

MLE REPORT TEACHERS

MENSTRUAL EQUALITY IN CAMBODIA:

*Evaluation on Puberty and
Menstrual Health Teacher Training
and Education for Students
Second-Year Project*



DAYS FOR GIRLS

Client: Days for Girls (DfG)
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INDOCHINA RESEARCH (CAMBODIA) CO., LTD

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Date: January 08, 2025, v1

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1

Research Background & Objectives

Following a successful pilot project in 2022, DfGI and CRESO have an MOU agreement with the MoEYS, for a multi-year menstrual health project between 2023-2025 to increase access to timely, accurate, well-delivered, age and culturally appropriate puberty and menstrual health education and menstrual products for 15,000 students and 600 teachers in Phnom Penh, Ratanakiri, Mondulakiri, Kratie, and Kampong Som Provinces, Cambodia.

DfG commissioned Indochina Research to conduct an MLE assessment to understand the impact of the teacher training on the teachers and the primary and secondary school lessons on the students during the second year of the project.



Research Background & Objectives

TEC Trainee Teachers' & Classroom Teachers'

- To understand changes (if any) in classroom teachers' knowledge of puberty and menstruation.
- To measure if teachers' knowledge of curriculum activities and delivery methods increased.
- To measure if teachers' confidence increased in delivering the Menstrual Health curriculum to students.
- To measure changes (if any) to classroom teachers' attitudes about both the subject of Menstrual Health and teaching it to students.



Quantitative method

A Mixed methods approach was employed to collect primary quantitative and qualitative information.

Qualitative method

Area Coverage

- Ratanakiri Province
- Phnom Penh
- Sihanouk Ville

Respondent Criteria

- Occupation: Teachers
- Teaching grade: Primary & Secondary
- Gender: Male & Female

Fieldwork date

Pre-test & Post test | May – August 2024

2

Research Design

Method:

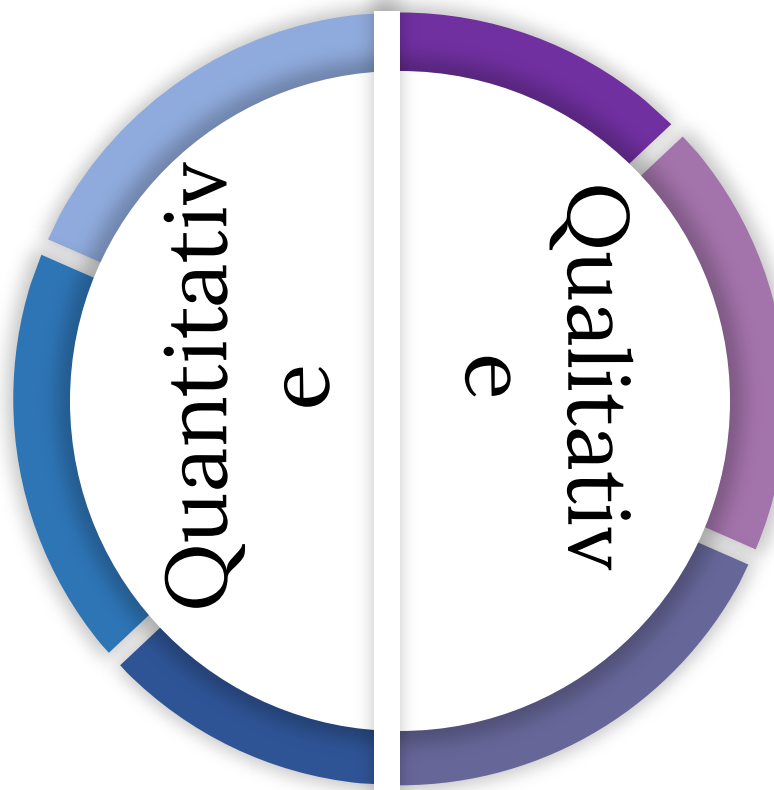
- Face-to-face, paper-based self-completion structured questionnaire in Khmer language using SurveyToGo as the survey software for data entry after completion.
- Purposive random sampling was employed to select the target respondents.

Sampling Frame:

- All teachers of grade 5, grade 6 & grade 8-10 in the selected schools were invited to join the survey.

Sample Size:

- Ratanakiri = n95
- Phnom Penh = n54
- Sihanouk Ville = n59

**Method:**

- Offline Face-to-Face, In-depth Interview (IDI) with teachers.
- Interviews are audio-taped and moderated by an experienced Khmer moderator.
- Respondent selection was via purposive/convenience sampling.

Sampling Frame:

- Teachers of grades 5, 6, and 8-10 in the selected schools were invited to take part in the study.

Sample Size:

- Ratanakiri: IDI = n8

3

Research Findings

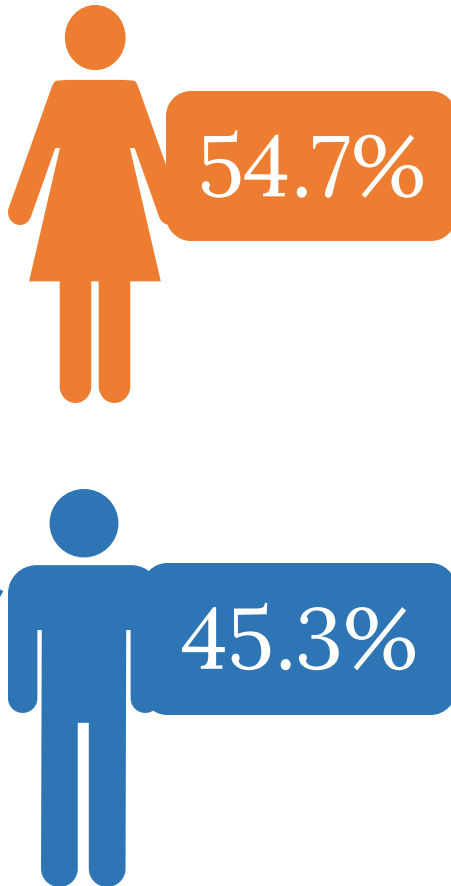


QUANTITATIVE

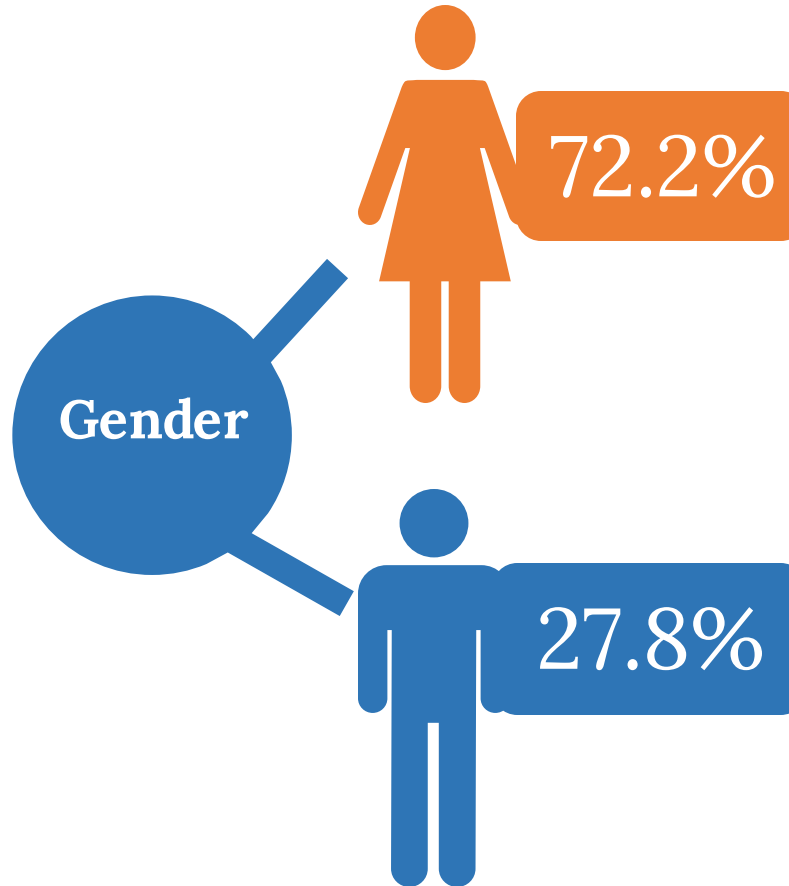
PROFILE OF RESPONDENTS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59)

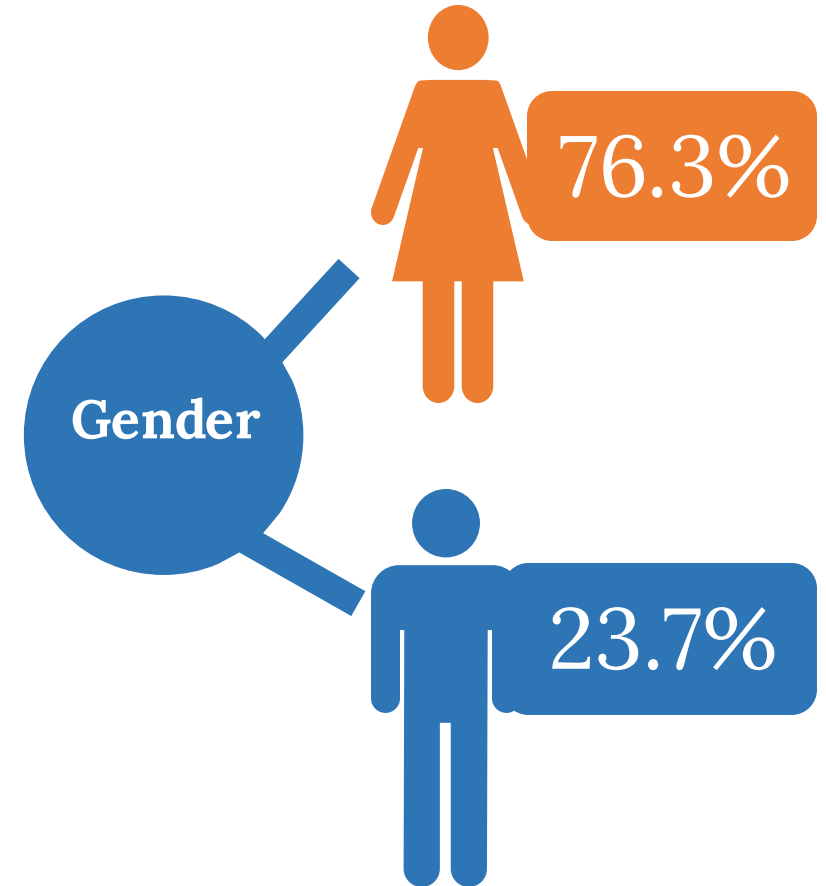
Ratanakiri



Phnom Penh



Sihanouk Ville



PROFILE OF RESPONDENTS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59)



Female representation among the teachers was 54.7% in Ratanakiri, 72.2% in Phnom Penh, and 76.3% in Sihanoukville. The proportion of Khmer teachers (ethnic group) was 84.2% in Ratanakiri, 98.1% in Phnom Penh, and 100% in Sihanoukville. Teacher ages ranged from 20 to 58, with the majority possessing at least three years of teaching experience.

