

# MPNS Training

## Manual for Enumerators

## Overview

This manual can be used to support you throughout your training on the Menstrual Practice Needs Scale (MPNS). To successfully deliver the survey you should:

- understand the intention of the items,
- be comfortable with the item wording and the response options.
- answer any questions that respondents have.

The information and activities in the manual will help you to familiarise with the MPNS, its unique features and key terms.

## How to use this manual

This manual contains five training sessions. For each session there are:

- **Session Aims:** Purpose of the session
- **Activities:** Designed to get you thinking about the topic.
- **Group Discussion:** Discuss the activity and how it relates to the MPNS.
- **Learn:** Important information and key concepts delivered by the trainer

Your trainer will facilitate the training, you should use this manual to follow along. Each session is designed to be interactive, and you are expected to participate in activities and discussions. There is space in the manual for you to take notes, and return to at any point if needed. Remember to ask at any point if you have questions for the trainer.

Session	Activities	Estimated time
<b><u>Introduction to the MPNS</u></b>	<ul style="list-style-type: none"> <li>• Why Measure Needs?</li> <li>• Independent Read-through (Optional)</li> </ul>	15 min 10 min
<b><u>The Most Recent Period</u></b>	<ul style="list-style-type: none"> <li>• Recalling Recently</li> </ul>	15 min
<b><u>MPNS Response options</u></b>	<ul style="list-style-type: none"> <li>• Responses Role-play</li> </ul>	10 min
<b><u>MPNS Terminology</u></b>	<ul style="list-style-type: none"> <li>• Material Match (Optional)</li> <li>• Terms Talk</li> </ul>	20 min 20 min
<b><u>Location Dependency</u></b>	<ul style="list-style-type: none"> <li>• Spot the difference</li> <li>• Write the difference (Optional)</li> </ul>	15 min 20 min

# 1

## Introduction the MPNS

- Provide background to the scale and why we use it.
- Introduce features of the scale.
- Begin to familiarise with the scale.



### Activity - Why measure needs?

**Aim:** To learn why asking about perceptions and needs are important.

**Time:** 15 mins

#### Steps:

- Below are 3 examples of data collected using survey questions about menstruation.
- Read and discuss each example with your group.
- For each example, think and discuss what are the differences between the two data points?



#### Menstrual Data examples:

1.
  - 80% of girls use pads.
  - 40% of girls report always having enough of their menstrual materials.
2.
  - 40% of girls use a sanitation facility to change their menstrual products.
  - 30% of girls use their bedroom.
3.
  - 20% of girls when at home changed their materials outside (bush/field)
  - 20% of girls never worried that someone would see them when changing their materials at home

### Group Discussion



- What information does asking about girls' menstrual practices (the things they do) give us?
- What information does asking about girls' experiences and needs (their own perceptions) give us?
- How do you think we will use this information in this study?



## Learn about the MPNS

- The MPNS is a set of self-report questions that measure respondents experience of managing their last menstrual period.
- It captures experiences of the practices undertaken to manage bleeding, such as changing and disposing of materials, and environments used to do so such as latrines, school, home or workplace.
- Items ask about: comfort, satisfaction, adequacy, reliability, worries and concerns.
- By understanding women's and girls' experiences we can also understand what needs are being met, or not being met, for our population.

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## Optional Activity - MPNS Read-through

*Your facilitator will determine if you will do this activity.*

**Aim:** Begin to familiarise with the survey

**Time:** 10 mins

### Steps:

- Independently read through the survey
- This may be the original or the annotated version with notes.
- If you have any questions or notes, note them down on your survey or in the space provided below.



## Your notes


# 2

## The Most Recent Period

- Learn about the recall period for the scale – **the most recent or last menstrual period**
- What to do if a respondent is **currently** menstruating or **hasn't menstruated in more than 6 months**
- Feel confident to support the respondent with recall



### Activity - Recent Recall

**Aim:** To demonstrate recall challenges and how this could impact our survey.

**Time:** 15 mins

#### Steps:

- In small groups, take turns to try to remember something that happened to you yesterday.
- It could be something you ate, a person you saw or an activity you did. ie: "I ate fish for lunch."
- Repeat the process, recalling the same activity for a week, a month, three and six months ago.



