



**Instrument to Diagnose, Monitor, Evaluate and Followup
for the Wise Girls Menstrual Education Program:
Definition, Utility and Projection**

Summary

This document provides a detailed description of each element that defines the Instrument to Diagnose, Monitor, Evaluate and Followup the Wise Girls Menstrual Education Program. We are calling this the Evaluation Instrument. (EI). Inspired and based on the UNICEF manual: Guidance for Monitoring Menstrual Health and Hygiene (Version I), this instrument seeks to strengthen the validation of indicators and questions aimed at evaluating the effectiveness of educational interventions in this area. In particular, the EI is the means of monitoring the Wise Girls Workshops, carried out in different locations and as part of different Wise Girls projects. The methodological tools that constitute it favor the systematization of information, the generation of measurable, comparable and verifiable data, useful to expose concrete results of the work, produce information and interpretations about the situated reality and recognize opportunities for improvement of the menstrual teaching process.

Definition

Wise Girls' Instrument to Diagnose, Monitor, Evaluate and Followup is the means through which information is obtained and systematized from each Wise Girls Workshop (WGW), with the purpose of generating the necessary data to supervise and verify achievements or difficulties associated with the realization of each workshop, the development of its program and the sustainability over time of the capacities, skills and knowledge acquired by the participants.

The UNICEF's Guidance for Monitoring Menstrual Health and Hygiene (Version I), is the foundation for the development of the EI, therefore, the topics reviewed are directly related to the purpose of transforming the lives of girls through actions aimed at:

- The identification of their Human Rights related to menstruation
- Recognition of their menstrual-ovulatory cycle and bodily knowledge.
- Training for proper menstrual management.
- Reduction of school absenteeism due to causes related to menstrual experience.

Objectives

The general objective of the EI is to strengthen the validation of indicators and questions useful for verifying the effectiveness of educational interventions on the subject, and thus contribute to the creation of a frame of reference for the actions of governments and program administrators.

The particular objectives are:

- To demonstrate the effectiveness of the Wise Girls Workshop in positively transforming girls' relationship to menstruation and menstrual management.
- To obtain and systematize information from each workshop participant through the application of surveys.
- Collect data in the Portal de Maestras.
- Generate measurements, statistics, graphic and reports.

Tools

The EI is composed of two fundamental methodological tools: the closed survey and the online database management platform, previously referred to as the Teacher's Portal (TP).

The survey is a procedure that makes it possible to inquire into the opinion and knowledge that girls have about menstruation and other related topics. The decision to use this tool

was made based on its versatility to obtain accurate data from different moments of the workshop and in relation to the guidelines of the aforementioned UNICEF guide.

The Teachers' Portal is a web system and database where the certified teachers report on the workshops they conduct and enter the information collected through the surveys. The platform has a login for administrators to keep track and have a record of the workshops conducted (by project, by group, by region, by season, etc.) and to obtain measurements of the expected results of the workshops through downloadable graphics and tables.

Each teacher will have an account in the TP with unique access through a username and password. When creating her account, the teacher provides her user data such as: name, age, country, date of certification as a Wise Girls Teacher, email, cell number or WhatsApp.

At the conclusion of each workshop, the teacher is responsible for documenting a Workshop Record. In it, the teacher generates a Report that includes the following information:

1. Name of the Wise Girls Teacher.
2. Name of the Assistant (optional).
3. Community or city and country where the WGW was held.
4. Dates of the WGW (date with day, month and year in which each of the 5 modules of the workshop took place).
5. Place or venue where the WGW took place (Name of the school or institution).
6. Ages and number of participants of the WGW.
7. Report or brief written report:
 - 7a. Expose if there were obstacles, challenges or difficulties in managing the WGW.
 - 7b. Explain what were the greatest gratifications or satisfactions in conducting the workshop.
 - 7c. Tell if there was any particular situation or experience that you would like to report or share with Niñas Sabias or the organizers.
8. Photographic Report (1 to 3 photos per module)

At the conclusion of the corresponding report, the teacher in charge of the workshop is authorized to enter the information obtained from the surveys. The application of surveys is scheduled to take place at specific times. The system is programmed to present results automatically, organized in graphs and tables. In this sense, the surveys are a fundamental source of information, since, together with the reports, they support the Portal's database. The following paragraphs explain the guidelines of the design and application process of these surveys. Their development is aimed at obtaining consistent results regarding the effectiveness of the program and the sustainability of these results over time.

