



WASH in Schools Empowers Girls' Education

Tools for Assessing Menstrual Hygiene Management in Schools



EMORY
UNIVERSITY

Center for
Global Safe Water



WASH in Schools fosters social inclusion and individual self-respect. By offering an alternative to the stigma and marginalization associated with hygiene issues, it empowers all students – and especially encourages girls and female teachers. In recognition of the positive impact on girls' school attendance and achievement, initiatives around the world are addressing adolescent girls' menstrual hygiene management (MHM) needs through WASH in Schools programming. Such interventions are increasingly implemented in both development and humanitarian emergency contexts.

In 2012, UNICEF and the Center for Global Safe Water at Emory University initiated a programme to support collaborative research focused specifically on exploring the MHM barriers faced by female students in Bolivia, the Philippines, Rwanda and Sierra Leone. The project includes developing or strengthening MHM-related programming in schools in those countries. Emory University sent research fellows to work with UNICEF and its in-country WASH in Schools partners on the programme. The assessment results are now published as a series of reports.

The menstrual hygiene management research programme was conceived by Bethany Caruso and Matthew Freeman, Emory University, and Therese Dooley and Murat Sahin, UNICEF New York. The data collection tools were created by Bethany Caruso, Jeanne L. Long, Sarah E. Yerian, Jacquelyn Haver, Gauthami Penakalapati, Anna Ellis, Alexandra Fehr, Karen L. Andes and Matthew Freeman, Emory University. This report was written by Bethany Caruso.

All of the tools presented here are meant to be used and adapted for assessments around the world. For more information on adapting the MHM tools for your context, contact Bethany Caruso, bcaruso@emory.edu, or Murat Sahin, msahin@unicef.org.

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Introduction

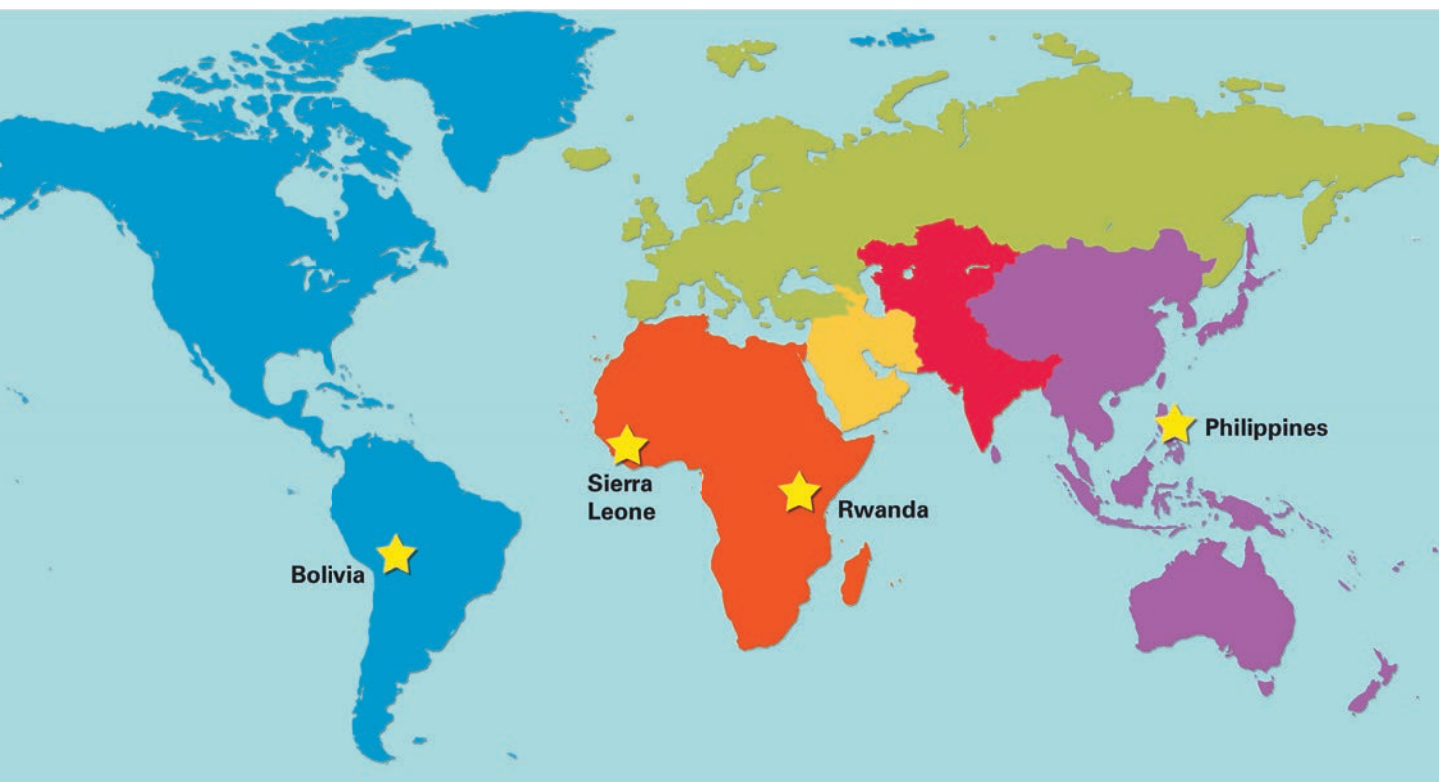
“What is known by her parents is that she is studying well, but this is not the truth, because of what is happening to her when she has her period at school.” – Girl, FGD, Philippines

All children have the right to attend school and be actively engaged in their education without obstacles. Child-friendly environments are necessary for all children to thrive while at school. Creating and sustaining an enabling environment for children requires that their needs are known and met.

Girls who are menstruating often do not have their needs fully met in their school environment. Many may face challenges managing menses in school that affect their overall educational experience. Menstrual hygiene management (MHM) has been recognized as a specific focus to be prioritized in schools. Stakeholders at the 2012 Menstrual Hygiene Management in Schools Virtual Conference recognized and agreed that guidelines for minimum standards on school-based menstrual hygiene management interventions were urgently needed to ameliorate the challenges that girls face in school related to menstruation (*to access the conference report, see www.unicef.org/wash/schools*).

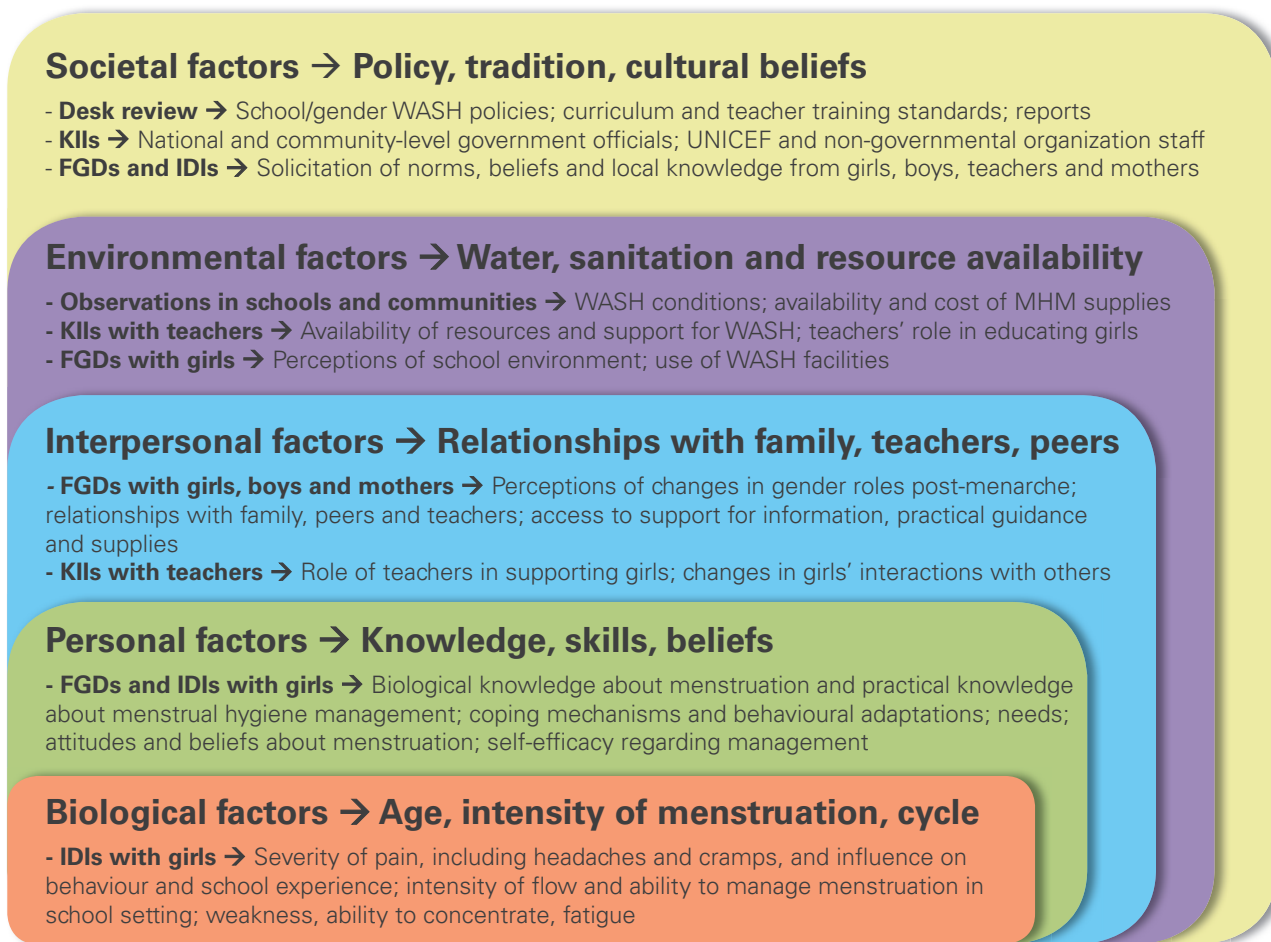
In order to understand the needs of girls who are menstruating at school and to inform a set of minimum standards UNICEF and Emory University collaborated to assess girls’ experiences of menstruation in four culturally and geographically diverse low-income settings: Bolivia, the Philippines, Rwanda, and Sierra Leone (*for individual country reports, see www.unicef.org/wash/schools*).

Figure 1. UNICEF country offices engaged in assessment of menstrual hygiene management in schools in 2013



In partnership with local UNICEF country offices and partners, similar assessment activities were conducted across settings with 557 participants, including in-depth interviews (IDIs) with girls; focus group discussions (FGDs) with girls, mothers and boys; and key informant interviews (KIIs) with teachers and school administrators (*see annex 1 for an overview of activities*). The socio-ecological framework guided selection of activities, what type of information to solicit, and key stakeholders to engage – and ensured that girls’ experiences were explored in the context of their physical and social environment (*see figure 2*).

