



UiT The Arctic University of Norway

Department of Community Medicine

Assessing primary information sources and knowledge of menstruation among adolescent girls in Nepal: A cross-sectional study

Sudip Shrestha (Candidate Number:8)

Master's thesis in Public Health, HEL-3950, December 2023

Supervisor: Tore K Solberg, Professor¹

Co-Supervisor: Biraj Karmacharya, Associate Professor²

¹ Department of Clinical Medicine, UiT The Arctic University of Norway

² Kathmandu University School of Medical Science, Nepal

Preface

Embarking on the journey of a master's degree in public health was a conscious decision driven by my passion for community work and a commitment to contributing meaningfully to public health initiatives. This led me to the University of Tromsø – The Arctic University of Norway (UIT), where I enrolled as a master's student in the public health faculty.

As the culmination of my academic endeavors approached, the path to completing my master's thesis was fraught with challenges, various circumstances, and hurdles. Despite my ongoing community engagement in diverse health-related programs, the completion of my master's thesis posed a significant obstacle, casting a shadow on the attainment of my master's degree.

Several years later, the unwavering support and encouragement I received from two Norwegian professors, coupled with the understanding and backing from my department head, rekindled my pursuit of academic fulfillment. The research documented in this thesis emerged as part of a project conducted through the Department of Community Programs at Dhulikhel Hospital, focusing on school health programs. Serving as a research member and coordinator alongside dedicated colleagues, the study delves into a sensitive yet crucial issue among school-going adolescent girls.

This thesis represents my endeavor to distill the findings and propose interventions arising from the aforementioned research project. Gratitude is extended to UIT for their understanding and flexibility, allowing me to submit this final thesis paper and ultimately fulfill the requirements for my master's degree.

I express my deepest appreciation to Dr. Biraj Man Karmacharya, who has been my teacher, mentor, department head, and unwavering support. Special thanks to Prof. Tore Solberg and Prof. Øystein Peter Nygaard for their continuous encouragement and support throughout the thesis writing process. I am indebted to Elisabeth Danielsen for her analytical expertise and more. Recognition is also extended to Dr. Akina Shrestha, Pramesh Koju, and Reetu Manandhar for their invaluable support during project implementation and data collection. I would like to thank Grow Intern Team 2022 for their active involvement during their internship program in Nepal during this study project.

This thesis represents the culmination of collective efforts and support from remarkable individuals who believed in me, encouraged me, and never gave up on my potential. I submit this final product with profound gratitude, and I hope it not only fulfills the requirements for my long-pending master's degree but also serves as a stepping stone to new opportunities and avenues in my career.

Sudip Shrestha
Tromsø, 1.12.2023

ABSTRACT

Background: Adolescent girls, aged 10-19, undergo a critical physiological transition during which menarche and monthly menstrual cycles signify normal physiological functioning. In Nepal, cultural myths and taboos stigmatize menstruation, contributing to misconceptions that lead to self-isolation, social exclusion, and negative impacts on physical and mental health. The study aims to assess school-going adolescent girls' knowledge about menstruation and its associated factors as well as identifying and rectifying sources of misinformation.

Purpose of the study: The study investigates primary sources of information on menstruation, knowledge levels among adolescent school girls in Nepal, and associations with predictors such as demography, ethnicity, religion, socioeconomic status, sexual health education, and area of residence.

Methodology: A community-based cross-sectional study was conducted among 394 adolescent girls studying in grades 7-10 between the ages of 10–18 years from three public secondary schools in the Bagmati province of Nepal. The study took place between June- August 2022. Data were collected through a semi-structured interviewers. The collected data were analysed using descriptive statistics, and uni- and multivariable analyses (Binary logistic regression) were performed to identify factors associated with menstrual knowledge level.

Results: The average age of the 394 participants was 14.4 years (95% CI 14.2-14.5). Pre-menarche, 178 (45.2%) had low knowledge, and 54.1% had not received sexual health education at school. Mothers and sisters were identified as the primary information sources concerning menstruation. Multivariable analyses revealed higher maternal education [OR = 0.54; 95% CI (0.31, 0.95)] and having had a class on reproductive health and menstruation [OR = 0.53 (0.43, 0.83)] were less likely associated with poor menstrual knowledge.

Conclusion: Based on our results, we hypothesize that early school-based education programs could be useful in reducing obvious disadvantages associated with poor knowledge, which seemed to reduce the girls' physical and mental wellbeing.

Keywords: *Menstrual health, Menarche, Information source, Adolescents, School-Girls, Cross-sectional study, Nepal.*

ACKNOWLEDGMENT

I extend my deepest gratitude to Prof. Tore Solberg, a guiding light throughout my master's degree journey. His unwavering support and encouragement were pivotal, steering me through challenges and ensuring the successful completion of the program. My heartfelt appreciation extends to Dr. Biraj Man Karmacharya, my co-supervisor, for his invaluable mentorship, constant support, and facilitation in every possible way. Prof. Øystein Petter Nygaard, I am thankful for your encouragement and for providing insightful comments and feedback.

UIT deserves heartfelt thanks for their comprehensive support and abundant resources during the entire study period. Special recognition is extended to Elisabet Danielsen for her invaluable assistance during the intricate data analysis phase of my thesis. Gratitude is also owed to Pramesh Koju, Reetu Manandhar, and other dedicated colleagues actively involved in the implementation of this study project. Furthermore, I express my appreciation to the Grow Intern Team of 2022, particularly for their contributions to the field activities. Dr. Akina Shrestha, your support and encouragement played a crucial role in motivating me to complete my master's thesis.

My sincere appreciation extends to my family and friends for their unwavering support and encouragement, always standing by me. This final product of my master's degree is a culmination of the collective courage and support from numerous well-wishers.

In conclusion, I want to express gratitude to all those who have directly or indirectly contributed to the success of this study.

Warm regards,

Sudip Shrestha

December 2023

LIST OF ABBREVIATIONS

CI	Confidence Interval
DCP	Department of Community Programs
DH	Dhulikhel Hospital
FCHV	Female Community Health Volunteer
IKM	Department of Clinical Medicine
IRC	Institutional Review Committee
ISM	Department of Community Medicine
KUSMS	Kathmandu University School of Medical Sciences
LMICs	Low-and Middle-Income Countries
MH	Menstrual Health
MHH	Menstrual Health and Hygiene
MHM	Menstrual Hygiene Management
ORC	OutReach Center (DH health post in rural areas)
Q	Question number in appendix..)
REK	Regional Committees for Medical and Health Research Ethics
SES	Socioeconomic status
SD	Standard Deviation
SDG	Sustainable Development Goals
SIKT	Norwegian Agency for Shared Services in Education and Research
SPSS	Statistical Package for Social Sciences
UiT	Universitetet i Tromsø
UNICEF	United Nations Children's Fund
WAMI	Water, Assets, Maternal education and Income
WASH	Water, Sanitation and Hygiene

Table of Contents

Preface	2
ABSTRACT.....	3
ACKNOWLEDGMENT	4
1 CHAPTER I: INTRODUCTION	1
1.1 Background of the study.....	1
1.2 Objectives of the study	2
2 CHAPTER II: METHODOLOGY	3
2.1 Study design.....	3
2.2 Setting /Study site and justification:.....	3
2.3 Participants:.....	4
2.4 Selection criteria:.....	4
2.5 Sampling method:	5
2.6 Sample size calculation:	5
2.7 Variables	5
2.8 Data sources /Data Collection:.....	7
2.9 Bias.....	8
2.10 Statistical analysis.....	8
2.11 Ethical considerations	8
3 CHAPTER III: RESULTS	10
4 CHAPTER IV: DISCUSSION.....	15
5 CHAPTER V: CONCLUSION & RECOMMENDATION	18
Conclusion	18
6 References	19
7 Appendix	22
A. Parental Informed Consent.....	22
B. Script for Adolescent girls Verbal Assent.....	23

C.	Informed Consent from School Head Teacher	24
D.	Approval Letter from IRC- KUSMS	25
E.	Letter from REK.....	26
F.	Approval Letter from Shree Sanjivani Secondary School, Dhulikhel.....	28
G.	Approval letter from Shree Parbati Secondary School, Dhungharka	29
H.	Approval Letter from Shree Jalpa Devi Secondary School, Melamchi.....	30
I.	Questionnaire in English.....	31

List of Tables

Table 1 – Study Sites	4
Table 2 – Socio-demographic characteristics of adolescent girls	10
Table 3 – Knowledge about menstruation	11
Table 4 – Main source of information about menstruation	12
Table 5 – Impact of menstruation on daily activities and wellbeing.....	12
Table 6 – Univariable and multivariable analyses evaluating factors associated with current menstrual knowledge level	13
Table 7 – Sensitivity analysis.....	14

List of Figures

Figure 1 - Map showing the location of study sites.....	3
---	---

1 CHAPTER I: INTRODUCTION

1.1 Background of the study

According to the World Health Organization (WHO), an adolescent is an individual between 10-19 years of age in a transition phase between childhood and adulthood.(1) For a girl, the menarche (first menstruation) marks the beginning of reproductive abilities.(2) The monthly menstrual cycle is a hormonal process, preparing the female body for a possible pregnancy. The occurrence of a regular menstrual cycle from puberty to menopause usually indicates that the body is functioning normally.(3) The adolescent population makes up 16% of the world's population, and this number is expected to rise, particularly in low- and middle-income countries.(4) Nepal is the homeland of around 3.0 million adolescent girls, approximately 12 percent of the total population. They are faced with several myths and taboos related to menstruation and menstrual hygiene challenges.(5)(4) This has been attributed to cultural norms, lack of education, and poverty.(6) In 2023, Nepal was ranked as the poorest country in Asia.

Although menstruation is a normal physiological process, it is often considered unclean and impure in different cultures. These beliefs trigger social exclusion and shame and impose restrictions in activities of daily living on young menstruating girls, especially in low-and middle-income countries (LMICs).(7) (8) In Nepal, they are often restricted from entering religious temples, from engaging in other social activities and from interacting with males during periods. At home, they may not be allowed to touch male family members, plants or animals, and can be prohibited from entering the kitchen, drinking milk, or eating dairy products.(4) On the fourth day of menstruation, many have to purify their bed and other items they have been in contact with. In certain underdeveloped rural parts of the country, practices such as Chaupadi persist (23). The word Chaupadi is derived from two Hindu words: *chau*, meaning menstruation, and *padi*, implying that women are impure and become untouchable during periods. They have to eat separately, cannot have physical contact with other people or with water sources, and will keep isolated and sleep in a livestock shed until they are “clean”.(9) Furthermore, beliefs that a woman can put curses on others and tend to bring bad luck during periods are common in conservative societies. All, these issues add psychological stress to the physical discomfort experienced during a normal menstruation period.(10) (23). Lack of adequate sanitary facilities may also prohibit young girls from attending school during

periods.(11) (12) Many experience fear, shame, in managing menstruation at school.(13) (14) Unfortunately, embarrassment can also prevents them from seeking help and advice related to menstruation issues, putting them at risk for urogenital infections.(15)

According to a study conducted by UNICEF in South Asia, 1 out of 3 girls knew nothing about menstruation prior to their first menstruation period, while 48% of girls in Iran and 10% of girls in India believed that menstruation was a disease. (11) According to the Menstrual Hygiene Guidebook by UNICEF (2019), education is crucial to reach the Water, Sanitation, and Hygiene (WASH) goals, aiming at improving menstrual health. An integration of Menstrual Health and Hygiene (MHH) programs into the school curricula was therefore recommended in the United Nation's Sustainable Development Goals (SDG).(16)(17) However, this has not been incorporated properly into the education policy programs in Nepal.(18)

In summary, a range of misconceptions about menstruation have been identified as the main obstacles for increasing knowledge and improving menstrual health in the Nepalese population. In order to develop efficient education and prevention programs, identifying sources of misinformation is crucial (25) (26).

The aim of this study was to assess predictors for low menstrual knowledge levels among Nepalese adolescent school girls and to identify their primary sources of information.

1.2 Objectives of the study

General objective:

To gain detailed insight into how adolescent school girls learn about menstruation issues and assess their level of knowledge on menstruation.

Specific objective(s):

- To identify the primary sources of information about menstruation among adolescent girls.
- To determine the level of knowledge about menstruation among the girls.
- To determine the association between primary information sources and menstrual knowledge

2 CHAPTER II: METHODOLOGY

2.1 Study design

Data for this cross-sectional study was collected by Dhulikhel Hospital (DH), Department of Community Programs (DH-DCP) during June- August 2022. This study is a sub-study, nested within the larger school health program of the DH-DCP, named “Knowledge, practice regarding menstrual health among adolescent school girls”. The current study focuses on the knowledge part of the main survey, and less on the menstruation practice and attitude aspects of the main survey.

2.2 Setting /Study site and justification:

The study was conducted in 3 public secondary schools located in rural and semi-urban areas in the Bagmati province, which is situated in the central region of Nepal, sharing borders with Tibet (China) and India, spanning 20,300 square kilometers. The Bagmati province ranks as the fifth-largest in terms of area and is the second-most populated province in Nepal, covering 13.8 % of the total land area.

