

# MENSTRUAL HYGIENE MANAGEMENT IN FIJI: A WASH IN SCHOOLS ASSESSMENT

## Section I: Abstract

Menstrual hygiene management (MHM) is an issue that has recently been placed on the global agenda and has been identified as a key area of needed research by UNICEF, WHO, and multiple international NGOs and government stakeholders. Given its impact on girls' education in the developing world, there has been an emphasized need for additional research, programming, and policy in this area. While research has been conducted in many regions of Sub-Saharan Africa and Southeast Asia, evidence of the impact of MHM on the quality of life and education of women and girls in the Pacific has yet to be obtained. UNICEF Pacific and the Ministry of Education in Fiji have identified MHM as an area of significance in addressing WASH in schools issues, and have called for formative research on this topic. A qualitative study of MHM in Fijian schools will be carried out in 2016 to identify the attitudes and practices of adolescent girls, and to examine the available resources, and enabling environment for MHM in Fijian schools. In-depth interviews, focus group discussions, and key information interviews will be conducted in 6-9 schools and surrounding communities in order to understand both individual and societal views and experiences on the topic. Observations will also be carried out in schools in order to assess WASH infrastructure. This data will be used to inform future UNICEF and governmental WASH in schools programs aimed at improving MHM for schoolgirls.

Student A (MR)  
Emory University  
Department of Global Health

## **SECTION II: PROPOSAL**

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### **A. BACKGROUND**

Menstrual hygiene management (MHM) has recently become a major agenda item for UNICEF, NGOs, and many government sectors in the developing world<sup>4</sup>. Numerous studies have observed that lack of access to adequate sanitation facilities in schools often results in girls' absenteeism, poor academic performance, and in some cases, school dropout<sup>1,2,4,6</sup>. Girls may miss up to 20% of school days due to menstruation<sup>3</sup>, and school dropout rates tend to increase around the onset of puberty<sup>1,2,4,6</sup>. Given that half of all schools in the developing world lack access to private, clean, and functional toilets for schoolgirls and female teachers, there has been an increased emphasis on the need for additional research, programs, and policy aimed at addressing MHM in schools<sup>4,6</sup>. UNICEF, in partnership with educational institutions such as Emory University, has carried out MHM studies in a number of countries in order to build an evidence-base for programs in schools. There is an additional need for research in countries that have not yet formulated an evidence-base, such as Fiji and other Pacific Islands<sup>7</sup>.

Recent reports estimate that only 75% of primary schools in Fiji have access to adequate water supply and sanitation facilities for girls and boys<sup>6</sup>. Given the aforementioned obstacles girls often face in managing menses at school—and their resulting absenteeism—the Ministry of Education (MoE) in Fiji has placed a strong focus on ensuring access to appropriate sanitation and hygiene facilities in schools in order to maintain equal access to education for all. However, while there has been anecdotal evidence suggesting that women and girls in the Pacific face barriers relating to MHM, actionable data to support the implementation of MHM and WASH in schools programs are lacking<sup>7</sup>.

### **B. OBJECTIVES**

My role at UNICEF Pacific will be to assist in the initial design and subsequent implementation of a formative study on MHM in Fijian schools. In order to address the gap in WASH in schools services for girls, UNICEF's WASH in school's evidence base needs to include more comprehensive information regarding the specific issues relevant to girls in Fiji. The following objectives will be carried out in order to accomplish this goal:

### Objective 1

Following existing UNICEF and Emory University methodology, design and implement a study with partners in Fiji on menstrual hygiene management in schools.

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### Objective 2

Work with partners to analyze study findings and make recommendations for improved MHM programs in schools in Fiji.

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### Objective 3

Write a case study for UNICEF Pacific WASH and partners to help share learning in an accessible, succinct way.

