

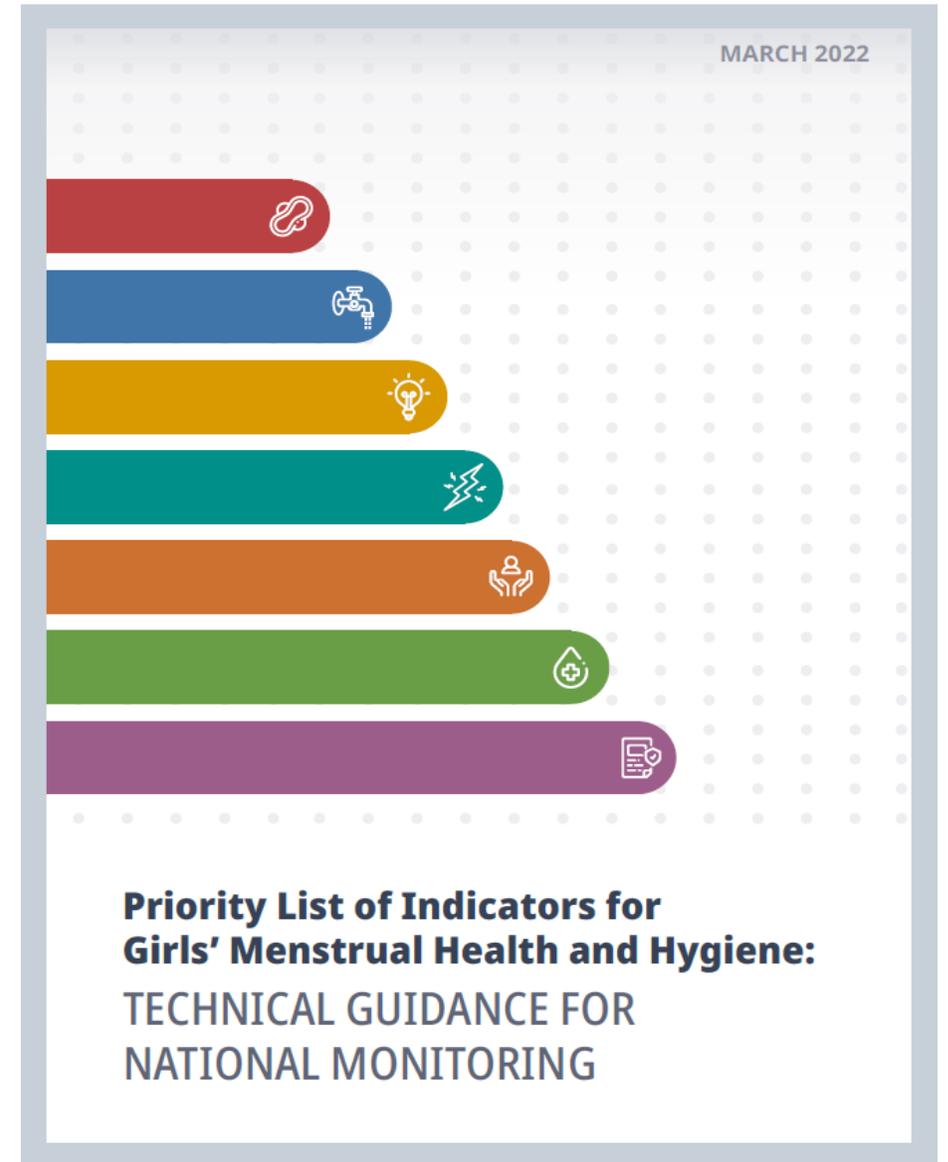
# Uptake of MHH Indicators and Measures

## Training to use the SCHOOL-LEVEL indicators

Core Menstrual Health & Hygiene Group

Developed March 2024

For: Enumerators and Field Teams





# The Purpose of This Training Deck

1. Provide a training module for adoption of school-level indicators that can be added to *Training of Trainer* and *Enumerator* training packages
2. Support high-quality implementation of key survey questions to monitor Menstrual Health & Hygiene (MHH) in adolescent school girls

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

*This training should always be added to more comprehensive training on undertaking surveys with adolescent girls and include considerations around participant safeguarding and research ethics.*

# Target Audience

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



# Training Objectives

1. Review school-level indicators

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2. Discuss how monitoring schools' resources and environments is critical to support MHH among schoolgirls

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3. Underscore the importance of enumerator role in collecting quality monitoring data on MHH

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4. Provide context on who should report school-level information

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5. Provide key terms, considerations and activity or discussion points for each MHH survey question

**Note:** Slides should be adapted to include only the questions included in the survey, and use local translations

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# Objective 1: Review School-level Indicators





# School-Level MHH Indicators

**Indicator 2:** % of schools with menstrual material available to girls in case of an emergency

**Indicator 5:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex and usable (available, functional, and private) at the time of the survey.