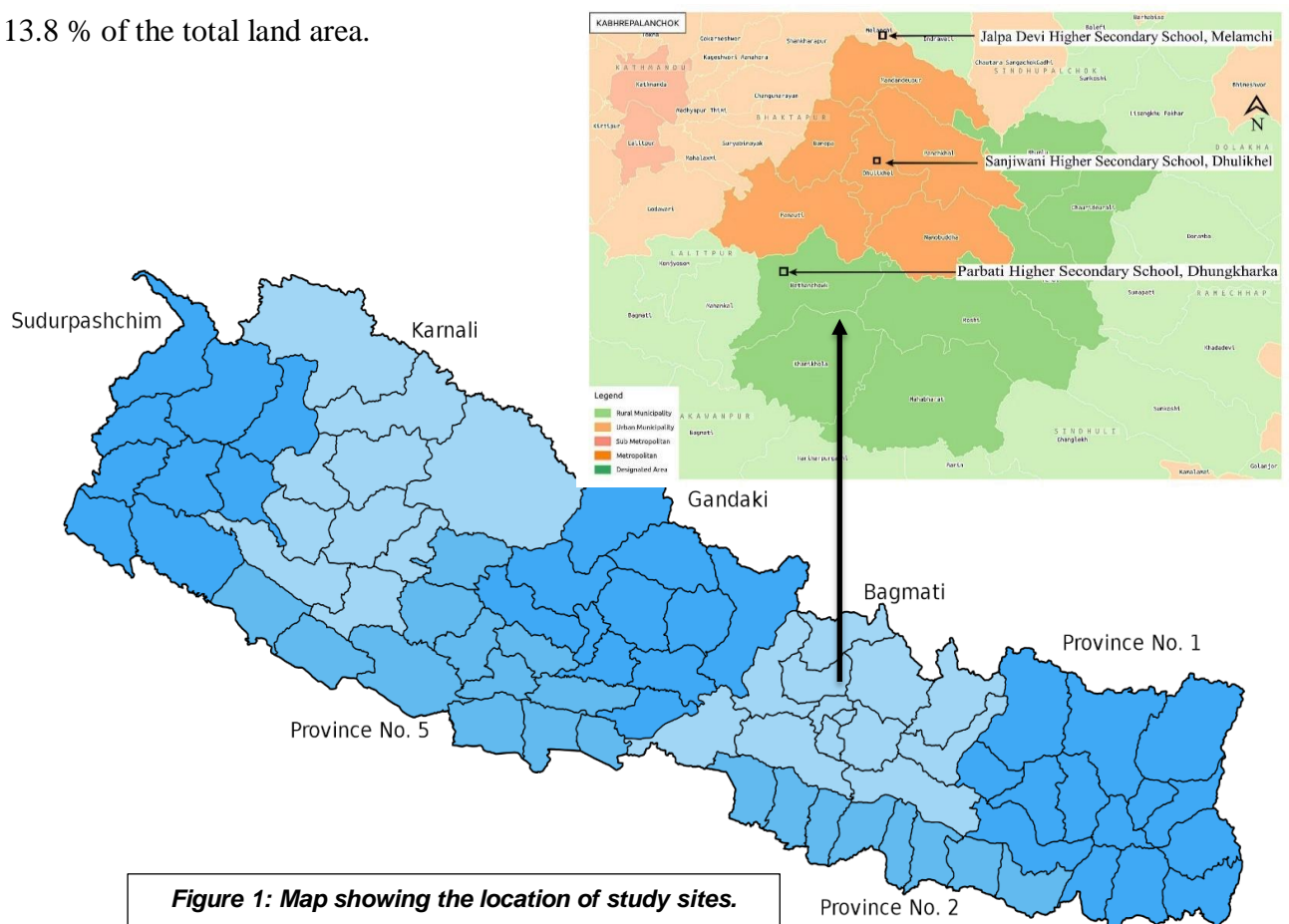


Figure 1: Map showing the location of study sites.

Table 1: Study Sites

S.N.	School Name	Location	Type of residence area	n (%)
1	Shree Jalpa Devi Higher Secondary School	Melamchi	rural	101 (25.6)
2	Shree Parbati Higher Secondary School	Dhungkharka	rural	80 (20.3)
3	Shree Sanjiwani Higher Secondary School	Dhulikhel	semi-urban	213 (54.1)

The research sites, namely Shree Parbati Higher Secondary School in Dhungkharka; Shree Jalpa Devi Higher Secondary School in Melamchi, are public and situated in rural areas adjacent to ORCs operated by DH. Shree Sanjiwani Higher Secondary School is also public and located in Dhulikhel- a semi-rural area in close proximity to DH itself (Table and Figure 1).

2.3 Participants:

The study included all menstruating adolescent girls between the ages of 10 to 19 years (school grades 7, 8,9, and 10) attending the three schools. A total of 394 girls aged (10-19) years participated in the study.

2.4 Selection criteria:

Inclusion criteria:

- All adolescent girls who had started menstruating were eligible for inclusion.
- Participation was voluntary.

Exclusion criteria:

- All the girls who have not reached menarche.
- Girls who did not provide consent, either by themselves or by parents.
- Those unable to understand or communicate in the Nepali or English language.
- Girls with severe physical, cognitive, mental- or physical conditions that might affect their ability to give informed consent to participation..
- Girls being absent from school during the days of data collection..
- Participants providing incomplete or unreliable information due to non-engagement, inconsistent responses could be excluded from the analysis.

2.5 Sampling method:

We used purposive (non-random) sampling to ensure that as many as possible from the target population were included. This was done in order to create a representative sample of school girls with respect to the target area.

2.6 Sample size calculation:

Based on previous studies, we considered a difference in proportions of 15% between methods of knowledge level to be relevant, which would require 171 subjects to reach statistical significance (Confidence Level %, Power (80%). Responses from 394 participants, included in the main survey, would be sufficient to avoid type II statistical error in the multi-variable analyses. Since only a limited number of carefully selected covariates were assessed. The sample size for a cross-sectional study was calculated by using <https://select-statistics.co.uk/calculators/sample-size-calculator-population-proportion/>

2.7 Variables

Variable selection was performed before completion of the protocol, i.e. before the statistical analyses commenced. Of a total of 110 variables (Q: questions) from the main survey, the study group selected 24 (22%) judged to be relevant for the purpose of this study (Q1-3, 6-7, 11, 15d, 17, 19 22-23, 31, 33-35, 39-39. 64, 67, 80, 90 and Q102.).

We defined four variables as proxies for socioeconomic status (SES), i.e. Q2 (Caste/ethnicity), Q6 (Maternal education), Q11 (Sanitary facilities) and Q15d (Television),. (Appendix – I)

- Variables to identify the primary sources of information about menstruation issues. (Q.19)
 1. Family members: a. Mother b. Older sister c. Older sister-in-law d. Female cousin or other e. female relatives f. Male relative
 2. School: a. Teachers b. Friends
 3. Healthcare providers: a. Community health workers b. FCHV
 4. Media: a. Radio b. TV c. Internet d. book/magazine/health magazine

- Variables assessing knowledge level (Q.22, Q. 23)

Variables assessing knowledge levels concerning menstruation.

- To assess current knowledge level in terms of beliefs (current and at menarche) we used two questions(Q number 22 and 23,): “Now, what did you believe was the cause of your menstruation?” and “When you first started menstruating, what did you believe was the cause of your menstruation ?” The response alternatives were dichotomized into (“Normal healthy process”), indicating high knowledge level, and (“Any type of illness”, “curse”, “Bad blood being shed”, “Supernatural reason”, “Abnormal internal bleeding ”, “Don’t know”, “Other”), indicating low knowledge level.

- We also used another question (Q18) to assess previous knowledge levels (at menarche): “Did you know anything about menstruation before menstruation?” The response alternatives were: “No”, indicating low knowledge level and “Yes”, indicating higher knowledge level.

Potential predictor variables for poor knowledge were defined, based on previous literature and the study groups’ knowledge about local culture, socio--economic status, residential area, school system, and demography in Nepal. To improve data to statistical model fit and improve interpretability several variables were recategorized.

- Current age, continuous (Q1). We further dichotomized into early adolescents (10-14) and late adolescents (15-18)

- Having had a class on reproductive health and menstruation (Q102)

- Caste/Ethnicity, was trichotomized into Dalit, Jajanati, Bhramin/Chhetri (highest to lowest caste) based on eight response alternatives (Q2).(19)

- Religion was dichotomized into Hindu (yes=1 no=0) from five response alternatives (Q3), since this is the most dominant religion in Nepal.(20)

- Educational level of mother was dichotomized into Class 10 and above/university (yes=1 no=0) (Q6).(21)

- Living in a household with “Flush to septic tank» ” (yes/no), indicating good inhouse access to sanitary, i.e. both to water and toilet facilities (Q11).

- Having television (yes/no) in the household (Q15d).(22)

- Residential area, defined by secondary school location (Table 1, figure 1).

Variables assessing menstruation-related restrictions in daily activities and social problems, reported by the girls:

- **Activity restrictions during menstruation at Home and family level**
 - Participate in regular household work (Q.33)
 - Attend the temple (Q.31)
 - Attend other religious happenings (celebrations/weddings, etc. (Q.32)
 - Touch male family members (Q.34)
 - Lift the heavy loads (Q.39.1)
 - Enter kitchen/cooking facilities (Q.35)
 - Sleep in the same house as family (Q.38)

- **Activity restrictions during menstruation in School**
 - Missed a whole day(s) at school past three months (Q.64)
 - Missed a part of day(s) at school past three months (Q67)
 - Not comfortable with going to school while menstruating? (Q90).
 - Not comfortable with being in class with the boys at school. (Q.92)
 - Not comfortable with doing sports (Q.108)

2.8 Data sources /Data Collection:

Two proficient female health research assistants were recruited to conduct semi-structured interviews with the girls. Comprehensive two-day training was provided to acquaint them with the study's objectives, confidentiality standards, participants' rights, ethical considerations, informed consent procedures, and interview techniques. Each research assistant received written data collection guidelines for pre-practice before the commencement of data collection. The Department of Community Programs' co-investigators supervised the data collection processes, conducting daily reviews of all questionnaires and holding morning meetings with the data collectors. This facilitated discussion and prompt resolution of any issues encountered during data collection, alongside logistics management in the field.

During the semi-structured interviews, the schoolgirls completed a questionnaire, "Analysis of Menstrual Hygiene Practices in Nepal: The Role of Wash in Schools' Program for Girls' Education 2016," developed by the UNICEF Nepal office.(23) The questionnaire was translated into Nepali for a convenient and better understanding to the participants and interviewer. Refer to Appendix E for the questionnaire.

2.9 Bias

- Response (information) bias: The girls may systematically misinterpret questions or answer untruthfully.
- Confounding bias; Unobserved factors may impact both knowledge levels and predictors.
- Recall bias: Participants' ability to accurately recall and report their sources of information previous knowledge levels may be subject to recall bias.
- Selection bias: The study population may be subject to selective participation.
- In an effort to assess knowledge and hygienic practices related to menstruation in a more private context, female data collectors were engaged to counteract social desirability bias.

2.10 Statistical analysis

Mean and 95% confidence intervals (CI) were used to describe continuous variables with normal distribution. We presented discrete data by numbers and percentages and assessed differences between categorical data with chi-square tests. An available-case analysis was performed to minimize the loss of information. Multi-variable analysis (binary logistic regression) was used to evaluate associations between the dependents (high/low menstrual knowledge level) and the independents (potential predictors). Before being entered into the multivariable analyses, all covariates were checked for collinearity and interactions. The level of significance was set at 5%. All data were entered in EpiData and extracted to the Statistical Package for the Social Sciences (SPSS, Version 26.0, Armonk, NY: IBM, Corp) for analysis.

2.11 Ethical considerations

Prior to conducting the interviews, explicit verbal and written consent was obtained from each girl by the teachers at each school. Subsequently, a written consent form was sent to their parents. The girls were enrolled in the study, only after the school had received a consent form with a parent signature. Participants and parents were informed of their right to withdraw the consent at any stage.

The study was approved by the Institutional Review Committee at Kathmandu University School of Medical Sciences (IRC-KUSMS approval no: 148/22) (Appendix D). In addition, the project was evaluated by the Regional Ethical Committee for Medical Research (REK Nord,

reference: 632917/23, appendix) (Appendix E). REK could not consider the application, since it did not represent a research project that would fall under the Norwegian medical research legislation. The protocol was then forwarded to and discussed with the research administration at the Medical Faculty at the Arctic University of Norway (UiT) and subsequently to the Norwegian Agency for Shared Services in Education and Research (SIKT) in Norway. SIKT concluded that a formal application was unnecessary, based on the prior Nepalese IRC approval, and since measures had been taken to anonymize the data files available in Norway.

3 CHAPTER III: RESULTS

Of 407 girls invited 394 (90.3%) participated in the study. Of the 13 (9.7%) lost, three declined participation. The rest was sickness absence.

Table 2 presents data indicating that a majority of the girls (52.8%) fall within the early adolescent age group (10-14), belonging to grade 9 and 10 school grades. Most of them were Hindus (75.3%), and belonged to the Janajati caste (56.1%). The mean age of menarche was 12.5 years. When the present survey was conducted the girls were 1.9 years older (mean age 14.4 years). Of the girls' mothers, 232 (65.5%) had low educational level (<10 years in school).

Table 2: Socio-demographic characteristics of adolescent girls

Socio-demographic characteristics	Frequency (%) (Total=394)
Current Age Group:	
Early adolescents (10–14),	208 (52.8)
Late adolescents (15–18)	186 (47.2)
Current age years: mean (95% CI)	14.4 (14.2 – 14.5)
Menarche age, years: mean (95% CI)	12.5 (12.4- 12.6)
Class (Grade)	
6	14 (3.6)
7	56 (14.2)
8	88 (22.3)
9	122 (30.9)
10	114 (28.9)
Caste	
Brahmin/ Chettri n (%)	157 (39.8)
Janajati	221 (56.1)
Dalit	16 (4.1)
Religion	
Hindu	296 (75.1)
Non Hindu *	98 (24.9)
Primary Language, n (%)	
Nepali	296 (75.1)
Newari	18 (4.6)
Others	9 (2.3)
Tamang	71 (18)
Educational level of the mother, n (%) (missing 32)	
Middle secondary school or less (<10 years)	272 (75.1)
Higher secondary school or more (≥ 10 years)	90 (24.9)
Educational level of the father, n (%) (missing 40)	

Middle secondary school or less (<10 years)	232 (65.5)
Higher secondary school or more (≥ 10 years)	122 (34.5)
Assets in house	
Flush to Septic tank, n (%) (missing 2):	
No Flush to Septic tank	126 (32.1)
Yes Flush to Septic Tank	266 (67.9)
TV: n (%)	
Yes	300 (76.1)
No	94 (23.9)
*Buddhist, Muslim, Christian or other	

Table 3 shows that a total of 178 (45.2%) of the girls reported no knowledge about menstruation before menarche, and 213/394 (54.1 %) reported that they had not received any class on sexual reproductive health and menstruation at school. At menarche, only 165 (41.9%) thought menstruation was a normal healthy process, increasing significantly to 270 (68.5%) girls at menarche ($p < 0.001$).

Table 3: Knowledge about menstruation reported by 394 adolescent school girls in Nepal

Variables	Responses	Frequency (%)
1. Did you know anything about menstruation before you started menstruating? (Q 18, Prior Knowledge), n (%)	No	178 (45.2)
	Yes	216 (54.8)
2. When you first started menstruating, what did you believe was the cause of your menstruation? (Q 22, Prior beliefs/knowledge) n (%)	Normal healthy process	165 (41.9)
	Not normal healthy process*	229 (58.1)
3. Now, what do you believe is the cause of your menstruation? (current knowledge), (Q 23, current beliefs/knowledge) n (%)	Normal healthy process	270 (68.5)
	Not normal healthy process*	124 (31.5)
4. Have you ever received a class on sexual reproductive health and menstruation?, n (%)	No	213 (54.1)
	Yes	181 (45.9)
*Illness/curse/bad blood being shed/other abnormal internal bleeding		

Table 4 shows that among those with some kind of knowledge about menstruation at the time of menarche, the majority regarded either their mother 128 (38.5%) or other female relatives

99 (29.8%) as the main source of information, while 37 (11.1%) considered it to be their teacher.

