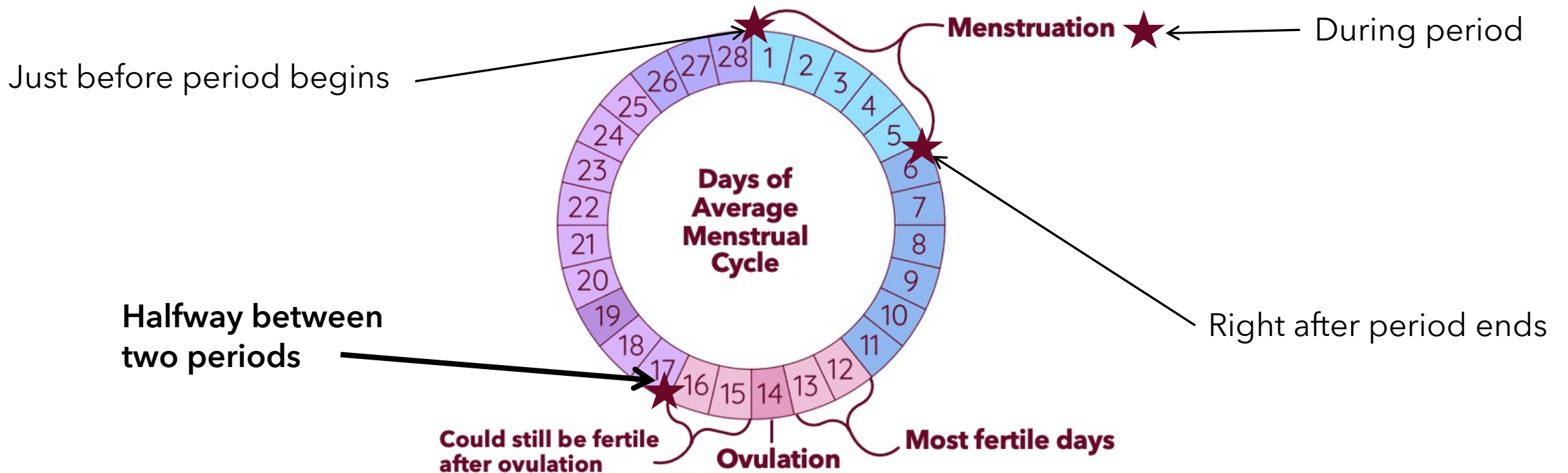
For Part "B" response options are long. It is important to repeat the options to participants and speak slowly and clearly to avoid confusion.



## Survey Question:

b. If YES, is this the time just before her period begins, during her period, right after her period has ended, or halfway between periods?

**Responses:** Yes; No; Don't know



# MHH DOMAIN: DISCOMFORT/DISORDERS



**Indicator 15:** % of girls who report that they were able to reduce their menstrual (abdominal/back/cramping) pain when they needed to during their last menstrual period.

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 15



## Survey Question:

Were you able to reduce your menstrual (menstruation-related) pain during your last menstrual period when you needed to?

**Responses:** Yes; No; I didn't need to reduce pain during my last period

## Discuss in pairs/groups:

Why is it important to understand if girls are able to reduce their menstrual pain?

This question is asked to all participants. Participants who did not experience any pain should be recorded against this option.

- **Yes:** is used for girls who experienced pain and were able to reduce it
- **No:** is used for girls who experienced pain but were not able to reduce it

**Remember:** Girls should consider their *most recent* period





## Survey Question:

Were you able to reduce your menstrual (menstruation-related) pain during your last menstrual period **when you needed to**?

**Responses:** Yes; No, I didn't need to reduce pain during my last period

## Discuss in pairs/groups:

- Why do we ask if girls could reduce pain when they needed to?
- What pain might girls experience during their period?
- What strategies do girls use to reduce pain?
- Do you think these are effective?

**Remember:** girls should consider their *most recent* period

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 15



## Survey Question:

Were you able to reduce your menstrual (menstruation-related) pain during your last menstrual period **when you needed to?**

**Responses:** Yes; No, I didn't need to reduce pain during my last period

### Yes

"**Yes**, when I am in pain during my period I take medicine from the pharmacy and my cramping reduces."