Figure 2. The socio-ecological framework for MHM activities and themes



This report presents the tools used to generate findings. All tools were translated and adapted to the local context with the help of trained qualitative research assistants. Tools were piloted in each location, and questions were added or removed as locally appropriate. The tools presented here are cross-cutting and do not reflect adaptations made in each country.

All participation was voluntary. Participants received in-depth explanations about activities and either assented (students) or consented (adults) to participate before starting. For students, written permission from guardians was sought where deemed culturally appropriate by local ministry of education or health officials. All participants were told that there was no penalty for non-participation and that they could stop at any time without questions asked. All names were deleted from transcripts to protect confidentiality. The Emory Institutional Review Board approved protocols, tools and assent/consent processes.

In-Depth Interviews with Girls

Up to two in-depth interviews were completed with girls at each school. Girls were asked to discuss their personal experiences with menstruation, what they knew about menstruation and where the information came from. They were asked how they managed menstruation in school and at home. In both Rwanda and Sierra Leone, interviews were also conducted with girls who were no longer in school. These girls were asked to reflect back to their experiences at school, if applicable.

All interviews began with several basic questions about home and school to build rapport with girls and to help them feel more comfortable before asking about menstruation. The majority of questions were intentionally open-ended to allow girls to answer from their own perspective with as much detail as they felt comfortable with. Probes accompany questions to help facilitators seek additional details. Probes were not always needed if the participant gave a detailed response. Interviews took 30–60 minutes, depending on the level of detail the participant wanted to share.

Primary objective: To investigate and understand the range of personal challenges and needs girls have during menstruation in the school setting.

Primary areas of inquiry: (1) Knowledge; (2) Personal experience with menstruation; (3) Behaviours during menstruation.



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In-depth Interview Protocol Guide

Opening Questions – Personal background and questions about school	
<i>Opening questions are intended to build rapport and gradually lead into the key questions.</i>	
Questions	Probes/follow-ups
1. How old are you? 2. What grade are you in? 3. How long does it take you to walk to school? 4. Have you always lived here? 5. Who do you live with? 6. Any other family members close by? 7. Do you have friends who live nearby?	
8. Let's talk about school. What is your favourite subject in school?	
9. How would your teacher describe what you are like in the class to your family?	<i>Participation:</i> <ul style="list-style-type: none"> Feelings when called on in class? <i>Engagement:</i> <ul style="list-style-type: none"> Where do you sit in class? Always? <i>Aspirations:</i> <ul style="list-style-type: none"> Hopes for after school?
10. What do you do with your friends in your school?	<i>Social support:</i> <ul style="list-style-type: none"> Able to talk with them? Able to get help from them? Activities together after school?
11. What do you learn about <i>health</i> at school? 12. What do you learn about <i>puberty</i> at school?	<i>If learned about health/puberty at school:</i> <ul style="list-style-type: none"> What topics covered? Who teaches these topics? How often have taught? <i>If not learned about health/puberty at school:</i> <ul style="list-style-type: none"> How have you learned what you know? From whom?

Key Questions – 1. Knowledge

Questions

Probes/follow-ups

Transitional script (to be modified by each team as appropriate):

Now we are going to move on to our discussion of more specific questions about menstruation.

13. What are words that girls use to talk about menstruation?

14. What words are used to describe girls or women who are menstruating?

- What words are used with friends?
- What do they mean?
- Are 'secret' words used so nobody else will know what is discussed?

15. Can you tell me about the first time you learned about menstruation?

- How old were you the first time you had your period?
- Did you learn about menstruation before/after first period?
- Who told you about it (family, friends, teachers, health worker)?
- What did they tell you?
- How did it come up?
- What was your reaction? Why?
- Did you still have questions?

16. Why do women and girls menstruate?

Information:

- When does it happen?
- Who experiences menstruation?

Symbolism:

- Does menstruation signify anything important in your family?
- Does a girl's life change when she starts to menstruate?

17. How has your understanding of menstruation changed since you first learned about it?

OR if girls learned about it at onset of menarche:

How has your understanding of menstruation changed since you got your first period?

- How did it change?
- Who have you talked with about it?
- What have you learned about your experience?
- What more would you like to know?
- Who would you like to learn this information from? Why?

Key Questions – 2. Personal experience with menstruation

First period

Questions	Probes/follow-ups
<p>18. Can you tell me the story of the first time you got your period?</p>	<p><i>Context:</i></p> <ul style="list-style-type: none"> • How old were you? • How long ago was that? • Did you know what to do? • Did you have supplies to manage? • Was there an accident? <p><i>Attitudes/emotions:</i></p> <ul style="list-style-type: none"> • What was your immediate reaction or feeling? <p><i>Knowledge:</i></p> <ul style="list-style-type: none"> • Did you know what it was when you got it? How? <p><i>Resources/management/practices:</i></p> <ul style="list-style-type: none"> • What did you use (pads, cloth, tissues, etc.)? • Who/where did you get materials from? • Where did you go to manage your period (latrine, separate room, outside, etc.)? • Was there water, soap, privacy? <p><i>Support:</i></p> <ul style="list-style-type: none"> • Did you tell anyone? Please explain. • If yes, who did you talk with? Why? • Did you try to hide it or keep it a secret? Why? • What did you talk about? • Who did you not want to know? Why? • What else was memorable about that experience?

Key Questions – 2. Personal experience with menstruation continued

Last period

Questions	Probes/follow-ups
<p>19. Can you tell me about the most recent time you got your period at school?</p>	<p><i>Context:</i></p> <ul style="list-style-type: none"> • Where were you? • Were you prepared for it? • Did you bring supplies with you? • If yes, what supplies? • If yes, where did you keep them? <p><i>Attitudes/emotions:</i></p> <ul style="list-style-type: none"> • How did you feel? <p><i>Resources/management/practices:</i></p> <ul style="list-style-type: none"> • What did you do? • What clothes do you wear? • What did you do and/or use that day to manage it (pads, cloth)? • Do you normally use those materials? • Who/where did you get them from? • Where did you go to clean up? • Do you use different supplies for different days (light or heavy menstrual flow)? • Do you use different supplies when at home and school? Why? <p><i>Support:</i></p> <ul style="list-style-type: none"> • Does anyone ever provide materials or supplies for you? Who? • If someone provides materials for you, where do they get the materials? Do they cost something? • Who did you not want to know you had your period? Why?

Key Questions – 2. Personal experience with menstruation continued

If not prepared

Questions	Probes/follow-ups
<p>20. Can you tell me about a time that you had your period at school and you weren't prepared or didn't have supplies?</p> <p><i>OR</i></p> <p>If they don't have a story about this experience, ask what they would do.</p>	<p><i>Attitudes/emotions:</i></p> <ul style="list-style-type: none"> • What was your immediate reaction/feeling? • What were you feeling on that day? <p><i>Management/practices:</i></p> <ul style="list-style-type: none"> • What did you do first? • Where did you go? Stay at school? Go home? • What did you do/use (pad, cloth, tissue, etc.)? • Who/where did you get materials from? • Where did you go to clean up/change? • Was there water/soap/privacy? <p><i>Support:</i></p> <ul style="list-style-type: none"> • Who could you talk to about this? • Who helped you? <p><i>School challenges:</i></p> <ul style="list-style-type: none"> • Was anything difficult for you at school? • Did you stay at school that day?

Learning from experience

Questions	Probes/follow-ups
<p>21. Looking back at your experiences, what have you learned from having your period in school?</p>	<p><i>Management/practices:</i></p> <ul style="list-style-type: none"> • Are you able to keep track of your period? • Do you know when it is coming? • How do you normally prepare for your period? • If at home? At school? Other places? • Do you bring materials to school? How? • Do you wear different clothes? • Do you act differently in class?
<p>22. When you're menstruating now, who do you talk to about it (if anyone)?</p>	<p><i>Support:</i></p> <ul style="list-style-type: none"> • Friends/family/teacher/boyfriend? • Why do you talk to this person? • Why not others?

Key Questions – 3. Behaviours during menstruation

Questions	Probes/follow-ups
23. Are there any activities you do not do when you're menstruating?	<ul style="list-style-type: none"> • Are there restrictions placed on you? Mobility? Cooking? Eating? Religious? • Are there things you prefer not to do? • Do you go to school? • Do you stay in school all day?
24. Was there a time at school that you were asked to do something that you didn't feel you could do because you were menstruating? Please explain.	<ul style="list-style-type: none"> • Participating in class? • Answer questions? Write on the board? • Play games? Socialize? Sit near someone?
25. Do you think that people treat you differently if they know you are menstruating?	<ul style="list-style-type: none"> • Family/teachers/friends/boys? • If yes, how do they treat you differently?
26. Are there any advantages to menstruating for girls? Please explain.	<ul style="list-style-type: none"> • Rest from regular housework/school work? • Respect from others? • Disadvantages?

Closing Questions/Recommendations

27. One day you see that your best friend at school has a stain on her uniform and she doesn't realize it. What do you do?

28. If you could give advice to your little sister/cousin before she starts menstruating to help her, what would you say?

29. We are going to come up with recommendations for the Ministry of Education that could help improve schools. What advice would you like us to pass along to them that you think would make this school better for girls who are menstruating?

30. What could parents/families do to support their girls?

Thank you for your participation. Your involvement is really important to us, and we appreciate you sharing your personal experiences.

Before we end, do you have any questions for me about menstruation, the interview, or other information we discussed?

Focus Group Discussions with Girls

One focus group discussion (FGD) was performed with girls at each school that participated in the assessments. There were up to eight participants in each group. FGDs with girls focused on the experiences girls typically have at school while menstruating, as well as the typical practices and beliefs. Only the opening questions solicited personal information (grade, favourite class, etc.) and these questions were intended simply as a warm-up to encourage girls to feel comfortable with talking about the FGD topics. To protect girls' privacy when talking in the group, the main questions aimed to understand the experience of a 'typical' or 'average' girl in the school.

The FGD was set up to be a series of activities to keep girls engaged and to facilitate discussion. Not all activities were carried out in all locations based on time limitations and whether or not they generated strong discussion during piloting. If girls felt like discussing their personal experiences, they were welcome to share.

Primary objective: To investigate and understand the range of experiences, challenges and needs a typical girl normally has during menstruation in the school setting.

Primary areas of inquiry: (1) Characteristics of current and ideal school facilities; (2) Life changes and social norms; (3) Menstruation-related experiences and challenges; (4) Recommendations for improving girls' experiences.



Photo credit: Jacquelyn Haver © 2012

Focus Group Discussions with Girls

Opening Questions – Introductions and questions about school

Opening questions are intended to build rapport and gradually lead into key questions and activities.

Transitional script to be read by the facilitator to introduce the next set of questions:

We are very interested in learning more about you and your experiences at school. So most of our conversation will focus on school and what your thoughts are about different aspects of school. All discussions will be kept confidential. First, we will start with introductions.

NOTE: ‘Ice-breakers’ such as question 1 below and other introductory questions should be generated with the help of the local field team.