Table 4: Main source of information about menstruation reported by 394 adolescent school girls in Nepal.

Source of information *	Numbers responding yes (%)
Mother	128 (38.5)
Other female relative	99 (29.8)
Male relative	1 (<0.1)
Friend	38 (11.4)
Teacher	37 (11.1)
Health worker	10 (3.0)
Others	19 (5.7)
None	68 (20.5)
*One girl could respond to more than one category	

Table 5 illustrates restrictions/ limitations in activities of daily living, and social interaction and well-being during menstruation. The majority of the girls (89.6%) responded that they did not participate in regular household work during menstruation. Likewise, 87.8% of adolescent girls have responded that they do not attend temple.

At the School, 78.8% of the respondents answered they did not feel comfortable being in class with the boys, and 27.9% of the girls reported that they had missed school day(s) either in whole or part during the last three months because of menstruation issues. A majority also responded that they felt uncomfortable doing sport activities (75.7%).

Table 5: Impact of menstruation on daily activities and wellbeing reported by 394 adolescent school girls in Nepal

<u>Activity restrictions during menstruation</u>	n (%)
<u>Home and family</u>	
Does not participate in regular household work	353 (89.6)
Does not attend temple	346 (87.8)
Does not attend other religious happenings (celebrations/weddings etc.)	164 (41.6)

Does not touch male family members	117 (29.7)
Does not lift heavy loads	227 (57.6)
Does not enter kitchen/ cooking facilities	135 (34.3)
Does not sleep in the same house as family	6 (1.5)
<u>School</u>	
Missed a whole day(s) at school past three months	65 (16.5)
Missed a part of day(s) at school past three months	45 (11.4)
<u>Not comfortable with going to school while menstruating?</u>	
Sometimes	114 (28.9)
Always	31 (7.9)
Not comfortable with being in class with the boys at school	310 (78.7)
Leisure time and sports activities	
Not comfortable with doing sports, n (%) (Missing: 36)	271 (75.7)

Table 6 shows that both maternal higher education level (above 10 years) and having had a class on reproductive health and menstruation, independently reduced the risk for low knowledge level by over 50% each, when adjusted for age, SES, religion and residence area. However, maternal education only reached borderline significance ($p = 0.053$). In the sensitivity analysis (Table 7) assessing knowledge level at menarche, both these factors were statistically significant, reaffirming the results shown in table 6.

Table 6: Univariable and multivariable analyses evaluating factors associated with current menstrual knowledge level among 394 adolescent school girls in Nepal.

Q23 (Dependent variable): “Now, what did you believe was the cause of your menstruation?” (0=good knowledge, 1=poor knowledge)				
Possible predictors	Univariable		Multivariable	
	OR (95% CI)	p-value	OR (95% CI)	p-value
Age	0.93 (0.79 – 1.09)	0.346	0.88 (0.74 – 1.05)	0.167
Ethnicity ^a	1.54 (1.05 – 2.27)	0.028	1.46 (0.90 – 2.34)	0.123
Mother’s education ^b	0.54 (0.31 – 0.95)	0.033	0.54 (0.29 – 1.01)	0.053
Hindu ^c	0.77 (0.48 – 1.25)	0.297	1.13 (0.63 – 2.03)	0.680

Sexual health class ^d	0.53 (0.34 – 0.83)	0.005	0.51 (0.31 – 0.82)	0.006
Television ^e	0.81 (0.49 – 1.31)	0.385	0.82 (0.48 – 1.42)	0.486
Sanitary facilities ^f	0.84 (0.53 – 1.33)	0.447	0.70 (0.40 – 1.21)	0.201
Residential area ^g	0.91 (0.59 – 1.39)	0.658	0.87 (0.51 – 1.49)	0.616
^a Brahmin =1, Janajati=2, Dalit=3. ^b Class 10 and above/university (yes=1 no=0). ^c Hindu=1 Other=0. ^d Have you received a class on reproductive health and menstruation? (yes=0, no=1). ^e Does your household have television? (yes=1 no=0). ^f Does your household have flush to septic tank (yes=1 no=0). ^g Urban area=1 Rural=0				

*statistically significant, p-value<0.05

Table 7: Sensitivity analysis: Univariable and multivariable analyses evaluating factors associated with prior menstrual knowledge level 394 among adolescent school girls in Nepal.

Q 18 (Dependent variable): Did you know anything about menstruation before menstruation? 0=good knowledge. No= 1 (poor knowledge)				
Possible predictors	Univariable		Multivariable	
	OR (95% CI)	p-value	OR (95% CI)	p-value
Age	1.01 (0.87 – 1.17)	0.921	0.97 (0.83 – 1.15)	0.747
Ethnicity ^a	1.34 (0.96 – 1.97)	0.079	1.30 (0.83 – 2.03)	0.259
Mother's education ^b	0.57 (0.35 – 0.94)	0.028	0.56 (0.32 – 0.98)	0.042
Hindu ^c	0.91 (0.58 – 1.44)	0.686	1.22 (0.70 – 2.12)	0.493
Sexual health class ^d	0.44 (0.29 – 0.66)	<0.001	0.42 (0.27 – 0.66)	<0.001
Television ^e	0.78 (0.49 – 1.23)	0.282	0.83 (0.50 – 1.40)	0.487
Toilet facilities ^f	0.92 (0.60 – 1.40)	0.693	0.76 (0.46 – 1.28)	0.304
Residential area ^g	0.84 (0.56 – 1.25)	0.391	0.83 (0.50 – 1.37)	0.471
^a Brahmin =1, Janajati=2, Dalit=3. ^b Class 10 and above/university (yes=1 no=0). ^c Hindu=1 Other=0. ^d Have you received a class on reproductive health and menstruation? (yes=0, no=1). ^e Does your household have television? (yes=1 no=0). ^f Does your household have flush to septic tank (yes=1 no=0). ^g Urban area=1 Rural=0				

*statistically significant, p-value<0.05

4 CHAPTER IV: DISCUSSION

In this study of adolescent girls from three secondary schools in Nepal, we found that over 45% had a low knowledge level about menstruation, and at menarche, 58% did not believe it was a healthy process. When this survey was performed the girls' mean age had increased by approximately 2 years since menarche, still 35% did not regard menstruation as a healthy process, and 46% had not received any class on sexual reproductive health and menstruation at school. This concedes well with the fact that only 11 % identified their teacher as their primary source of information. Moreover, a previous report from Nepal found that teachers felt uncomfortable discussing menstrual hygiene topics with their pupils, most probably due to social norms and cultural taboos.

Low knowledge levels concerning menstruation is also a problem in many neighbouring countries. According to a study conducted by UNICEF in South Asia, 1 out of 3 girls knew nothing about menstruation prior to their first menstruation period, while 48% of girls in Iran and 10% of girls in India believed that menstruation was a disease.⁽¹¹⁾ Our findings on knowledge level also align with other studies conducted in Chitwan and Dang districts of Nepal (24)(25) (23), as well as similar studies conducted in India and Ethiopia (49%).⁽¹²⁾⁽²⁶⁾⁽²⁷⁾

Our data shows that the majority of the girls received information about menstruation from their mother or another female relative. This finding is in accordance with several studies from Nepal and India (28)(29) (23), Pakistan (30), Ethiopia (26)(12) and Nigeria (13). In Nepal, beliefs about menstruation are often selective and biased, due to old misconceptions that are passed down through the generations. This underscores the pivotal role of maternal and family guidance in shaping girls' beliefs and subsequent menstrual behaviour. The present study shows that the girl's participation at school and in household- and sports activities were significantly restricted during menstruation. Importantly, we found that around 30 % of the girls reported that they had missed school day(s) either in whole or part during the last three months because of menstruation issues. A study from the Chitwan district of Nepal showed that 61.4% missed school day(s) due to menstruation during a year.⁽³¹⁾ This suggests negative effects on the girls' mental and physical wellbeing. Ideally, to assess the significance of this impact, a matched control group of non-menstruating same age girls would be needed, but would be virtually impossible. Nevertheless, we have shown that our findings are in line with studies from other low to middle-income countries.

After adjusting for potential confounders, we found that low maternal educational level and not having attended a school class on sexual reproductive health were independently associated with low current knowledge levels. These findings remained robust in the sensitivity analyses assessing predictors for knowledge level at the time of menarche. We assessed age, socioeconomic status, ethnicity, religion, and residential area (rural/semi-urban) based on recommendations from previous literature. However, the definition of socioeconomic status varies across studies and is highly dependent on sociocultural and socioeconomic factors. To conceptualize SES, a wide range of proxies can be used, depending on the location and the characteristics of the population being investigated.(32) We did not use a composite measure (index score) to assess SES, but single features. This may limit comparability across populations, for instance between those living in rural and semi-urban areas.(33) However, most of the SES proxies being reported in the literature are single features, and they are also measured differently.(34) In 2014, the WAMI index was developed. This composite measure comprises access to water and sanitation facilities (W), wealth in terms of assets (A), maternal education (M), and income (I).(33) In the present study, we assessed all these components except income. In Nepal, many of the providers («breadwinners») in the families have more or less natural households or are casual workers, spending their cash earnings the same or next days. This is typical for many low-income countries and makes family income difficult to estimate, especially for school girls living in rural areas.(35) We did include another SES component which we consider to be important in Nepal, i.e. caste, reflecting both for SES and ethnicity.(19)

Girls from only three selected schools in one region in Nepal participated in this study, limiting the generalizability of the results. For instance, in urban areas, like Kathmandu (the capital), knowledge levels might be higher and the cultural and socioeconomic environments may well differ.(9) (23)

Generalisability

Generalizability of the results beyond Nepal and Southeast Asia will obviously not be advisable due to increasing sociocultural differences. In addition, comparability with similar studies is also hampered by disparities in study designs and settings and variations in definition of concepts (e.g. knowledge level).

Strengths and limitations of the study:

The study utilized a questionnaire developed by UNICEF, that was presented to the girls by health professionals from the Department of Community Medicine at DH, with special competence in conducting cross-sectional surveys in municipalities in Nepal. There were only 3 girls (1%) who declined to participate in the survey. Therefore, our population are likely to be a representative sample of their peers.

Only a limited number of carefully selected variables (22%) from a comprehensive questionnaire were assessed, based on previous literature. This would reduce the risk of coincidental findings (Type I statistical error). Sample size calculations confirmed that the study was sufficiently powered to avoid underestimating the significance of associations (Type II statistical error).

However, the study has several limitations. Due to the cross-sectional design, we cannot draw any conclusion about causal relationships between menstrual knowledge level and the predictors. Moreover, the study is most likely subject to confounding bias due to unmeasured factors that could impact both predictors and knowledge level, for instance, the girl's performance in other subjects at school. The research assistants were female and had undergone a comprehensive training program before performing the semi-structured interviews. Still, we cannot rule out that embarrassment among the girls could lead to social desirability bias.(36) The girls were also asked about prior menstrual knowledge level and beliefs, i.e. at menarche. This might have introduced a recall bias.

Implications

Our results suggest that providing education programs in schools both for boys and girls, preferably prior to the age of menarche, could counteract misconceptions related to menstruation. This could facilitate the girl's participation at school and in sports- and family activities during menstruation. Community programs aimed at educating general populations could also be helpful. However, if improving inclusion of the girls would improve their mental and physical wellbeing should be evaluated in prospective intervention studies.

5 CHAPTER V: CONCLUSION & RECOMMENDATION

Conclusion

Mothers and female relatives were the girls' primary sources of information about menstruation. Since low educational level among mothers and lack of school classes on reproductive health predicted low knowledge level among the girls, it would be reasonable to further evaluate the effect of school-based education programs in the lower grade classes. Based on our result we hypothesize that such interventions could be useful to counteracting obvious disadvantages associated with poor knowledge, found in our and previous studies, limiting the girls' physical and mental wellbeing.

6 References

1. Organization WH. Adolescent health: world health organization. 2016.
2. Lacroix AE, Gondal H, Shumway KR, Langaker MD. Physiology, menarche. 2017;
3. Services. the O on WH in the O of the AS for H at the USD of H and H. Menstrual Cycle [Internet]. Available from: <https://www.womenshealth.gov/menstrual-cycle>
4. Giampietri V. Menstrual Confinement in Nepal: Restrictions and Taboos [Internet]. 2021. Available from: <https://globalhistorydialogues.org/projects/menstrual-confinement-in-nepal-restrictions-and-taboos/#:~:text=Thus%2C during menstruation women are,extreme forms of menstrual isolation>
5. Garg S, Anand T. Menstruation related myths in India: strategies for combating it. *J Fam Med Prim Care*. 2015;4(2):184–6.
6. Montgomery P, Hennegan J, Dolan C, Wu M, Steinfield L, Scott L. Menstruation and the Cycle of Poverty: A Cluster Quasi-Randomised Control Trial of Sanitary Pad and Puberty Education Provision in Uganda. *PLoS One*. 2016;11(12):e0166122.
7. Crawford M, Menger LM, Kaufman MR. ‘This is a natural process’: managing menstrual stigma in Nepal. *Cult Health Sex* [Internet]. 2014;16(4):426–39. Available from: <https://doi.org/10.1080/13691058.2014.887147>
8. Atreya A, Nepal S. Untouchables: Women and Girls in Nepal. *Obstet Gynecol* [Internet]. 2020;136(1):3–5. Available from: https://journals.lww.com/greenjournal/fulltext/2020/07000/untouchables__women_and_girls_in_nepal.2.aspx
9. Robinson H. Chaupadi: The affliction of menses in Nepal. *Int J Womens Dermatol*. 2015;1(4):193–4.
10. Marván ML, Molina-Abolnik M. Mexican adolescents’ experience of menarche and attitudes toward menstruation: role of communication between mothers and daughters. *J Pediatr Adolesc Gynecol*. 2012;25(6):358–63.
11. Kuhlmann AS, Henry K, Wall LL. Menstrual hygiene management in resource-poor countries. *Obstet Gynecol Surv*. 2017;72(6):356.
12. Ghattargi CH, Deo DS. Preparation and practices regarding menstruation: a comparative study in rural and urban adolescent girls. *Indian J Comm Med*. 2005;30:10–4.
13. Oche MO, Umar AS, Gana GJ, Ango JT. Menstrual health: the unmet needs of adolescent girls’ in Sokoto, Nigeria. *Sci Res Essays*. 2012;7(3):410–8.
14. Sommer M, Caruso BA, Sahin M, Calderon T, Cavill S, Mahon T, et al. A Time for Global Action: Addressing Girls’ Menstrual Hygiene Management Needs in Schools. *PLoS Med*. 2016;13(2):e1001962.
15. Pali J, Mariam T, Ahmed A. Menstrual Belief and Practices among Adolescent Girls: A Case Study of Rural Rajasthan. 2018;2415–54.
16. Unicef. Guidance on menstrual health and hygiene. 2019.
17. Chandra-Mouli V, Patel SV. Mapping the knowledge and understanding of menarche, menstrual hygiene and menstrual health among adolescent girls in low-and middle-income countries. *Palgrave Handb Crit menstruation Stud*. 2020;609–36.
18. Wanjiku D. Knowledge Attitude and Practices of Menstrual Hygiene Among Adolescent Girls Between S1-S4 St. Aloysius Bwanda Secondary School Kalungu. International Health Sciences University.; 2016.
19. Pareekh U. Manual of socioeconomic status (rural). Mansayan 32. Netaji Subhash Marg, Delhi, India. 1981;
20. Bhusal CK, Bhattarai S, Kafle R, Shrestha R, Chhetri P, Adhikari K. Level and