### Group Discussion

Reflect on your experiences of the activity

- Did you find that activity challenging?
- Were you surprised by how much you could/could not remember?
- What helped you with recall?



Now think about the MPNS.

- How does this impact our survey?
- What could be some challenges that could happen?
- What strategies can be used to assist respondents with recall?

### Your notes






## Learn about the Recall Period

The MPNS focuses on a respondents' experience of their **last or most recent menstrual period**.

- We ask about the last menstrual period so that our data reflects participants **current reality**.
- In addition to making sure our data is up to date, when we use the MPNS to test the impacts of an intervention we want to accurately capture participants' experiences before, and after, the introduction of the intervention.

**For example**, if a school has constructed new menstrual-friendly toilets, we want to understand girls' recent experiences of using the toilet during their last period.

If a respondent is struggling to recall their last menstrual period, it could impact the survey results, and it could mean participants give less specific answers from their experience.

- For some respondents recalling the most recent period may be challenging.
- It can be difficult to recall experiences, even in the recent past.
- Help respondents to remember the **timing and context** of their last menstrual period.



### Respondents who are currently menstruating

Mostly, respondents will be recalling (thinking back to) the period they have most recently had, a week, two weeks or three weeks ago (potentially longer in some cases).

- However, a small number of participants will be **currently menstruating**.
- In this case; Those who have just started (e.g., are currently on the first day of their current period), should think back to their **previous period**.
- Those who are on at least day two (or more) of their menstrual period should think about their **current period** as the most recent period.

### Respondents who haven't experienced a menstrual period in more than 6 months

The MPNS should be used for participants who have experienced a menstrual period in **the past six months**.

- For participants who have not experienced a menstrual period in this time, they should skip this section of the survey.

# 3

## Response Options

- Learn about the 4-point response options - ‘never’ ‘some of the time’ ‘most of the time’ or ‘always.’
- Familiarise with the Visual Tools available to support responding.
- Train on the pre-survey activity to undertake with respondents.
- Feel confident to support the respondent with using the 4-point response options.



## Activity - Responses Role-play

**Aim:** Practice a pre-survey activity to familiarise respondents with the response options. Begin the interview with simple questions and answers to help the respondent feel comfortable.

**Time:** 10 mins

### Steps:

- In pairs, take turns to read the script aloud, while the other person responds to the selected questions.



### Script (examples should be updated for context):

Enumerator: I am going to ask you about your experience of managing your period. Women and girls have different preferences and concerns about caring for their body during menstruation. I am going to read a series of questions about different experiences that might apply to you. I will ask how often this applied to you during your most recent menstrual period. For each question, I'll ask if this applied to you: 1 never, 2 some of the time, 3 most of the time, 4 always.

Let's do an example...

1. "Over the past month, did you have rice with lunch?" [Likely answer "always" or "often"]
2. "Over the past week, did you eat street food?" [Likely answer "often" or "sometimes"]
3. "In the last week, did you meet friends outside of school?" [Likely answer "always" or "often"]
4. "In the last week, did you stay awake past 11pm?" [Likely answer "any"]
5. "During the last month, how often did you use the internet?" [Likely answer "any"]

Now let's think back to your most recent menstrual period [Begin asking MPNS questions].

## Group Discussion



Reflect on the above activity.

- What was interesting about the responses?

### Now think back to the MPNS survey context

- Why might respondents answer in a certain way?
- Which response options might be challenging for respondents to use?
- What are some strategies to support respondents with the response options?

Below are some examples of girls responses to the MPNS items, and the reasons they have for these responses. These examples come from interviews about the MPNS questions that were done with adolescent girls in Bangladesh.