1. As an introduction, let’s go around and have everyone tell us:
 - What grade/standard you are in.
 - Your favourite subject in school.
 - Your favourite colour.
 - Your favourite food.
 - Your favourite... (continue until the girls start to respond more openly).

2. What do you like most about being in school?

Questions

Probes/follow-ups

3. Can you all describe a typical school day for students, starting from the morning when they arrive at school?

- What classes do students take?
- When do you interact most with peers? Teachers?
- How long is your school day? Are there breaks?
- Do students ever go home during the school day?

4. Can you all describe the usual condition of the latrines/ facilities at this school?

- How many are there?
- Are there separate latrines for boys and girls?
- Comments on: cleanliness? Smell? Privacy? Safety?
- Soap/water/materials available for personal hygiene?
- Do girls prefer going with friends?
- Can girls dispose of personal supplies? How?

5. Can you all explain any school rules regarding latrine use?

- Do all students use the latrines?
- Are places besides the latrine used? Where? Why?
- When can students use latrines? Breaks? During class?
- Are latrines ever kept locked? Accessible?
- If hauling water is needed, who does this?
- Who cleans the latrines?

Key Activity – 1. Ideal latrine

Characteristics of current and ideal school facilities

Activity aim and description: This activity is aimed at understanding what an ideal latrine or bathroom at school would be like for girls. Girls are provided with materials to collaboratively or independently draw their ideal school latrines. The facilitator then follows up with questions about current facilities, what is missing, and what is needed.

- **Transitional script to be read by the facilitator to introduce the activity (to be revised as appropriate with the local field team):** *We would like to learn more about the latrines/ bathrooms you would like to have in school, particularly the characteristics that would be useful when menstruating. We are going to do an activity to help us talk about facilities.*

- **Preparation instructions for the facilitator:**

1. Provide girls with sheets of paper to draw on. Make sure that the paper is accessible to everyone.
2. Provide each girl with a marker and put some additional markers in a place where everyone can reach them.

- **Activity steps:**

1. Ask girls to draw their ideal latrine. They can do this independently or in a group (to be determined by the field team). You can ask girls to think about: *Characteristics of each stall, as well as the whole block; location; distance from classrooms. They can also write labels on the drawings.*
2. Once the drawing and/or writing is complete, ask the girls to share what they have drawn and to describe all of the features.
3. Conclude with the following questions for discussion:
 - Does the school have any latrines that look like what has been drawn?*
 - Do any of the features exist? (Probe on characteristics described in drawings.)*
 - What do your school latrines need that they do not have? What is the most important?*

Source: Activity inspired by Participatory Learning Approaches (PLA) used by Marni Sommer in development of girls' puberty books in Tanzania: Sommer, Marni, 'An Early Window of Opportunity for Promoting Girls' Health: Policy implications of the girl's puberty book project in Tanzania', *International Electronic Journal of Health Education*, vol. 14, 2011, pp. 77–92.

Key Activity – 2. ‘Before and Now’

Life changes and social norms

Activity aim and description: This activity is aimed at understanding whether girls typically experience any changes in their lives as a result of the onset of menstruation. The participants share both what their life is like after menarche and what their life was like before menarche.

The open format of the activity allows all girls to contribute at the same time. Each girl has a marker and they all sit around a large sheet of shared paper where they can add words or drawings as they see fit. The facilitator’s job is simply to help girls become involved, to ask them questions that may stir their thought process, and to lead a discussion of what was written or drawn once the activity is over.

• **Transitional script to be read by the facilitator to introduce the activity (to be revised as appropriate by the local field team):** *We would like to learn more about the experiences girls have when menstruating. We are going to do an activity to help us talk about these experiences. In order for us to learn more about girls’ experience of menstruation we would like to talk about how girls’ lives may be different before first menstruation and after they got their first period. It may be easier to begin thinking about how things change after menstruation starts and then think about how things were before.*

• **Preparation Instructions for facilitator:**

1. Put two sheets of the paper on the ground, the floor or a table in front of the girls.
2. Label one as ‘now’ and one as ‘before’.
3. Make sure that the paper is accessible to everyone. Position all girls to reach the paper.
4. Provide each girl with a marker and put additional markers in reach of all participants.

• **Activity steps:**

1. On the sheet labelled ‘now’ ask girls to write or draw about what life is normally like for girls **after** their first period. You can ask girls to think about:
Expectations people may have of girls.
Relationships with their parents, community members, boys, teachers.
Responsibilities (home and school).
Places they are allowed to go/not allowed to go?
2. On the sheet labelled ‘before’ ask the girls to write or draw about what life is normally like for girls **before** their first period. You can ask them to think about the points used in activity step number 1.
3. Once the drawing/writing is complete, ask the following questions:
Could one of you talk about the ‘before’ page and what is listed?
Could one of you talk about the ‘now’ page and what is listed?
What has changed? Why?
What has not changed? Why?
What are some of the advantages/disadvantages of having been through menarche?
Thinking about all of this, what does it mean in your community, or your family, when a girl comes to this point in her life? What does it mean to you?
4. If possible, use what they have written about one phase of time to prompt answers on the other as a comparison.

Source: Activity inspired by the ‘Before and Now’ activity in International HIV/AIDS Alliance, *Tools Together Now: 100 participatory tools to mobilize communities for HIV/AIDS*, Brighton, UK, May 2006, p. 68.

Key Activity – 3. Scenario: Imagining the life of a typical girl

Menstruation-related experiences and challenges

Activity aim and description: This activity is aimed at understanding what a 'typical' girl in the school may experience during menstruation. The activity sets up a scenario where a fictional girl or a friend at the school gets her period while in class. The participants are asked to describe what the girl may experience, feel and do. The facilitators are trained to solicit ideas from all of the girls and let them know that it is OK if they have different opinions. The questions and probes are provided to help the facilitator cover certain topics. If girls are open and vocal, they may be discussed without prompting.

• **Transitional script to introduce activity (to be revised as appropriate with local field team, including name of the fictional girl):** *We are going to start talking about a girl's experience of menstruation. Imagine a girl in school named Rosita. Rosita is 12 years old and in class. She has just realized that she has begun to menstruate. Think about your friends' or your own experiences to put yourself in her shoes. Think about how she would deal with the situation.*

• **Instructions for note taker:** Note taker will take notes throughout and will keep a running list of all of the challenges girls mention.

• **Questions and probes for facilitator to ask to encourage discussion about the scenario:**

1. How do you think Rosita feels when she realizes she has her period?

Attitudes/emotions: Excitement, fear, stress, confusion?

2. What is the first thing Rosita does once she realizes she has her period?

Resources/management/practices: Where does she go?

Support: Who does she talk with? Why?

3. What kinds of materials does Rosita use?

Resources/management/practices: Pad, cloth, other? Why these items and not others?

- Does Rosita like to use these materials? Are they comfortable? Preferred?
- What is done with these materials after they are used?
- Are these materials the same materials girls would use while at home? Why or why not?

Support: Where does she get materials? Brought from home, a friend, school, a shop?

4. How does her period change the 'typical' day described earlier? How is her day different?

Behaviour changes: How might her routine change? How does she behave in class?

- Does her participation in class or other school activities change? Distractions and ability to focus?
- How does she act with classmates, friends, teachers?
- Is she excused from certain activities, homework, exams, etc.? Is she tardy? Does she leave school?
- Does she experience any restrictions at home, school or anywhere else (religious centre)?

5. How does Rosita feel throughout the day?

Attitudes/emotions/physical/feelings

6. Is it a surprise that her period arrived?

Resources/management/practices: Has she prepared? Brought materials? Tracked her period?

Support: Has she talked to someone about this day?

7. How do you think Rosita learned to manage her period?

Support: Family or friends? School? Education?

Resources/management/practices: Experience? What coping strategies does she have?

8. What might make Rosita's classmates suspect that she has her period?

School challenges: Behaviours in class? With friends? Latrine use? Different clothing?

9. How might people's behaviour towards Rosita change if they know she has her period?

Non-supportive: Teasing? Avoidance? Exclusion? From teachers, family, peers, friends?

10. Which people at the school does Rosita feel comfortable talking to about menstruation?

Support: Why those people and how are they different from others?

Non-supportive: If there are no people, why? Who would Rosita not want to know? Why?

Closing Activity – Tackling challenges like Rosita’s

Recommendations for improving girls’ experiences

Activity aim and description: This activity is aimed at understanding what participants think are the biggest challenges girls face in school during menstruation and what they think can help. A list of challenges generated from the previous activity will be shared and girls will be asked if anything else should be added. They will be asked what the biggest challenges are and what can be done to help girls manage those challenges

- **Transitional script to introduce activity (to be revised as appropriate with local field team):**

We would now like to think more about some of the experiences that you discussed, particularly the challenges Rosita faces at school.

- **Preparation instructions for facilitator and note taker:**

1. Note taker posts the list of challenges on a board or somewhere else where all girls can see.
2. Facilitator asks one of the participating girls to read the list of challenges.

- **Questions and probes for the facilitator to ask to encourage discussion:**

1. What other challenges may Rosita face at school when she has her period that are not listed here?

Probes: *Sanitation/latrines? Information? Pads/materials? Teasing? Physical pain? Emotional feelings?*

2. Of all the challenges listed here, what do you think are the most difficult challenges at school?
3. For the most difficult challenges, what do you think can be done to make each one easier?

Thank you for your participation. Your involvement is really important to us, and we appreciate you sharing your ideas. Before we end, do you have any questions for me about menstruation, the activity, or other information we discussed?

From the focus group discussions: Girls speaking of the experiences of other girls or their friends during menstruation

Interviewer: *How do we know that Rosita has her period?*

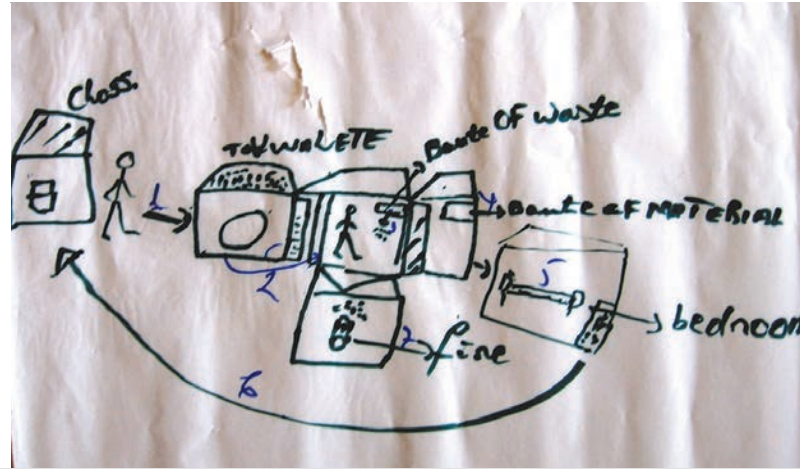
Participant: *She doesn’t want to do anything. She is tired. She doesn’t want to do any kind of activity ... she will be thinking.* (Bolivia)

Interviewer: *What makes other people know that your friend has started seeing her period?*

Participant: *When the blood gets stained on her clothes.* (Sierra Leone)

On the day that she has no period, she has a lively body and she seems to be enthusiastic in her activities. While on the day that she has her period, her body is weak and she seems to be disinterested to attend her class. (Philippines)

She is shy, and she is not comfortable when talking to her friends ... she doesn’t play with others as she usually does, she stays in her own corner. (Rwanda)



The FGDs with girls featured activities that encouraged them to discuss menstruation. The photos above show drawings of girls' ideal place for MHM from assessments in Bolivia (left) and Rwanda.