- Associated Factors of Knowledge regarding Menstrual Hygiene among School-Going Adolescent Girls in Dang District, Nepal. Silva DAS, editor. *Adv Prev Med* [Internet]. 2020;2020:8872119. Available from: <https://doi.org/10.1155/2020/8872119>
21. Mamilla S, Goundla S. Knowledge about menstrual hygiene, sexual health, and contraception in educated late adolescent age girls. *J Fam Med Prim Care*. 2019;8(2):610–3.
 22. Porter C. *Socioeconomic Status and Health Behavior in Nepal*. 2016.
 23. A Morrison, J., Basnet, M., Bhatta, A., Khimbanjar, S., & Baral S. Analysis of Menstrual Hygiene Practices in Nepal: The Role of WASH in Schools Programme for Girls Education 2016. Health Research and Social Development Forum [Internet]. Nepal; 2018. Available from: <https://www.unicef.org/nepal/sites/unicef.org.nepal/files/2018-04/Menstrual-Hygiene-Practices.pdf>
 24. Khanal G, Shrestha N, Adhikari K, Ghimire U. Menstruation hygiene management among secondary school students of Chitwan, Nepal:a cross-sectional study. *BMC Womens Health* [Internet]. 2023;23(1). Available from: <https://dx.doi.org/10.1186/s12905-023-02494-x>
 25. Bhusal CK. Practice of menstrual hygiene and associated factors among adolescent school girls in Dang district, Nepal. *Adv Prev Med*. 2020;2020.
 26. Upashe SP, Tekelab T, Mekonnen J. Assessment of knowledge and practice of menstrual hygiene among high school girls in Western Ethiopia. *BMC Womens Health*. 2015;15:1–8.
 27. Tegegne TK, Sisay MM. Menstrual hygiene management and school absenteeism among female adolescent students in Northeast Ethiopia. *BMC Public Health*. 2014;14(1):1–14.
 28. Ray S, Dasgupta A. Determinants of menstrual hygiene among adolescent girls: a multivariate analysis. *Natl J Community Med*. 2012;3(02):294–301.
 29. Sarkar I, Dobe M, Dasgupta A, Basu R, Shahbabu B. Determinants of menstrual hygiene among school going adolescent girls in a rural area of West Bengal. *J Fam Med Prim care*. 2017;6(3):583.
 30. Shah SF, Punjani NS, Rizvi SN, Sheikh SS, Jan R. Knowledge, Attitudes, and Practices Regarding Menstrual Hygiene among Girls in Ghizer, Gilgit, Pakistan. *Int J Environ Res Public Health* [Internet]. 2023;20(14):6424. Available from: <https://www.mdpi.com/1660-4601/20/14/6424>
 31. Khanal G, Shrestha N, Adhikari K, Ghimire U. Menstruation hygiene management among secondary school students of Chitwan, Nepal:a cross-sectional study. *BMC Womens Health* [Internet]. 2023;23(1):395. Available from: <https://doi.org/10.1186/s12905-023-02494-x>
 32. Pollack CE, Chideya S, Cubbin C, Williams B, Dekker M, Braveman P. Should health studies measure wealth?: A systematic review. *Am J Prev Med*. 2007;33(3):250–64.
 33. Psaki SR, Seidman JC, Miller M, Gottlieb M, Bhutta ZA, Ahmed T, et al. Measuring socioeconomic status in multicountry studies: results from the eight-country MAL-ED study. *Popul Health Metr*. 2014;12:1–11.
 34. Saif-Ur-Rahman KM, Anwar I, Hasan M, Hossain S, Shafique S, Haseen F, et al. Use of indices to measure socio-economic status (SES) in South-Asian urban health studies: a scoping review. *Syst Rev*. 2018;7(1):1–9.
 35. Pathak S. The association between socioeconomic status and linear growth in Nepalese children under 2 years of age. The University of Bergen; 2021.
 36. Kwak D-H, Ma X, Kim S. When does social desirability become a problem? Detection and reduction of social desirability bias in information systems research. *Inf Manag*

[Internet]. 2021;58(7):103500. Available from:
<https://www.sciencedirect.com/science/article/pii/S0378720621000744>

7 Appendix

A. Parental Informed Consent

Dear Parent,

We are writing to you from Dhulikhel Hospital. We are doing research entitled “Knowledge and practice regarding menstrual health management among school going adolescent girls.” For this we will interview adolescent girls. The interview will help us better understand the situation about menstruation. We would like your child to participate in our study.

We will ask your daughter different questions on the following topics.

- Personal Information
- Knowledge on menstruation
- Their practices on menstruation
- Personal information about menstruation
- Restriction during menstruation
- Information on menstrual health management

Your child’s name will not be included on the survey. When we look at a completed survey, we won’t know who completed it. Your child can choose to participate or not participate in this survey. It will not affect the study. Their school will not force them to participate in this study.

If your child wants to participate and the questions make them feel uncomfortable, they can skip any questions and they can stop taking the survey at any time. The survey may take up to 20 minutes to complete.

If you have any questions or concerns, please contact us in the following email address.

- Dr. Anjana Dangol (anjanadangol@gmail.com)
- Shrinkhala Shrestha (shrinkhalabarun@gmail.com)

If it is ok for your child to take the survey, then please fill up the following information with consent.

School’s name: _____

Child’s name: _____

Class : _____

Mother/Father’s name: _____

Mother/Father’s signature: _____

Thank you.

Department of Public Health and Community Programs

B. Script for Adolescent girls Verbal Assent

“Hi. My name is [research assistant’s name]. We are from Dhulikhel Hospital. We are writing to you from Dhulikhel Hospital. We are doing research entitled “Knowledge and practice regarding menstrual health management among school-going adolescent girls.” For this, we will interview adolescent girls. The interview will help us better understand the situation about menstruation. We would like your child to participate in our study.

We have some questions to ask you. It will be as follows.

- Personal Information
- Knowledge on menstruation
- Their practices on menstruation
- Personal information about menstruation
- Restriction during menstruation
- Information on menstrual health management

There are no right or wrong answers, and you are not being graded for your answers. By being in the study, you will help us understand the health needs of youth in Nepal.

Your parents, teachers, and peers will not know what you have answered. Your answers will not be shared with anyone. We will not use your name when looking at your answers. It may take you up to 20 minutes to complete it.

Your participation is voluntarily. We will not be sad if you do not want to participate in the study. If you want to be in the study, but do not want to answer all the questions, that is okay. You can stop any time. You can skip any questions that make you feel uncomfortable.

You can ask us questions about the research project. Please ask us your questions now?

If you don’t have any more questions and you would like to be in the research project, we will give you a survey now.

C. Informed Consent from School Head Teacher

Dear Head teacher/Teacher,

We are writing to you from Dhulikhel Hospital. We are doing research entitled “Knowledge and practice regarding menstrual health management among school going adolescent girls.” For this, we are conducting interviews with the adolescent girls who had begun their menstruation as well as the health teacher and the head teacher of this school. The interview will help us better understand the situation about menstruation. We would like your participation in our study.

We will ask you different questions on the following topics.

- Knowledge on menstruation
- Behavior of adolescent girls during their menstruation
- Information related to menstruation health management
- Availability of facilities regarding menstrual health management

Your name will not be included on the survey. When we look at a completed survey, we won't know who completed it. You can choose to participate or not participate in this survey. We will not force you to participate in the study.

If you want to participate and the questions make you feel uncomfortable, you can skip any questions and can stop taking the survey at any time. The survey may take up to 20 minutes to complete.

If you have any questions or concerns, please contact us in the following email address.

- Dr. Anjana Dangol (anjanadangol@gmail.com)
- Shrinkhala Shrestha (shrinkhalabarun@gmail.com)

If you want to take part in the survey then please fill up the following information.

School's name: _____

Name of respondent: _____

Designation: _____

Signature: _____

D. Approval Letter from IRC- KUSMS

KATHMANDU UNIVERSITY SCHOOL OF MEDICAL SCIENCES



August 07, 2022

To,

Dr. Anjana Dongol
Kathmandu University School of Medical Sciences
Dhulikhel, Kavre

Subject: Approval of Research Proposal

Dear Dr. Anjana Dongol

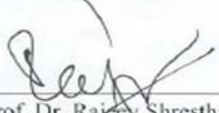
This is to certify that the following protocol and related documents have been reviewed and granted approval by Institutional Review Committee, Kathmandu University School of Medical Sciences (IRC, KUSMS) for implementation on 04 August, 2022.

IRC-KUSMS Approval No.	148/22	Duration of Approval	03 August, 2023
Principal Investigator	Dr. Anjana Dongol	Sponsor Institute	GlobeMed, University of California, USA
Co-Principal Investigator	Ms. Shrinkhala Shrestha		
Title	Knowledge and practice regarding Menstrual health management among school going adolescent girls.		
Other Members of Research Team (Co- Investigator)	Pramesh Koju, Sudip Shrestha, Dinesh Thapa, Reetu Manandhar, Arjun Banjade, Jenny Shen, Ashley Mulakaluri, Gwynnyth McGough, Anvi Kasargod, Aneal Singh, Manisha Humagain		
IRC-KUSMS, Administrative fee	US \$ 100.00		
Chairperson of IRC-KUSMS	Name	Date	
	Prof. Dr. Dipak Shrestha	07 August 2022	
Investigator Responsibilities: <ul style="list-style-type: none">> Comply with all relevant International and NHRC guidelines.> Submit final report after completion of protocol at IRC-KUSMS.			

If you have any questions, please contact the IRC-KUSMS section at Kathmandu University School of Medical Sciences/ Kathmandu University Hospital.

With best regards,




Prof. Dr. Rajeev Shrestha
Member Secretary, IRC-KUSMS

E. Letter from REK



Region: REK nord	Saksbehandler: Henriette Birkelund	E-post: rek-nord@asp.uit.no	Telefon:	Vår dato: 05.09.2023	Vår referanse: 632917
----------------------------	--	---------------------------------------	-----------------	--------------------------------	---------------------------------

Tore Kristian Solberg

Prosjektsøknad: Informasjonskilder og kunnskapsnivå om mensturasjon hos skolejenter i Nepal: En tverrsnittsstudie

Søknadsnummer: 632917

Forskningsansvarlig institusjon: UiT Norges arktiske universitet

REK avviser søknaden

Søkers beskrivelse

Adolescent girls, aged 10-19, are in a transition period, vital for developing reproductive, physical, and mental maturity. In Nepal, several different myths and taboos, suggesting that menstruation is impure, and such misconceptions widespread in many communities. These cultural-dependent beliefs may lead to self-isolation and social exclusion during menstrual periods and can have a negative impact on girls' physical and mental health. In order to reduce such problems, it is important to assess knowledge level find sources of misinformation.

The aim of this cross-sectional study is to explore what are the primary information sources for school girls in Nepal on menstruation is, and its association (multi variable analyses) with their knowledge level (dependent variable). Covariates such as socio-cultural factors demography will also be assessed. New knowledge can be used to target education programs, which may have positive effects on girls' reproductive health and well-being.

Søknaden ble behandlet av Regional komité for medisinsk og helsefaglig forskningsetikk (REK) nord i møtet 24.-25.08.2023. Vurderingen er gjort med hjemmel i helseforskningsloven § 10.

REKs vurdering

Dette er et masterprosjekt med norsk prosjektledelse, som skal bruke data fra en spørreundersøkelse som er gjort ved tre skoler i Nepal. Totalt av 394 jenter 10-18 år har besvart et validert spørreskjema utviklet av UNICEF: "Analysis of menstrual hygiene practices in Nepal: The role of wash in schools' program for girls' education 2016".

De prosjektene som skal framlegges for REK er prosjekt som dreier seg om «*medisinsk og helsefaglig forskning på mennesker, human biologisk materiale eller helseopplysninger*», jf. helseforskningsloven § 2. «Medisinsk og helsefaglig forskning» er i § 4 a), definert som «*virksomhet som utføres med vitenskapelig metodikk for å skaffe til veie ny kunnskap om helse og sykdom*». Det er altså formålet med studien som avgjør om et prosjekt skal anses som framleggelsespliktig for REK eller ikke.

I denne studien er formålet å undersøke hva som er de primære informasjonskildene for

jenter mht menstruasjon og om dette er assosiert med deres kunnskapsnivå.

Prosjekter som faller utenfor helseforskningslovens virkeområde kan gjennomføres uten godkjenning av REK. Det er institusjonens ansvar å sørge for at prosjektet gjennomføres på en forsvarlig måte.

Vedtak

Etter søknaden fremstår prosjektet ikke som et medisinsk og helsefaglig forskningsprosjekt som faller innenfor helseforskningsloven. Prosjektet er ikke framleggingspliktig, jf. helseforskningsloven § 2.

Klageadgang



Du kan klage på REKs vedtak, jf. forvaltningsloven § 28 flg. Klagen sendes på eget skjema via REK portalen. Klagefristen er tre uker fra du mottar dette brevet. Dersom REK opprettholder vedtaket, sender REK klagen videre til Den nasjonale forskningsetiske komité for medisin og helsefag (NEM) for endelig vurdering, jf. forskningsetikkloven § 10 og helseforskningsloven § 10.