**Indicator 6:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex, usable (available, functional, and private), have covered disposal bins, and have discreet disposal mechanisms for menstrual waste at the time of the survey.

**Indicator 7:** % of schools (primary/secondary) that have water and soap available in a private space for girls to manage menstruation.

**Indicator 11:** % of schools where education about menstruation is provided for students from age 9.

**Indicator 12:** Existence of pre-service or in-service teacher training about menstruation at the primary or secondary level.

**Indicator 13:** % of schools that have at least one teacher trained to educate primary/secondary students about menstruation.



# **Objective 2: Discuss how Monitoring Schools' Resources and Environments Supports MHH Among Schoolgirls**



# Objective 2: Monitoring School Resources and Environments to Support MHH Among Schoolgirls



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

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

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

**Girl student, Kenya**

## **Physical health and discomfort**

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

**Girl student, El Salvador**

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

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

**Girl Student, Kyrgyzstan**

## **Gender equality**

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

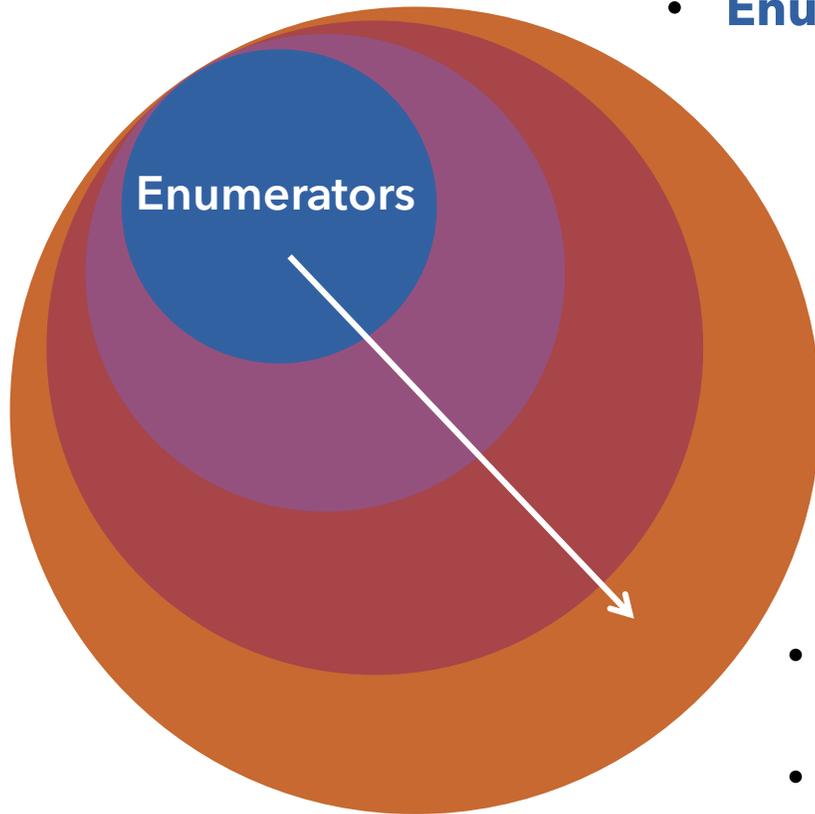
**Parent, India**

# **Objective 3: Underscore the Importance of Enumerator Role in Collecting Quality Monitoring Data on MHH**



# Objective 3: Importance of Enumerator Role

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



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

# Objective 3: Importance of Enumerator Role

*(continued)*



## **Discuss in pairs/groups**

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

1. Enumerators each have different understandings of the school information they are collecting?
2. Schools provide inaccurate information?