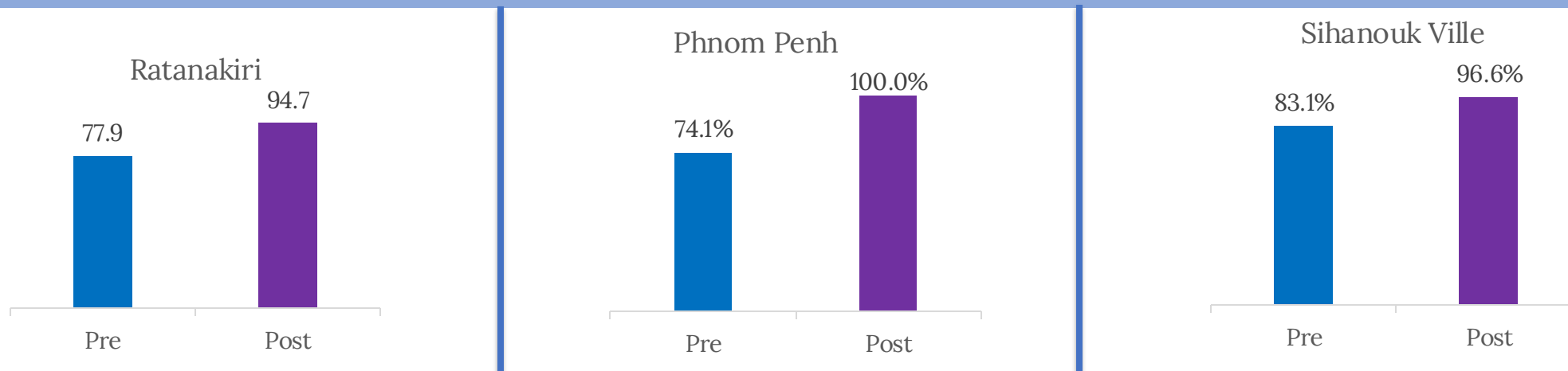
KNOWLEDGE



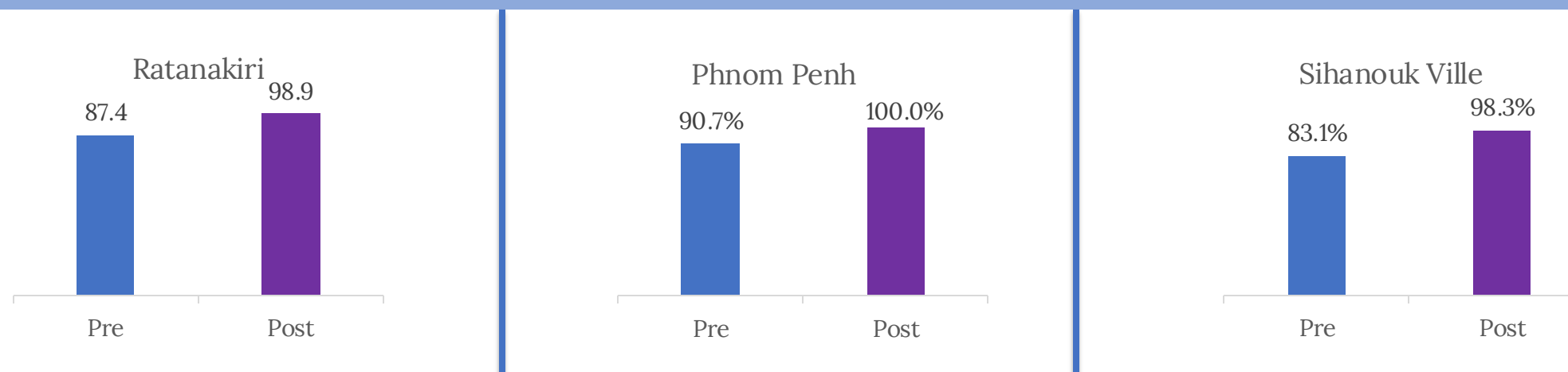
MEANING OF PUBERTY & MENSTRUATION

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

Puberty is the changes that girls and boys experience as girls start to grow into women and boys grow into men.



Menstruation is the shedding of the lining of the uterus each month

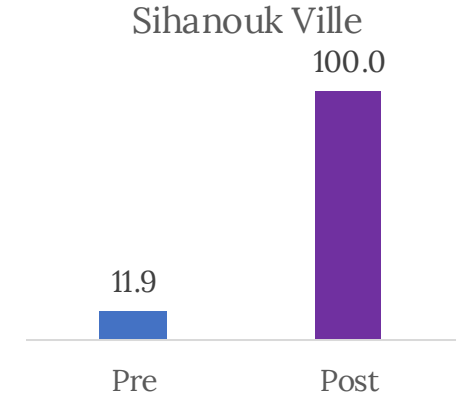
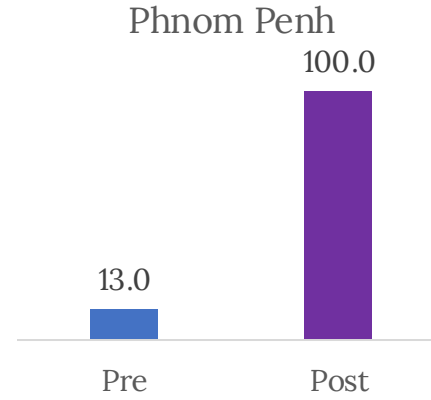
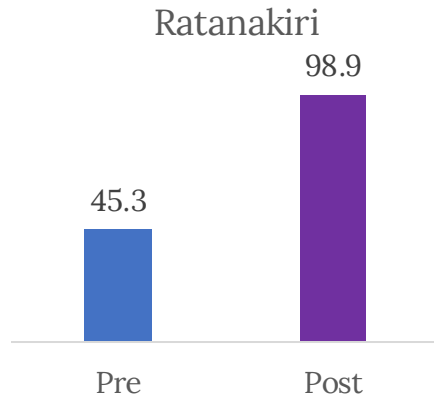


AVERAGE AGE THAT GIRLS AND BOYS START MENSTRUATION/PUBERTY

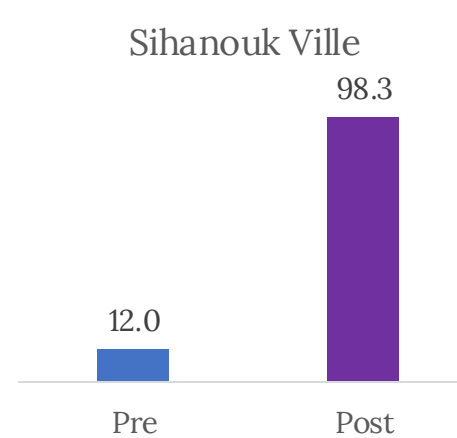
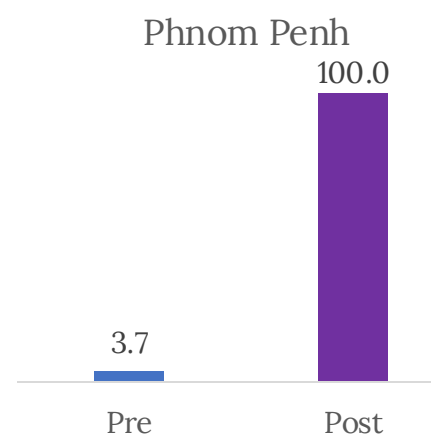
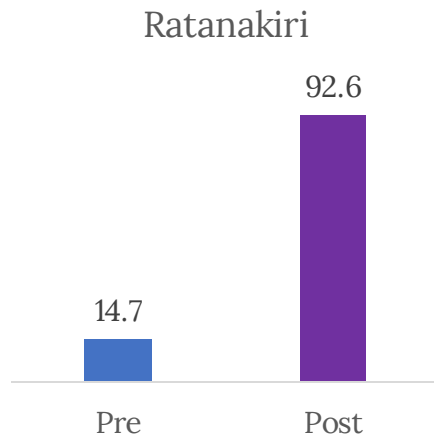
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