Kopi til:

UiT Norges arktiske universitet

F. Approval Letter from Shree Sanjivani Secondary School, Dhulikhel

DHULIKHEL HOSPITAL
KATHMANDU UNIVERSITY HOSPITAL

च.न: ८९

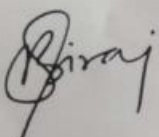
मिती: २०७९/०२/३०


श्रीमान् प्रमुख ज्यू
धुलिखेल नगरपालिका
कामे,

विषय: महिलामा हुने मासिक/श्राव सम्बन्धि कार्यक्रम संचालन सम्बन्धमा ।

महोदय,

उपरोक्त सम्बन्धमा धुलिखेल अस्पताल र GlobeMed, University of California, Berkeley को सहकार्यमा संचालन हुन लागेको महिलाहरुमा हुने मासिक श्राव सम्बन्धि कार्यक्रम संचालन गर्नुपर्ने उद्देश्य बमोजिम तहाँ धुलिखेल नगरपालिका स्थित वडा नं. ०७ मा अवस्थित श्री सञ्जिवनी नमुना उच्च माध्यमिक विद्यालयमा मिती २०७९/०३/०५ देखि २०७९/०३/२० सम्म कार्यक्रम संचालन गर्नुपर्ने भएको कुरा अवगत गराउदै साथ र सहयोग सहित अनुमतिका लागि अनुरोध गर्दछौं । धन्यवाद ।







डा. विराज मान कर्माचार्य
सामुदायिक कार्यक्रम विभाग
धुलिखेल अस्पताल

वोधार्थः
श्री धुलिखेल नगरपालिकाको कार्यालय
श्री धुलिखेल नगरपालिकाको वडा नं. ७ को कार्यालय
श्री सञ्जिवनी नमुना उच्च माध्यमिक विद्यालय



उल्लिखित मिति भित्र
उपरोक्त कार्यक्रम सञ्चालन
गर्ने विद्यालयको तर्फबाट
सहमति प्रदान गरिएको
जानकारी गराउन चाहन्छु ।

Dhulikhel, Kavre GPO Box 11008 Phone: 00977 11 490497 Email: dhos@mail.com.np www.dhulikhelhospital.org
Kathmandu, Nepal Fax: 00977 11 490707

G. Approval letter from Shree Parbati Secondary School, Dhungkharka

DHULIKHEL HOSPITAL
KATHMANDU UNIVERSITY HOSPITAL
Press Esc to exit full screen

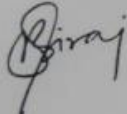
च.न: ५०
मिती: २०७९/०२/३०


श्रीमान् प्रमुख ज्यू
बेथानचोक गाँउपालिका
कामे,

विषय: महिलामा हुने मासिकश्राव सम्बन्धि कार्यक्रम संचालन सम्बन्धमा ।



महोदय,

उपरोक्त सम्बन्धमा धुलिखेल अस्पताल र GlobeMed, University of California, Berkeley को सहकार्यमा संचालन हुन लागेको महिलाहरुमा हुने मासिक श्राव सम्बन्धि कार्यक्रम संचालन गर्नुपर्ने उद्देश्य बमोजिम तहाँ स्थित बेथानचोक गाँउपालिका स्थित वडा नं.०२ मा अवस्थित श्री पार्वती माध्यमिक विद्यालयमा मिती २०७९/०३/१० देखि २०७९/०३/२० सम्म कार्यक्रम संचालन गर्नुपर्ने भएको कुरा अवगत गराउदै साथ र सहयोग सहित अनुमतिका लागि अनुरोध गर्दछौं । धन्यवाद ।


डा. विराज मान कर्माचार्य
सामुदायिक कार्यक्रम विभाग
धुलिखेल अस्पताल



उल्लिखित मितिभित्र
कार्यक्रम संचालन गर्न
विद्यालयको तर्फबाट
ब्रह्मति प्रदान गरिस्को
छ।






बोधार्थः
श्री बेथानचोक गाँउपालिकाको कार्यालय
श्री बेथानचोक गाँउपालिकाको वडा नं. २ को कार्यालय
श्री पार्वती माध्यमिक विद्यालय

Dhulikhel, Kavre GPO Box 11008 Phone: 00977 11 490497 Email: dhos@mail.com.np www.dhulikhelhospital
Kathmandu, Nepal Fax: 00977 11 490707

H. Approval Letter from Shree Jalpa Devi Secondary School, Melamchi


DHULIKHEL HOSPITAL
KATHMANDU UNIVERSITY HOSPITAL

च.न: CE

मिति: २०७९/०२/३०

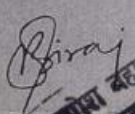
श्रीमान् प्रमुख ज्यू
मेलम्ची नगरपालिका
सिन्धुपाल्चोक,

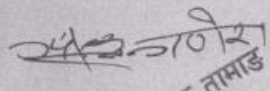


विषय: महिलामा हुने मासिकश्राव सम्बन्धि कार्यक्रम संचालन सम्बन्धमा ।

महोदय,

उपरोक्त सम्बन्धमा धुलिखेल अस्पताल र GlobeMed, University of California, Berkeley को सहकार्यमा संचालन हुन लागेको महिलाहरूमा हुने मासिक श्राव सम्बन्धि कार्यक्रम संचालन गर्नुपर्ने उद्देश्य बमोजिम तहाँ स्थित मेलम्ची नगरपालिका स्थित वडा नं. १२ मा अवस्थित श्री जाल्पा देवी माध्यमिक विद्यालयमा मिति २०७९/०३/०९ देखि २०७९/०३/१० सम्म कार्यक्रम संचालन गर्नुपर्ने भएको कुरा अवगत गराउदै साथ र सहयोग सहित अनुमतिका लागि अनुरोध गर्दछौं । धन्यवाद


गणेश बहादुर तामाङ
वडा अध्यक्ष


गणेश बहादुर तामाङ
वडा अध्यक्ष

डा. विराज मान कर्माचार्य
सामुदायिक कार्यक्रम विभाग
धुलिखेल अस्पताल

बोधार्थ:

श्री मेलम्ची नगरपालिकाको कार्यालय
श्री मेलम्ची नगरपालिकाको वडा नं. १२ को कार्यालय
श्री जाल्पा देवी माध्यमिक विद्यालय

I. Questionnaire in English

Questionnaire : Semi-structure interview with girls

Interview date	<input type="text"/> <input type="text"/> / <input type="text"/> <input type="text"/> / 2016 DD / MM / YYYY
Interviewer Name	
ID	
District Code	
VDC code	
School Code	
Type of school	WinS Intervention <input type="checkbox"/> Non-WinS <input type="checkbox"/>
Student Code	
Class	

Section 1 Socio demographic information

	Questions	Response	Code	Instruction
1	What is your complete age?	<input type="text"/> <input type="text"/>		
2	Caste/Ethnicity	Hill Dalit Terai Dalit Hill Janajati Terai Janajati Madhesi Muslim Brahmin/Chettri Others(Specify)	1 2 3 4 5 6 7 96	
3	Religion	Hindu Muslim Buddhist Christian Others(Specify)	1 2 3 4 96	
4	Primary language	Maithali Nepali Bhojpuri Tamang Gurung Doteli Others (Specify)	1 2 3 4 5 6 96	
5	Would you describe yourself as disabled?	Yes No	1 0	
6	What level of education (Class) does your mother have?	None Below class 10 Class 10 and above University Don't know	1 2 3 4 98	
7	What level of education does your father have?	None Below class 10 Class 10 and above University Don't know	1 2 3 4 98	

8	What is the roof of your house made of?	Thatch/palm leaf/reed/grass Bamboo Planks/wood Tiles/stones Tin/Metals Khapeta Calamine/cement fibre Cement Dhalan (Other Specify)	1 2 3 4 5 6 7 8 96	
9	What is wall of your house made of?	Cane/Palm/trunks/Bamboos Burnt brick and clay Unburnt brick and clay Bamboo and clay Stone and clay Plywood Brick and cement Stone and cement Cement block Others (Specify)	1 2 3 4 5 6 7 8 9 96	
10	Do you have toilet in your house?	Yes No	1 2	If "No" skip to Q.N.13
11	What kind of toilet do you have?	Flush to septic tank Flush to somewhere else Pit latrine with slab Pit latrine without slab/open pit Others (Specify)	1 2 3 4 96	
12	Who else regularly uses your toilet?	Just the members of your family Shared with other families	1 2	
13	If you don't have toilet, where do you go?	Open place Field Forest area Neighbours toilet Other (specify).....	1 2 3 4 96	
14	What is the source of water at your home?	Pipe water in compound Tube well /bore hole water River / spring source / pond Community tap Others (Specify)...	1 2 3 4 96	
15	Does your household have	Yes	No	Don't know
15a	Electricity	1	0	
15b	Solar	1	0	
15c	Radio	1	0	
15d	Television	1	0	
	Mobile phone	1	0	
15f	Computer	1	0	
15g	Livestock	1	0	
15h	Bank account	1	0	98

16	How has the earthquake affected your home?	No effect of earthquake	1	
		Minor cracks to home	2	
		Major damage to home	3	
		Major damage and living in temporary structure or others home due to earthquake	4	
		Others (Specify).....	96	

Menstruation - knowledge and sources of information

	Questions	Response	Code	Skip
17	What age were you when you started menstruating?	Age: Don't remember	98	
18	Did you know anything about menstruation before you started menstruating?	Yes No	1 0	If "No" skip to 21
19	Where did you get that information from? (multiple answer)	Mother Older Sister Older Sister in law Female cousin or other female relative Male relative Friend Teacher Book/magazine/health magazine Health Worker FCHV Radio TV Internet Mentor/Young Champion Other(Specify)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 96	
20	How useful was this information?	Useful Not very useful	1 2	
21	Who helped you manage your menstruation at first? (advised you what to do, advised you about what it was, advised you about what to use) (Single option - focus on who helped the most)	Mother Older Sister Older Sister in law Female cousin or other female relative Male relative Friend Teacher Health Worker FCHV Others (Specify)	1 2 3 4 5 6 7 8 9 10 96	
22	When you first started menstruating, what did you believe was the cause of your menstruation?	Normal healthy process Any type of illness Internal bleeding Curse Bad blood being shed Supernatural reason Don't know Others (Specify)	1 2 3 4 5 6 98 96	

23	Now, what do you believe is the cause of your menstruation?	Normal healthy processes Any type of illness Internal bleeding Curse Bad blood being shed Supernatural reason Don't know Others (Specify)	1 2 3 4 5 6 98 96	
24	Since you first learned about menstruation, have you heard any more information?	Yes No	1 0	If "No" skip to 26
25	Where did you get that additional information from? (multiple option)	Mother Older Sister Older Sister in law Female cousin or other female relative Male relative Friend Teacher Book/magazine/health magazine Health Worker FCHV Radio TV Internet Child club/Young Champion/Mentors Other(Specify)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 96	
26	Who do you feel comfortable talking to about your menstruation?	Mother Older Sister Older Sister in law female relative Friend Mentors/Young Champions Teacher Health Worker FCHV Male family members Other(Specify)	1 2 3 4 5 6 7 8 9 10 96	
27	Do you feel able to challenge myths of misconceptions about menstruation at home?	Yes No	1 0	
28	Have you ever challenged myths or misconceptions about menstruation at home?	Yes No	1 0	
29	Do you feel able to challenge myths or misconceptions about menstruation in the community?	Yes No	1 0	
30	Have you ever challenged myths or misconceptions about menstruation in the community?	Yes No	1 0	

Managing Menstruation at Home

	Questions	Response	Code	Skip
When you are menstruating,				
31	Can you attend temple?	Yes No	1 0	If "Yes" Skip to 32
31a	If no, why not? (main reason)	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Other (Specify)	1 2 3 4 5	
32	Can you attend religious occasions (wedding, blessing, puja, bratabanda)?	Yes No	1 0	If "Yes" Skip to 33
32.a	If no, why not? (main reason)	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Other (Specify)	1 2 3 4 5 96	
33	Can you do household puja?	Yes No	1 0	If "Yes" Skip to 34
33a	If no, why not? (main reason)	You don't feel well You fear divine retribution Your family members don't allow you You don't want to You feel it is the right thing to do Others (Specify)	1 2 3 4 5 96	
34	Can you touch male family members?	Yes No	1 0	If "Yes" Skip to 35
34a	If no, why not?	You will make the people you touch unwell You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Other (Specify)	1 2 3 4 5 96	
35	Can you cook/enter the kitchen?	Yes No	1 0	If "Yes" Skip to 36
35a	If no why not?	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do You will ruin the food Others (Specify)	1 2 3 4 5 6 96	

	Questions	Response	Code	Skip
36	Can you go outside as much as normal?	Yes No	1 0	If "Yes" Skip to 37
36a	If no why not?	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Others (Specify)	1 2 3 4 5 96	
37	Can you eat any foods or drinks? (i.e. eat without any restrictions)	Yes No	1 0	If "Yes" Skip to 38
37a	If no, why not?	They make you feel unwell You want to maintain balance (between heat and cold) in your body You fear divine retribution Your family members don't allow you You don't want to You feel it is the right thing to do You will have heavy bleeding Others (Specify)	1 2 3 4 5 6 7 96	
38	Can you sleep in the same house as the rest of your family?	Yes No	1 0	If "Yes" Skip to 39
38a	If no why not?	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Others (Specify)	1 2 3 4 5	
39	Can you sleep in the same bed as others?	Yes No	1 0	If "Yes" Skip to 39_1
39a	If no why not?	You don't feel well You fear divine retribution Your family don't allow you You don't want to You feel it is the right thing to do Others (Specify)	1 2 3 4 5	
39_1	Can you lift the heavy loads?	Yes No	1 0	If "Yes" Skip to 40

	Questions	Response	Code	Skip
39_1. i	If no why?	You don't feel well You feel hard Your family don't allow you You don't want to You feel it is the right thing to do Others (Specify)	1 2 3 4 5 96	
40	Have you ever challenged restrictions and taboos about menstruation at home?	Yes No	1 0	
41	Do you feel able to challenge restrictions and taboos about menstruation?	Yes No Don't know	1 0 98	
42	Which material do you usually use to manage your menstruation? (tick one only)	Cloth (reusable) Sanitary pads (disposable) Sanitary pads (reusable) Other	1 2 3 96	Skip to 48
43	If you use cloth is it old or new?	Old New	1 2	
44	How often do you use clean clothes?	Always Sometimes Never	1 2 3	
45	How often do you use dry clothes?	Always Sometimes Never	1 2 3	
46	If you use cloths, do you have somewhere private to wash them?	Yes No	1 0	
47	Where do you dry used cloth?	Outside home in sunlight in the Normal place where clothes are dried Outside home in the sunlight in a place away from view Outside home covered by other clothes Inside home in a normal place Inside home in a hidden place Inside home covered by other clothes By the fire Dry using hot iron Others (Specify)	1 2 3 4 5 6 7 8 96	
48	Have you ever used sanitary pads?	Yes No	1 0	If "No" Skip to 52
49	If yes, how often do you use sanitary pads?	Always Usually Sometimes Rarely	1 2 3 4	
50	If yes, how did you get them?	Self-bought Relative bought Made them	1 2 3	