A unique feature of FGDs in Bolivia was the board game shown above. This game was developed by the assessment team to encourage girls' participation; at right, participants use the game during research in Tacopaya.

Photo credits (clockwise from top left): Jeanne L. Long, Sarah Yerian, Jeanne L. Long and Gladys Camacho Rios © 2012

Focus Group Discussions with Boys

Focus group discussions with boys were performed to triangulate and expand on findings from the discussions with girls. The discussions focused on similar themes, while offering researchers varied perspectives on girls' challenges and experiences. Boys' knowledge, attitudes, beliefs and behaviours in relation to menstruation were of interest.

Primary objective: To explore boys' knowledge, attitudes and beliefs about menstruation, and how these influence their behaviour towards girls.

Primary areas of inquiry: (1) Knowledge and attitudes; (2) Boys' behaviour towards girls who are menstruating; (3) Perceptions of girls' experiences.

Opening Questions – Introductions and questions about school

Opening questions are intended to build rapport and gradually lead into key questions and activities.

Transitional script to be read by the facilitator to introduce the next set of questions:

We are interested in learning about you and what your school day is like. So the next couple of questions will be introductions and questions about school, and how school may be different for boys and girls.

NOTE: 'Ice-breakers' such as question 1 below and other introductory questions should be generated with the help of the local field team.

1. As an introduction, lets go around and have everyone tell us:
 - What grade/standard you are in
 - Favourite food
 - Favourite sport
 - Your favourite... (continue until the girls start to respond more openly).

2. What do you like most about being in school?

Questions	Probes/follow-ups
3. Can you all describe a typical school day for students, starting from the morning when they arrive at school?	<ul style="list-style-type: none"> • How many classes? • When do you take breaks? • What do you do during your breaks?
4. Can you explain how a typical day at school may be different for boys and girls?	<ul style="list-style-type: none"> • Are there things only boys do? Things only girls do? • What times during the day are you together/ apart? • When do you interact with girls?

Key Questions – 1. Knowledge and attitudes

Transitional script to be read by the facilitator to introduce the next set of questions:

These next few questions will ask about what you know about puberty and menstruation.

There is no right or wrong answer, so say whatever comes to your mind.

Questions	Probes/follow-ups
5. What sort of health education do you learn at school?	<ul style="list-style-type: none"> • Who teaches you? • When do you learn? At what age/ grade? • What topics are covered? • Do boys and girls learn together? • What do you learn about menstruation?
6. Can you describe what comes to your mind when you hear the word 'menstruation'?	<ul style="list-style-type: none"> • When did you first hear about menstruation? • Where do boys learn about menstruation? From whom? • Who do you talk to about menstruation? • Do parents talk about menstruation, with their sons? • Why do females menstruate?
7. Are there any terms you use to refer to menstruation? What are they?	<ul style="list-style-type: none"> • What do these terms mean? Good or bad meaning? • Who uses those terms, in your community? • Where did you learn these terms? From whom?
8. Do you know when a girl is menstruating? How do you know?	<ul style="list-style-type: none"> • How does she act? • Does a girl at school act differently during her period? • Why do you think she acts differently? • Does her behaviour change? • Why do you think her behaviour changes? • Does she act differently with boys? How so? • Does she act differently with girls friends? How so? • Do girls talk to boys about menstruation?
9. What products do girls use when they are menstruating?	<ul style="list-style-type: none"> • At school? Why? • At home? Why? • Where do you think girls get these products?

Key Questions – 2. Boys’ behaviour towards girls who are menstruating

Questions	Probes/follow-ups
10. How is menstruation talked about at school by boys?	<ul style="list-style-type: none"> • What do boys say? • What do male teachers say? Female teachers? • Is it important for boys to understand menstruation? • Do boys freely talk about menstruation? • Is it acceptable for boys to talk about menstruation?
11. How are girls expected to act once they start menstruating?	<ul style="list-style-type: none"> • Are there restrictions to daily routine? If so, what? • Are there places she cannot go? Where? • Are there places she cannot go on school grounds?
12. How are girls treated differently once they start menstruation?	<ul style="list-style-type: none"> • How are girls treated differently by teachers? By family? By men in the community? By boys at school? • Why are they treated differently? • Do they gain respect?
13. Can you tell me how your behaviour towards girls changes? Why?	<ul style="list-style-type: none"> • What if a boy’s sister or cousin started her menstruation, how would he treat her? Would he change his behaviour? How? Why?
14. Can you tell me how boys are expected to act around menstruating girls?	<ul style="list-style-type: none"> • How did you learn this behaviour? • From observation? teachers? family? peers? • How are boys expected to act in school? • Does this behaviour change as boys / girls get older?
15. Sometimes boys tease girls when they have their period, can you tell me about a time that may have happened at this school?	<ul style="list-style-type: none"> • What do they say? Why did they do it? • Can you tell me a story of a girl who was once teased; don’t mention her name? • How do teachers react if they see boys teasing?

Key Questions – 3. Perceptions of girls' experiences

Transitional script to be read by the facilitator to introduce the next set of questions:

The next couple of questions focus on putting yourself in "a girl's shoes."

Questions	Probes/follow-ups
16. How do you think a girl feels during menstruation?	<ul style="list-style-type: none"> • What does she think about? • Does she act the same as she normally does? • If she's not feeling well, what can classmates do to make her feel better?
17. Let us use an example, : A girl has reached menarche. How does her behaviour change?	<ul style="list-style-type: none"> • What challenges does she face in school? <ul style="list-style-type: none"> • Difficulty keeping clean? • Focusing in school? • Participating in classes? Activities? Tests? • Does she go home before time, or miss school, because of those challenges?
18. Do parents talk to their daughters about menstruation? If they do, what do they say?	<ul style="list-style-type: none"> • Who initiates the conversation? Father? Mother? Girls? • Do girls talk to their fathers about menstruation? <ul style="list-style-type: none"> • What do they tell them? • Do girls talk with other male figures about menstruation? Who?

Closing Questions

Questions	Probes/follow-ups
19. If you had a daughter, would you talk to her about menstruation?	<ul style="list-style-type: none"> • What would you tell her? • How would you talk to her about menstruation? • Who would you encourage a girl to talk to if she did not have a father?
20. Would you like to know more about menstruation?	<ul style="list-style-type: none"> • What would you like to know? • Why?
21. What do you think menstruating girls need in school?	<ul style="list-style-type: none"> • Facilities, resources, materials, support?

22. Is there anything we discussed today that you would like to talk about?

To end our discussion, I want to thank all of you for your time and speaking with me today. We really learned a lot from you!

Does anyone have opinion, ideas or thoughts they would like to add or questions to ask? Is there something you would like to talk about? Is there something we talked about today that you would like to know more about? Thank you for participating.

Focus Group Discussions with Mothers

Focus group discussions with mothers were performed to triangulate and expand on findings from the discussions with girls. The discussions focused on similar themes, while offering researchers varied perspectives on girls' challenges and experiences. Discussions also sought to understand mothers' role in communicating attitudes and practices regarding menstruation to their daughters, as well as their perceptions of the specific challenges girls face in school during menses.

Primary objectives: (1) To investigate and understand mothers' roles in communicating knowledge, information, attitudes and practices regarding menstruation to their daughters; (2) To understand mothers' perceptions of MHM-related challenges that girls face in schools and find out what recommendations they have for MHM programmes.

Primary areas of inquiry: (1) Women's knowledge, perceptions and behaviours; (2) Mothers' support to children and their understanding of their daughters' experiences; (3) Mothers' understanding of girls' experiences in school; (4) Programme recommendations.

Opening Questions – Introductions and questions about the community

Opening questions are intended to build rapport and gradually lead into key questions and activities.

Transitional script to be read by the facilitator to introduce the next set of questions:

Thank you for participating. Before we begin, we would like to have introductions and to learn a bit more about your community.

NOTE: 'Ice-breakers' such as question 1 below and other introductory questions should be generated with the help of the local field team.

1. As an introduction, let's go around and have everyone tell us:
 - Your name (they can provide a fake name if so desired).
 - How many children you have – boys and girls.
 - How you normally spend a day.
2. How do most people in this community make a living?
3. What are the most important roles women have in this community?

Key Questions – 1. Women’s knowledge, perceptions and behaviours

Transitional script to be read by the facilitator to introduce the next set of questions:

We would now like to talk specifically about menstruation. We are interested in learning about the experiences of women in this community around menstruation. These next questions will be about women in this community.

Questions	Probes/follow-ups
4. What terms, words or phrases do women in this community use for menstruation?	<ul style="list-style-type: none"> • What does this term mean? Good/bad connotation? • Who uses it?
5. Can you explain why women menstruate?	<ul style="list-style-type: none"> • When do women start menstruating? • Who experiences menstruation? • How often does it happen? • Why does blood leave the body? • How is menstruation related to fertility?
6. How does a mother feel when her daughter begins to menstruate?	<ul style="list-style-type: none"> • How does a girl’s life change when she reaches menarche? • Does reaching menarche signify something specific?
7. Can you describe a typical day for a woman in your community when she is menstruating?	<ul style="list-style-type: none"> • What specific activities does she do? Why? • What specific activities does she not do? Why? • Pain? Discomfort? Emotions? • Are there activities she prefers to do? Why? • Are there activities she prefers not to do? Why?
8. How is this day different from a typical day when she is not menstruating?	<ul style="list-style-type: none"> • How is her daily routine changed? Why? • Are there restrictions placed on women when they are menstruating? Why? • Topics to explore: Working, Cooking, Eating, Religious Activities, Mobility, Bathing, Being around certain people, Going to certain places.
9. When a woman has her period, how does she take care of herself during those days?	<ul style="list-style-type: none"> • Changing, personal hygiene, materials used, etc.
10. What kind of materials do women use to manage their menstruation?	<ul style="list-style-type: none"> • Disposable pads? Cloths? Toilet paper? Other? • Why these materials? • Are they accessible? • What do they cost? • Carried home? Why? • Is there a preferred material? Why? • Do girls use the same materials?
11. What do women do with used materials?	<ul style="list-style-type: none"> • Thrown away? Where? • Washed? Where? Dried? Where? • Incinerated? Where? • Put in latrine?