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

# **Objective 4: Provide Context on What School-Level Information Is Collected Through Reports vs. Observation**



# Objective 4: Provide Context on what school-level information is collected through reports and via observation

There are different ways we can learn about MHH facilities and support at each school.



**Teachers/School administrators provide information (answer):** For Indicator 11 (a, b, c), 12 (a, b), and 13 (a) enumerators need to collect information about the school from the headmaster, principal, school administrator or other individual with access to accurate-school-level information.



**Enumerators collect data (observe) for themselves:** For Indicators 6 (a, b), and 7 (a, b) enumerators will need to observe sanitation facility conditions, menstrual materials, etc.



**Both observing and asking:** For Indicators 2 and 5 (a, b, c) enumerators should first collect information from a school informant and then observe to confirm data.



# Objective 4: Provide Context on Who Should Report School-level Information

## **Discuss in pairs/groups**

- What are the advantages of asking teachers/school administrators to provide information? What are the disadvantages?
- What are the advantages of enumerators observing for themselves? What are the disadvantages or difficulties?



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





# KEY TERM: “Menstrual Materials”

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

- Questions in **Indicators 2, 5, 6, and 7** ask schools about the “menstrual materials” available for girls, or the places available for girls to change their “menstrual materials”

**Note:** We use a general term, “menstrual materials” because we do not want to make anyone feel as if they are using the “wrong” materials, or to ask about materials some people may not use. In Indicator 2, we are talking about “commercial” materials specifically. Some questions use “menstrual hygiene materials” which are the same as “menstrual materials.”



# KEY TERM: “Menstrual Materials”

*(continued)*

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

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

## **Consider:**

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



**Indicator 2:** % of schools with menstrual material available to girls in case of an emergency



## Survey Question:

At the time of the survey, are **menstrual management materials** available at the school in case of an emergency?

**Responses:** Yes (Free); Yes (At cost); No

**Note:** Data collectors need to confirm the presence of menstrual materials in case of emergency with help from a teacher or school administrator

## Understanding the question:

### **Key Term:** “Menstrual management materials”

- “Menstrual management materials” refer to **all types of products** *that the school provides to girls to absorb or collect menstrual blood.*
- Depending on context, there may be different types of “menstrual management materials” available and distributed in schools.
- In this survey, we are interested in learning only about materials/products specifically designed for *menstrual management*. This does *not* include materials such as toilet paper or paper towels.



## Survey Question:

At the time of the survey, are **menstrual management materials** available at the school in case of an emergency?

**Responses:** Yes (Free); Yes (At cost); No

## Consider:

- Disposable pads
- Reusable pads
- Menstrual cups
- Tampons
- Other

## Discuss in pairs/groups:

- What do you think are the most common materials schools might provide? What else?
- What are the local brand names for products that teachers might report?



## Survey Question:

At the time of the survey, are menstrual management materials available at the school in case of an emergency?

**Responses:** Yes (Free); Yes (At cost); No

**Note:** Menstrual materials can be provided...

- **For free:** materials are provided to girls with no charge and/or no expectation that they replace the materials themselves.
- **At cost:** means that some sort of payment may be made, whether girls are charged a fee for using the materials or asked to bring products/materials to school themselves for emergency use.



## Survey Question:

At the time of the survey, are menstrual management materials available at the school in case of an **emergency**?

**Responses:** Yes (Free); Yes (At cost); No

## Understanding the question and answer:

### Key Term: "Emergency"

- By "emergency" we refer to instances when a girl may need or need to change her menstrual product unexpectedly at school.
- This may include times when a girl unexpectedly gets her period while at school and may not have menstrual material(s) with her.

**Note:** This survey does not seek to capture whether schools distribute or provide free materials in non-emergency cases

## MHH DOMAIN: WASH

Indicators 5, 6, 7



**Indicator 5:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex and usable (available, functional, and private) at the time of the survey.

**Indicator 6:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex, usable (available, functional, and private), have covered disposal bins, and have discreet disposal mechanisms for menstrual waste at the time of the survey.

**Indicator 7:** % of schools (primary/secondary) that have water and soap available in a private space for girls to manage menstruation.



**Indicators 5, 6, and 7 help show the proportion of schools with water and sanitation facilities, and services equipped to support MHH.**

These indicators capture the proportion of schools that provide supportive MHH infrastructure and services.