The EI has five surveys, designed according to the reference of the UNICEF'S guide, which consist of specific forms for each topic, linked to the expected outcomes and the indicators established for the program. Before delving into the characteristics of each survey, it is worth explaining these expected outcomes and indicators:

Expected outcomes of the WGW

- 95% of the attendees who have a negative perception of menstruation shift it to positive.
- 85% of attendees can identify their human rights related to menstrual hygiene and health.
- 85% of attendees can identify the physiology of the menstrual cycle, understand basic fertility and identify its biomarkers.
- 95% of the attendees can identify menstrual management options and decide which option is best for them, both in school and in their personal environment.
- A 50% increase in school attendance during menstruation is expected.

General Indicators

- Change or shift of the negative perception.
- Human rights related to menstruation.
- Identification of physiology and biomarkers of the menstrual-ovulatory cycle.
- Menstrual management skills.
- School absenteeism.

It is important to consider that the uniqueness of the Wise Girls project requires measurements, evaluations and interpretations to present results corresponding to the development of the specific contents of its program, therefore, in addition to the estimates made under UNICEF guidelines, it is sought to have information that favors the elaboration of understandings about the reality of each intervention; and in turn allows and ensures the continuous improvement of the actions carried out. In this sense, the EI allows measuring other aspects that inform of the effectiveness and relevance of the program, such as:

Specific indicators

- Ability to identify the characteristics of a healthy menstrual cycle.
- Skills acquired for self-care during menstruation.
- Effectiveness of the Niñas Sabias Menstrual Kit (KMNS).
- Perception of menstruation in the community.
- Family-social support in the menstrual experience.
- Condition of sanitation facilities at home and school.
- Self-perception.
- Self-awareness.
- Access to menstrual management products.
- Participation of girls/women in social activities during menstruation.
- Acquired menstrual management skills.
- Menstrual health care.
- General knowledge about the menstrual cycle.

Each WGW is based on the intention of positively transforming the menstrual experience; from its pedagogy and ritual didactics, it seeks the possibility of new readings and meanings of menstruation that promote an experience far from taboo, fear and shame. The great challenge of its implementation lies in the construction of a teaching space capable of holding each participant, favoring their sovereignty and self-efficacy to ensure that the knowledge acquired can be maintained over time and thus contribute to a menstrual culture based on human dignity. This is why the follow-up of the activities implemented is vital for the project; the measurements projected in the long term include:

Indicators of permanency

- Sustaining the positive perception of menstruation.
- Sustaining the identification of Human Rights related to menstruation.
- Sustaining the identification of the Physiology and Biomarkers of the Menstrual-Ovulatory Cycle.
- Sustaining and improving acquired menstrual management skills.
- Reduction of school absenteeism due to menstrual-related causes.

All the elements described so far were considered in the design of each survey that is part of the EI; the result was five surveys designed to be applied at different times during the workshop, each one articulated by specific items linked to the indicators already mentioned, with a couple of exceptions, all the questions are closed; that is, they have a set of options for each answer. Direct questions are included, as well as statements to be completed, generally used in the case of opinion polls.

In accordance with its approach, the EI has a diagnostic survey called Preliminary Survey (PS), three Comprehension Surveys (CS) and a Follow-up Survey (FS). In each of these, the anonymity of the participant who responds is safeguarded; therefore, the only data requested are the participant's school grade and age. In all cases, it is suggested that the Wise Girls Teacher takes responsibility of the filling out process and make it a group dynamic considered within the workshop time, because although the questions are not of a high degree of difficulty, it is necessary to consider that the topic continues to be a taboo, which influences the dynamic in a certain way. In the case of the Preliminary Survey and the Follow-up Survey, the times of application are specific: before the beginning of the workshop and six months after its completion, respectively; in the case of the Comprehension Surveys, it is suggested to apply them immediately at the end of each module, but this will depend on the dispositions of the teacher and the coordination team working in each intervention. The main characteristics of each interview and the particular information collected are described below.