12. Do women face any challenges with the materials they use?	<ul style="list-style-type: none"> • What challenges do they face with these? Why?
13. When women were younger, how did they find out about what materials to use and how to take care of themselves during menstruation?	<ul style="list-style-type: none"> • Who taught them how to use these materials? • Learned before or after menarche?

Key Questions – 2. Mothers’ support to children and their understanding of their daughters’ experiences

Transitional script to be read by the facilitator to introduce the next set of questions:

Since you are all mothers, we want to learn about how women in this community communicate with their daughters as well as their sons about menstruation.

Questions	Probes/follow-ups
14. How do young girls usually find out about menstruation?	<ul style="list-style-type: none"> • Who (if anyone) normally communicates with young girls about menstruation? Why? • Mother/aunt/ family members/ other women in the community? Teachers/schools? • Do girls find out before or after menarche?
15. What do mothers in this community typically share with their daughters about menstruation?	<p><i>Biological basis:</i></p> <ul style="list-style-type: none"> • Why does menstruation happens? • Physical changes? Emotional changes? <p><i>Information on management:</i></p> <ul style="list-style-type: none"> • How to track menstruation? • Materials? (cloths, sanitary pads, other) • Washing? Where? How? <p><i>Behavioural expectations:</i></p> <ul style="list-style-type: none"> • Expected changes in daily routine? • How she should interact with others?
16. What else do you think your daughters know about menstruation?	<ul style="list-style-type: none"> • How did they learn it? (home, school, friends) • Who do girls talk to about it? • When do they learn about it?
17. How do mothers feel when talking about menstruation with their daughters?	<ul style="list-style-type: none"> • Do mothers feel comfortable talking with their daughters about menstruation? • Are daughters comfortable talking with mothers?

18. Do mothers in this community typically talk about menstruation with their sons? What do they share?	<ul style="list-style-type: none"> How is it different from the information they share with their daughters?
19. What materials do young girls in this community typically use to manage their menstruation?	<ul style="list-style-type: none"> Are they different from what women use? Why? Who teaches girls how to use the materials? Why? Who provides her with these materials? Why? Where do they come from? (made at home/shop) Do girls use different materials when they're at home versus school? Do girls have a preferred material?—is this different from what they can afford or obtain?
20. Who provides girls with materials?	<ul style="list-style-type: none"> Self, partner, mother, father, other family?
21. Does a girl's typical day change when she is menstruating? How?	<ul style="list-style-type: none"> Daily routine? Going to school? Social norms? Restrictions?

Key Questions – 3. Mothers' understanding of girls' experiences in school	
Questions	Probes/follow-ups
22. What specific challenges may girls face in school when they are menstruating?	<p><i>Absenteeism and concentration in school:</i></p> <ul style="list-style-type: none"> Pain? Embarrassment? Teasing? Missed school? Concentration? <p><i>Girls' needs:</i></p> <ul style="list-style-type: none"> What specific needs do girls have in school when they are menstruating? Infrastructure? Materials? Support? Education? <p><i>Support from others:</i></p> <ul style="list-style-type: none"> Are girls' needs met in school? Explain. Are girls able to talk to teachers about challenges? Do they talk to mothers/parents about this? Can you recall a conversation about this?
23. Do you think girls have unique challenges at school that boys do not face?	<ul style="list-style-type: none"> Please explain.
24. Do mothers support their daughters during difficult days coping with menstruation? Please explain.	<ul style="list-style-type: none"> Request excused absences from classes like gym? Excuse from chores? School? Provided home remedies?
25. Do mothers think it is acceptable for girls to miss school during menstruation?	<ul style="list-style-type: none"> Please explain.

26. Do girls manage menstruation differently at school than they do at home?	<ul style="list-style-type: none"> • What does she have to do differently at school? • Do girls get support at school? Please explain. From teachers, peers, counsellors? • Do they have access to materials at school?
27. Do girls get information about menstruation at school? Please explain.	<ul style="list-style-type: none"> • From whom? Teachers, counsellors, peers • Who should they get it from? • What more should they learn about at school? • Who should teach them?
28. How do you think girls feel when they have their period at school?	<ul style="list-style-type: none"> • Please explain.

Key Questions – 4. Programme recommendations

Transitional script to be read by the facilitator to introduce the next set of questions:

We are working with UNICEF to improve programs related to menstruation for girls in schools and would like to get your opinion and input on the key components of those programmes.

Questions	Probes/follow-ups
29. Imagine you have been asked to advise the Department of Education on how to improve programs to support girls in schools who are menstruating.	<ul style="list-style-type: none"> • What kind of resources should they provide? • Infrastructure for latrines? Washrooms? Water? • Management materials? Pain medication? • Education? Guidance? • Who should pay for them? • Who should provide the support? Teachers, parents, school counsellors, health workers?
30. How should teachers be involved in supporting/ educating STUDENTS about menstruation?	<ul style="list-style-type: none"> • Trainings? • School curriculum? • Providing support? • Male or female teachers?
31. How should parents be involved with school programmes?	<ul style="list-style-type: none"> • Parent-teacher associations? • Do parents want to learn?
32. How should parents be involved with their daughters' needs at home?	<ul style="list-style-type: none"> • Information? • Provision of materials?
33. Who else should be involved in school programmes?	<ul style="list-style-type: none"> • Health workers? Specific organizations? • How? • Why?
34. Are there certain aspects of your traditions that you believe should be incorporated in education surrounding menstruation?	<ul style="list-style-type: none"> • What specific traditions or beliefs?

Closing Questions

Transitional script to be read by the facilitator to introduce the next set of questions:

We have talked about many different aspects of menstruation today and we are coming to the final questions.

35. Do you have anything else you would like to add to the discussion that we have not yet covered?

36. Do you have any questions for us? We may not be able to answer them all, but we can do our best.

To end our discussion, I want to thank all of you for your time and speaking with me today. We really learned a lot from you!

Before we leave for today, does anyone have opinion, ideas, or thoughts they would like to add or ask? Is there something you would like to talk about? Is there something we talked about today that you would like to know more about? Thank you for participating.

Key Informant Interviews with School Administrators and Teachers

Key informant interviews were conducted with school administrators and one female teacher at each school (where possible). **Part 1** of the interview (sections A–F) begins with a school information survey, adapted from the UNICEF WASH in Schools Monitoring Package (available in English, French, Russian and Spanish at www.unicef.org/wash/schools). The interview survey includes both closed and open-ended questions related to water, sanitation and hygiene (WASH) in the school. **Part 2** of the interview (section G) includes new questions added specifically to learn about school efforts related to menstrual hygiene management.

A facilitator conducted both parts 1 and 2 of the interview with the school administrator and just part 2 of the interview with a female teacher to learn more information about MHM from a different perspective. All questions and responses that are new to the tool and were not in the original UNICEF Monitoring Package are marked with a symbol (*) for reference. All numbering has been added to the tool from the original to assist with data management.

Primary objectives: Part 1 – to gain information about the school from the school administration; Part 2 – to learn teachers’ perspectives of menstruation-related issues in the school setting.

Numbering for the assessment questions in the KII with School Administrators and Teachers and School Observations

Both the Key Informant Interview (KII) with School Administrators and Teachers and the School Observations tools were adapted from the *Wash in Schools Monitoring Package*. Throughout these tools, numbers appear before the questions and the potential responses. These numbers were used by the assessment team to numerically input participants’ responses into a database to process statistics.

Some numbers have been consistently used when a particular response is not available in a ‘master’ list of potential responses. For example, in the KII with School Administrators and Teachers and School Observations tools, the numbers for ‘Other’, ‘Not applicable’ and ‘Don’t know’ are 88, 98 and 99, respectively. This assures that these types of responses are not confused with the list of potential responses generated.

In future assessment questions, potential responses and numbering schemes can be changed as appropriate to the study context.

PART 1 – SCHOOL INFORMATION

A01. Research assistant name:	
A02. Date (dd/mm/yy): ____/____/____	A03. Start time ____: __ am/pm A04. End time ____: __ am/pm
A05. Name of teacher interviewed:	A06. Designation/title of teacher interviewed:
A07. Teacher's gender: <input type="checkbox"/> 1: Male <input type="checkbox"/> 2: Female	A08. Number of years teacher appointed at this school:

A. Basic school information

A1. School name:	A2. School identification code:
A3. School location:	A4. School area: <input type="checkbox"/> 1: Rural <input type="checkbox"/> 2: Peri-urban <input type="checkbox"/> 3: Urban
A5. School level: <input type="checkbox"/> 1: Primary <input type="checkbox"/> 2: Middle <input type="checkbox"/> 3: Secondary <input type="checkbox"/> 4: Mixed <input type="checkbox"/> 88: Other _____	A6. School type: <input type="checkbox"/> 1: Day <input type="checkbox"/> 2: Boarding <input type="checkbox"/> 88: Other _____
A7. School management: <input type="checkbox"/> 1: Public <input type="checkbox"/> 2: Private <input type="checkbox"/> 3: Religious <input type="checkbox"/> 88: other _____	

School population and community engagement

(Questions below should be asked of the head teacher or equivalent.)

<p>*A8. Student population <i>Indicate the number of girls and boys in each grade. IN THE COLUMNS FOR EACH GRADE, note numbers for the following categories: 1. Girls; 2. Boys; 3. Students with disabilities</i></p> <p>A8.1 Grade 1 _____</p> <p>A8.2 Grade 2 _____</p> <p>A8.3 Grade 3 _____</p> <p>A8.4 Grade 4 _____</p> <p>A8.5 Grade 5 _____</p> <p>A8.6 Grade 6 _____</p> <p>A8.7 Grade 7 _____</p> <p>A8.8 Grade 8 _____</p> <p>A8.9 Grade 9 _____</p> <p>A8.10 Grade 10 _____</p> <p>A8.11 Grade 11 _____</p> <p>A8.12 Grade 12 _____</p> <p>A8.13 Total _____</p>	<p>A9. Teacher population</p> <p>A9.1 Total male teachers:</p> <p>A9.2 Total female teachers:</p> <p>A10. Does the school have a parent-teacher association (PTA) or equivalent? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No</p> <p>A11. Does the school have a link with the community (e.g., school management committee)? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No <i>If yes, please comment:</i> _____</p> <p>A12. Does the school have student-led organizations? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No</p> <p>*If Yes, are any ...</p> <p>A12.1 Health related? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No</p> <p>A12.2 WASH related? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No</p> <p>A12.3 Just for girls? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No</p> <p><i>Comments/other:</i> _____</p>
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B. Water questions for the teacher

Water source

B1. What is the school's main water source?
(Check only one. If more than one, indicate which source is the most commonly used source)

- 1: Piped water into school building
 - 2: Piped water into schoolyard/ plot
 - 3: Public tap/ standpipe
 - 4: Tube well / borehole
 - 5: Protected dug well
 - 6: Unprotected dug well
 - 7: Protected spring
 - 8: Unprotected spring
 - 9: Rainwater collection
 - 10: Bottled water
 - 11: Cart with small tank/ drum
 - 12: Tanker truck
 - 13: Surface water
 - 14: Students bring water to school from their homes
 - 15: No water available in /near school
- SKIP to B5
- 88: Other: _____

B2. What is the water source used for?
(Check all that apply)

- 1: Drinking
- 2: Hand washing
- 3: Anal cleansing after defecation
- 4: Flushing or pour-flushing toilets
- 5: Cooking
- 6: Personal hygiene, bathing
- 7: Latrine cleaning
- 88: Other _____

B3. How often is the water source functional?