8-16 years old



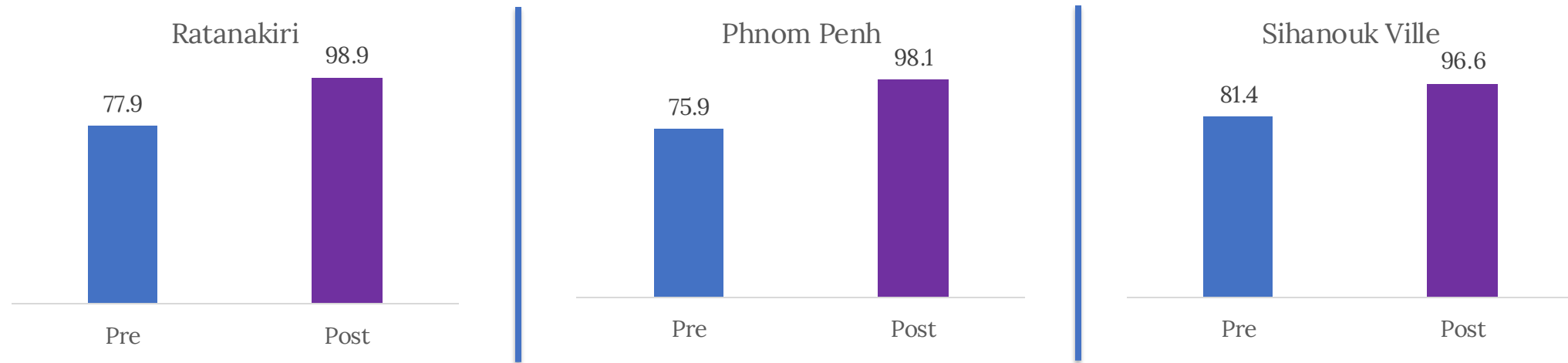
9-14 years old



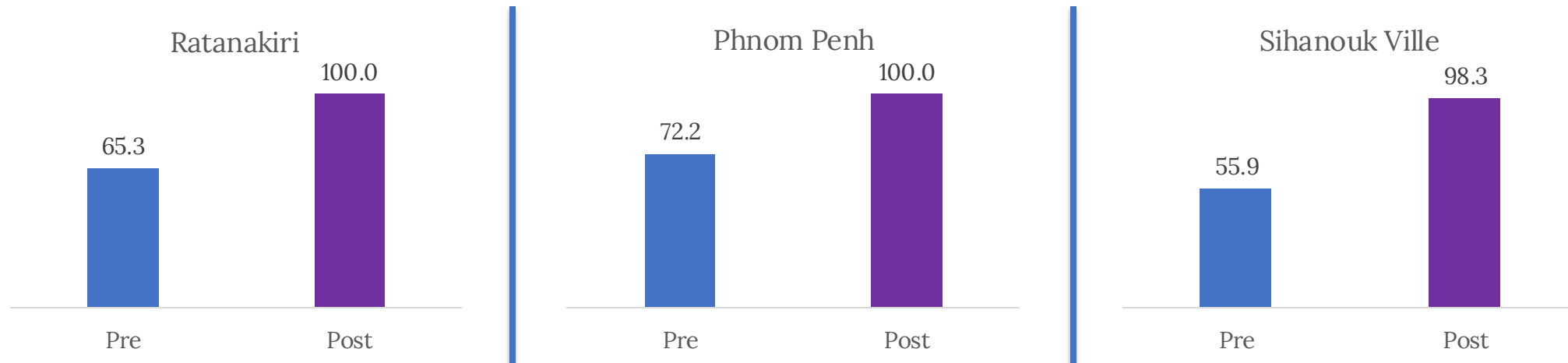
THE AVERAGE PERIOD USUALLY LASTS & AVERAGE MENSTRUAL CYCLE DURATION

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

The average period usually lasts is **3-5 Days**



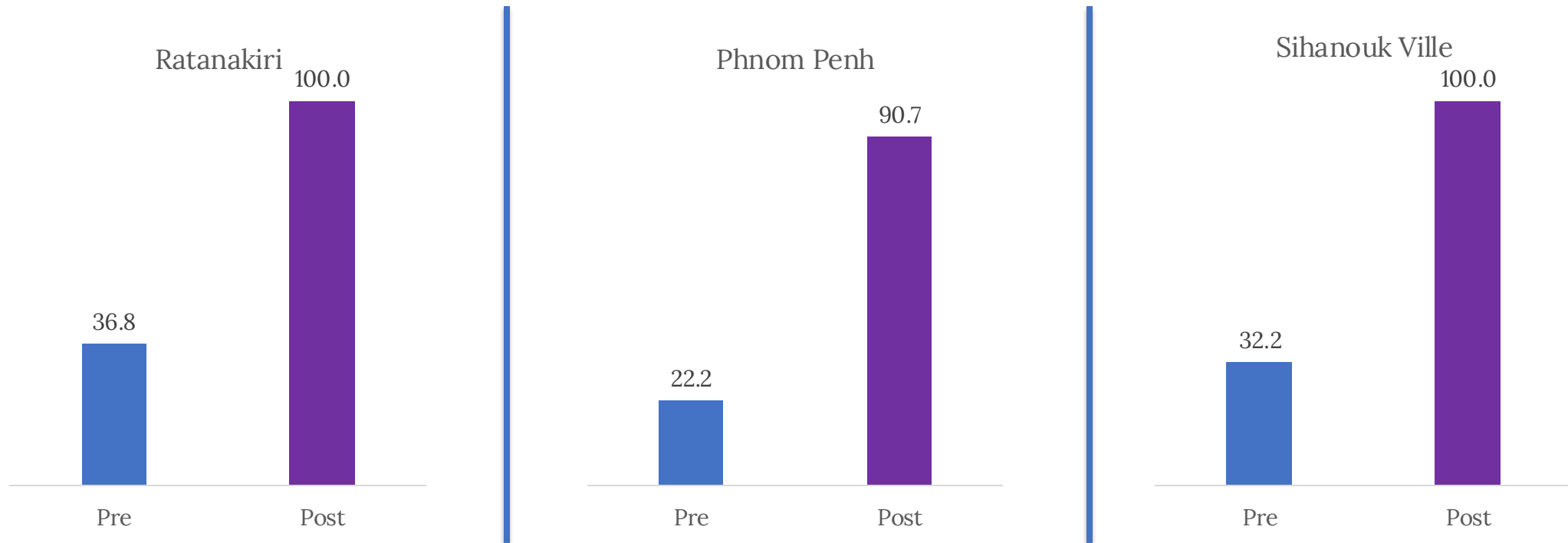
The average menstrual cycle duration **28 Days**



THE DAYS OF MENSTRUATION CYCLE ARE WOMEN MOST LIKELY TO GET PREGNANT IF SHE HAS SEXUAL

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

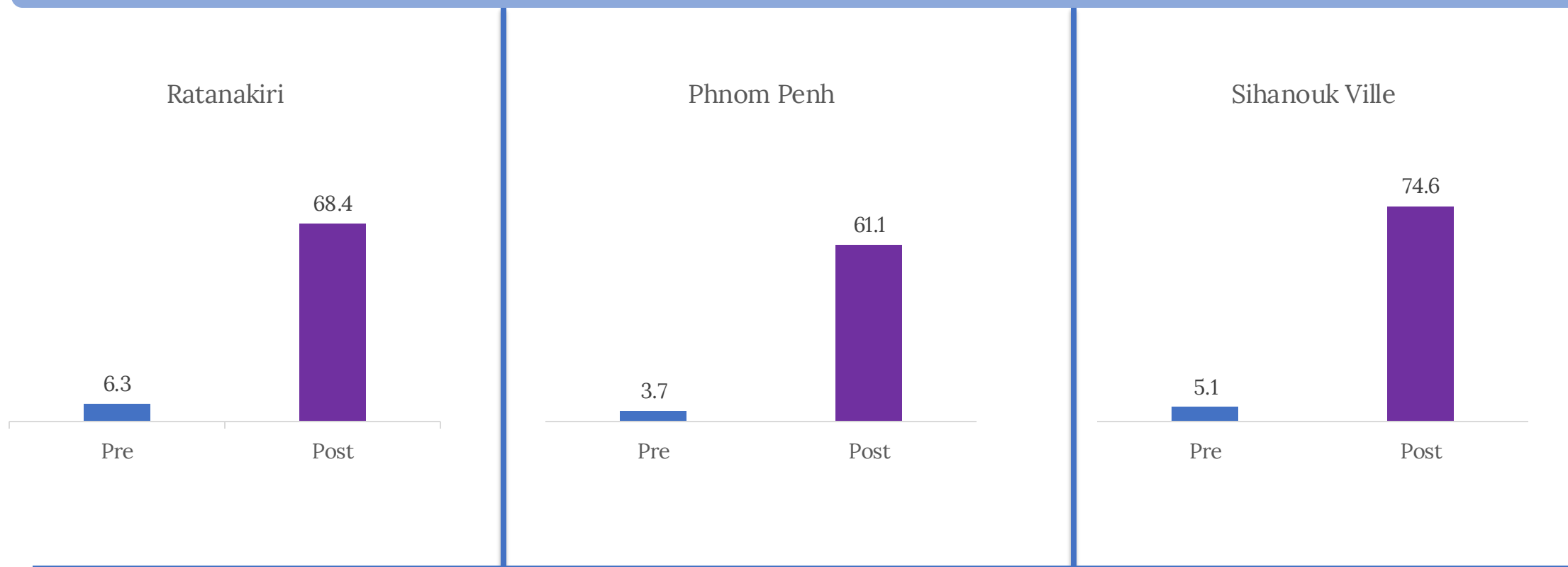
The days of the menstrual cycle are women most likely to get pregnant if she has sexual intercourse (**Day 10-17**)



PHASES OF THE MENSTRUAL CYCLE

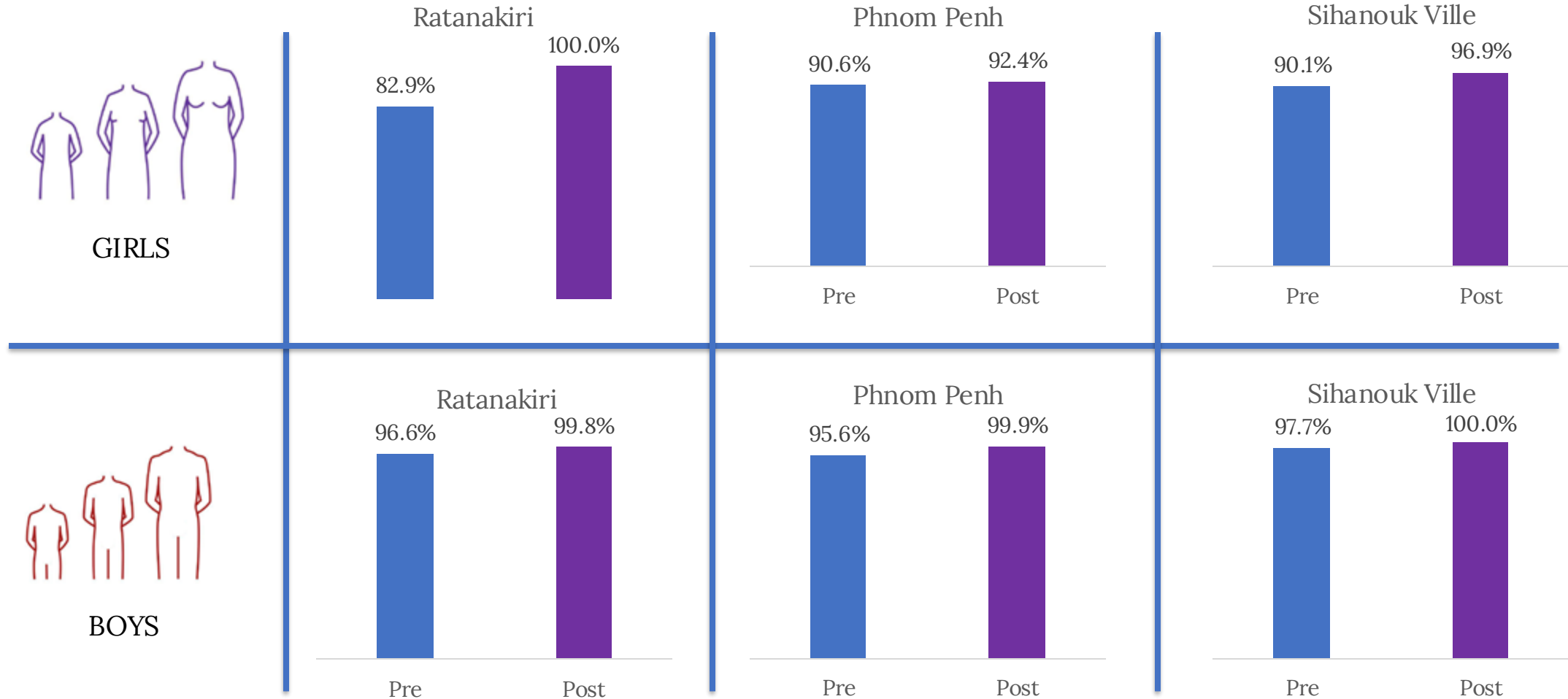
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