Preliminary Survey (PS)

This is a two-part survey; the first is directed to all workshop participants, while the second focuses on girls or young women who are already menstruating. As its name indicates, the survey is administered before the workshop begins, with the intention of inquiring about the situation of the participants regarding their perception of menstruation, identification of their human rights, support in their communities, and generalized ideas or beliefs about the menstrual experience. Additionally, the second part asks about the information they have, the accompaniment and characteristics of the sanitation facilities at home and at school, the skills for management and health care, all these topics in relation to their menstrual experience.

Module 1 Comprehension Survey (EC M1)

This form is intended to monitor receipt of information and understanding of the topics in Module 1 of the program, called Sacred Menstruation. It begins by asking, again, about the perception of menstruation, returns to Human Rights related to menstruation; addresses myths and widespread beliefs about the menstrual cycle; asks about fundamental aspects of a healthy cycle, puberty, self-care during menstruation, characteristics, knowledge and skills for adequate and sustainable menstrual management.

Module 2 Comprehension Survey (EC M2)

This survey is brief, compared to the others, but includes strong questions about anatomical recognition, body recognition, self-perception and the idea of pleasure. Topics that are addressed in Module 2, To Know Myself, to Love Myself.

Comprehension Survey of Module 3 and Module 4 (EC M3/M4)

This survey evaluates the last modules. The questions are thorough about the physiology of the menstrual-ovulatory cycle and biomarkers of fertility; topics that cover changes during the cycle, main female hormones, and ovulation recognition. It asks about the physiological features of each phase of the cycle and body signals associated with fertility and health.

Follow-up Survey (FS)

This is a two-part form, the first for all participants and the second for those who are already menstruating. It was designed to measure the positive impacts of the workshop in the long term; therefore, it includes questions about the perception of menstruation, human rights, community support in the menstrual experience, knowledge acquired about the physiology of the menstrual-ovulatory cycle and fertility biomarkers, self-care actions during menstruation, and knowledge and skills for sustainable and adequate menstrual management.

The questions in the second part of the survey explore the girls' menstrual experience: participation in school and social activities, care during the period, type of materials used for menstrual management, and the conditions of the sanitation facilities they use at home and at school. Finally, the survey addresses the effectiveness of the Niñas Sabias Menstrual Kit (KMNS), through questions regarding the frequency of use of the products included in the kit, comfort, and challenges or concerns about using them.

Data generation and interpretation

Once the surveys have been administered, it is the responsibility of the Wise Girls Teacher to place the information obtained in the Teachers' Portal, which has been programmed to systematize the responses and generate measurable, comparable and verifiable data in relation to the established indicators. Each certified teacher has access to the **TP** and enters it with her personal account and password.

From the main menu, a record of the event should be generated, which includes general information such as the name of the person responsible, date and place; photographic records and stories about the experience with the group. In this same record is the tab corresponding to each survey, which contains a format identical to the printed survey. The work consists of transferring the answers obtained to this virtual format. The portal automatically generates a reference number that must be placed on the corresponding printout for better control and follow-up.

Once all the responses obtained for each survey have been entered, the TP automatically generates the graphics for the interpretation of the data. In relation to the expected results, the program indicators and the current phase of project development, the portal performs percentage counts and measurements, which are presented in pie charts and bar graphs. The decision to produce these visual elements was made in relation to the ease with which they can be used to synthesize a large number of data, make comparisons, prepare reports and present concrete results.

Projection

From the above procedure, the quantitative data obtained can then be interpreted in relation to the expected results and all the indicators. In addition, the Teachers' Portal, through the stories entered in the registry, provides qualitative information that can complement the measurements taken and thus offer a more complete view of the workshop's successes and opportunities for improvement.

The possibilities offered by the EI tools are extensive, since they allow the storage of all this information, which is conducive to meeting the challenges that the project has set for itself, and facilitating projections for continuous improvement, as well as evaluating the teachers performance together with the commitment to the effectiveness of the Wise Girls Workshop. Finally, it is imperative to consider that the implementation of this instrument positions the project as a reference in the construction of a monitoring framework of international competence.