- 1: 5-7 days per week
- 2: 2-4 days per week
- 3: Fewer than 2 days per week

B4. Is the main water source functional now?

- 1: Yes →SKIP to B6 2: No 3: Partially

NOTE: If the water source is on the school grounds, you will be confirming functionality later.

***B1.1** How far away is the school's current water source?

- 1: The current water source is on school grounds.
- 2: The current water source is ____metres away.
- 3: Water brought from home.

B5. If the main water source is not functional or only partially functional now, how long has it been not/partially functional?

- 1: Less than one day
- 2: More than one day and less than one week
- 3: More than one week and less than one month
- 4: More than one month

***B1.2** Is water currently available from that source?

- 1: Yes 2: No 99: Don't know

B6. When the water source is functional, does it provide enough water for the needs of the school, including water for drinking and hand washing? (Check one)

(**Probe** and make a rough estimate if the school meets WHO/UNICEF guideline standards of 5 litres per person per day for all students and staff in the school; if this is not possible, check 'don't know').

- 1: Yes 2: No 99: Don't know

B. Water questions for the teacher continued

B7.1 Is there an alternative school water supply available when the main supply is non-functional?
 1: Yes 2: No

B7.2 If yes, what is the source? (You can refer to the list above) _____

B7.3 Does the alternative water source meet both basic drinking and hand-washing needs? (**Probe** and make a rough estimate if the school meets "National standards" WHO/UNICEF guideline standards of 5 litres per person per day for all students and staff in the school; if this is not possible, check 'don't know').
 1: Yes 2: No 99: Don't know

Water quality

B8. Do you treat water from the source you use at school in any way to make it safer to drink?
 1: Always →SKIP to B10 2: Sometimes 3: Never

B9. If water is not always treated, why not?

- 1: Because the water source is considered safe
- 2: Because the school does not have filters or sufficient purification chemicals
- 3: Because nobody at the school knows how to treat water
- 4: Because the school principle does not know if it is necessary or not
- 5: Because school staff do not have time to do it
- 6: Because most students drink bottled water purchased and/or brought from home
- 7: Because the school does not have the funds needed for water treatment
- 88: Other: _____

B10. If water is always or sometimes treated, how is the water from the school water source usually treated before drinking? (*Check only one; if more than one method used, check the one used by most students*)

- 1: Boiling
- 2: Chlorination (*any kind, including the use of bleach*)
- 3: Straining through a cloth
- 4: Using a water filter (*ceramic, sand, composite, etc.*)
- 5: Solar disinfection
- 6: Letting it stand and settle
- 88: Other: _____

B11. What vessel (cup, glass, etc.) do children normally use to drink water? (*check one*)

- 1: Their own re-usable drinking vessel
- 2: A disposable drinking vessel
- 3: A shared drinking vessel
- 4: Directly from the faucet, tap or handpump spout
- 88: Other: _____

C. Sanitation questions for the teacher

C1. Does the school have any toilet facilities? (*check one; a toilet can be a pit latrine, an improved pit latrine, a flush toilet, a pour-flush toilet, or a composting toilet*) (*If necessary, use OBSERVATION*)

1: Yes 2: No

***C1.1** Does the school have specified times when students are allowed to visit the latrines?

1: Yes, they can only go at breaks 2: Yes, but they can ask to go at other times
 3: No, they go as they need

***C2.** Does the school have any private facilities for girls to bathe/wash themselves (such as a tap and basin inside a lockable toilet stall)?

1: Yes 2: No

***C3.** Does the school have any private facilities for girls to wash cloth napkins (such as a tap and basin inside a lockable toilet stall)?

1: Yes 2: No

***C4.** Does the school have any incineration facilities for disposable napkins?

1: Yes 2: No

***C5.** Does the school have any private disposal dustbins inside the latrines for disposable napkins?

1: Yes 2: No

***C6.** Does the school have any anal cleansing materials available in the latrine / toilet stalls (e.g. water, tissue)?

1: Yes 2: No

C7. Was there a deworming/ anti-helminth infection/ anti-soil-transmitted helminth (STH) programme for children in the school sometime during the current school year or the previous school year? (*Check one; deworming programmes are sometimes referred to as anti-helminth infection or anti-STH programmes*)

1: Yes 2: No →**SKIP to Section D**

C8. What was the frequency of the deworming/ anti-helminth infection/ anti-STH programme? (*check one*)

1: Children received deworming medicine 2 or more times during the year

2: Children received deworming medicine once during the year

88: Other: _____

99: Don't know

D. Waste disposal and drainage questions for the teacher

D1. How is solid waste (garbage, rubbish) disposed at the school? *(Check one)*

- 1: Thrown on a garbage dump within or near school grounds
- 2: Buried within or near the school grounds
- 3: Burned within or near the school grounds
- 4: Collected and taken away by a waste disposal service
- 88: Other: _____
- 99: Don't know

D2. How often is solid waste disposed of or collected? *(Check one)*

- 1: At least once a day
- 2: Between once every two days and once a week
- 3: Less frequently than once a week
- 88: Other: _____
- 99: Don't know

D3. If the school has an on-site sanitation system (pit latrines, composting toilet, septic tank), is there a schedule for emptying and disposing of the sludge?

- 1: Yes 2: No 98: Not applicable 99: Don't know

D4.1 Is the sludge disposed of safely?

(If it is simply dumped in an open garbage pit, in a vacant lot, in a stream, etc., check NO)

- 1: Yes 2: No 98: Not applicable 99: Don't know

***D4.2** Where is the sludge disposed of?

E. Operation and maintenance questions for the teacher

Water facilities

E1. To the best knowledge of the school principal/ head teacher, what entity has the primary responsibility for **maintenance and repair** of the **school water system**?
(Check only one; check who has the primary responsibility regardless of how well it is done.)

- 1: The Ministry responsible for water supply
- 2: The District or Municipal authorities
- 3: The Ministry of Education
- 4: The school itself
- 88: Other: _____
- 98: Not applicable (no school water system)
- 99: School principal/ head teacher doesn't know

E2. In the opinion of the school principal or teacher being interviewed, are the **school water facilities** successfully **maintained and repaired** when required? (Check one)

- 1: Yes
- 2: No
- 3: Partially
- 98: Not applicable
- 99: Don't know

E3. To the best knowledge of the school principal/ head teacher, what entity has the primary responsibility for **operation** of the school water system?
(Check only one; check who has the primary responsibility regardless of how well it is done.)

- 1: The Ministry responsible for water supply
- 2: The District or Municipal authorities
- 3: The Ministry of Education
- 4: The school itself
- 88: Other: _____
- 98: Not applicable (no school water system)
- 99: School principal/head teacher doesn't know

E4. In the opinion of the school principal, are the school **water facilities** successfully **operated**? (Check one)

- 1: Yes
- 2: No
- 3: Partially
- 98: Not applicable
- 99: Don't know

E5.1 If the *water supply system is not functional or is only partially functional at the time of the visit*, what are the main reasons? (check all that apply; this question to be answered by the surveyor by probing)

- 1: Unclear responsibilities for operation/ maintenance
- 2: Poor operation and/or maintenance practices
- 3: Lack of spare parts
- 4: Lack of operation consumables (fuel, electricity, etc.)
- 5: Poor initial design of system
- 6: Age of system
- 88: Other: _____
- 98: Not applicable (no school water system)

E. Operation and maintenance questions for the teacher continued

99: School principal/head teacher doesn't know

E5.2 Who is primarily responsible for fetching/collecting water for all water-related activities at the school (*Includes filling hand-washing and drinking-water containers, use for cooking or cleaning, etc.*)? (Check all that apply)

1: Girl students

2: Boy students

3: Female teachers

4: Male teachers

88: Other: _____

98: Not applicable (no school water system)

99: School principal/ head teacher doesn't know

Sanitation facilities

E6. To the best knowledge of the school principal/head teacher, what entity has the primary responsibility for **maintenance and repair** of the **school sanitation facilities**?

(Check only one; check who has the primary responsibility regardless of how well it is done. Maintenance is NOT the same as cleaning.)

1: The Ministry responsible for water supply

2: The District or Municipal authorities

3: The Ministry of Education

4: The school itself

88: Other: _____

98: Not applicable (no school water system)

99: School principal/ head teacher doesn't know

E7. In the opinion of the school principal, are the school **sanitation facilities** successfully **maintained and repaired** when required? (Check one)

1: Yes 2: No 3: Partially 98: Not applicable 99: Don't know

E8. Within the school, who is responsible for cleaning the school toilet facilities?

(Check all that apply)

1: Custodial cleaning staff

2: Teachers

3: Students

4: No one is responsible

88: Other: _____

98: Not applicable (no school sanitation facilities)

E. Operation and maintenance questions for the teacher continued

E9. If students have some toilet cleaning responsibilities, what are the respective responsibilities of girls and boys? *(Check all that apply)*

- 1: Girls usually clean their own toilets
- 2: Boys usually clean their own toilets
- 3: Girls usually clean boys' toilets
- 4: Boys usually clean girls' toilets
- 5: Girls usually clean teachers' toilets
- 6: Boys usually clean teachers' toilets
- 88: Other: _____
- 98: Not applicable (no school sanitation facilities or students do not have any toilet cleaning responsibility)
- 99: School principal/head teacher doesn't know

E10. Are toilet-cleaning duties assigned to students as punishment for misbehaviour or poor school performance?

- 1: Yes
- 2: No
- 3: Sometimes
- 98: Not applicable (no school sanitation facilities)
- 99: Don't know



Photo credit: Sarah Yerian © 2012

F. General hygiene questions for the teacher

F1. Is hygiene taught at the school? 1: Yes 2: No **SKIP to D6**

For the next set of questions, discussion with various informants may be necessary, including the head teacher, the school health patrons/coordinators, etc.

F2. How is hygiene taught at the school? *(Check all that apply)*

- 1: As a component of the core curriculum (e.g. in science class)
- 2: As an integral part of a special module on healthy living/ life skills
- 3: As a stand-alone special module on hygiene exclusively
- 4: Through a school-sponsored extracurricular program (e.g. sanitation clubs)
- 5: Only sporadically/informally/occasionally
- 88: Other: _____

F3. Is hand washing with soap a prominent part of hygiene lessons? *(Check one)*

(‘Prominent’ means that hand washing with soap is or ash is highlighted as one of the most important parts of hygiene lessons)

- 1: Yes 2: No 3: Partially 99: Don’t know

F4. Is the importance of the use of soap (or ash) when hand washing stressed in the hygiene education material? *(Check one)* (**PROBE**, as above)

- 1: Yes 2: No 3: Partially 99: Don’t know

F5. Is the importance of hand washing with soap (or ash) **at critical times** stressed in the hygiene education material? *(Check one)*

(‘Critical times’ in the context of schools means hands should be washed with soap or ash immediately after defecation and before eating.)