There are **four** phases of the menstrual cycle



CHANGES THAT BOYS & GIRLS EXPERIENCE DURING PUBERTY

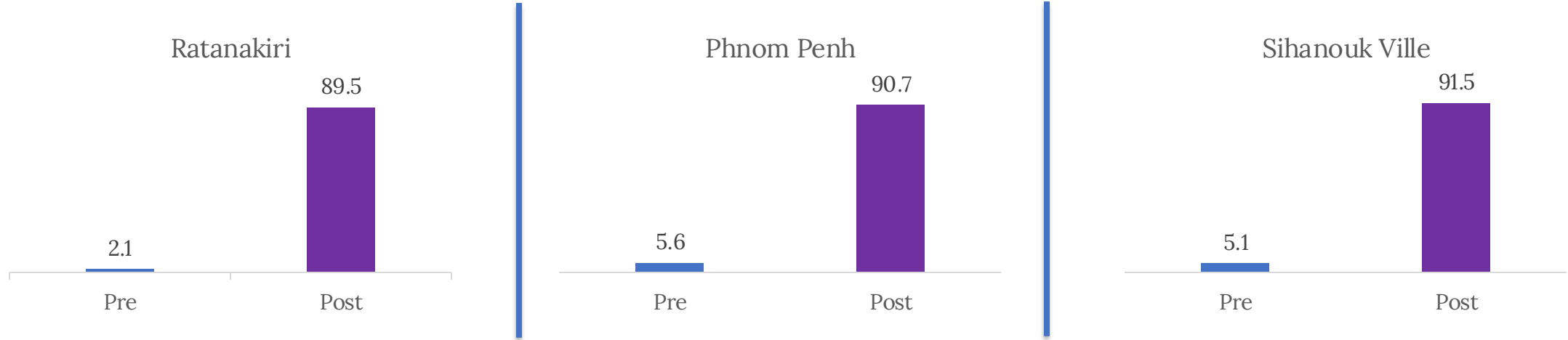
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



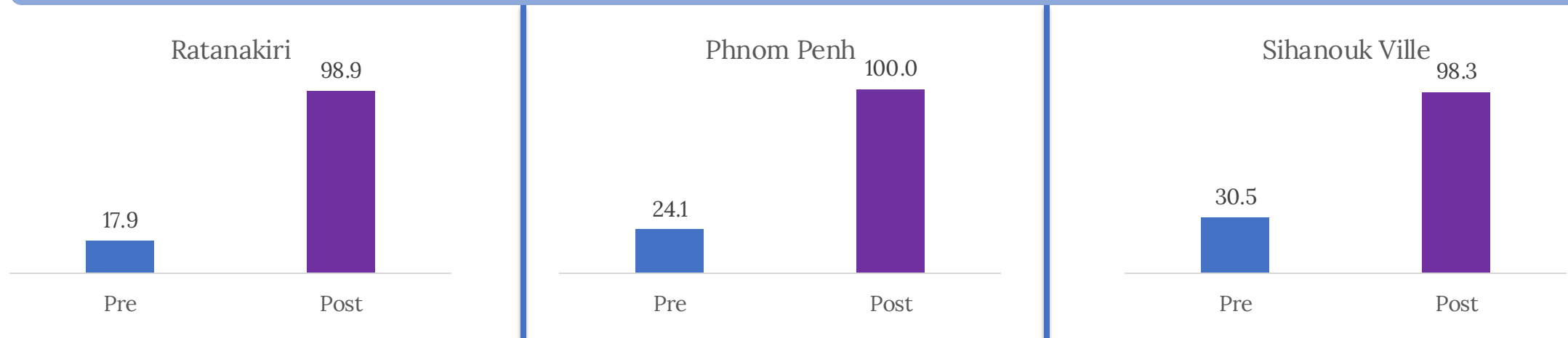
FEMALE ANATOMY

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

A girl has **three holes** in her in genital area



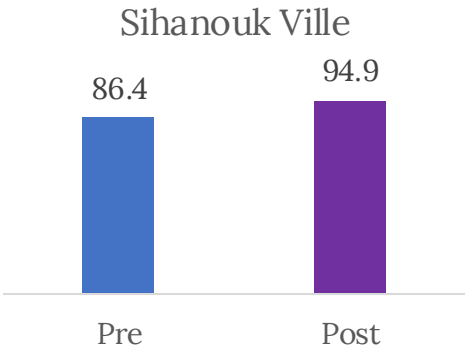
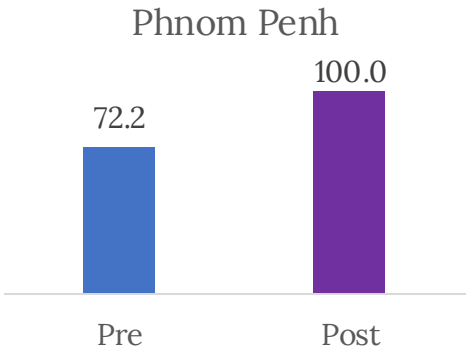
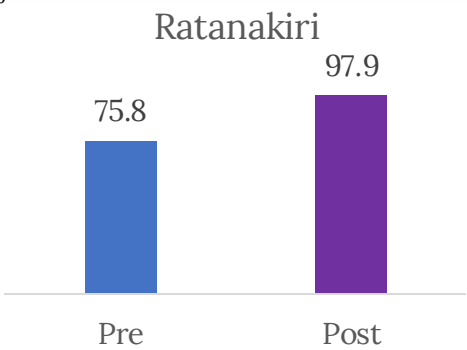
Ovaries **alternate** releasing eggs **each month**



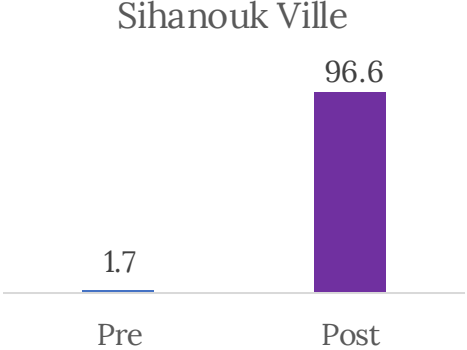
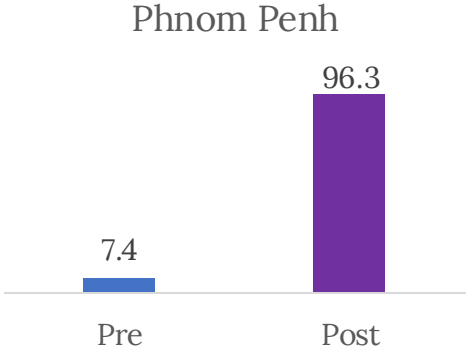
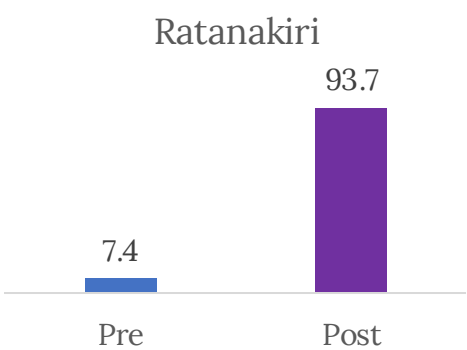
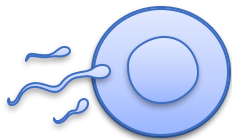
MENSTRUATION/SPERM/UTERUS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

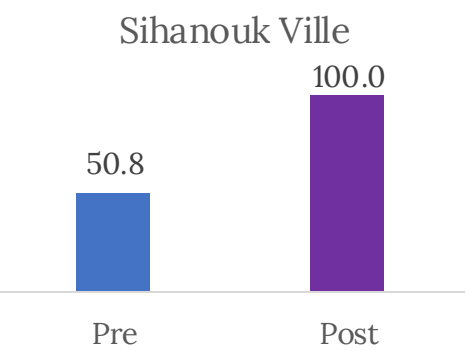
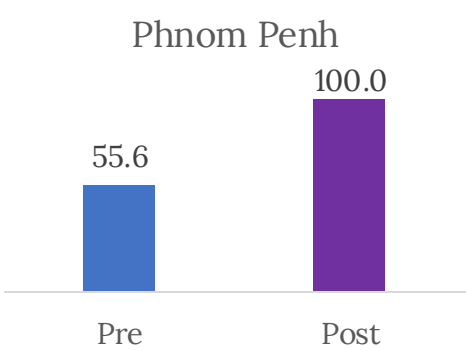
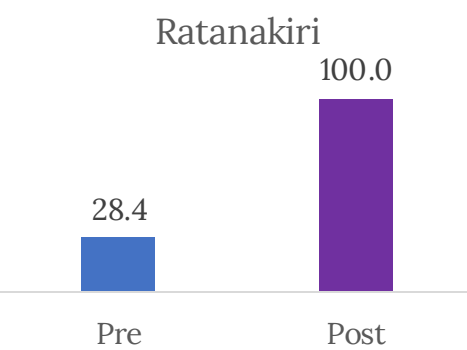
Menstruation is a natural sign of being a healthy woman (True)



After sexual intercourse, sperm can live in the fallopian tubes and uterus for up to 5 days



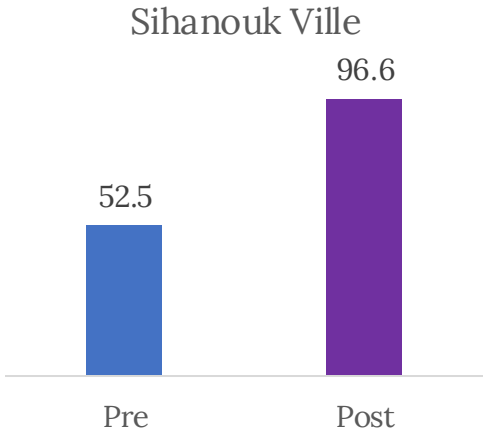
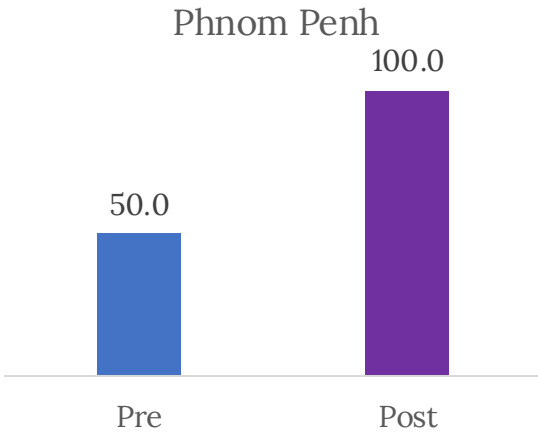
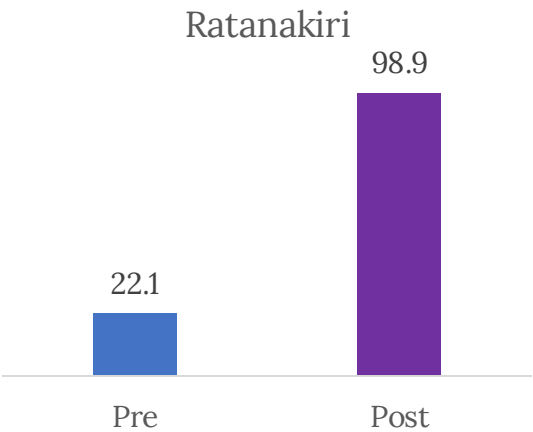
The size of the uterus is roughly the size of a fist.