**Remember:** Ensure school type/level is recorded (e.g., is it a primary school, a secondary school or both).

**Note:** Primary vs. secondary school

- **Primary:** Primary education is typically designed for children 6 to 11 years of age and can include 5-7 years of schooling.
- **Secondary:** Secondary education typically covers ages 12 to 17 and is divided into two levels: lower secondary education (3 to 4 years) and upper secondary education (2 to 3 years).



## Indicator 5

Captures the presence of **improved, single-sex sanitation facilities that are functional and private**, including having closing doors that can be locked. These facilities can be used by girls for their MHH needs.



## Indicator 6

**Expands** on the facility characteristics asked about in Indicator #5 to also include mechanisms for the **discreet disposal of menstrual waste**.



## Indicator 7

Captures the availability of infrastructure and services for girls to **wash their hands or body** as needed during menstruation.



## **Discuss in pairs/groups**

Why is it important to understand if schools have toilet facilities that are clean, private and safe for girls to change their menstrual materials (e.g., pads, cloth, tissues)?

**Note:** Enumerators, with the help of school staff, need to independently observe WASH facilities to answer these questions

# MHH DOMAIN: WASH

Indicator 5



**Indicator 5:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex and usable (available, functional, and private) at the time of the survey.



## Survey Question:

5A. What type of student toilets/latrines are at the school?

### Responses (check one - most common):

Flush/pour-flush toilets; Pit latrines with slab;  
Composting toilets; Pit latrines without slab;  
Hanging latrines; Bucket latrines; Not toilets or latrines

**Note:** If more than one type of toilet/latrine is used, the most common type of student toilet/latrine should be selected.

Response options should be modified to reflect the local context and terminology so responses can be categorized by “improved” or “unimproved” sanitation facility)



**Table 4:** Classification of sanitation technologies

**Key Term: “Improved”**

- Sanitation facility that hygienically separates human waste from human contact.

**Key Term: “Unimproved”**

- Sanitation facility where human waste is not separated from human contact.

First level classification	Second level classification	Improved	Unimproved
Flush toilets	To piped sewer system	X	
	To septic tank	X	
	To pit	X	
	To unknown place/not sure/DK	X	
	To open drain		X
	To elsewhere		X
Pour flush latrines	To piped sewer system	X	
	To septic tank	X	
	To pit	X	
	To unknown place/not sure/DK	X	
	To elsewhere		X
Dry latrines	Ventilated Improved Pit latrine	X	
	Composting toilets	X	
	Pit latrine with slab	X	
	Pit latrine without slab/open pit		X
	Hanging latrine without slab/open pit		X
	Bucket latrine		X
No facility	Bush, field		X
Other	Other improved	X	
	Other, unimproved		X



## Survey Question:

5B. Are the toilets/latrines **separate for girls and boys**?

**Responses:** Yes; No

## Key Term: "Separate for girls and boys"

- Single-sex toilets separate girls' and boys' toilets at a co-ed school *or* are toilets at a single-sex school.
- To be considered **separate**, facilities need to provide privacy from students/school staff of the opposite sex. But they should be defined based on local context.



## Survey Question:

5B. Are the toilets/latrines separate for girls and boys?

**Responses:** Yes; No

### Yes

For schools that are single-sex, or have separate shifts for girls and boys, the response should be "yes" since at the time of use, the toilets are only for girls.

For schools that have 1 toilet block for both boys and girls, but the cubicles have clear separation (by a privacy wall or similar structure) and are labelled accordingly, the response should be "yes."

### No

For schools that only have 1 cubicle for all students, the response should be "no."

For schools with 1 toilet block for both boys and girls with a set of cubicles that do not provide privacy from students of opposite sex, and/or are not labelled as boys' or girls' facilities, the response should be "no."



## Survey Question:

5C. How many student toilets/latrines are currently usable (**available, functional, private**)?

**Responses:** Insert number or holes/ seats/ stances

For a toilet/cubicle to be usable it must have the 3 following characteristics at the time of the survey:

**1. Key Term:** "Available to students"

- The doors are unlocked or a key is available at all times to students throughout the school day

**2. Key Term:** "Functional"

- The toilet is not broken, the toilet hole is not blocked, and water is available for flush/pour flush toilets

**3. Key Term:** "Private"

- There are closable doors that lock from the inside and no large gaps in the structure

**Note:** only count toilets/latrines that are usable at the time of the survey.



## Survey Question:

5C. How many student toilets / latrines are currently usable (available, functional, private)?