- 1: Yes 2: No 3: Partially 99: Don’t know

F6. Is there a designated time period allotted for students to wash their hands before eating? *(Check one)*

- 1: Yes 2: No 3: Partially 99: Don’t know

F7. Are students encouraged to transmit hygiene knowledge to their families and communities? *(Check all that apply and probe as needed)*

- 1: Yes, through the hygiene lessons and/or education material that encourages students to talk about or demonstrate good hygiene practices at home
- 2: Yes, through REGULAR school-sponsored outreach events (e.g. plays/songs on hygiene by students for parents visiting the school, community surveys conducted by students, etc.)
- 3: Yes, but only sporadically/informally/occasionally
- 4: No
- 88: Other: _____
- 99: Don’t know

PART 2: MHM-Specific Information

*Final portion of the Key Informant Interview with School Administrator/
Complete tool for Key Informant Interview with Female Teacher*

*G. Menstrual hygiene questions for the teacher

NOTE: Please put the recorder on for the final portion of this interview.

*G1. Do girls receive menstruation-related education at the school?

1: Yes 2: No →SKIP to G5

*G2. **If yes**, how is menstruation-related education taught at the school?

(Please let the teacher respond openly and listen to the responses provided. Probe on the items listed below and indicate whether or not any of the following are indicated.)

- 1: As a component of the core curriculum (e.g., in science class)
- 2: As an integral part of a special module on healthy living/ life skills
- 3: As a stand-alone special module on menstrual hygiene exclusively
- 4: Through a school-sponsored extracurricular program (e.g., health clubs)
- 5: Only sporadically/informally/occasionally when girls ask
- 6: Only sporadically/informally/occasionally when teachers perceive girls need information
- 88: Other: _____

*G3. **If yes**, who teaches menstruation-related education at the school?

(Please let the teacher respond openly and listen to the responses provided. Probe on the items listed below and indicate whether or not any of the following are indicated.)

- 1: Teachers
- 2: School nurses or health teachers
- 3: Parents from the community
- 4: Community health workers
- 88: Other: _____

*G4. **If yes**, can you explain what is covered in the education session?

(Please let the teacher respond openly and listen to the responses provided. Probe on the items listed below and indicate whether or not any of the following are indicated.)

- 1: Information provided is about biological reasons for menstruation
- 2: Information provided teaches girls about managing menstruation, hygiene, how to clean/use cloths, etc.
- 3: Information provided includes information about reproductive health
- 88: Other: _____

*G5. **If yes**, explain when and how often girls receive menstruation-related education?

(Take notes, record response) _____

G. Menstrual hygiene questions for the teacher continued

***G6. If yes,** at what age and grade do girls start receiving this information? Age ____ Grade ____

***G7.1** Are teachers at this school trained on menstrual health and hygiene promotion/education?

1: Yes 2: No 99: Don't know

***G7.2 If yes, please tell me about the training.** *(Take notes, record response)*

***G8.** Are menstruation-related education materials available and accessible to girls at the school?

1: Yes 2: No 99: Don't know

***G9.1** Are sanitary napkins available for girls at the school on a regular basis?

1: Yes 2: No

***G9.2 If yes, how are they made available?** *(Take notes, record response)*

Probe: *who funds?; do girls pay for them?; how are they distributed?; do girls need to ask for them?*

***G10.1** Are sanitary napkins available for girls at the school in an emergency/accident situation?

1: Yes 2: No

***G10.2 If yes, how are they made available?** *(Take notes, record response)*

Probe: *who funds?; do girls pay for them?; how are they distributed?; do girls need to ask for them?*

G. Menstrual hygiene questions for the teacher continued

NOTE: These questions may be asked to other teachers as well if time is available. Record or continue to record the interview(s).

***G11.** How do you think most teachers feel about teaching menstruation to girls in school? If not taught, ask how they think teachers would feel if asked to teach about menstruation-related topics.
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: Difficulty of topic, training to discuss, the role of others to teach, male teachers feelings vs. female teachers feelings

***G12.** Can you tell me if girls are expected to come to school while menstruating?
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: why, do girls abide by these expectations, what do girls' parents think, etc.

***G13.** In many schools, girls get teased if it is known they are menstruating. Can you tell me the extent to which this happens at this school?
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: who teases?; why is there teasing?; are those teasing ever disciplined?; do boys receive education?

***G14.** Can you tell me how girls' behaviours may change when they are menstruating?
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: class/activity participation, leaving school, missing school, distraction, class behaviours, etc.

***G15.** In many schools, girls miss school or leave school early when they are menstruating. How often does that happen at this school?
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: frequency, certain girls only/specifically, etc.

***G16.** What do you think schools can do to make it easier for girls to be in school during menstruation?
(Open-ended question. Take notes, record response, and use the probes below as needed.)

Probe: education, facilities, support, resources, etc.

Thank the teacher for his or her time.

Continue with SCHOOL OBSERVATIONS portion of facility survey if not yet completed.

School Observations

A tool for *observation of school water, sanitation and hygiene facilities* was adapted directly from the UNICEF WASH in Schools monitoring tool. Additional questions and responses were added as appropriate and are indicated with an asterisk (*).

Primary objective: To observe and record information about the school facilities.

SCHOOL FACILITY OBSERVATIONS	
A01. Research assistant name:	A02. Date (dd/mm/yy): ___/___/___
A03. Start time ___: ___ am / pm	A04. End time ___: ___ am / pm
A. Basic school information	
A1. School name:	A2. School identification code:
*A1.1 Do students wear uniforms? <input type="checkbox"/> 1: Yes <input type="checkbox"/> 2: No *A1.2 If yes, please describe type and colour of uniforms girls wear: _____	



Photo credit: Sarah Yerian © 2012

B. Water observations

***B1.1** What is the main water source at the school currently?

- 1: Piped water into school building
- 2: Piped water into schoolyard/ plot
- 3: Public tap/ standpipe
- 4: Tube well / borehole
- 5: Protected dug well
- 6: Unprotected dug well
- 7: Protected spring
- 8: Unprotected spring
- 9: Rainwater collection
- 10: Bottled water
- 11: Cart with small tank/ drum
- 12: Tanker truck
- 13: Surface water
- 14: Students bring water to school from their homes
- 15: No water available in/near school
- 88: Other _____

B1.2 Is the main water source functional now?

- 1: Yes 2: No 99: Don't know (no water source at school to verify)

***B2.** Are there drinking-water storage containers?

- 1: Yes 2: No

***B3. If there are drinking-water storage containers,** is there water in the containers?

- 1: Yes 2: No

***B4. If there are drinking-water storage containers,** are drinking-water storage containers properly covered?

- 1: Yes 2: No 98: Not applicable (no water storage containers)

***B5. If there are drinking-water storage containers,** are they functional (taps work, no leaks, etc.)?

- 1: Yes 2: No

B6. Are drinking-water facilities accessible to children with physical disabilities?

- 1: All 2: Some 3: None 98: Not applicable (no water storage containers)

B7. Can the youngest children in the school get drinking water by themselves?

- 1: Yes 2: No 98: Not applicable (no water storage containers)

C. Sanitation observations

C01. Are there toilets/latrines at the school? 1: Yes 2: No →SKIP to Section C10

C1. How many functional toilet compartments are there in the school? (Indicate number)

Toilet compartment – an individual stall/seat/squat plate where a single child can defecate in private (not urinals).

'Exclusively for girls' – designated for girls only, boys cannot use them.

'For boys or girl /communal' – toilets used by either boys or girls, not designated.

Functional – toilet facilities are not physically broken and can be used.

Partially functional – toilets can be used, but there are at least some problems with the physical infrastructure (e.g., deterioration in concrete, loose doors, locks, deteriorating roof) and some repair is necessary.

Not functional – toilets exist, but are so badly damaged or deteriorated it is no longer reasonably possible to use them (squat plate broken, door missing, etc.)

NOTE: You may need a teacher or student to help you identify how toilets are designated.

Enter number of latrines/ toilets for each category	Functional	Partially functional	Not functional	Locked (unable to access)	Total
C1.1 Exclusively for girls					
C1.2 Exclusively for boys					
C1.3 For boys or girls, communal					
C1.4 Exclusively for female teachers or female staff					
C1.5 Exclusively for male teachers or male staff					
C1.6 For female or male teachers, communal					
C1.7 For use by anyone in the school (students/ teachers, male/female)					
C1.8 TOTAL					

C. Sanitation observations continued

C2. In general, how CLEAN are the toilet facilities?

Visit all the toilets and for each, indicate the general condition. You may use a hash mark to keep track, but should have a final number for each column. The numbers in this section should total the same amount as above.

Clean – toilet compartments are not smelly; there are no visible faeces in or around facility, no flies, no litter.

Somewhat clean – there is some smell and/or some sign of faecal matter/urine and/or some flies and/or litter.

Not clean – there is a strong smell and/or presence of faecal matter and/or urine and/or significant fly problem and/or large amount of litter.

Enter number of latrines/ toilets for each category	Clean	Somewhat clean	Not clean	Locked (unable to access)	Total
C2.1 Exclusively for girls					
C2.2 Exclusively for boys					
C2.3 For boys or girls, communal					
C2.4 Exclusively for female teachers or female staff					
C2.5 Exclusively for male teachers or male staff					
C2.6 For female or male teachers, communal					
C2.7 For use by anyone in the school (students/ teachers, male/female)					
C2.8 TOTAL					

C. Sanitation observations continued

***C3. In general, how DARK are the toilet facilities?**

Visit all the toilets and for each, indicate the general darkness. You may use a hash mark to keep track, but should have a final number for each column. The numbers in this section should total the same amount as above.

Light – vision is essentially the same on the inside as it is on the outside.

Somewhat dark – there is less visibility on the inside, but it is still possible to see clearly. Girls would be able to look at their uniforms and tell if there is a stain.

Dark – toilets and latrines are very dark on the inside. It is really hard to see. It would be difficult for girls to look at their uniforms and tell if there is a stain.

Enter number of latrines/ toilets for each category	Light	Somewhat dark	Dark	Locked (unable to access)	Total
C3.1 Exclusively for girls					
C3.2 Exclusively for boys					
C3.3 For boys or girls, communal					
C3.4 Exclusively for female teachers or female staff					
C3.5 Exclusively for male teachers or male staff					
C3.6 For female or male teachers, communal					
C3.7 For use by anyone in the school (students/ teachers, male/female)					
C3.8 Total					

C. Sanitation observations continued

C4. Are girls' toilet facilities separate from boys' facilities?

Separate means that the girls' and boys' toilets are in a different block or designated areas separate from each other by distance and/or some physical barrier like a wall).