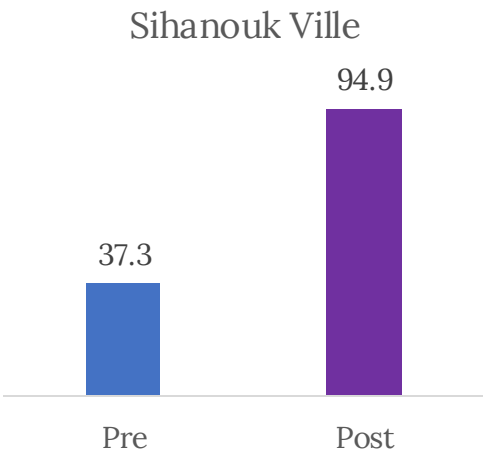
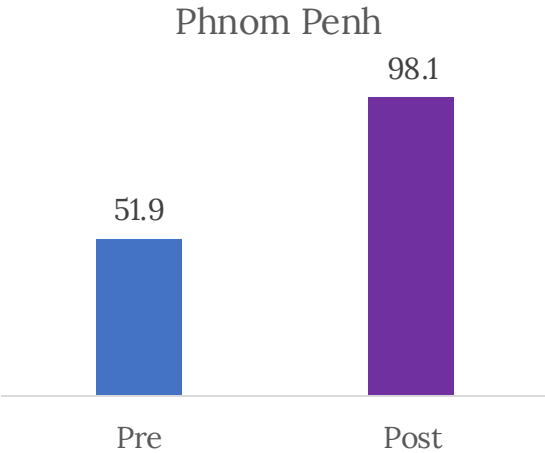
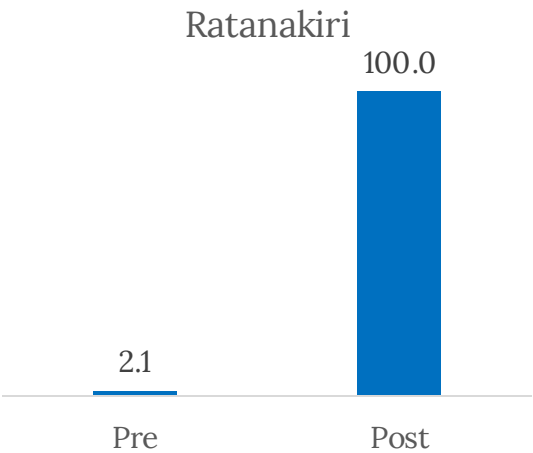
REPRODUCTION PROCESS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

The egg travels from the **ovary**



through **fallopian tube** to the uterus.

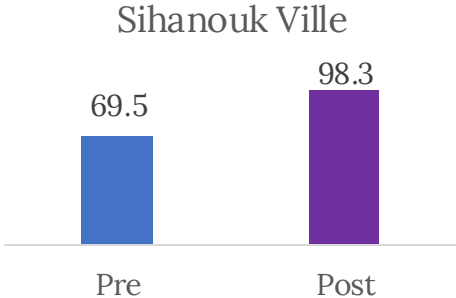
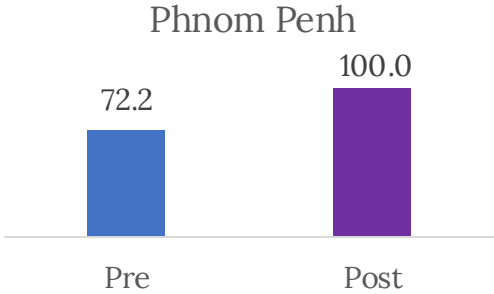
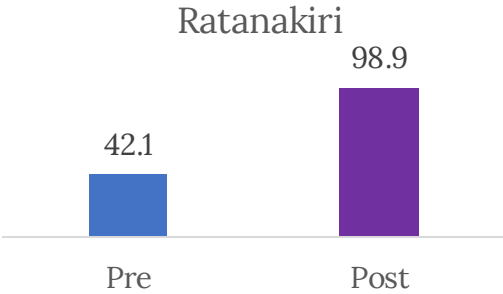


FEMALE ANATOMY

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

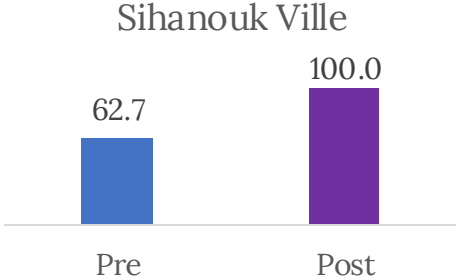
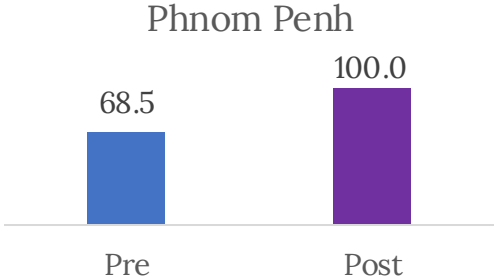
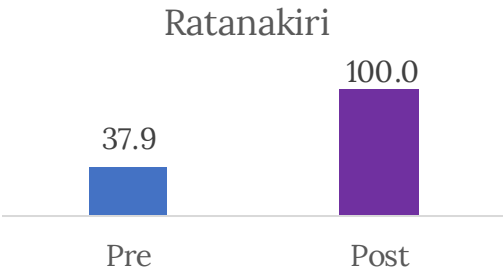
UTERUS

The uterus is a very strong muscle approximately the size of a fist that can expand large enough to hold a full-term baby and is strong enough to push that baby out through the vaginal canal to give birth.



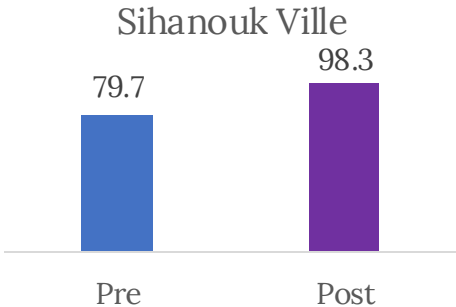
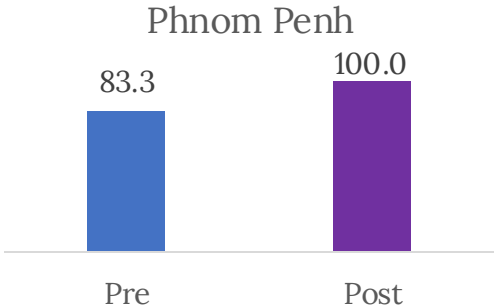
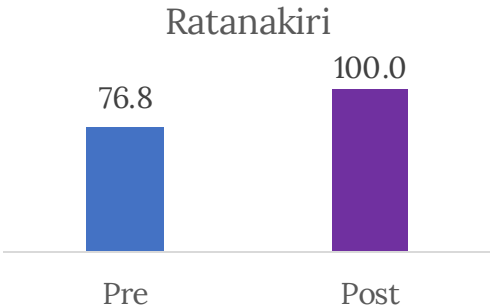
OVARIES

Ovaries holds thousands of tiny eggs inside. Each month, one prepares and releases one egg. The next month the other prepares and releases an egg.



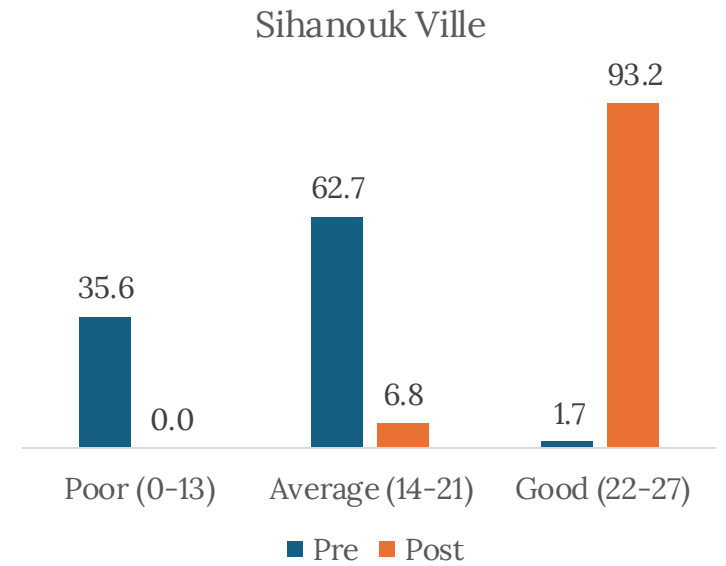
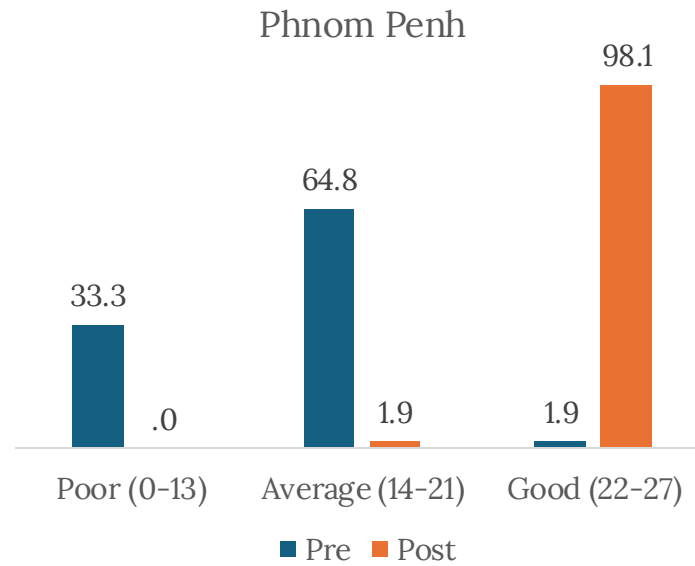
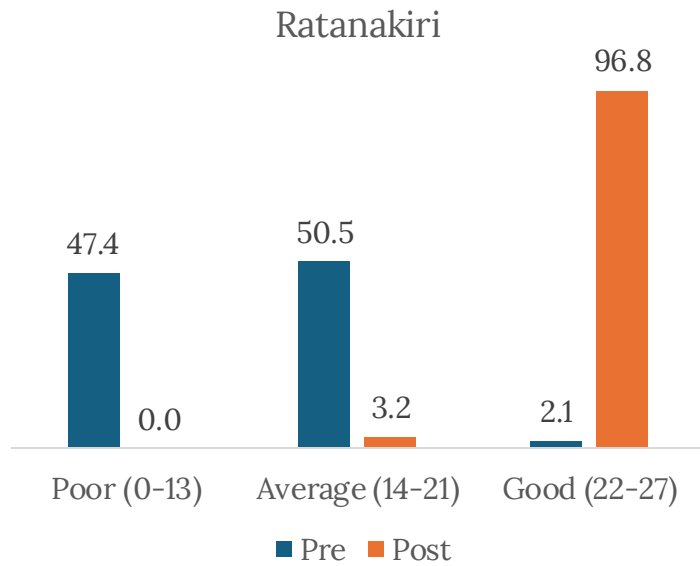
VAGINA

The vagina is the opening and canal that leads to the uterus. Where sexual intercourse takes place, where a baby is born through and where menstruation exits a woman's body.