"**Yes**, I do stretches which help the cramping in my lower back to stop."

### No

"**No**, I tie a cloth tightly around my waist when I have cramps, but it doesn't make the pain less."

"**No**, I don't do anything to reduce the pain, I just rest"

### "Sometimes" (should be coded "Yes")

"Sometimes when I rest the pain reduces, but other times it does not."

"I use a hot water bottle when my cramping is bad, it reduces the pain a little bit"

**Remember:** if a girl was able to reduce *any* pain, this is a 'yes' response

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 16



**Indicator 16:** % of girls who would feel comfortable seeking help for menstrual problems from a health care provider.

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 16



## Survey Question:

If you had a **concern about your menstrual period**, would you **feel comfortable seeking help** from a health care provider such as a school nurse, community health worker, or doctor?

**Responses:** Yes; No

## **Key Term:** "A concern about your menstrual period"

- This refers to any problem a girl would have, concerning missed, light, heavy periods, experiencing break-through bleeding, having pain that cannot be controlled, or any other problem that she needs guidance on

## **Key Term:** "Feeling comfortable seeking help"

- This refers to a girl saying that she would be able to seek help without feeling distress, discomfort, anxiety, or stigma when seeking guidance
- "Feeling comfortable" refers to psychological / emotional comfort (not physical) (e.g., feeling free, not feeling embarrassed, feeling calm/safe to ask for something they need)

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 16



## Survey Question:

If you had a **concern about your menstrual period**, would you **feel comfortable seeking help** from a health care provider such as a school nurse, community health worker, or doctor?

**Responses:** Yes; No

### Yes

**“Yes**, I feel comfortable. I have a nurse at school I have talked to about cramping during my period.”

**“Yes**, I think if I had a problem I would feel OK to talk to a doctor.”

### No

**“No**, we only have a male doctor in our village, and I could never talk to him about menstruation.”

**“No**, menstruation is embarrassing, I would feel ashamed to talk to someone about it”

# MHH DOMAIN: DISCOMFORT/DISORDERS

Indicator 16



## Survey Question:

If you had a concern about your menstrual period, would you feel comfortable seeking help from a health care provider such as a school nurse, community health worker, or doctor?

**Responses:** Yes; No

## Discuss in pairs/groups:

Do you think girls in your community would feel comfortable seeking help from a health care provider?

# MHH DOMAIN: SUPPORTIVE SOCIAL ENVIRONMENT



**Indicator 17:** % of girls who have someone they feel comfortable asking for support (advice, resources, emotional support) regarding menstruation.

# MHH DOMAIN: SUPPORTIVE SOCIAL ENVIRONMENT



## Indicator 17

### **Survey Question:**

Do you have someone who you would **feel comfortable asking for support** (advice, resources, emotional support) for your period if needed?

**Responses:** Yes; No; Not applicable/do not need

**Key Term:** "Feel comfortable"

### **Discuss in pairs/groups:**

What does it mean for a girl to feel comfortable to ask for support?  
Who might girls feel comfortable asking for support from?

**Key Term:** "Ask for support"

### **Discuss in pairs/groups:**

What kind of support might adolescent girls need during their period?



# MHH DOMAIN: SUPPORTIVE SOCIAL ENVIRONMENT



## Indicator 17

### Survey Question:

Do you have someone who you would feel comfortable asking for support (advice, resources, emotional support) for your period if needed?

**Responses:** Yes; No; Not applicable/do not need

### Yes

"**Yes**, I can talk to my aunty about my period, she teaches me what I can use and how I can reduce pain during my period."

"**Yes**, I feel confident to ask my father if I need more pads and he will buy them from the store."

### No

"**No**, I live with only my mother and its embarrassing to talk to her about periods. I feel uncomfortable when I need to ask her questions."

"**No**, I could not ask someone at home, and we have male teachers. There isn't anyone I talk to about menstruation"

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



**Indicator 18:** % of girls who report a menstrual period does not impact their day.

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



Indicator 18

## **Survey Question:**

Getting my period does not impact my day.