**Responses:** Insert number or holes/ seats/ stances

### 1. Locked/Unavailable



Image source: Jacquelyn Haver, 2012

### 2. Broken



Image source: [Amnesty International](https://www.amnesty.org/en/latest/news/2022/02/kenya-school-toilets/), 2022

### 3. Cannot lock so not private



Image source: [Jeremy Goss](https://www.goss.com.au/), 2019



**Indicator 6:** % of schools (primary/secondary) with improved sanitation facilities that are single-sex, usable (available, functional, and private), have covered disposal bins, and have discreet disposal mechanisms for menstrual waste at the time of the survey.



## Survey Question:

6A. Are there mechanisms for **discreet disposal** of used menstrual hygiene materials in the girls' toilets?

**Responses:** Yes; No

## Key Term: "Discreet disposal"

- "Discreet disposal" means that girls are able to dispose menstrual materials in a way that (1) no one can see them throwing the materials away, and (2) materials are covered/concealed after they thrown away. It is important that menstrual materials cannot be seen after they thrown away because girls may be concerned about odor, taboos against menstrual waste, and/or that people using the facility after they do will know they disposed menstrual materials.
- *Indiscreet disposal* would include a bin that is in a communal space (e.g. outside the sanitation facility), or that does not have a lid or cover.



## Survey Question:

6A. Are there mechanisms for **discreet disposal** of used menstrual hygiene materials in the girls' toilets?

**Responses:** Yes; No

## Examples of discreet disposal include:

Covered bins

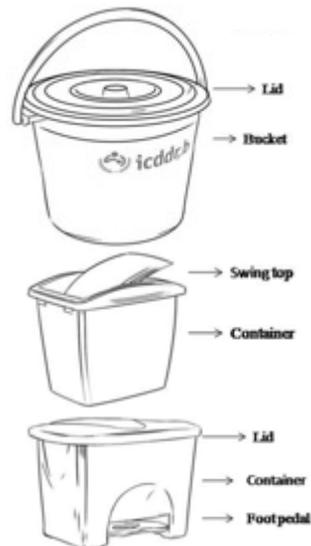


Image source: Farjana Jahan et al, [BMC Public Health](#), 2020

Chute to incinerator or storage chamber



Image source: Marni Sommer, et al., [Journal of Humanitarian Action](#), 2022



## Survey Question:

6B. Are there **disposal mechanisms** for menstrual hygiene waste at the school?

**Responses:** Yes; No

## Key Term: "Disposal mechanism"

Disposal mechanisms can include, for example, incineration, and/or safe storage/collection via a waste management system, such as from the government.

**Note:** "menstrual hygiene waste" refers to used menstrual materials.



**Indicator 7:** % of schools (primary/secondary) that have water and soap available in a private space for girls to manage menstruation.



## Survey Question:

7A. Is there a **private space** for girls to **manage menstruation** at school?

**Responses:** Yes; No

### **Key Term:** "Private space"

- There is a space available to girls throughout the school day (e.g., it is not locked or broken) that they can use to change their menstrual materials. This could be a sanitation facility, or another dedicated space for managing menstruation. We want to assess if this space is available and offers privacy.

### **Key Term:** "Manage menstruation"

- May include any or many of the following: changing menstrual materials, reducing menstrual pain, having a private space to rest, change clothes, and wash underwear or re-usable pads.

# MHH DOMAIN: WASH

Indicator 7



## Survey Question:

7A. Is there a **private space** for girls to manage menstruation at school?

**Responses:** Yes; No



Image source: [The Co-op Group](#), 2011



## Survey Question:

7B. Does the private space for girls to manage menstruation have **water and soap**?

**Responses:** Yes, water and soap; Water, but not soap; No water

## Key Term: "Available water and soap"

- To be considered available, water and soap must be accessible at one or more of the private spaces for girls to manage menstruation (for hand and body washing, cleaning clothes/uniforms, and washing reusable menstrual hygiene products) at the time of the survey.
- Soapy water (a prepared solution of detergent suspended in water) can be considered as an alternative for soap, but not for water, as non-soapy water is needed for rinsing.