KNOWLEDGE SCORE

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



SUMMARY OF KNOWLEDGE

The training demonstrated a significant increase in teachers' knowledge of puberty and menstrual health. Specifically:

- **Meaning of Puberty and Menstruation:** Knowledge of the meaning of puberty increased. For example, from 74.1% (pre-test) to 100% (post-test) in Phnom Penh and an increase of 16.8% between pre and post-test in Ratanakiri. Knowledge of the meaning of menstruation also increased, for example from 83.1% to 98.3% in Sihanoukville.
- **Average Age of Onset:** Knowledge of the average age at which girls begin menstruation increased. For example, from 11.9% to 100% in Sihanoukville. Knowledge of the average age at which boys begin puberty increased from 3.7% to 100% in Phnom Penh and 14.7% to 92.6% (77.9% increase) in Ratanakiri.
- **Menstrual Cycle Characteristics:** Knowledge of the average duration of menstruation (3–5 days) significantly increased. For example, from 77.9% to 98.9% in Ratanakiri. Knowledge of the average menstrual cycle duration (28 days) also significantly increased. For example, from 55.9% to 98.3% in Sihanoukville. Knowledge of the fertile period (days 10–17) significantly increased. For example, from 22.2% to 90.7% in Phnom Penh.
- **Phases of the Menstrual Cycle:** Knowledge of the number of phases in the menstrual cycle increased by more than 50% overall, with a particularly notable increase in Sihanoukville from 5.1% to 74.6%.
- **Female Anatomy:** Knowledge of the female anatomy increased. For example, knowledge of the number of openings (3) in the female genital area significantly increased, from 2.1% to 89.5% in Ratanakiri. Knowledge of the definitions and functions of the uterus, vagina and ovaries also significantly increased, especially in Ratanakiri where baselines were lower.
- **Menstruation as a Sign of Health:** Over 70% of teachers already knew that menstruation is a natural sign of health before the training. This figure increased to almost 100% in Ratanakiri and Sihanoukville and to 100% in Phnom Penh.
- **Sperm Viability:** Less than 10% of teachers knew that sperm could survive in the fallopian tubes and uterus for up to five days before the training. This knowledge increased to almost 100% in all provinces; for example, from 1.7% to 96.6% in Sihanoukville.
- **Reproduction Process:** Teachers had limited knowledge of the reproduction process (specifically related to an egg's journey) prior to the training, especially in Ratanakiri where lower initial awareness was recorded. This increased significantly as a direct result of the training, with knowledge outcomes between 95–100% at all locations.

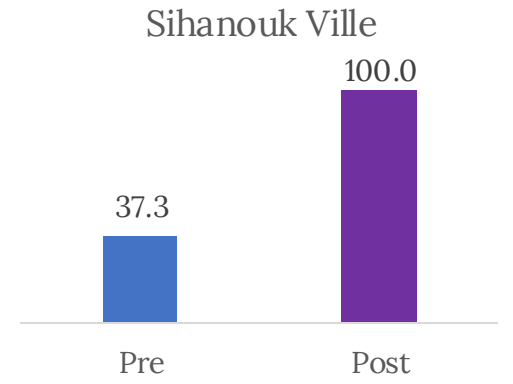
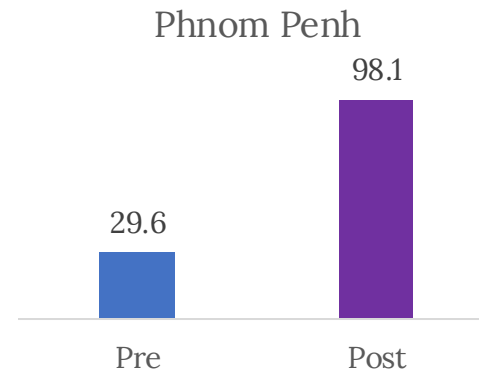
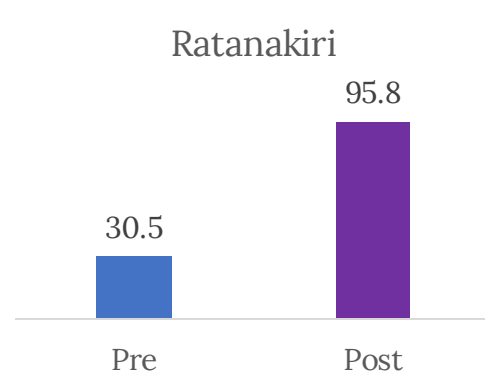
PERCEPTION & ATTITUDES



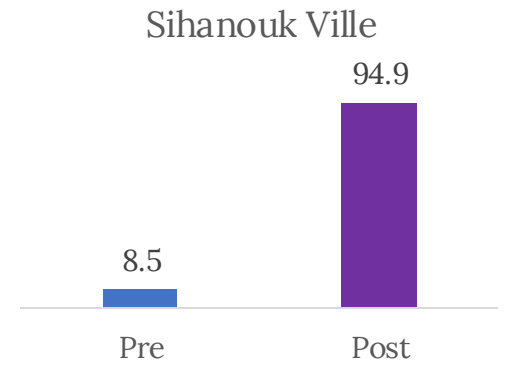
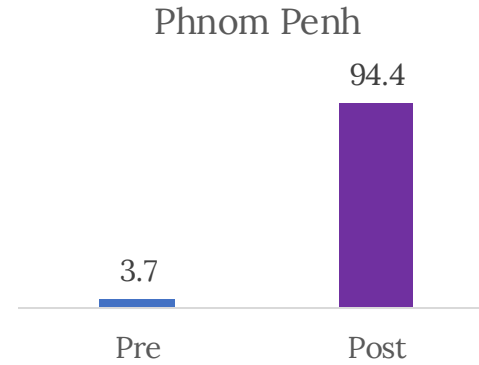
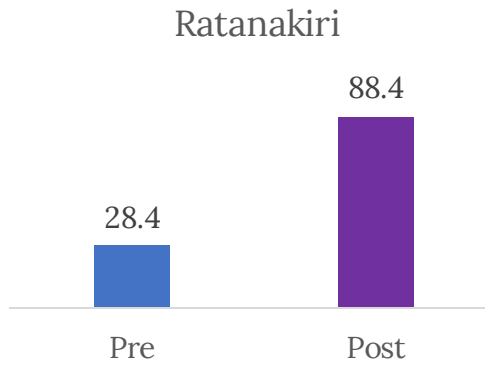
ATTITUDES & PERCEPTIONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

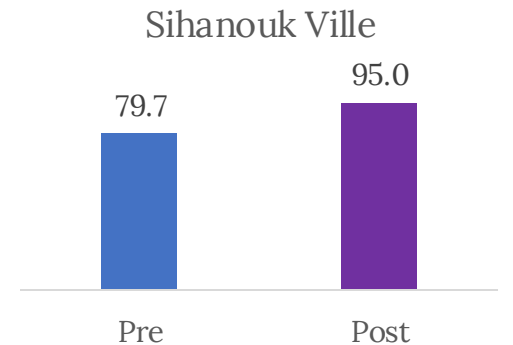
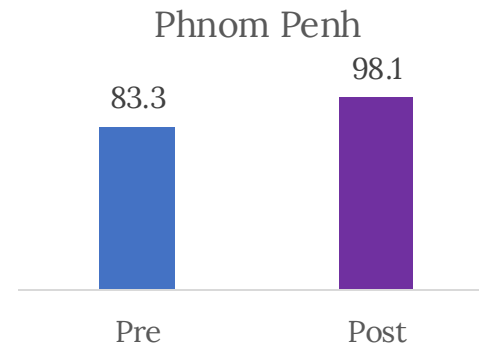
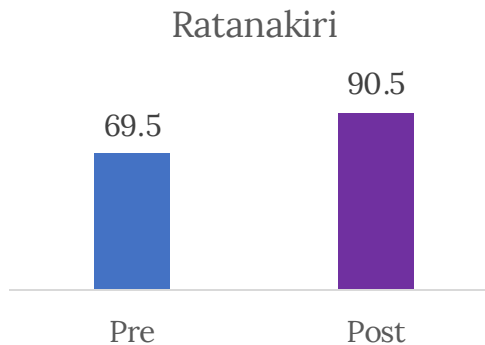
When a girl is
menstruating, she **CAN** play
sport.



When a girl is
menstruating, she
CAN eat any foods.



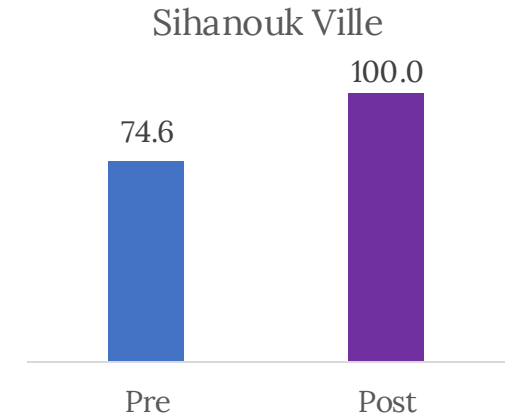
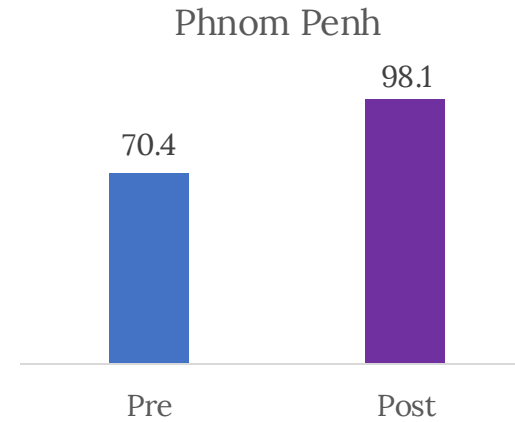
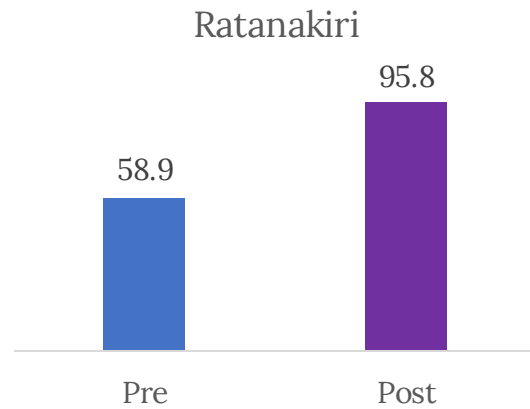
When a girl is
menstruating, she
CAN go to school.