- 1: All 2: Some units are separate, some not 3: None
 98: Not applicable (no school facilities)

C5. Are girls' individual toilet compartments lockable from the inside?

- 1: All 2: Some 3: None 98: Not applicable (no school sanitation facilities)

C5. Do girls' individual toilet compartments contain a container for disposing of napkins?

- 1: All 2: Some 3: None 98: Not applicable (no school sanitation facilities)

***C6.** Do girls' individual toilet compartments contain anal cleansing materials (water, toilet tissue)?

- 1: All 2: Some 3: None 98: Not applicable (no school sanitation facilities)

Comments: _____

C7. Are toilets accessible to children with disabilities?

- 1: All 2: Some 3: None 98: Not applicable (no school sanitation facilities)

C8. Are some toilets available in the school designed for younger children?

(Smaller drop hole, squat plate designed for small kids, low door handle, compartment not too dark).

- 1: Yes 2: No 98: Not applicable (no school sanitation facilities)

C9. What types of toilet facilities are there in the school? (Check all that apply)

- 1: Flush/ pour flush
 2: Pit latrine with slab
 3: Pit latrine without slab / Open pit
 4: Ventilated Improved Pit latrine (VIP)
 5: Composting/ EcoSan toilet
 6: Bucket
 7: Hanging toilet/ latrine
 88: Other: _____
 98: Not applicable (no school sanitation facilities)

C10. Does the school also have urinals?

- 1: Yes, for boys 2: Yes, for girls 3: Yes, for boys and girls 4: No →SKIP to Section D

C11. If there are individual urinals, how many are there?

- 1: Boys _____
- 2: Male teachers _____
- 3: Girls _____
- 4: Female teachers _____
- 98: Not applicable (no individual urinals)

C12. If there are continuous urinal walls/gutters, what is the total length (meters)?

- 1: Boys _____ m
- 2: Male teachers _____ m
- 3: Girls _____ m
- 4: Female teachers _____ m
- 98: Not applicable (no continuous urinals)

D. Waste disposal and drainage observations

D1.1 At the time of the visit, are the waste pits/composting chambers/septic tanks obviously too full or overflowing?

- 1: Yes, in all facilities visited
- 2: Yes, in more than 50% of the facilities visited
- 3: Yes, but only in 50% or fewer of the facilities visited
- 4: No, in none of the facilities visited
- 5: Unable to observe

***D1.2** At the time of the visit, did you see a pit for burning used sanitary towels?

- 1: Yes 2: No

***D1.3** At the time of the visit, did you see an incinerator for burning used sanitary towels?

- 1: Yes 2: No

D2. Does the school have a drainage system for removing waste water from the school grounds?

(You may have to verify with teacher. Drainage should include provision for removing storm water, 'grey water' from hand-washing stations, etc.)

- 1: Yes 2: No → **SKIP to Section E** 3: Yes, but only a partial or incomplete system

D3. If yes, is the drainage system functional at the time of the visit?

- 1: Yes 2: No → **SKIP to Section E** 3: Partially

E. Hygiene observations

E1. Does the school have hand-washing facilities? 1: Yes 2: No →END Observations

E2. What kind of hand-washing facilities does the school have?

- 1: Running water from a piped system or tank? (faucet & sink/standpost /rainwater tank & faucet/bucket & spigot)
- 2: Hand-poured water system (e.g., bucket or ladle)
- 3: Basin/ bucket (hand-washing done in the water and is not running or poured)
- 88: Other _____

E3. How many hand-washing facilities are there? *(Enter number for each line)*

- _____ 1: Inside toilet/latrine blocks
- _____ 2: Close to girls toilet/latrine blocks
- _____ 3: Close to boys toilet/latrine blocks
- _____ 4: In classrooms
- _____ 5: Within grounds but not close to toilets
- _____ 6: Close to cooking areas
- _____ 7: Inside individual latrine/ toilet stalls
- _____ 88: Other: _____

E4. At the time of the visit, was water available for hand washing at the hand-washing facilities?
(Visit all hand-washing facilities in the school)

- 1: Yes, in all facilities visited
- 2: Yes, in more than 50% of the facilities visited
- 3: Yes, but only in 50% or fewer of the facilities visited
- 4: No water was available

E5. At the time of the visit, was soap or ash available for hand washing at the hand-washing facilities?

(Visit all hand-washing facilities in the school)

- 1: Yes, in all facilities visited
- 2: Yes, in more than 50% of the facilities visited
- 3: Yes, but only in 50% or fewer of the facilities visited
- 4: No soap or ash was available

E6. Are the hand-washing facilities accessible to children with disabilities?

(Both the soap (or ash) and water reachable) 1: All 2: Some 3: None

E7. Are the hand-washing facilities accessible to younger children?

(Both the soap (or ash) and water reachable) 1: All 2: Some 3: None

END OF OBSERVATION

Annex 1. Overview of data collection activities in the four participating countries

		Bolivia	Philippines	Rwanda	Sierra Leone*
School observations		10	10	8	8
FGDs	Girls in school	12	9	8	8
	Girls not in school	0	0	0	2
	Boys	5	5	4	0
	Mothers	4	2	4	0
	Teachers	2	1	2	0
IDIs	Girls in school	11	19	16	16
	Girls not in school	0	0	5	4
KIIs	Head teachers/teachers	17	17	18	16
	Health workers	4	0	0	0
Total activities completed		65	63	65	54
Total participants involved		157	126	161	113

* Data collection was carried out in Sierra Leone for only 2 months and time did not allow focus group discussions with mothers and boys.

Annex 2. Drivers and barriers to latrine use: Additions to opening questions in focus group discussions with girls and boys in the Philippines

UNICEF Philippines had particular interest in learning more about barriers and drivers to latrine use among both girl and boy students. Additional questions were added to the opening section of focus group discussions with girls and boys – prior to specific questioning about menstruation – to explore girls’ and boys’ sanitation-related behaviours and perceptions. *NOTE:* The questions in this table are designed to be asked to girls. If discussing with boys, a simple change to the questions is needed.

Barriers and drivers of latrine use

Transitional script to be read by the facilitator to introduce the next set of questions:

I want to learn more about what girls and boys do at this school when they need to urinate and defecate. This will help us understand how to make improvements at this school.

Preparation Instructions for the note-taker:

Please post a large piece of paper on the wall so all can see, or place it in the middle of the circle on the floor. As girls list the places used to urinate or defecate, write them all on the list. The list will help remind students and will serve to help the facilitator ask follow-up questions that are specific to what was already mentioned.

Barriers and drivers of latrine use continued

Key questions and probes

Activity steps and questions:

A. *Facilitator questions related to urination and defecation locations at school:*

1. Let's make a list. Can you tell me all of the places that girls go at school when they want to urinate?
What about younger girls in the lower grades? Where do boys go to urinate?
2. Can you tell me all of the places that girls/boys go at school when they want to defecate?
What about younger girls in the lower grades? Where do boys go to urinate?
3. Are some places used only for urination or only for defecation? Please explain.

B. *Facilitator questions related to urination and defecation preferences at school:*

4. Now that we have a list, please tell me what the preferred place is for girls to go at this school.

Ask follow-up questions based on the answer provided.

If the place indicated IS a latrine: Why do girls prefer latrines at this school?

Characteristics: What are some of the characteristics of the latrine that girls like? What makes the latrine better than some of other places listed? When may girls decide NOT to use the latrine?

Social influence: Do teachers say anything to girls if they do not use the latrine? Do peers say anything if girls do not use the latrine?

Need: Do girls like the latrines equally for urination and defecation?

If the place indicated IS NOT a latrine: Why do girls prefer this location compared to latrines at this school?

Characteristics: What are some of the characteristics of the place that girls like? What makes the place better than some of other places listed? When may girls decide NOT to use this place?

Social influence: Do teachers say anything to girls if they do not use the place? Do peers say anything if girls do not use the place?

Need: Do girls like the place equally for urination and defecation?

Comparison with latrines: Why do you think that girls do not prefer latrines? How can latrines be improved to make girls want to use them?

Annex 3. Key informant interviews with health workers in Bolivia

In the Plurinational State of Bolivia, the research team had the unique opportunity to interview health workers from local community health centres, including two doctors and two nurses. The questions in the following tool were informed by data already collected.

Key informant interviews with health workers

Directions for the interviewer on how to introduce key questions to participants:

Thank them for their time and introduce yourself. Explain the objectives of the research, the activities being conducted and the importance of understanding their opinions on the theme of menstrual hygiene, both as professionals, as well as practitioners with experiences and knowledge regarding the surrounding communities.

Explain that questions will be focused on their knowledge of the traditional beliefs that exist about menstruation; the common menstrual hygiene practices in local communities, especially among young girls; and health complications that may arise from poor hygienic practices.

Opening questions

1. Where do you work and what is your title (nurse, doctor, etc.)?
2. How much time have you been stationed at this facility?
3. How many medical personnel work here?
4. Based on your experiences, what would you say are the most common health problems among people in this community? Of these conditions, which are the most fatal and which cause the highest morbidity? Which problems are most common among the women who come here to see you from surrounding communities?

Key informant interviews with health workers continued

Key questions and probes

1. What do you think girls already know about menstruation when they have their first period? Do you think adolescent girls in this community know what is happening to them the first time?

Why or why not? Can you describe any experiences you've had working with adolescent girls when you had to talk with them about menstruation?

2. What do you know about the menstrual hygiene practices in this community? Do these practices, or any others, affect the health of women and girls? How?

3. Have you seen other sicknesses or infections that occur due to poor menstrual hygiene? What are they? How do they happen?

Probe: Have you heard the expression "dirty blood"? What do you think it means?

4. Have you heard about any traditional practices for managing menses?

Probe: Have you heard of women not touching cold water during menses? Do you think that may have a health impact on women here?

Probe: Have you heard the expression "dirty blood"? What do you think it means?

5. As a health professional and a person who knows the adolescents in this community, what recommendations would you make to UNICEF in order to improve the situation for girls?

Probe: What do you think girls need most? Education regarding properly managing menstruation; biological explanations about why women menstruate; materials, such as pads or reusable cloths; or other resources or facilities, such as bathrooms?

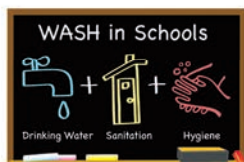
6. Do you have any other comments or questions you would like to share regarding this topic?



WASH in Schools Empowers Girls' Education

Tools for Assessing Menstrual Hygiene Management in Schools

UNICEF country offices and partners including government ministries and non-governmental organizations have engaged in assessment of menstrual hygiene management (MHM) in schools in Bolivia, the Philippines, Rwanda and Sierra Leone. This report provides cross-cutting tools, based on the country assessments. For information on the findings in each country, see the individual publications at www.unicef.org/wash/schools.



To find out more about this report and how to adapt the MHM assessment tools for your country context, contact Bethany Caruso, bcaruso@emory.edu, or Murat Sahin, msahin@unicef.org.