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## C. METHODS AND DELIVERABLES

This is a qualitative study that will assess the enabling environment of how girls deal with MHM in Fiji. We will train local community members to facilitate in-depth interviews (IDIs), focus groups discussions (FGDs), and key informant interviews (KII) with adolescent boys and girls, teachers, administrations, and community members in 6-9 primary schools and surrounding communities. This data will then be analyzed to provide recommendations for future WASH in schools and MHM programs. This will be accomplished in the following six phases.

### **Phase 1: Study Design**

Prior to departure, I will work with my field supervisor, Brooke Yamakoshi, to identify and finalize study objectives and methodology (including sample design, recruitment, and data collection instruments), and to create a finalized study protocol for submission to both the Emory IRB and the in-country ethics committee. This process will involve a review of previous menstrual hygiene studies conducted by UNICEF and Emory University, as well any relevant literature that will help to inform study design. I will also work with Drs. Matt Freeman and Bethany Caruso, and Anna Ellis to draw from their considerable experience in this area, and receive mentorship and feedback. Our study will adapt the materials and tools used in the abovementioned Emory and UNICEF 2012 study on MHM among girls in school to this country-specific context. We will also refer to the guidelines for MHM and WASH in schools (WinS) research outlined by UNICEF and Emory University's WinS for Girls online course. The protocol will be finalized no later than the second week of April, and will be implemented within 2 weeks of in-country arrival. It will be submitted to the Emory IRB for a non-research determination by the third week of April, at the latest. As this document is currently undergoing continuous edits by myself and the remainder of the study team, we are unable to provide a draft at this time.

## **Phase 2: Pre-Departure Preparations**

This phase will include adapting the data collection tools (Appendix A) and the training curricula (Appendix B), as well as finalizing our study timeline and determining characteristics of the moderators; I will be simultaneously conducting a desk review of literature pertaining to cultural practices and beliefs around menstruation in Fiji to inform modification of these tools. I will review general WASH practices and access, school structure in Fiji, and general country knowledge to better prepare and familiarize myself with the region. This phase will also involve working with the UNICEF team and Ministry of Education (MoE) in Fiji to identify the schools to be included in our analysis.

## **Phase 3: In-country Training and Preparation**

Once in Fiji, I will meet with UNICEF program staff, and familiarize myself with Suva and the surrounding schools. I will work with Brooke and the other UNICEF team members to train research assistants from the community to conduct focus group discussions and in-depth interviews. We will utilize the training materials and resources from the abovementioned WinS for girls course. Depending on the level of experience of the hired moderators, this training may be adapted to provide additional practice and guidance, and therefore may take longer than the anticipated timeframe. At this time, we will also work to have our FGD and IDI guides translated to appropriate local languages, and will work with our research team to identify alternative words or phrases in local languages, if needed.

## **Phase 4: Data Collection**

We will begin data collection by piloting our tools in a school that we do not plan to use for data analysis. This will be done over the course of two weeks. This will help to ensure that moderators are adhering to the interview guidelines laid out during training and will allow them to ask any questions that may arise during the pilot interviews; it will also help to identify any modifications that need to be made to our data instruments or interview structure. Data collection will continue with FGDs and IDIs with both boys and girls at our targeted schools, as well as FGDs and key informant interviews with teachers, school administrators, and community leaders. Up to 6 IDIs will be conducted with girls at each school, and up to 2 FGDs with girls, boys, and teachers will be conducted per school. All interviews will be conducted in the interviewee's language by someone from the community; however, they will be recorded, and directly transcribed by multilingual in-country staff so that I may later perform data analysis. Observations of WASH facilities—including presence, cleanliness,

and use of toilets—will also be carried out in each school. Although our interviews will not include questions pertaining to sexual behaviors or pregnancy, the study team is aware that sensitive issues may arise; our training will address how to respond to these issues and will include a contingency plan with standardized responses for the moderators to adhere to in these circumstances. We will do our best to ensure the protection and well-being of all study participants.

#### **Phase 5: Analysis and Results Reporting**

I will complete a primary analysis of my data and write a summary report for UNICEF, which I will present to both the UNICEF study team and key stakeholders from the community and MoE prior to departure.