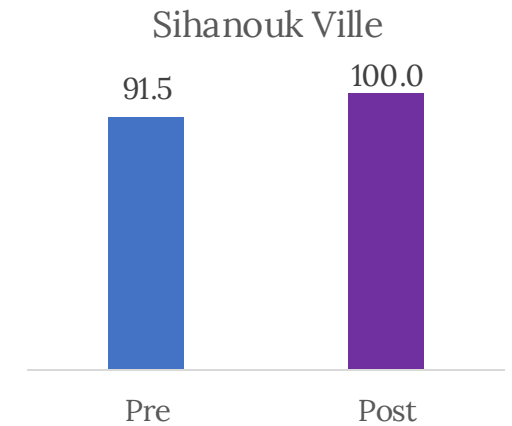
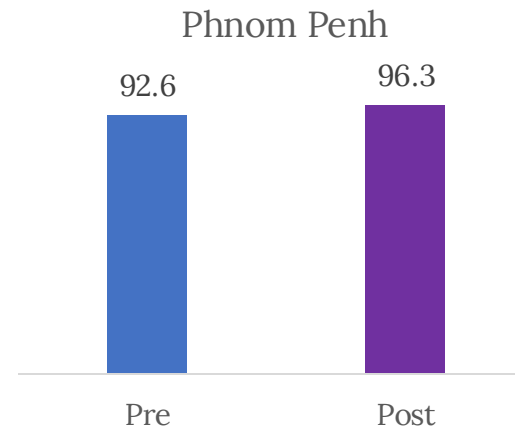
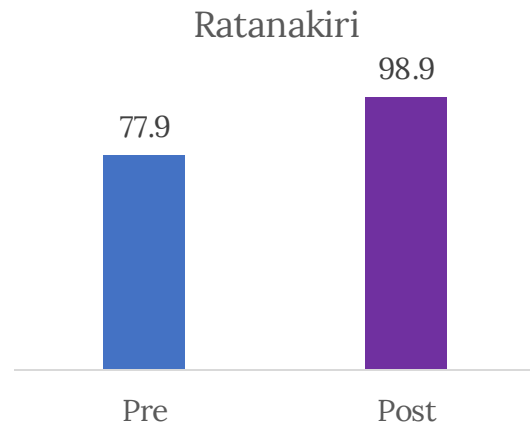
ATTITUDES & PERCEPTIONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

When a girl is
menstruating, it is **NOT**
okay to tease her.



Menstruation
should **NOT** be kept
secret.

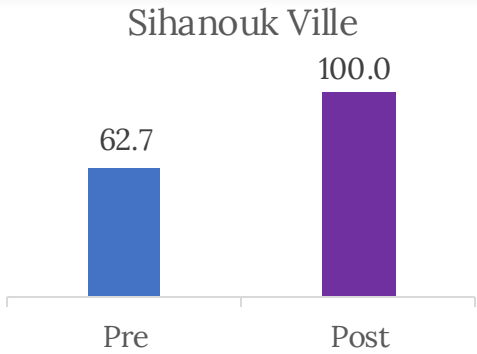
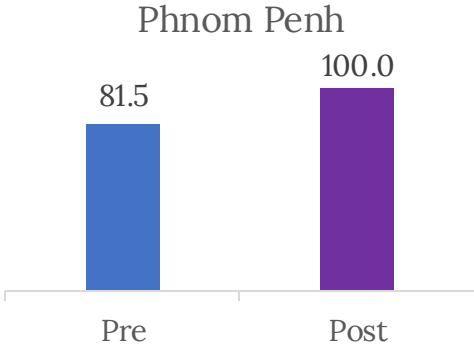
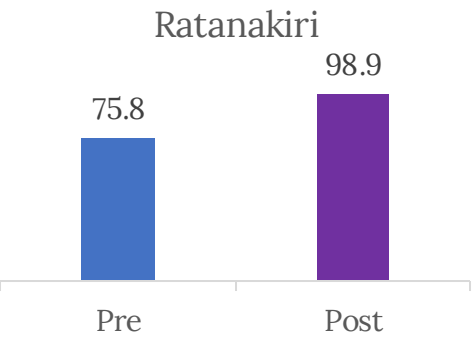


AGE GIRLS SHOULD BE TAUGHT ABOUT PUBERTY & MENSTRUATION

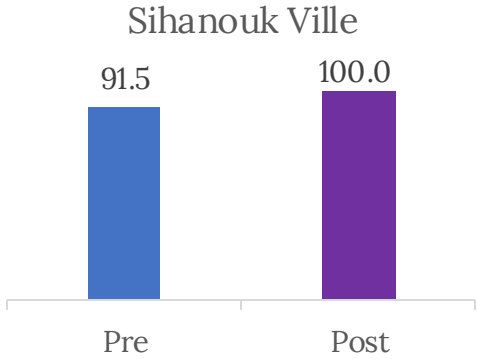
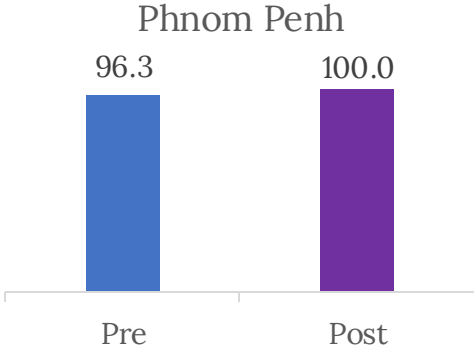
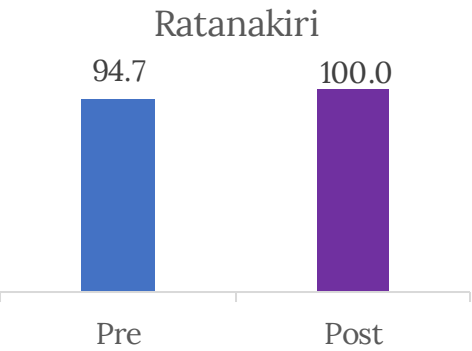
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



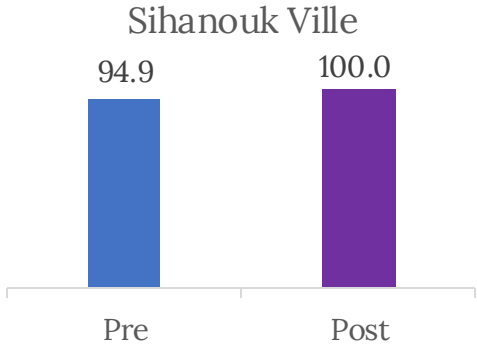
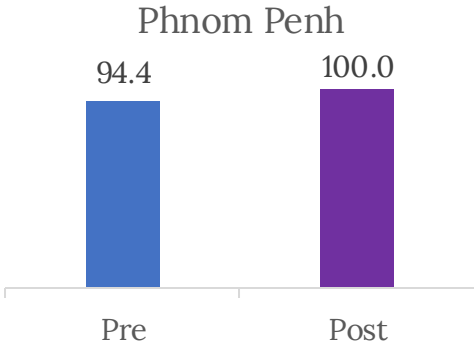
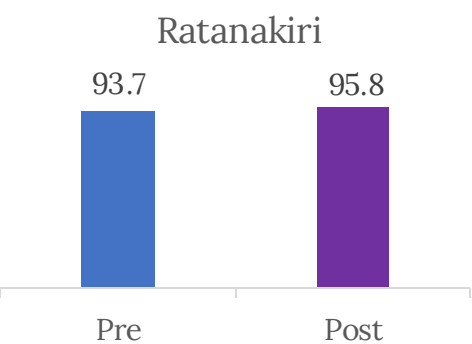
9-12 years old



13-15 years old



16-18 years old

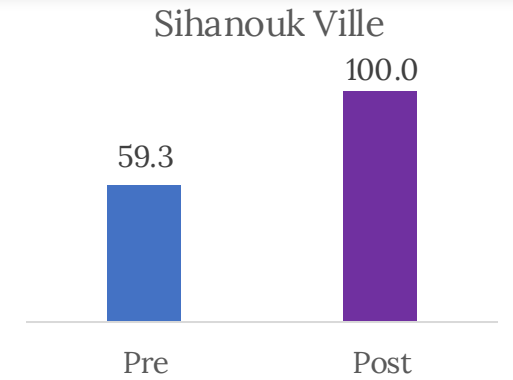
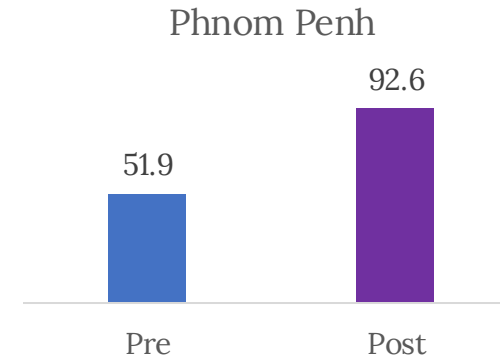
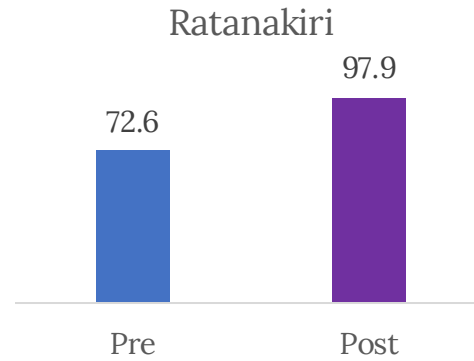


AGE BOYS SHOULD BE TAUGHT ABOUT PUBERTY & MENSTRUATION

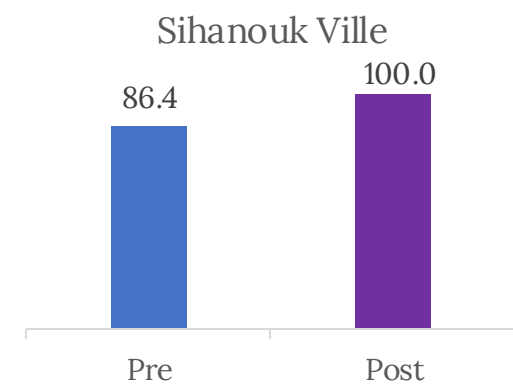
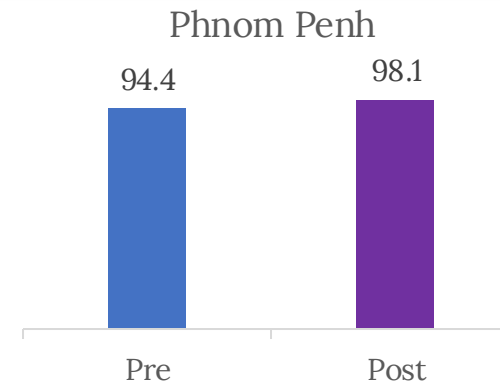
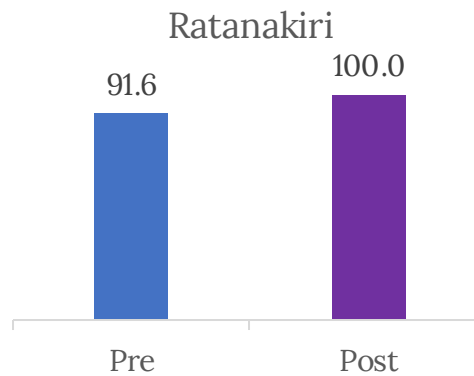
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