**Responses:** Yes; No

## **Discuss in pairs/groups:**

- Why might we want to know if menstruation is impacting girls?
- Does menstruation impact your day?
- How? Would you consider this a disruption? How would you respond to this question?

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



Indicator 18

## Survey Question:

Getting my period does not impact my day.

**Responses:** Yes; No

**This question asks whether girls agree or disagree with the statement “What does it mean for menstruation to ‘impact your day’?”**

- This question seeks to capture if menstruation has any meaningful *negative* impact on girls’ daily life.
- This impact might be emotional, social, or physical. For example, a girl might be anxious menstrual blood will leak from her pad, or she might experience cramping during her period.
- Girls for whom periods do not “impact my day” may report that days she has her period are very similar to days that she does not have her period. She doesn’t notice a meaningful “impact” or “difference” in her life because of her period.

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



Indicator 18

## Survey Question:

Getting my period does not impact my day.

**Responses:** Yes; No

### Yes

**“Yes**, when I have my period I am in pain and it is hard to do things as I normally would.”

**“Yes**, during my period I am worried other people will know I am menstruating.”

### No

**“No**, I do all the same things when I have my period, it doesn’t make a difference to me.”

**“No**, I feel comfortable to do all the same things during my period”

### **“Sometimes”** *(should be coded “Yes”)*

“Sometimes I have pain, which means I’m not able to go to school.”

“It is OK if I am at home, but if I have to go to school I sit very carefully and worry my pad might leak in front of my friends”

**Note:** if a girl feels menstruation negatively impacts her day (at all), this is a ‘yes’ response

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



**Indicator 19:** % of girls whose class participation was not impacted by their last menstrual period.

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



Indicator 19

## Survey Question:

During your most recent period, did you have trouble participating in class due to your period?

**Responses:** Yes; No

## Note this is a negative question:

- **Yes:** means the girl did have trouble participating
- **No:** means no trouble, that she can attend and participate as normal during her period

**Remember:** girls should consider their *most recent* period at school

# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



## Indicator 19

### **Survey Question:**

During your most recent period, did you have trouble participating in class due to your period?

**Responses:** Yes; No

### **Discuss in pairs/groups:**

Why might girls have trouble participating due to their period?

- Did not come to school because of menstrual pain
- Feeling distracted worrying if her pad or cloth might leak
- Cramping/pain and hiding that she is in pain
- Feeling fatigued during menstruation
- Not wanting to stand to answer a question in case she has leaked

- Feeling embarrassed or shy during menstruation
- Not wanting to sit next to others in case of odor
- Left school to change her menstrual materials at home



# MHH DOMAIN: MENSTRUAL HEALTH IMPACTS



## Indicator 19

### Survey Question:

During your most recent period, did you have trouble participating in class due to your period?

**Responses:** Yes; No

### Yes

**“Yes.** When I have my period I do not answer questions in class as I worry the teacher will ask me to stand up.”

**“Yes.** On the first two days of my period, I have bad cramping, and I’m not able to come to school.”

### No

**“No.** When I have my pad in place, I can run, I can do anything.”

**“No.** I come to school and participate in class just as on days when I don’t have my period”

### “Sometimes” (should be coded “Yes”)

“My period started unexpectedly, so I had to travel home to get my pads. I missed one class.”

“On one day I had pain and it was difficult to concentrate”

**Note:** if a girl reports menstruation has negatively impacted her participation (at all), this is a ‘yes’ response

# Additional Resources

## Key resources:

- **Additional Training:** [Training to use the SCHOOL LEVEL indicators](#)
- **Guidance:** [Priority List of Indicators for Girls' MHH: Technical Guidance for National Monitoring](#)
- **Guidance summary:** [Priority List of Indicators for Girls' MHH: Technical Guidance for National Monitoring](#)
- **Guidance:** [Integrating MHH Indicators into Research and Program Monitoring](#)

## For detailed monitoring definitions and tool on WASH:

WHO, UNICEF. Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals. Geneva; 2018.

Available [here](#)

## For questions regarding these resources, contact:

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[bit.ly/3OaRdKx](https://bit.ly/3OaRdKx)

All resources available  
above, scan or click