#### **Phase 6: Create Case study and Final report**

Based on my analysis, I will create a final report presenting the data and outlining recommendations for WinS MHM programs. I will also create a case study to be utilized by UNICEF to share what was learned in an easy, accessible format.

### **D. LEARNING OBJECTIVES AND CAREER GOALS**

I have always been interested in WASH, and have recently become passionate about the intersection of WASH and gender. I spent much of my first semester at Rollins conducting literature reviews on MHM and WASH in schools, and focused a number of my class projects on this issue; I am confident that the knowledge I have built as part of my public health study will help inform this summer's practicum. My previous experience in clinical research and program design, as well as my undergraduate background in public health will also allow me to contribute to this project. The coursework that I am engaged in this semester—including qualitative research methods, survey design, communicating for healthy behavior and social change, and Emory's online WinS course—have provided me with substantial knowledge and skills that can be directly applied to this research. This practicum will allow me to bridge the gap between my research and program design experience by providing me with an opportunity to engage in a field-based qualitative study that involves initial design, implementation, and subsequent data analysis. It will provide me with an opportunity to see many of the preliminary steps that lead to program implementation.

I aspire to work in program design and implementation, ideally with a focus on WASH, and women's and children's health. This practicum is directly aligned with my career goals and will provide an ideal opportunity to not only gain relevant

skills and experience, but also to build meaningful relationships and collaborations that will contribute to my professional growth and future public health career.

## E. TIMELINE

Months	March					April					May					June					July					August				
Weeks	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	
	US										Fiji										US									
Phase 1: Study Design	X	X	X	X	X	X	X																							
Phase 2: Pre-departure preparation								X	X	X	X																			
Phase 3: In-country training												X	X	X	X															
Phase 4: Data collection															X	X	X	X	X	X										
Phase 5: Analysis and Results reporting																				X	X	X	X	X	X	X				
Phase 6: Create Case study and Final report																											X	X	X	X

## F. BUDGET

Category	Units	Estimated Unit Cost	Total Cost	Expected source of funds
<b>Travel</b>				
Airfare	1	\$1,535	\$1,535	GFE Funding
In-country transportation	98	\$3/day	\$294	UNICEF
<b>Living Expenses</b>				
Housing	3	\$500	\$1500*	UNICEF Staff * (staff member will host student at no cost—this cost is an estimate for housing in-country if student is not able to be hosted)
Food	98	\$10/day	\$980	Student personal funds
<b>Medical</b>				
Hepatitis A Vaccine	1	\$280	\$280	Student's personal funds
Typhoid Vaccine	1	\$200	\$200	Student's personal funds
<b>Miscellaneous</b>				
Internet/Phone	1	\$110	\$110	Student's personal funds
Person fun/travel	1	\$300	\$300	Student's personal funds
<b>Total</b>			<b>\$3849</b>	

## SECTION III: LETTER OF INVITATION

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United Nations Children's Fund  
3<sup>rd</sup> & 5<sup>th</sup> Floors, FDB Building,  
360 Victoria Parade, Suva, FIJI

Telephone +679 330 0439  
Facsimile +679 330 1667  
Email: [suva@unicef.org](mailto:suva@unicef.org)

UNICEF Pacific  
Private Mail Bag

[www.unicefpacific.org](http://www.unicefpacific.org)

3 March 2016

Global Field Experience Selection Committee  
Emory University  
Atlanta, GA

To the GFE selection committee:

Subject: Support of [REDACTED] Global Field Experience Application

I am a WASH Specialist with UNICEF Pacific and will be acting as a field supervisor and primary contact for Amber Lauff during her time interning with us from May-August 2016.

Amber will be assisting with the design and implementation of a formative study on menstrual hygiene management in Fijian schools, and will serve as a valuable asset to our team. We have discussed the proposed timeline, objectives, and deliverables, and are confident that they will allow her to significantly contribute to our WASH in schools evidence base.