	Questions	Response	Code	Skip
51	If yes, where were they from	Retail shop Bazaar (town) shop Medical shop Women's group Others (specify)	1 2 3 4 96	
52	Is there a shop within 20 minutes walking distance of your home where you can buy sanitary pads?	Yes No Don't know	1 0 98	
53	If you have never used or rarely used sanitary pads, what are the reasons you do not use them? (Multiple choice)	Expensive Not easily available Difficult to dispose of Embarrassed to go and buy them Unsure of how to use them Never heard of them Other (Specify) Not applicable	1 2 3 4 5 6 96 9	
54	If you could choose one thing, what would you like best to manage your menstruation? (tick only one option)	Cloth (reusable) Sanitary pads (disposable) Sanitary pads (reusable) Other (Specify)	1 2 3 96	
55	Have you ever heard about reusable sanitary pads?	Yes No	1 0	If no, skip to 62
56	Have you ever learned how to make reusable sanitary pads?	Yes No	1 0	
57	Have you ever made reusable sanitary pads?	Yes No	1 0	
58	Have you ever bought reusable sanitary pads?	Yes No	1 0	If no, skip to 60
59	If yes, Where did you get the reusable sanitary pads?	Retail shop Medical shop Town market Women's group Friends School Health facility Others (Specify)	1 2 3 4 5 6 7 96	
60	Have you ever used reusable sanitary pad?	Y 1 es 2 N o		If no, Skip to Q.N. 63
61	If you use reusable pads do you have somewhere private to wash them?	Yes No	1 0	

	Questions	Response	Code	Skip
62	Where do you dry reusable pad?	Outside home in sunlight in the Normal place where clothes are dried Outside home in the sunlight in a place away from view Outside home covered by other clothes Inside home in a normal place Inside home in a hidden place Inside home covered by other clothes By the fire Dry using hot iron Others (Specify)	1 2 3 4 5 6 7 8 96	
63	If you use disposable pads, cloths, reusable sanitary pad where and how do you dispose of them?	Burn them Throw away far from home Bury them in rubbish pit Bury them on land away from home Put them in toilet Throw away in ponds Throw them in the gutter Throw them in a stream Don't use disposables Others(specify)	1 2 3 4 5 6 7 8 9 96	

Menstrual hygiene management in School

	Questions	Response	Code	Skip
64	In the past 3 months, how many days do you recall missing the whole day at school while you were menstruating? (excluding holidays, strikes)	Days (1 to 15) (if 0)		If "0" skip to 67
65	What were all the reasons that you missed a whole day at school (excluding holidays and strikes)?	Pain (any kind) Tiredness Family advise not to go to school Family prevent from going to school Heavy bleeding leading to fear of leakage Fear of teasing Toilet facilities inadequate for management (i.e. no water, no soap, too dark, no lock etc.) Nowhere to dispose of pads/cloths/napkins Had to go and get sanitary materials Others(specify)	1 2 3 4 5 6 7 8 9 96	

	Questions	Response	Code	Skip
66	What was the main reason that you missed a whole day at school (excluding holiday and strikes)	Pain (cramps/headache/any kind of pain) Tiredness Family advise not to go to school Family prevent from going to school Fear of leakage Fear of teasing Toilet facilities inadequate for management (i.e. no water, no soap, too dark, no lock etc.) Nowhere to dispose of pads/cloths/napkins Had to go and get sanitary materials Others (Specify)	1 2 3 4 5 6 7 8	
67	During the last three months, how many days did you leave class for part of the day (one or more hours) because of your menstruation?	Number of days (1 to 15) If 0		If "0" Skip to 69
68	What was the main reason that you missed a part of the day at school because of your menstruation?	Pain Tiredness Family advise not to go to school Family prevent from going to school Fear of leakage Fear of teasing Toilet facilities inadequate for management (i.e. no water, no soap, too dark, no lock etc.) Nowhere to dispose of pads/cloths/napkins Had to go and get sanitary materials Other (Specify)	1 2 3 4 5 6 7 8 96	
69	When you start menstruating and you are at school, how do you usually manage? (Single option)	You do nothing Use materials that you brought with you Ask friends for materials Ask teacher for materials Go to a nearby school shop and buy materials Go home change and come back Go home change and stay at home Others (Specify)	1 2 3 4 5 6 7 96	

	Questions	Response	Code	Skip
70	If you have to leave the school compound during your menstruation who do you ask?	No-one Male /Female Class teacher Other teacher (including head teacher) Male/Female Class representative Others (Specify)	1 2 3 4 96	If "1" skip to 72
71	Would you tell them the reason you had to leave school compound?	Yes No	1 0	
72	Are there sanitary materials (pads/cloths) available for you to use at school if you need to?	Yes No Don't know	1 0 98	
73	Who do you feel comfortable asking for sanitary materials to manage your menstruation?	Male teacher Female teacher Friends Not comfortable / no-one Other	1 2 3 4 96	
74	During your last period, how often did you change your menstruation materials (pad/cloths) in a day at school? (Reason like unavailability of water, toilet, sanitary materials, not feel comfortable to change sanitary materials at school etc.)	Never it's not necessary Never because of another reason Number of times they change (open)	88 77	
75	Do you have permission to use the toilet during class?	Always Sometimes Never	1 2 3	
76	Can you use the toilet during break?	Always Sometimes Never	1 2 3	
77	Do you ever wash your sanitary materials at school?	Yes No Don't use reusable materials	1 0 2	79 78 80
78	Why don't you wash your sanitary materials at school? (tick all that are applicable)	No proper place to wash them No water Use disposable cloths/pads Nowhere to dry them No soap Other(specify)	1 2 3 4 5 96	
79	Where do you dry the menstruation materials?	At school toilet In private place on school grounds At home Other (specify)..... Not applicable	1 2 3 96 9	
80	When you are menstruating how comfortable do you feel playing sports?	Comfortable Not comfortable No sports at school / don't play sports	1 2 3	
81	When you are menstruating how often do you feel you can sit in the front of the classroom?	Always Sometimes Never	1 2 3	

	Questions	Response	Code	Skip
82	When you are menstruating how often do you feel you can focus on what the teacher is saying?	Always Sometimes Never	1 2 3	
83	When you are menstruating how often do you feel you can do your classwork?	Always Sometimes Never	1 2 3	
84	When you are menstruating how often do you feel you can answer questions when called on?	Always Sometimes Never	1 2 3	
85	When you are menstruating how often do you feel you can raise your hand to answer when the teacher asks a question?	Always Sometimes Never	1 2 3	
86	When you are menstruating how often do you feel you can stand up to answer a question?	Always Sometimes Never	1 2 3	
87	When you are menstruating how often do you feel you can write on the board if you are asked?	Always Sometimes Never	1 2 3	
88	When you are menstruating how often do you feel you can stay in class the whole time?	Always Sometimes Never	1 2 3	
89	When you are menstruating how often do you feel you can stay at school the whole day?	Always Sometimes Never	1 2 3	
90	When you are menstruating how often do you feel you can go to school?	Always Sometimes Never	1 2 3	
91	When you are menstruating how often do you feel you can do your homework?	Always Sometimes Never	1 2 3	
92	When you have your period in school, do you feel comfortable being in the class with boys?	Yes No	1 2	
93	When you have your period in school do you worry about being teased?	Yes No	1 2	If "No" skip to 95
94	If you worry about being teased, who are you worried will tease you? (multiple choice)	Girls Boys Female Teachers Male Teachers Others(Specify)	1 2 3 4 96	
95	Have you ever challenged teasing because of menstruation?	Yes No	1 0	
96	Do you feel able to challenge teasing because of menstruation?	Yes No Don't know	1 0 98	

	Questions	Response	Code	Skip
97	When you have your period in school, how often do you have leaks?	Always Sometimes Never	1 2 3	If "No" skip to 99
98	If you have leakage when you are at school, what do you do?	Stay at school Go home, change and come back Go home, change and stay at home Others (specify)	1 2 3 96	
99	Have you ever experienced teasing or observed teasing of girls about menstruation?	Yes No	1 0	If "No" skip to 102.
100	How often have you experienced teasing, or observed teasing of girls about menstruation in the past 3 months?	Once a week Once a month Once in 2 months Once in 3 months Not experienced or observed in past 3 months	1 2 3 4 5	If option 5, skip to 102
101	If you have ever seen teasing, who has done the teasing? (Multiple options)	Girls Boys Female Teachers Male Teachers Others(Specify)	1 2 3 4 96	
102	Have you ever received a class on sexual reproductive health and menstruation?	Yes No	1 0	If "No" 107
103	Who taught this class?	Health teacher Other teacher Health worker Others (specify)	1 2 3 96	
104	Were you able to ask questions?	Yes No	1 0	
105	How did you find this class?	Embarrassing Interesting Dull Not useful Other	1 2 3 4 96	
106	How would you prefer to be taught this class?	Class disaggregated by gender Class not disaggregated by gender	1 2	
107	Is there a child club at your school?	Yes No Don't know	1 0 98	End the interview
108	Have you ever been involved in any activities organised by the child club?	Yes No	1 0	
109	Has the child club done any menstrual hygiene related activities?	Yes No	1 0	
110	If yes, which activities?	Awareness raising Training on pa making Public events or advocacy Others (specific)	1 2 3 96	

Thank You!

J.Questionnaire in Nepali:

अन्तर्वार्ता लिएको मिति:	
अन्तर्वार्ताकारको नाम:	
विद्यालयको कोड:	
विद्यार्थीको ID:	
कक्षा:	
खण्ड: (If no section, write 999)	
रोल नं.:	

Socio demographic information

	Questions	Response	Code	Instruction
1.	तपाईंको पूरा भएको उमेर के हो?	_____ वर्ष		
2.	जात	ब्राम्हण क्षेत्री जनजाती मुस्लिम मधेसी अन्य	1 2 3 4 5 6 96	
3.	धर्म	हिन्दु मुस्लिम बौद्ध क्रिस्चियन अन्य	1 2 3 4 96	
4.	प्राथमिक भाषा	नेपाली नेवारी तामाङ गुरुङ अन्य (खुलाउनुहोस)	1 2 3 4 96	
5.	के तपाईं आफूलाई अशक्तको रूपमा वर्णन गर्नुहुन्छ?	गर्छु गर्दिन	1 0	
6.	तपाईंको आमाको शिक्षा (वर्ग) को स्तर कुन हो?	पढेको छैन कक्षा १० मुनि कक्षा १० र माथि विश्वविद्यालय अनौपचारिक शिक्षा थाहा छैन	1 2 3 4 5 98	

7.	तपाईंको बुबाको शिक्षा (वर्ग) को स्तर कुन हो?	पढेको छैन कक्षा १० मुनि कक्षा १० र माथि विश्वविद्यालय अनौपचारिक शिक्षा थाहा छैन	1 2 3 4 5 98	
8.	तपाईंको घरको छत केले बनेको छ?	पाराल/ताडीको पात/निगालो/ घाँस बाँस फल्याक/काठ टाइल/ ढुङ्गा टिन/ मेटल खपेता क्यालामाइन/ सिमेन्ट फाइबर सिमेन्ट धलान अन्य	1 2 3 4 5 6 7 8 96	
9.	तपाईंको घरको भित्ता केले बनेको छ?	बेत/ताडी/बाँस पाकेको इटा र माटो काँचो इटा र माटो बाँस र माटो ढुङ्गा र माटो प्लाइउड इटा र सिमेन्ट ढुङ्गा र सिमेन्ट सिमेन्ट ब्लक अन्य	1 2 3 4 5 6 7 8 9 96	
10.	के तपाईंको घरमा शौचालय छ?	छ छैन	1 0	छैन भने, प्रश्न नं 13 मा जानुहोस्
11.	तपाईंसँग कस्तो प्रकारको शौचालय छ?	सेप्टिक ट्यांकमा फलश हुने अन्यत्र फलस हुने स्ल्याबको साथ पिट शौचालय खुला पिट/ स्ल्याब बिना पिट शौचालय अन्य (खुलाउनुहोस)	1 2 3 4 96	
12.	तपाईंको शौचालय नियमित रूपमा अरु कसले प्रयोग गर्दछ?	केवल तपाईंको परिवारका सदस्यहरू	1	

		अन्य परिवारहरूको सदस्यहरूले पनि प्रयोग गर्छ	2	
13.	यदि तपाईंसँग शौचालय छैन भने, तपाईं कहाँ जानुहुन्छ?	खुल्ला ठाउँ मैदान वन क्षेत्र छिमेकीको शौचालय अन्य (खुलाउनुहोस्)	1 2 3 4 96	
14.	तपाईंको घरमा पानीको स्रोत के हो?	कम्पाउन्डमा धारा ट्यूबवेल / बोरहोल पानी नदी / झरना स्रोत / पोखरी सामुदायिक धारा अन्य (खुलाउनुहोस्)	1 2 3 4 96	
15.	के तपाईंको घरपरिवारसंग निम्न सम्पत्तिहरू छ?	छ	छैन	थाहा छैन
	बिजुली	1	0	
	सोलार	1	0	
	रेडियो	1	0	
	टेलिभिजन	1	0	
	मोबाइल फोन	1	0	
	कम्प्युटर	1	0	
	पशुपालन	1	0	
	बैंक खाता	1	0	98
16.	भूकम्पकले तपाईंको घरलाई कसरी असर गरेको छ?	भूकम्पको प्रभाव छैन घरमा अलिअलि चर्केको घरलाई ठूलो क्षती ठूलो क्षति र अस्थायी संरचना वा अन्य भूकम्पको कारण अन्य घरहरूमा बसेको अन्य (खुलाउनुहोस्)	1 2 3 4 96	

Menstruation- Knowledge and sources of information

	Questions	Response	Code	Skip
17.	तपाईंको महिनावारी सुरु हुदा तपाईं कति वर्षको हुनुहुन्थ्यो?	उमेर: (यदि याद छैन भने, 98 लेख्नुहोस्)		
18.	के तपाईंलाई महिनावारीको बारेमा महिनावारी सुरु हुनु अगाडि केहि थाहा थियो?	छ छैन	1 0	छैन भने, प्रश्न नं 21 मा जानुहोस्