MPNS Item	Participant response
1. Were your menstrual materials comfortable?	<b>Sometimes</b> - I use pads and cloths, when I use cloth it's uncomfortable. <b>Always</b> - I am comfortable with pads and cloth.
4. Could you get more of your menstrual materials when you needed to?	<b>Always</b> - If I run out of pads, I tell my mother. Then she buys pads for me. <b>Most of the time</b> - My mother always buys my pads but when they run out (finish), I use cloth.
6. Were you worried that your menstrual materials would move from place while you were wearing them?	<b>Never</b> - I am confident that my pad will not dislodge. It's never happened. <b>Sometimes</b> - I sometimes feel like the pad is slipping out of place. <b>Most of the time</b> - Because most of the time I use cloths.
13. Were you able to dispose of your used materials in the way that you wanted to?	<b>Sometimes</b> - We store our used pads altogether and throw them away when menstruation ends. <b>Always</b> - Yes, I have always thrown it the way I wanted. We have a dustbin in our house. Always left there.
15. Were you concerned that others would see your used menstrual materials in the place you disposed of them?	<b>Never</b> - My used menstrual pads are wrapped in plastic, so no one can see <b>Always</b> - I am worried about disposing the materials because my neighbours or others might see and ask questions.
20. Home - Were you worried that someone would see you while you were changing your menstrual materials?	<b>Sometimes</b> - I am careful when changing pads so that no one sees. <b>Always</b> - I am always worried my family members might see me while changing pads or taking the pads to the bathroom to dispose of them.
25. School - Did you have a clean place to change your menstrual materials?	<b>Most of the time</b> - Usually, the bathroom is clean but it gets muddy as many students use it. <b>Always</b> - Our school's bathroom is clean and it has dustbin box.
36. Were you worried that others would see your menstrual materials while they were drying?	<b>Never</b> - We dry our clothes with fan air or in backside of stand or wardrobe. <b>Sometimes</b> - My brother can see it at home, as we dry it behind a curtain, that can move anytime



## Learn about response options

Respondents answer whether each MPNS item was applicable to them: **'never' 'some of the time' 'most of the time' or 'always.'**

- It is important that they understand the **full scale of responses** so that they can best share about their experience.
- Particularly if they have been using different response options in the other parts of the survey.



For many participants this will be their first time being asked about their menstrual experience.

It may also be their first time using these types of response options.

It may take time for respondents to consider if they felt comfortable, worried, or satisfied etc.

It is your role as the enumerator to support the participant with the response options. This could involve:

- Complete the response option familiarisation questions at the beginning of the MPNS;
- Make sure they have understood the question;
- Reminding the respondent of the response options throughout the survey;
- Utilizing visual response options if necessary.