Throughout the duration of Amber's time here, it is expected that she will work on a full-time basis from the UNICEF Pacific field office in Suva, Fiji. We will provide access to office space, equipment, systems, and any work-related travel, as well as support staff and translation for data collection, and any additional study-related expenses. Amber will be responsible for funding travel to the duty station, as well as accommodations and living expenses while in country.

UNICEF Pacific will be responsible for submission of the study protocol to the in-country ethics committee and Ministry of Education in Fiji. Amber and I have discussed that she will follow all necessary submissions to the Emory IRB in order to obtain a letter of non-research determination. We look forward to having her on board and are enthusiastic about the knowledge and skills she will bring to this study.

Sincerely,

Brooke Yamakoshi  
WASH Specialist

## SECTION IV: CURRICULUM VITAE

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### ***Student A (MR)***

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[Student A \(MR\)@emory.edu](mailto:Student A (MR)@emory.edu)

#### ***Summary of Qualifications***

- **Master of Public Health**—Rollins School of Public Health, Emory University, Anticipated May 2017  
**Writing, Editing, and Revising**—Excellent writing skills, including grant and report writing for class projects, clinical research studies, and NGOs; freelance grant and essay editing; background in Journalism
- **Research and Data Collection**—Experience designing data collection tools, collecting both quantitative and qualitative data in-person and by phone; data entry and cleaning
- **Program Design and implementation**—Hands-on and academic experience designing comprehensive health and health education programs in resource-limited settings
- **Measurement and evaluation**—Undergraduate coursework consisting of introductory measurement and evaluation methods, and experience creating measurement and evaluation tools
- **Budget development**—One semester and one summer of experience with budget design
- **Technical Knowledge**—Expert proficiency in Microsoft office and all components; two years of experience working with Stata; one semester of SAS programming and working with SAS for class assignments

#### ***Professional Experience***

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##### **Georgia Emerging Infections Program**

*Research Interviewer*

**Decatur, GA**

*July 2015-Present*

- Perform data entry for various infectious diseases (foodborne illness, bacterial infections, influenza, MRSA, etc.) in both organization and state surveillance databases
- Contact doctor's offices and patients to obtain follow-up information on confirmed cases
- Log received isolated organisms into appropriate systems, and prep for subsequent transport to state public health lab
- Recruit, screen, and consent potential study participants
- Conduct thorough phone interviews with enrolled study subjects
- Maintain highly-organized file-system and clean work environment

##### **Children's Hospital of Philadelphia**

*Clinical Research Assistant for the Down syndrome metabolic health study*

**Philadelphia, PA**

*January 2013-June 2015*

- Screened over 200 potential study participants, and enrolled 125 individuals
- Developed recruitment and marketing materials including informational flyers and pamphlets
- Collected, verified, entered, and maintained quality study data and patient information
- Aided in the creation and finalization of written reports, including annual NIH progress reports

##### **ALERT SANSTHAN**

*Maternal and Child Health Project Intern*

**Udaipur, Rajasthan, India**

*Summer 2012*

- Conducted qualitative research, including community assessments and focus groups
- Managed project development from initial design to implementation
- Contributed to the design of lesson plans, educational materials, and M&E tools
- Trained local health workers to continue project implementation

**Children's Hospital of Philadelphia, Early Head Start Program**

*Health and Wellness Intern*

**Philadelphia, PA**

*January-May 2012*

- Aided in conducting health education workshops for pregnant women and mothers
- Created monthly health education boards
- Managed the content, design, and editing of monthly newsletter
- Performed maintenance, review, and renewal of information for participant charts

***Volunteer Experience***

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**New American Pathways**

*Young women's leadership program volunteer*

**Clarkston, GA**

*October 2015-Present*

- Act as a mentor to a high-school aged female refugee

**Fundación Tradiciones Mayas (Maya Traditions Foundation)**

*Fundraising and community health volunteer*

**Panajachel, Solola, Guatemala**

*February 2014-August 2015*

- Researched funding sources for artisan and youth development, and community health programs
- Provided consulting services pertaining to program design and funding
- Wrote and edited grant proposals for community health and artisan and youth development programs