19.	कहाँबाट तपाईंले त्यो जानकारी प्राप्त गर्नुभयो?	आमा दिदी भाउजु/आमाजु भतिजी/अन्य महिला नातेदार पुरुष नातेदार मित्र शिक्षक पुस्तक / म्यागजिन / स्वास्थ्य पत्रिका स्वास्थ्य कार्यकर्ता स्वास्थ्य स्वयमसेविका रेडियो टिभी इन्टरनेट सल्लाहकार / युवा च्याम्पियन / अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 96	
20.	त्यो जानकारी कति उपयोगी थियो?	उपयोगी धेरै उपयोगी छैन	1 2	
21.	तपाईंको पहिलो महिनावारी व्यवस्थापन गर्न कसले मदत पुर्यायो? (तपाईंलाई के गर्ने सल्लाह दियो, तपाईंलाई यो के हो भन्ने जानकारी दियो, के प्रयोग गर्ने सल्लाह दियो)	आमा दिदी भाउजु/आमाजु भतिजी/अन्य महिला नातेदार पुरुष नातेदार मित्र शिक्षक स्वास्थ्य कार्यकर्ता स्वास्थ्य स्वयमसेविका अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 10 96	
22.	जब तपाईं पहिलो पटक महिनावारी हुनुभयो, तपाईंको महिनावारी कारण के थियो भनेर विस्वास गर्नु भएको थियो?	सामान्य स्वस्थ प्रक्रिया कुनै पनि प्रकारको रोग आन्तरिक रक्तस्राव सराप्नु खराब रगत बग्नु अलौकिक कारण थाहा छैन	1 2 3 4 5 6 98 96	

		अन्य (खुलाउनुहोस्)		
23.	अब, तपाईं के विश्वास गर्नुहुन्छ तपाईंको महिनावारीको कारण के हो?	सामान्य स्वस्थ प्रक्रिया कुनै पनि प्रकारको रोग आन्तरिक रक्तस्राव सराप्नु खराब रगत बग्नु अलौकिक कारण थाहा छैन अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 98 96	
24.	तपाईंले महिनावारीको बारेमा पहिले देखि सिक्नुभयो, के तपाईंले अझ बढि जानकारी सुन्नुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 26 मा जानुहोस्
25.	तपाईंले त्यो थप जानकारी कहाँ बाट पाउनुभयो?	आमा दिदी भाउजु/आमाजु भतिजी/अन्य महिला नातेदार पुरुष नातेदार मित्र शिक्षक पुस्तक / म्यागजिन / स्वास्थ्य पत्रिका स्वास्थ्य कार्यकर्ता स्वास्थ्य स्वयमसेविका रेडियो टिभी इन्टरनेट बाल क्लब / युवा च्याम्पियन/ सल्लाहकार अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 96	
26.	तपाईं आफ्नो महिनावारीको बारेमा कोसंग कुरा गर्न सजिलो महसुस गर्नुहुन्छ?	आमा दिदी भाउजु/आमाजु महिला नातेदार मित्र सल्लाहकार / युवा च्याम्पियन शिक्षक	1 2 3 4 5 6 7	

		स्वास्थ्य कार्यकर्ता स्वास्थ्य स्वयमसेविका पुरुष परिवारको सदस्यहरू अन्य (खुलाउनुहोस्)	8 9 10 96	
27.	के तपाईं घरमा महिनावारीको बारेमा भएका पौराणिक गलत धारणाहरूलाई चुनौती दिन सक्नुहुन्छ?	सक्छु सकिदैन	1 0	
28.	के तपाईंले कहिल्यै घरमा महिनावारीको बारेमा भएका पौराणिक गलत धारणाहरूलाई चुनौती दिनुभएको छ?	छ छैन	1 0	
29	के तपाईंले समुदायमा महिनावारीको बारेमा भएका पौराणिक गलत धारणाहरूलाई चुनौती दिन सक्नुहुन्छ?	छ छैन	1 0	
30.	के तपाईंले कहिल्यै समुदायमा महिनावारीको बारेमा भएका पौराणिक गलत धारणाहरूलाई चुनौती दिनुभएको छ?	छ छैन	1 0	

Managing menstruation at Home

	Questions	Response	Code	Skip
	तपाइ महिनावारी हुदा,			
31.	तपाईं मन्दिरमा जानुहुन्छ?	जान्छु जादिन	1 0	जान्छ भने, प्रश्न नं 32 मा जानुहोस्
31a.	यदि जानुहन्न भने, किन? (मुख्य कारण)	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
32	तपाईं धार्मिक अवसरहरूमा उपस्थित हुनुहुन्छ (विवाह, आशिष, पुजा, ब्रतबन्ध)?	हुन्छु हुदिन	1 0	हुन्छ भने, प्रश्न नं 33 मा जानुहोस्
32a.	यदि हुनुहुन्न भने, किन? (मुख्य कारण)	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर	1 2 3	

		तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	4 5 96	
33	तपाईं घरमा पुजा गर्नुहुन्छ?	गर्छु गर्दिन	1 0	गर्छु भने, प्रश्न नं 34 मा जानुहोस्
33a.	यदि गर्नुहुन्न भने, किन?? (मुख्य कारण)	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
34.	तपाईंले परिवारका पुरुष सदस्यहरूलाई छुनुहुन्छ?	छुन्छु छुदिन	1 0	छुन्छु भने, प्रश्न नं 35 मा जानुहोस्
34a.	यदि छुनुहुन्न भने, किन?	तपाईंले छोएर मानिसहरूलाई बिरामी बनाउनुहुन्छ तपाईं ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
35	तपाईं भान्छामा पकाउन / प्रवेश गर्नुहुन्छ?	गर्छु गर्दिन	1 0	गर्छु भने, प्रश्न नं ३६ मा जानुहोस्
35a.	यदि गर्नुहुन्न भने, किन?	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो तपाईं खाना खराब गर्नु हुनेछ	1 2 3 4 5 6 96	

		अन्य (खुलाउनुहोस्)		
36.	तपाईं सामान्य दिन जस्तै बाहिर जानुहुन्छ?	जान्छु जादिन	1 0	जान्छ भने, प्रश्न नं 37 मा जानुहोस्
36a.	यदि जानुहुन्न भने, किन? (मुख्य कारण)	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
37.	के तपाईं कुनैपनि खाद्य पदार्थ वा पेय खानुहुन्छ? (जस्तै: कुनै प्रतिबन्ध बिना)	खान्छु खादिन	1 0	खान्छ भने, प्रश्न नं 38 मा जानुहोस्
37a.	यदि खानुहुन्न भने, किन ?	तिनीहरूले तपाईंलाई अस्वस्थ महसुस गराउँछ तपाईं आफ्नो शरीरमा तातो र चिसो बीचको ब्यालेन्स कायम राख्न चाहनुहुन्छ तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो तपाईंको भारी रक्तस्राव हुनेछ अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 96	
38.	के तपाईं आफ्नो परिवारको बाँकी सदस्य जस्तै एउटै घरमा सुत्नुहुन्छ?	सुत्छु सुत्दिन	1 0	सुन्छ भने, प्रश्न नं 39 मा जानुहोस्
38a.	यदि सुत्नुहुन्न भने, किन?	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो	1 2 3 4 5 96	

		अन्य (खुलाउनुहोस्)		
39.	तपाईं पनि अरु जस्तै उही ओछ्यानमा सुत्नुहुन्छ?	सुत्छु सुत्दिन	1 0	सुन्छ भने, प्रश्न नं 39_1 मा जानुहोस्
39a.	यदि सुत्नुहुन्न भने, किन?	तपाईंलाई राम्रो लाग्दैन तपाईंलाई ईश्वरीय प्रतिशोधको डर तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
39_1.	तपाईंले भारी भार उठाउनु हुन्छ?	उठाउछु उठाउदिन	1 0	उठाउछ भने, प्रश्न नं 40 मा जानुहोस्
39_1.i	यदि उठाउनु हुन्न भने, किन?	तपाईंलाई सन्चो नभएकोले तपाईंलाई गार्हो भएकोले तपाईंको परिवारले तपाईंलाई अनुमति दिदैन तपाईं गर्न चाहनुहुन्न तपाईंलाई लाग्छ कि यो गर्नु उचित कुरा हो अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
40.	के तपाइले कहिल्यै घरमा महिनावारी सम्बन्धी प्रतिबन्ध र वर्जितहरूलाई चुनौती दिनुभएको छ?	छ छैन	1 0	
41.	के तपाइ महिनावारी सम्बन्धी प्रतिबन्ध र वर्जितहरूलाई चुनौती दिन सक्षम हुनुहुन्छ?	छ छैन थाहा छैन	1 0 98	
42.	तपाईं सामान्यतया आफ्नो महिनावारी प्रबन्ध गर्न कुन सामग्री प्रयोग गर्नुहुन्छ? (एक मात्र टिक गर्नुहोस्)	कपडा (पुनः प्रयोग योग्य) सेनेटरी प्याड (डिस्पोजेबल) सेनेटरी प्याडहरू (पुनः प्रयोगयोग्य) अन्य	1 2 3 96	प्रश्न नं 48 मा जानुहोस्
43.	यदि तपाइँ कपडा प्रयोग गर्नुहुन्छ भने पुरानो वा नयाँ हो?	पुरानो नयाँ	1 2	
44.	तपाईं अक्सर कति सफा कपडा प्रयोग गर्नुहुन्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	

45.	तपाईं अक्सर कति सुक्या कपडा प्रयोग गर्नुहुन्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
46.	यदि तपाईं कपडाहरू प्रयोग गर्नुहुन्छ भने, के तपाईंसँग धुनको लागि कतै निजी ठाँउ छ?	छ छैन	1 0	
47.	तपाईं प्रयोग गरिसकेको कपडा कहाँ सुकाउनु हुन्छ?	घरबाट बाहिर सूर्यको प्रकाश भएको सामान्य ठाउँमा जहाँ कपडा सुकाइन्छ घरबाट बाहिर सूर्यको प्रकाश भएको कसैले नदेखिने ठाउँमा घर बाहिर अन्य लुगाले छोपेर घर भित्र सामान्य ठाउँमा घर भित्र लुकेको ठाउँमा घर भित्र अन्य लुगाले छोपेर आगो संगै तातो आइरन प्रयोग गरेर सुकाउने अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 96	
48.	तपाईंले कहिल्यै सेनेटरी प्याडहरू प्रयोग गर्नुभयो?	गरेको छ गरेको छैन	1 0	छैन भने, प्रश्न नं 52 मा जानुहोस्
49.	यदि हो, तपाईं अक्सर कति सेनेटरी प्याडहरू प्रयोग गर्नुहुन्छ?	सधै सामान्यतया कहिलेकाही विरलै	1 2 3 4	
50.	यदि हो भने, तपाईंले तिनीहरूलाई कसरी प्राप्त गर्नुभयो?	आफै किनेको नातेदारले किनिदिएको आफै बनाको	1 2 3	
51.	यदि हो भने, तिनीहरू कहाँबाट थिए?	खुद्रा पसल बजार (शहर) पसल मेडिकल पसल महिला समूह अन्य (खुलाउनुहोस्)	1 2 3 4 96	
52.	के तपाईंको घरको २०मिनेट पैदल दूरी भित्र पसल छ जहाँ तपाईं सेनेटरी प्याडहरू किन्न सक्नुहुन्छ?	छ छैन थाहा छैन	1 0 98	

53.	यदि तपाईंले सेनेटरी प्याडहरू कहिल्यै प्रयोग गर्नुभएको छैन वा विरलै प्रयोग गर्नुभएको छ भने, तपाईंले तिनीहरूलाई प्रयोग नगर्नुको कारणहरू के हुन्? (बहु विकल्प)	महँगो सजिलैसँग उपलब्ध छैन डिस्पोज गर्न गाह्रो जान र तिनीहरूलाई किन्नको लागि अष्टयारो कसरी तिनीहरूलाई प्रयोग गर्ने अनिश्चित उनीहरूको बारेमा कहिले सुनेन अन्य (खुलाउनुहोस्) लागु हुँदैन	1 2 3 4 5 6 96 9	
54.	यदि तपाईं एउटा कुरा छनोट गर्न सक्नुहुन्छ भने, तपाईंले आफ्नो महिनावारीको प्रबन्ध गर्न के चाहनुहुन्छ? (केवल एक विकल्प टिक गर्नुहोस्)	कपडा (पुनः प्रयोग योग्य) सेनेटरी प्याड (डिस्पोजेबल) सेनेटरी प्याडहरू (पुनः प्रयोगयोग्य) अन्य	1 2 3 96	
55.	तपाईंले कहिल्यै पुनः प्रयोग सेनेटरी प्याडहरूको बारेमा सुन्नुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 62 मा जानुहोस्
56.	के तपाईंले कहिल्यै पुनः प्रयोग योग्य सेनेटरी प्याडहरू कसरी बनाउने भनेर सिक्नुभएको छ?	छ छैन	1 0	
57.	के तपाईंले कहिल्यै पुनः प्रयोग योग्य सेनेटरी प्याडहरू बनाउनुभएको छ?	छ छैन	1 0	
58.	तपाईंले कहिल्यै पुनः प्रयोग योग्य सेनेटरी प्याड किन्नुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 60 मा जानुहोस्
59.	यदि छ भने, तपाईंले पुनः प्रयोग योग्य सेनेटरी प्याडहरू कहाँ पाउनुभयो?	खुद्रा पसल मेडिकल पसल बजार महिला समूह साथी विद्यालय स्वास्थ्य संस्था अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 96	

60.	तपाईंले कहिल्यै पुनः प्रयोग योग्य सेनेटरी प्याड प्रयोग गर्नुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 63 मा जानुहोस्
61.	यदि तपाईं पुनः प्रयोग योग्य प्याडहरू प्रयोग गर्नुहुन्छ भने के तपाईंसँग तिनीहरूलाई धुने निजी ठाउँ छ?	छ छैन	1 0	
62.	तपाईं पुनः प्रयोग योग्य प्याड कहाँ सुकाउनु हुन्छ?	घरबाट बाहिर सूर्यको प्रकाश भएको सामान्य ठाउँमा जहाँ कपडा सुकाइन्छ घरबाट बाहिर सूर्यको प्रकाश भएको कसैले नदेखिने ठाउँमा घर बाहिर अन्य लुगाले छोपेर घर भित्र सामान्य ठाउँमा घर भित्र लुकेको ठाउँमा घर भित्र अन्य लुगाले छोपेर आगो संगै तातो आइरन प्रयोग गरेर सुकाउने अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 96	
63.	यदि तपाईंले डिस्पोजेबल प्याड, कपडा, पुनः प्रयोग गर्न मिल्ने सेनेटरी प्याडहरू प्रयोग गर्नुहुन्छ भने तिनीहरूलाई कहाँ र कसरी डिस्पोज गर्नुहुन्छ?	तिनीहरूलाई जलाउने घरबाट टाढा फाल्ने फोहोर खाडलमा तिनीहरूलाई गाड्ने तिनीहरूलाई घर भन्दा टाढाको जमिनमा गाड्ने तिनीहरूलाई शौचालयमा राख्ने पोखरीमा फ्याँक्ने तिनीहरूलाई फोहोरमा फाल्ने तिनीहरूलाई स्ट्रिममा फाल्ने डिस्पोजेबल प्याड प्रयोग गर्दिन अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 96	