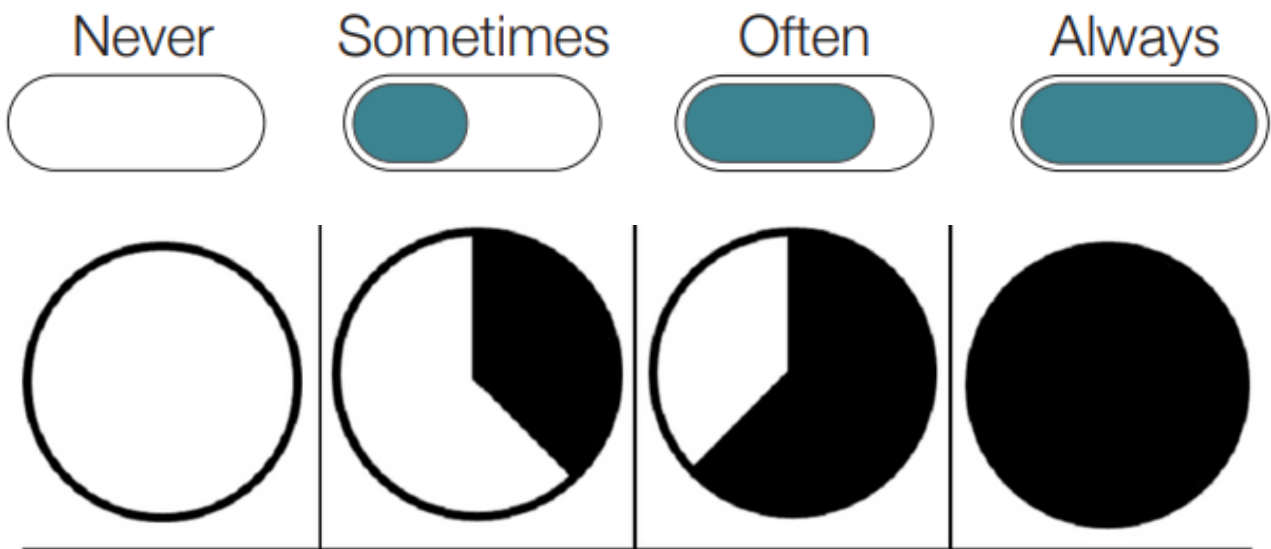
### Your notes

## Visual response options

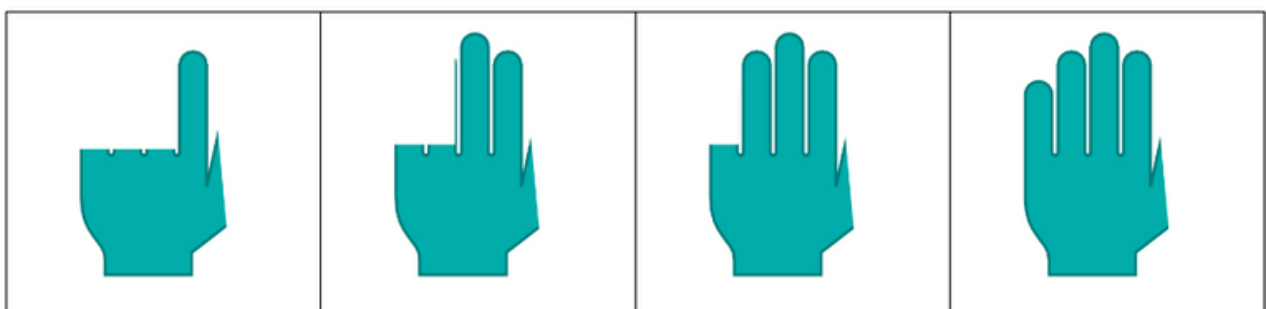


To assist participant responding, we have developed a series of visual response tools.

- These may be useful for respondents to point to their response and to be reminded of the response options.
- Using the visual response options is not compulsory, and may not be suitable for your context.
- The bar and clock tools are designed to be printed, either in the survey itself (if participants have a copy) or on a separate sheet of paper.
- This may be helpful for girls in schools where diagrams may be more familiar.



- For adults, or contexts where printed tools are not appropriate, enumerators can use their fingers to help remind participants of the response options.



# 4

## MPNS Key Terminology

- Understand why the term “**Menstrual Materials**” is used.
- When it is appropriate to supplement for a specific material.
- Comprehend key term such as “**satisfaction**” and “**worry**” to support translation into other languages, and to feel confident to support respondents to answer these questions.



### Optional Activity - Material Match

**Aim:** To match the material description with the image and familiarise with all the varying types of materials that could be used to absorb menstrual blood.

**Time:** 20 mins

#### Steps:

- Your trainer will have a set of cards, that need to be placed faced down in the middle of the room.
- Play a game of match the pairs, by matching the material with the description.
- Sit in a circle and take turns at finding a match!
- Turn over two cards. If there is a match, leave them face up (so the image and description can be seen)
- If you do not make a match, then turn the cards back face-down again.
- **Tip:** try to remember where the cards are when they are shown, to get a match on your turn!





### Group Discussion

Go through the table of “Menstrual Materials” on the next page as a group.

- Are there any materials missing from the list?
- What are some common alternative names, or brands, of these materials in your setting?
- Where there any materials on the list you hadn’t heard of?
- Do you have any pre-existing judgements about materials?
- Are some materials more socially acceptable in your context?