***Education***

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**Emory University**

MPH Candidate, Global Health, Community Health & Development

*Water, Sanitation, and Hygiene Certificate*

**Atlanta, GA**

*Anticipated, 2017*

**Temple University**

Bachelor of Science (BS) in Public Health

Minor in English

**Philadelphia, PA**

*2012*

**Honors/Awards:** Recipient of the 2012 Public Health Capstone Project Award for the creation of a grant proposal for the *Rotavirus Awareness, Vaccination, and Education Program*

## References

1. Kumar, A., & Srivastava, K. (2011). Cultural and Social Practices Regarding Menstruation among Adolescent Girls. *Social Work in Public Health*, 26(6), 594-604. doi: 10.1080/19371918.2010.525144
2. Mahon, T. and M. Fernandes (2010). "Menstrual hygiene in South Asia: a neglected issue for WASH (water, sanitation and hygiene) programmes." *Gender & Development* 18(1): 99-113
3. Oster, Emily, and Rebecca Thornton. "Menstruation, Sanitary Products, And School Attendance: Evidence From A Randomized Evaluation". (2011). *American Economic Journal: Applied Economics*. Retrieved from: [http://www.jstor.org/stable/25760247?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/25760247?seq=1#page_scan_tab_contents)
4. Sommer, M., & Sahin, M. (2013). Overcoming the taboo: advancing the global agenda for menstrual hygiene management for schoolgirls. *Am J Public Health*, 103(9), 1556-1559. doi: 10.2105/AJPH.2013.30137
5. Snapshot of Water and Sanitation in the Pacific. 2013 Sub-Regional Analysis and Report. (2013). *UNICEF*
6. Tegegne, T. K., & Sisay, M. M. (2014). Menstrual hygiene management and school absenteeism among female adolescent students in Northeast Ethiopia. *BMC Public Health*, 14, 1118. doi: 10.1186/1471-2458-14-1118
7. The Last Taboo--Research on managing menstruation in the Pacific. (n.p.). *Pacific Women Shaping Pacific Development*.

## APPENDIX A: DATA COLLECTION TOOLS

The following is a sample in-depth interview guide for girls that will be adapted and utilized for our study. This tool, as well as any additional data collection instruments that will be used for this study were obtained—and will be adapted—from:

WASH in Schools Empowers Girls' Education: Tools for Assessing Menstrual Hygiene Management in Schools. (2013).  
*UNICEF, Emory University Center for Global Safe Water*

This study also provides FGDs for adolescent boys, girls and mothers, as well as key informant interviews for teachers, and guides for school observations. These will all be modified for our study and used to collect data.

### 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"> <li>Feelings when called on in class?</li> </ul> <i>Engagement:</i> <ul style="list-style-type: none"> <li>Where do you sit in class? Always?</li> </ul> <i>Aspirations:</i> <ul style="list-style-type: none"> <li>Hopes for after school?</li> </ul>
10. What do you do with your friends in your school?	<i>Social support:</i> <ul style="list-style-type: none"> <li>Able to talk with them?</li> <li>Able to get help from them?</li> <li>Activities together after school?</li> </ul>
11. What do you learn about <i>health</i> at school?	<i>If learned about health/puberty at school:</i> <ul style="list-style-type: none"> <li>What topics covered?</li> <li>Who teaches these topics?</li> <li>How often have taught?</li> </ul>
12. What do you learn about <i>puberty</i> at school?	<i>If not learned about health/puberty at school:</i> <ul style="list-style-type: none"> <li>How have you learned what you know?</li> <li>From whom?</li> </ul>