विद्यालयमा महिनावारी स्वच्छता व्यवस्थापन

	Questions	Response	Code	Instruction
A1.	विगत ३ महिनामा, के तपाईंले महिनावारी भएको बेला विद्यालयमा पुरै दिन छुटाउनु भएको थियो? (बिदा, हडताल बाहेक)	थिए थिइन	1 0	थिएन भने, प्रश्न नं A2 मा जानुहोस्

64.	यदि हो भने, तपाईं महिनावारी भएको बेला विद्यालयमा पूरै दिन कति दिन छुटाउनु भएको सम्झना गर्नुहुन्छ? (बिदा, हडताल बाहेक)दिन (१ देखि १५)		
65.	तपाईंले स्कूलमा पूरा दिन छुटाउनुको कारणहरू केके थिए (बिदा र हडताल बाहेक)?	पीडा (कुनै पनि प्रकारको) थकाई परिवारले स्कूल नजान सल्लाह दिए परिवारले स्कूल जानबाट रोक्छ भारी रक्तस्रावका कारण चुहावट हुने डरले चिढाउने डर शौचालय सुविधा व्यवस्थापन को लागी अपर्याप्त (साबुनपानी छैन, धेरै अँध्यारो, कुनै चुकुल छैन)। प्याड / कपडा / न्यापकिन डिस्पोजल गर्ने ठाँउ नभएर जानुपर्ने र सेनेटरी सामग्री लिनुपर्ने भएर अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 96	
66.	तपाईंले स्कूलमा पूरा दिन छुटाउनुको मुख्य कारण के थियो (बिदा र हडताल बाहेक)	दुखाइ (ब्र्याम्पहरू / टाउको दुख्ने / कुनै पनि प्रकारको पीडा) थकाई परिवारले स्कूल नजान सल्लाह दिए परिवारले स्कूल जानबाट रोक्छ चुहावट हुने डरले चिढाउने डर शौचालय सुविधा व्यवस्थापन को लागी अपर्याप्त (साबुनपानी छैन, धेरै अँध्यारो, कुनै चुकुल छैन)। प्याड / कपडा / न्यापकिन डिस्पोजल गर्ने ठाँउ नभएर जानुपर्ने र सेनेटरी सामग्री लिनुपर्ने भएर अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 96	

A2.	पछिल्ला तीन महिनाहरूमा, के तपाइले तपाइँको महिनावारीको कारण दिनको केहि भाग (एक वा धेरै घण्टा) को लागी कक्षा छोड्नुभयो?	छोडे छोडिन	1 0	छोडेन भने, प्रश्न नं 69 मा जानुहोस्
67.	यदि हो भने, तपाइँ तपाइँको महिनावारी को कारण दिन को एक भाग (एक वा धेरै घण्टा) को लागी कति दिन कक्षा छोड्नुभयो? दिनको संख्या (१ देखि १५)दिन (१ देखि १५)		
68.	महिनावारीका कारण तपाइँले स्कूलमा दिनको केही समय छुटाउनुको मुख्य कारण के थियो?	दुखाइ (ब्र्याम्पहरू / टाउको दुखे / कुनै पनि प्रकारको पीडा) थकाई परिवारले स्कूल नजान सल्लाह दिए परिवारले स्कूल जानबाट रोक्छ चुहावट हुने डरले चिढाउने डर शौचालय सुविधा व्यवस्थापन को लागी अपर्याप्त (साबुनपानी छैन, धेरै अँध्यारो, कुनै चुकुल छैन)। प्याड / कपडा / न्यापकिन डिस्पोजल गर्ने ठाँउ नभएर जानुपर्ने र सेनेटरी सामग्री लिनुपर्ने भएर अन्य (खुलाउनुहोस्)	1 2 3 4 5 6 7 8 9 96	
69.	जब तपाइँको महिनावारी सुरु हुन्छ र तपाइँ विद्यालयमा हुनुहुन्छ, तपाइँ सामान्यतया कसरी व्यवस्थापन गर्नुहुन्छ? (एकल विकल्प)	केही गरिन आफूले ल्याएको सामग्रीहरू प्रयोग गर्ने सामग्रीका लागि साथीहरूलाई सोध्ने सामग्रीका लागि शिक्षकलाई सोध्ने नजिकैको स्कूल पसलमा जाने र सामग्री किन्ने घर गएर परिवर्तन गर्ने र फेरि स्कूल फर्कने	1 2 3 4 5 6 7 96	

		घर गएर परिवर्तन गर्ने र घरमा बस्ने अन्य (खुलाउनुहोस्)		
70.	महिनावारीको समयमा विद्यालय परिसर छोड्नु परेमा कसलाई सोध्नुहुन्छ?	कोही पनि हैन पुरुष / महिला क्लास तिचर अन्य शिक्षक (हेड तिचर सहित) पुरुष / महिला कक्षा प्रतिनिधि अन्य (खुलाउनुहोस्)	1 2 3 4 96	यदि "1", 72 मा जानुहोस्
71.	के तपाईंले उनीहरूलाई विद्यालय परिसर छोड्नुको कारण बताउनुहुन्छ?	बताउछु बताउदिन	1 0	
72.	के तपाईंलाई आवश्यक परेमा विद्यालयमा प्रयोग गर्नका लागि सेनेटरी सामग्री (प्याड/कपडा) उपलब्ध छ?	हो होइन थाहा छैन	1 0 98	
73.	तपाईंको महिनावारी व्यवस्थापन गर्न को लागी सेनेटरी सामग्री माग्न सहज महसुस गर्नुहुन्छ?	पुरुष शिक्षक महिला शिक्षक साथीहरू अप्टेरो लाग्छ/ कुनै पनि अन्य (खुलाउनुहोस्)	1 2 3 4 96	
74.	तपाईंको अन्तिम महिनावारीको समयमा, तपाईंले विद्यालयमा एक दिनमा आफ्नो महिनावारी सामग्री (प्याड/कपडा) कति पटक परिवर्तन गर्नुभयो? (पानी, शौचालय, सरसफाई सामग्रीको उपलब्धता नहुनु, विद्यालयमा सरसफाई सामग्री परिवर्तन गर्न सहज नहुने जस्ता कारण)	कहिल्यै पनि छैन, यो आवश्यक छैन कहिल्यै पनि छैन, अर्को कारणले परिवर्तन गरेको संख्या (खुल्ला)	88 77	
75.	के तपाईंसँग कक्षाको समयमा शौचालय प्रयोग गर्ने अनुमति छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
76.	के तपाईं विश्राम को समयमा शौचालय प्रयोग गर्न सक्नुहुन्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	

77.	के तपाईंले विद्यालयमा आफ्नो सेनेटरी सामग्रीहरू कहिल्यै धुनुहुन्छ?	गर्छु गर्दिन पुनः प्रयोग प्याड प्रयोग गर्दिन	1 0 2	79 78 80
78.	तपाईं विद्यालयमा आफ्नो सेनेटरी सामग्री किन धुनु हुन्छ? (लागू हुने सबैमा टिक गर्नुहोस्)	तिनीहरूलाई धुने कुनै उचित ठाउँ छैन पानी छैन डिस्पोजेबल कपडा / प्याडहरू प्रयोग गर्छु तिनीहरूलाई सुकाउने कुनै ठाउँ छैन साबुन छैन अन्य (खुलाउनुहोस्)	1 2 3 4 5 96	
79.	महिनावारीका सामग्रीहरू कहाँ सुकाउनुहुन्छ?	स्कूल शौचालयमा स्कूल मैदानमा निजी स्थानमा घरमा अन्य (खुलाउनुहोस्) लागू हुँदैन	1 2 3 96 9	
80.	महिनावारी भएको बेला खेलकुद खेल्दा कतिको सहज महसुस गर्नुहुन्छ?	सहज भएको सहज नभएको स्कूलमा कुनै खेल छैन / खेल खेल्दैन	1 2 3	
81.	महिनावारी हुँदा तपाईं कक्षाको अगाडि कतिको बस्न सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
82.	महिनावारी हुँदा तपाईंलाई शिक्षकले भनेको कुरामा ध्यान केन्द्रित गर्न कतिको सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
83.	महिनावारी हुँदा तपाईंलाई आफ्नो कक्षाकार्य कतिको सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
84.	महिनावारी भएको बेलामा प्रश्न सोध्दा कतिको उत्तर दिनु हुन्छ जस्तो लाग्छ ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
85.	महिनावारी भएको बेला शिक्षकले प्रश्न सोध्दा जवाफ दिन हात उठाउन कतिको सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	

86.	महिनावारी हुँदा तपाईंलाई प्रश्नको जवाफ दिन कतिको उभिन सकिन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
87.	महिनावारी भएको बेला तपाईंलाई सोधियो भने तपाईंलाई बोर्डमा लेख्न कतिको सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
88.	महिनावारी हुँदा तपाईं कतिको पूरै समय कक्षामा बस्न सक्नुहुन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
89.	महिनावारी हुँदा तपाईंलाई दिनभर विद्यालयमा बस्न कतिको सक्नुहुन्छ जस्तो लाग्छ??	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
90.	महिनावारी हुँदा तपाईंलाई कतिको विद्यालय जान सकिन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
91.	महिनावारी हुँदा तपाईंलाई आफ्नो गृहकार्य गर्न कतिको सकिन्छ जस्तो लाग्छ?	सधै कहिलेकाही कहिले पनि होइन	1 2 3	
92.	स्कूलमा महिनावारी हुँदा के तपाईं केटाहरूसँग कक्षामा बस्न सहज महसुस गर्नुहुन्छ?	गर्छु गर्दिन	1 0	
93.	विद्यालयमा महिनावारी हुँदा के तपाईंलाई चिढाउछ भनेर चिन्ता छ?	छ छैन	1 0	छैन भने, प्रश्न नं 95 मा जानुहोस्
94.	यदि तपाईंलाई चिढाउने चिन्ता छ भने, तपाईंलाई कसले चिढाउछ भनेर चिन्तित हुनुहुन्छ? (बहु विकल्प)	केटीहरू केटाहरू महिला शिक्षकहरू पुरुष शिक्षकहरू अन्य (खुलाउनुहोस्)	1 2 3 4 96	
95.	के तपाईंले कहिल्यै महिनावारीको कारण चिढ्याउनेलाई चुनौती दिनुभएको छ?	गर्छु गर्दिन	1 0	
96.	के तपाईं महिनावारीका कारण चिढ्याउनेलाई चुनौती दिन सक्षम महसुस गर्नुहुन्छ?	छ छैन थाहा छैन	1 0 98	
97.	स्कूलमा तपाईंको महिनावारी हुँदा, तपाईंको कतिको चुहावट हुन्छ?	सधै कहिलेकाही	1 2 3	कहिले पनि होइन भने, प्रश्न

		कहिले पनि होइन		नं 99 मा जानुहोस्
98.	यदि तपाईं विद्यालयमा हुँदा चुहावट हुन्छ भने, तपाईं के गर्नुहुन्छ?	स्कूलमै बस्ने घर गएर परिवर्तन गर्ने र फेरि स्कूल फर्कने घर गएर परिवर्तन गर्ने र घरमा बस्ने अन्य (खुलाउनुहोस्)	1 2 3 96	
99.	के तपाईंले कहिल्यै महिनावारीको बारेमा केटीहरूलाई जिस्किएको अनुभव गर्नुभएको छ वा देख्नुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 102 मा जानुहोस्
100.	तपाईंले विगत ३ महिनामा महिनावारीको बारेमा केटीहरूलाई कति पटक जिस्काइएको अनुभव गर्नुभएको छ, वा केटीहरूलाई जिस्किएको देख्नुभएको छ?	हप्तामा एक पटक महिनामा एक पटक दुई महिनाको एक पटक तीन महिनाको एक पटक विगत महिनामा अनुभवी वा अवलोकन गरिएको छैन	1 2 3 4 5	यदि उत्तर ५ हो भने, प्रश्न नं 102 मा जानुहोस्
101.	यदि तपाईंले कहिल्यै चिढाएको देख्नुभएको छ भने, कसले गरेको थियो? (बहु विकल्पहरू)	केटीहरू केटाहरू महिला शिक्षकहरू पुरुष शिक्षकहरू अन्य (खुलाउनुहोस्)	1 2 3 4 96	
102.	के तपाईंले कहिल्यै यौन प्रजनन स्वास्थ्य र महिनावारी सम्बन्धी कक्षा लिनुभएको छ?	छ छैन	1 0	छैन भने, प्रश्न नं 107 मा जानुहोस्
103.	यो कक्षा कसले पढायो?	स्वास्थ्य शिक्षक अन्य शिक्षक स्वास्थ्य कार्यकर्ता अन्य (खुलाउनुहोस्)	1 2 3 96	
104.	के तपाईं प्रश्नहरू सोध्न सक्षम हुनुहुन्थ्यो?	छ छैन	1 0	
105.	तपाईंलाई यो कक्षा कस्तो लाग्यो?	लाज लाग्दो रमाइलो सुस्त पार्नु उपयोगी छैन अन्य (खुलाउनुहोस्)	1 2 3 4 96	

106.	तपाईं यो कक्षा कसरी पढाएको रुचाउनुहुन्छ?	लैंगिकता अनुसार कक्षा छुट्याउने लैंगिकता अनुसार कक्षा नछुट्याउने	1 2	
107.	के तपाईंको विद्यालयमा बाल क्लब छ?	छ छैन थाहा छैन	1 0 98	
108.	के तपाईं बाल क्लब द्वारा आयोजित कुनै गतिविधिमा संलग्न हुनुभएको छ?	छ छैन	1 0	
109.	के बाल क्लबले महिनावारी सरसफाई सम्बन्धी कुनै गतिविधि गरेको छ?	छ छैन	1 0	
110.	यदि छ भने, कुन गतिविधिहरू?	जागरूकता उठाउने प्याड बनाउने प्रशिक्षण सार्वजनिक कार्यक्रम वा वकालत अन्य (खुलाउनुहोस्)	1 2 3 96	

धन्यवाद!!