# MHH DOMAIN: KNOWLEDGE

Indicator 11, 12, 13



**Indicator 11:** % of schools where education about menstruation is provided for students from age 9.

**Indicator 12:** Existence of pre-service or in-service teacher training about menstruation at the primary or secondary level.

**Indicator 13:** % of schools that have at least one teacher trained to educate primary/secondary students about menstruation.

# MHH DOMAIN: KNOWLEDGE

Indicator 11



**Indicator 11:** % of schools where education about menstruation is provided for students from age 9.



## Survey Questions:

11A. Does your school provide menstrual education?

**Responses:** Yes, girls only; Yes, girls and boys; No

11B. If yes, at what grade do students start getting menstrual education?

11C. If yes, what is the age range for this grade?

## Discuss in pairs/groups:

- Why would we be interested in understanding if schools provide menstrual education?
- Why would we be interested in knowing at what school and grade level students learn[ed] about menstruation?

**Note:** Teachers or school administrators will need to report this information to the enumerator.



## Survey Question:

11A. Does your school provide **menstrual education**?

**Responses:** Yes, girls only; Yes, girls and boys; No

## Key Term: “Menstrual education”

- This means education about menstruation and can include information about biology/anatomy, the menstrual cycle, and/or managing menstruation. Menstrual education may be provided as part of biology/science class or as part of life skills education.

**Note:** Only menstrual education that is provided by the school, as part of school curriculum, should be considered 'menstrual education'.



## Survey Question:

11A. Does your school provide **menstrual education**?

**Responses:** Yes, girls only; Yes, girls and boys; No

## Discuss in pairs/groups:

- What additional probing questions might you need to use to check with your respondent whether information about menstruation is being provided as part of the school curriculum or other activities?



## Survey Questions:

- 11B. If yes, at what **grade** do students start getting menstrual education?
- 11C. If yes, what is the **age range** for this grade?

Include the school student grade the students start getting menstrual education (11b) and include the age range for this grade (11c)

- **Considerations with "grade":** Grade (sometimes also called class or rank) denotes the learning/teaching level and education standards of an educational program/course. Importantly, grade level does not necessarily correlate with student age or educational levels (e.g., older students can be enrolled in grades typically for younger students).
- **Considerations with "age range":** Includes the age range of girls who are attending the grade level at the school being assessed. This may not be the same as is reported for other schools or align with government guidance for the age level that should be attending the grade. It is important to consider this variety when capturing information about student age, menarche, menstrual education, and access to menstrual health materials.



**Indicator 12:** Existence of pre-service or in-service teacher training about menstruation at the primary or secondary level.



## Survey Questions:

12A. Do teachers receive training on menstruation education as part of pre-service training or in-service trainings?

**Responses:** Yes; No

12B. If yes, what content does the menstrual education for teachers include?

**Responses:** Biology and reproduction;  
Practical guidance on care of the body; Both; Neither

**Note:** Teachers or school administrators will need to report this information to the enumerator.



## Survey Question:

12B. If yes, what content does the menstrual education for teachers include?

**Responses:** Biology and reproduction;  
Practical guidance on care of the body; Both; Neither

**Note:** This is not part of the indicators but has been included to get further information about those reporting "yes."

# MHH DOMAIN: KNOWLEDGE

Indicator 13



**Indicator 13:** % of schools that have at least one teacher trained to educate primary/secondary students about menstruation.



## Survey Question:

13A. How many teachers (of total) at this school have to educate primary/ secondary students about menstruation?

**Responses:** Number of teachers (total number)

## **Key Term:** "Received training"

- Teachers trained (pre-service or in-service) to educate primary/secondary students about menstruation.

**Note:** Teachers or school administrators will need to report this information to the enumerator.

# Additional Resources

## Key resources:

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

## For detailed monitoring definitions and tool on WASH:

WHO, UNICEF. Core questions and indicators for monitoring WASH in schools in the Sustainable Development Goals. Geneva; 2018.  
Available [here](#)

## For questions regarding these resources, contact:

Marni Sommer, [ms2778@cumc.columbia.edu](mailto:ms2778@cumc.columbia.edu)



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

All resources available  
above, scan or click