## Key Questions – 1. Knowledge

Questions	Probes/follow-ups
<p><b>Transitional script (to be modified by each team as appropriate):</b>  <i>Now we are going to move on to our discussion of more specific questions about menstruation.</i></p>	
<p>13. What are words that girls use to talk about menstruation?</p> <p>14. What words are used to describe girls or women who are menstruating?</p>	<ul style="list-style-type: none"> <li>• What words are used with friends?</li> <li>• What do they mean?</li> <li>• Are 'secret' words used so nobody else will know what is discussed?</li> </ul>
<p>15. Can you tell me about the first time you learned about menstruation?</p>	<ul style="list-style-type: none"> <li>• How old were you the first time you had your period?</li> <li>• Did you learn about menstruation before/after first period?</li> <li>• Who told you about it (family, friends, teachers, health worker)?</li> <li>• What did they tell you?</li> <li>• How did it come up?</li> <li>• What was your reaction? Why?</li> <li>• Did you still have questions?</li> </ul>
<p>16. Why do women and girls menstruate?</p>	<p><i>Information:</i></p> <ul style="list-style-type: none"> <li>• When does it happen?</li> <li>• Who experiences menstruation?</li> </ul> <p><i>Symbolism:</i></p> <ul style="list-style-type: none"> <li>• Does menstruation signify anything important in your family?</li> <li>• Does a girl's life change when she starts to menstruate?</li> </ul>
<p>17. How has your understanding of menstruation changed since you first learned about it?</p> <p><i>OR if girls learned about it at onset of menarche:</i></p> <p>How has your understanding of menstruation changed since you got your first period?</p>	<ul style="list-style-type: none"> <li>• How did it change?</li> <li>• Who have you talked with about it?</li> <li>• What have you learned about your experience?</li> <li>• What more would you like to know?</li> <li>• Who would you like to learn this information from? Why?</li> </ul>

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

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

<b>Key Questions – 2. Personal experience with menstruation continued</b>	
<b><i>If not prepared</i></b>	
<b>Questions</b>	<b>Probes/follow-ups</b>
<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"> <li>• What was your immediate reaction/feeling?</li> <li>• What were you feeling on that day?</li> </ul> <p><i>Management/practices:</i></p> <ul style="list-style-type: none"> <li>• What did you do first?</li> <li>• Where did you go? Stay at school? Go home?</li> <li>• What did you do/use (pad, cloth, tissue, etc.)?</li> <li>• Who/where did you get materials from?</li> <li>• Where did you go to clean up/change?</li> <li>• Was there water/soap/privacy?</li> </ul> <p><i>Support:</i></p> <ul style="list-style-type: none"> <li>• Who could you talk to about this?</li> <li>• Who helped you?</li> </ul> <p><i>School challenges:</i></p> <ul style="list-style-type: none"> <li>• Was anything difficult for you at school?</li> <li>• Did you stay at school that day?</li> </ul>
<b><i>Learning from experience</i></b>	
<b>Questions</b>	<b>Probes/follow-ups</b>
<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"> <li>• Are you able to keep track of your period?</li> <li>• Do you know when it is coming?</li> <li>• How do you normally prepare for your period?</li> <li>• If at home? At school? Other places?</li> <li>• Do you bring materials to school? How?</li> <li>• Do you wear different clothes?</li> <li>• Do you act differently in class?</li> </ul>
<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"> <li>• Friends/family/teacher/boyfriend?</li> <li>• Why do you talk to this person?</li> <li>• Why not others?</li> </ul>

### 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"> <li>• Are there restrictions placed on you? Mobility? Cooking? Eating? Religious?</li> <li>• Are there things you prefer not to do?</li> <li>• Do you go to school?</li> <li>• Do you stay in school all day?</li> </ul>
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"> <li>• Participating in class?</li> <li>• Answer questions? Write on the board?</li> <li>• Play games? Socialize? Sit near someone?</li> </ul>
25. Do you think that people treat you differently if they know you are menstruating?	<ul style="list-style-type: none"> <li>• Family/teachers/friends/boys?</li> <li>• If yes, how do they treat you differently?</li> </ul>
26. Are there any advantages to menstruating for girls? Please explain.	<ul style="list-style-type: none"> <li>• Rest from regular housework/school work?</li> <li>• Respect from others?</li> <li>• Disadvantages?</li> </ul>

### 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?**

## APPENDIX B. TRAINING SCHEDULE

This training schedule was taken from the Emory and UNICEF WinS 4 Girls Online Course. The modules and materials referred to in the course schedule are from the course materials, which we have access to and will adapt, as needed.