## Menstrual Materials !

Material	Description	Image
Cloth/towel	Any fabric that is used to absorb menstrual blood. It may be cloths or towels that are purchased for the purpose of being menstrual absorbent, or repurposed bed sheets, towels or clothes.	
Disposable sanitary pad (panty system)	Single use menstrual pads are used once and thrown away.	
Disposable sanitary pad (belt system)	Single use menstrual pads are used once and thrown away.	
Reusable sanitary pad	Reusable sanitary pads are typically made of absorbent fabrics. They can be washed, dried and reused. They may also include locally made pads, such as 'Days for Girls' pads.	
Gauze	Medical gauze may be used in addition to pads, cloth or cotton wool to absorb menstrual blood and prevent the material from sticking to the body. This may be common among those working in health care facilities.	
Toilet paper	Toilet paper may be used to absorb menstrual blood.	
Cotton wool	Cotton wool can also be used to absorb menstrual blood.	
Mattress	Pieces of mattress can be used (in underwear or inserted into the vagina) to absorb menstrual blood.	
Underwear alone	A single, or multiple pairs of underwear (panties) can be worn to catch menstrual blood.	
Natural materials	Natural materials might include leaves, grass, cow pats, mud, sand.	
Menstrual cup	A menstrual cup is a small, flexible funnel-shaped cup made of rubber or silicone that can be inserted into the vagina to catch period fluid. It is then emptied, rinsed and reused (for up to 10 years).	
Tampon	A tampon is a commercially-produced absorbent material, typically made of cotton, which is inserted into the vagina to absorb menstrual blood. A tampon can be used for several hours, then taken out and replaced.	





## Learn about the term Menstrual Materials

The MPNS uses the term “**menstrual materials**” throughout the survey to refer to any material that a respondent uses as absorbent.

- In some languages “menstrual material” may have a very understandable translation, in other languages and contexts it will be important to explain to participants what this means.
- We use this term to be inclusive of those who use pads, cloth, tissue paper, or other things as absorbent.
- There is no superior, or correct material to use.
- In some contexts, certain materials can be associated with wealth status, hygiene and even modernity.

Throughout the survey we will have reminders about what ‘menstrual materials’ mean.

- For some participants it may make sense to adapt the wording in the question to reflect the materials they use.

- Make sure to include **all of the menstrual materials used** during girls last period, even if those materials were only used briefly.

For example, if a participant **ONLY** uses cloth instead of asking: “Were your **menstrual materials** comfortable?” you may ask “Was your **cloth** comfortable?”

For example, if a participant used toilet tissue briefly because she didn’t have any pads with her, but then switched to pads, then you need to continue asking her about ‘menstrual materials’ in the MPNS (or you may note ‘your pads or toilet tissue’ in the questions).

- This will only be possible if your survey has previously asked about **all of the menstrual materials** used during the last period. If your survey does not ask this question, then it will be important to continue using ‘menstrual materials’ (with examples as needed).
- If you are using a digital survey tool, you can code this question to come up with the respondents preferred material(s).

### Your notes



## Activity - Terms Talk



**Aim:** To understand the key terms used in the survey and feel confident to explain a question/statement to a respondent.

**Time:** 20 mins

### Steps:

- Your trainer will split you into four groups.
- There will be four stations around the room.
- Each station has a word assigned
- “Satisfied, Worried, Comfortable, When I wanted”
- Each group has 2 minutes at each station, to brainstorm and write words (such as feeling, similar words, and meanings) they associate with the word at their station.

## Group Discussion



Reflect on the above activity.

- Is there a common understanding for each word?
- Do some people have different interpretations of the same word?
- Are there multiple translations for this word in English in your language/content, does the team feel the correct translation has been used?

Relate it back to our survey

- What questions use these terms?
- What challenges could come up?

### Your notes




## Learn about Key Terms

### Satisfaction

The MPNS has several items about a respondents “**satisfaction.**”

- For most participants if certain criteria such as privacy, cleanliness and safety are met, they will likely be satisfied (happy).
- However, *everyone has different standards for what is acceptable to them.*
- Considering the same washroom, one respondent might answer “*always satisfied,*” while another might answer “*some of the time.*”
- The question is whether **they** felt satisfied.

*MPNS3: “I was **satisfied** with the cleanliness of my menstrual materials.”*

*MPNS17: “When at home, I was **satisfied** with the place I used to change my menstrual materials.”*

### Comfortable

- In English, the word comfortable can be used to describe a physical feeling, or an emotional feeling.
- The MPNS uses the word “comfortable” in both of these ways as shown on the right.
- Discuss with your group, which item refers to physical comfort and which emotional comfort.

*MPNS1: “My menstrual materials **were comfortable.**”*

*MPNS9: “I **felt comfortable** carrying menstrual materials to the place where I changed them.”*

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## Worry

Many MPNS items ask the respondent how often they felt "**worried**" about different aspects of their menstrual management.

- The key thing to remember is that something does not need to have occurred for someone to **feel** worry.
- An assault does not have to happen for a girl to worry that it might.

*MPNS7: Were you **worried** about how you would get more of your menstrual material if you ran out?*

*MPNS35 - Were you **worried** that your menstrual materials would not be dry when you needed them?*



For example: It is possible that while changing menstrual materials, some respondents might fear assault, either physical or verbal and they feel frightened.

One item in the MPNS uses the term "**concerned**"

- Is there a difference between these two terms?
- How would this be translated in your language?

*MPNS15: "I was **concerned** that others would see my used menstrual materials in the place I disposed of them."*

## I wanted to

- Many MPNS items end with ...I wanted to. It could be, “in the way I wanted to,” “when I wanted to,” or “how I wanted to.”
- There is a difference between being able to do something and being able to do something *when you want to*.
- To do something when you want to, or how you wanted to implies control, agency and choice.

*MPNS13: “I was able to dispose of my used materials **in the way that I wanted to.**”*

*MPNS23: “When at school, I was able to change my menstrual materials **when I wanted to.**”*



For example: a woman may feel that her pad is becoming full and she would like to change it - being able to change when she wants to means at the time that she felt the desire to change it, she was able to.

Discuss with the group the difference between the statements:

- a) “I was able to [dry my materials]” and;
  - b) “I was able to [dry my materials] when I wanted to.”
- It is important that you understand how the sentence changes by adding “when I wanted to,” to delivery the item correctly and support the respondent in needed.



The second sentence requires that a respondent was both able to dry their materials, and to do so at the time that they wanted to. For example, they did not need to wait until their father or husband was out of the house to put their materials up to dry.

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# 5

## Location Dependency

- Understand the different locations asked about in the MPNS, and why we ask about them.
- Be able to confidently support respondents to understand why some questions are repeated across contexts.



### Activity - Spot the Difference

**Aim:** Understand the possible variations of menstrual experience in different locations and why we ask about different environments.

**Time:** 15 mins

#### Steps:

- Your trainer will show you two different pictures.
- A scene of a HOME
- A scene of a SCHOOL or WORKPLACE
- The team (in groups or pairs) spot and circle difference between the two pictures in terms of menstrual experience or practice.



### Alternative Version

**Aim:** To discuss, and brainstorm the different features from home and school or work setting.

**Time:** 20 mins

#### Steps:

- Your trainer will advise you if you are undertaking this session.
- You will be split into two groups, on either side of the room.
- One group will be “HOME”
- The other group will be “SCHOOL or WORK”
- In your group, list all of the things that girls do to manage their periods your location.

## Group Discussion

Reflect on the above activity.

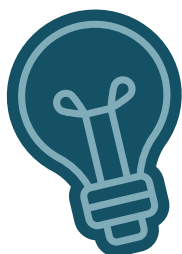


- What are the key differences between locations?
- Why are there are differences between locations?

Come back to the MPNS survey, look at the questions that are in different locations.

- Why is this important?
- How can you help a participant answer the HOME questions about their experience at home, and the SCHOOL/WORK questions about their experiences in this setting?
- How will you respond if a respondent asks about the repetition?

## Learn about the different locations in the MPNS



- Menstruation occurs throughout the day and night.
- It is a relevant experience at home, school, work, or other places that women and girls spend time.
- Girls have different experiences managing menstruation at home compared to at school.
- For adult women who work, their experiences will be different at home, compared to in their workplace.
- When asking MPNS questions, make sure that you are clear for the set of items that ask about girls' experiences at HOME, and at SCHOOL. or women's experiences at HOME and WORK

## Your notes

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