### WinS for Girls Module 9: Training

#### Training: Sample Schedule – Day 1



Day 1: Research Topic Overview		
Topic/Activity	Supporting Documents	Participants
Team Introductions	Team Bios	UNICEF/Partner orgs/Stakeholders & Research Assistants (RAs)
Introduction to MHM and WASH in Schools	-E-course Module 1 ppt	UNICEF/Partner orgs/Stakeholders & RAs
Introduction to MHM UNICEF Research	-E-course Module 1 ppt -1pg project summary -1pg What is MHM? -1pg MHM challenges	UNICEF/Partner orgs/Stakeholders & RAs
Research Ethics Overview & Informed Consent	-E-course Module 3 ppt -Informed consent forms - <i>in loco parentis</i> forms	RAs; UNICEF/Partner orgs/Stakeholders (Optional)
MHM UNICEF Research Logistics *Timeline of research *TOR – Roles and responsibilities *Create code of conduct/ expectations *Johari's Window	-Timeline -TOR -Johari's Window Instructions <i>WinS for Girls</i>	RAs

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Day 2: Overview of Qualitative Research; Tool Review		
Topic/Activity	Supporting Documents	Participants
Introduction to qualitative research: • Purpose • Methods (KIs, IDIs, FGDs, observation) • Roles of moderators, note-takers, interviewers • Recruitment & sampling	- Module 5 - Exercises - Open and Closed - Probing Deeper activity - Mock FGD activity	RAs
IDI Tool Review: • Translation • Initial adaptation for context	-IDI Tool	RAs

### Day 3: Tool Review

Topic/Activity	Supporting Documents	Participants
Working with adolescents and sensitive topics	-PP Training tools	RAs
FGD Tool Review: <ul style="list-style-type: none"> <li>• Translation</li> <li>• Initial adaptation for context</li> </ul>	-Module 6 -FGD Tool	RAs

### Day 4: Tool Review

Topic/Activity	Supporting Documents	Participants
WASH School Observation Tool: <ul style="list-style-type: none"> <li>• Translation</li> <li>• Review for adaptation for context</li> </ul>	-School Facility Observation Tool	RAs
Key Informant Interview with Teacher <ul style="list-style-type: none"> <li>• Translation</li> <li>• Review for adaptation to context</li> </ul>	-KII with School Administrators and Teachers Tool -Government Official/Stakeholder Meeting Report template	RAs

### Day 5: Tools, Conducting Research

Topic/Activity	Supporting Documents/Tools	Participants
Review Demographic Information Sheet	-Demographic survey	RAs
Review use of recorders permission process	-Recorders	RAs
Practice	-Tools	RAs

### Day 6: Transcription/Translation and Data Management

Topic/Activity	Supporting Documents	Participants
Discussion of transcription and translation <ul style="list-style-type: none"> <li>• Timing (during data collection!)</li> <li>• What is your translation plan?</li> <li>• Translation tips &amp; challenges</li> <li>• Transcription gold standard</li> <li>• De-identification</li> </ul>	- Module 8 presentation -Transcription template	RAs
Practice transcription and translation	-Transcription template	RAs

**Day 7:  
Transcription/Translation and Data Management**

<b>Topic/Activity</b>	<b>Supporting Documents</b>	<b>Participants</b>
<b>Overview of data management protocol</b> <ul style="list-style-type: none"><li>• Protection and storage of data</li><li>• Use of data management file</li></ul>	- Module 8 - Data management file template	RAs
<b>Discuss School Visit Strategies</b>		RAs