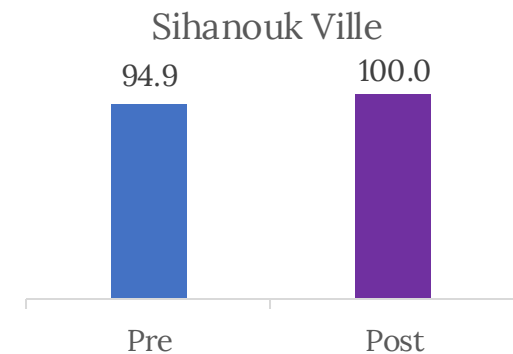
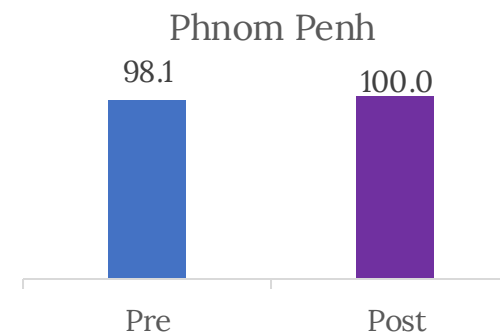
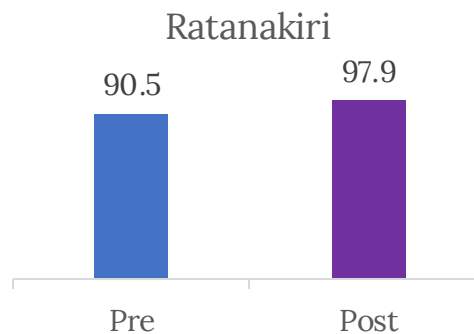
9-12 years old



13-15 years old



16-18 years old



SUMMARY OF PERCEPTIONS & ATTITUDES

The training also showed a positive shift in teachers' attitudes and perceptions of puberty and menstrual health:

- **Participation in Sports:** The belief that girls can participate in sports during menstruation increased from less than 40% to nearly 100% in all provinces.
- **Dietary Restrictions:** Prior to the training, the vast majority of teachers believed that there are certain foods women and girls should avoid while menstruating. There was a statistically significant positive shift in this belief as a direct result of the training (88.4% Ratanakiri, 94.4% Phnom Penh and 94.9% Sihanoukville).
- **School Attendance:** Most teachers held a positive view that girls can attend school during menstruation, and this view strengthened after the training, reaching nearly 100% across all three provinces.
- **Teasing and Secrecy:** Before the training, less than 40% of teachers believed it was inappropriate to tease girls about menstruation. After the training, this belief positively increased to nearly 100% in Ratanakiri and Phnom Penh and to 100% in Sihanoukville. Similarly, the belief that menstruation should not be kept secret increased to nearly 100% in Ratanakiri and Phnom Penh and to 100% in Sihanoukville.
- **Menstrual Health Education:** Before the training, over 60% of teachers believed that girls aged 9-18 should receive education on puberty and menstrual health. This positive view increased to 100% after the training. A similar shift occurred regarding education for boys aged 9-18. The top three reasons cited for this belief were the need for knowledge, understanding girls' or mothers' experiences, and promoting hygiene during menstruation.

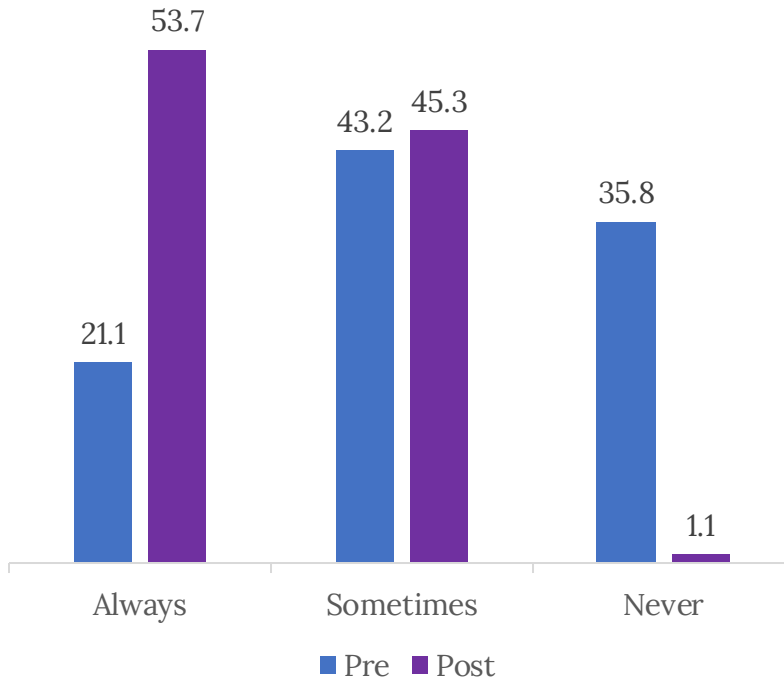
CONFIDENCE TALKING ABOUT & TEACHING PUBERTY AND MENSTRUAL HEALTH



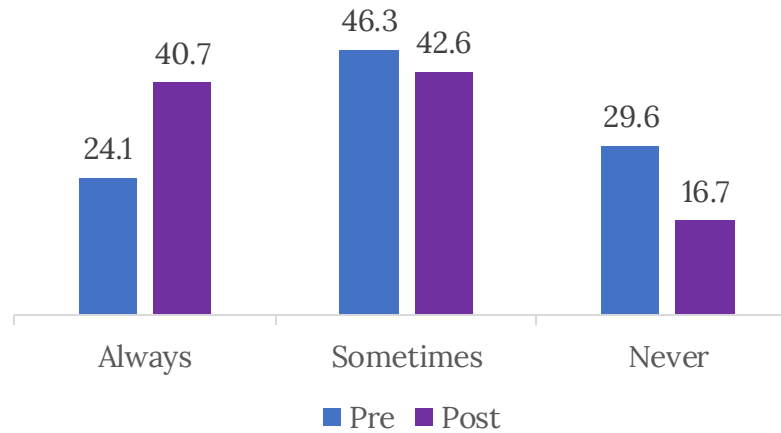
CONFIDENCE TALKING ABOUT MENSTRUATION WITH A FAMILY MEMBER

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

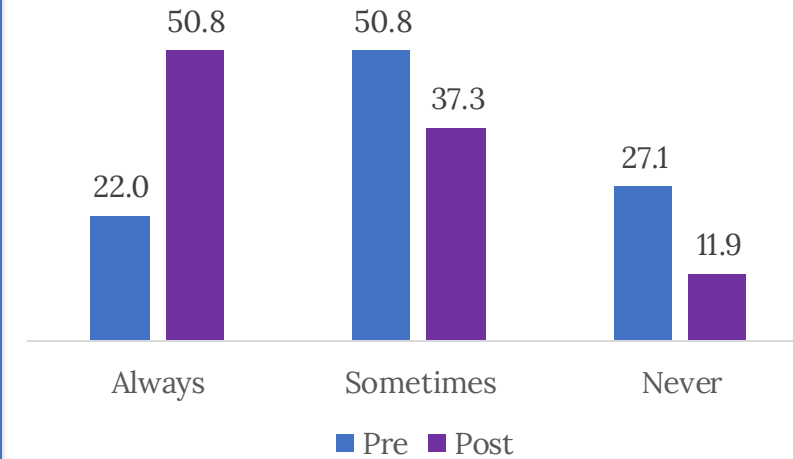
Ratanakiri



Phnom Penh

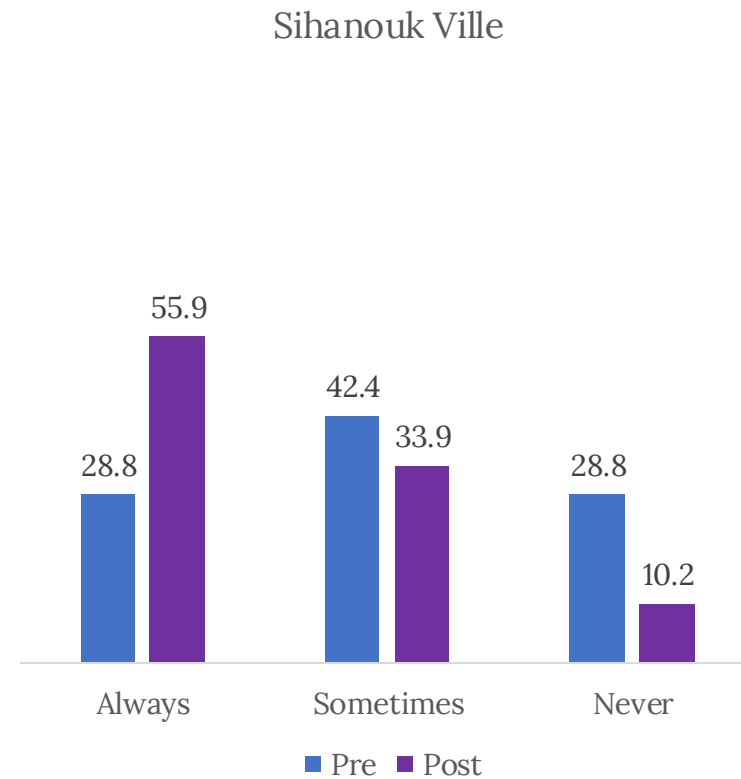
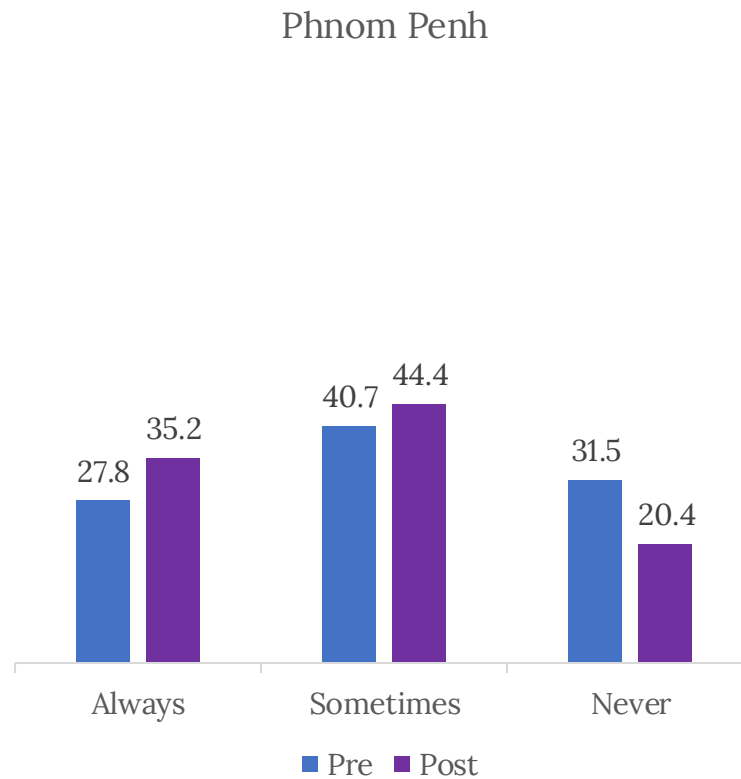
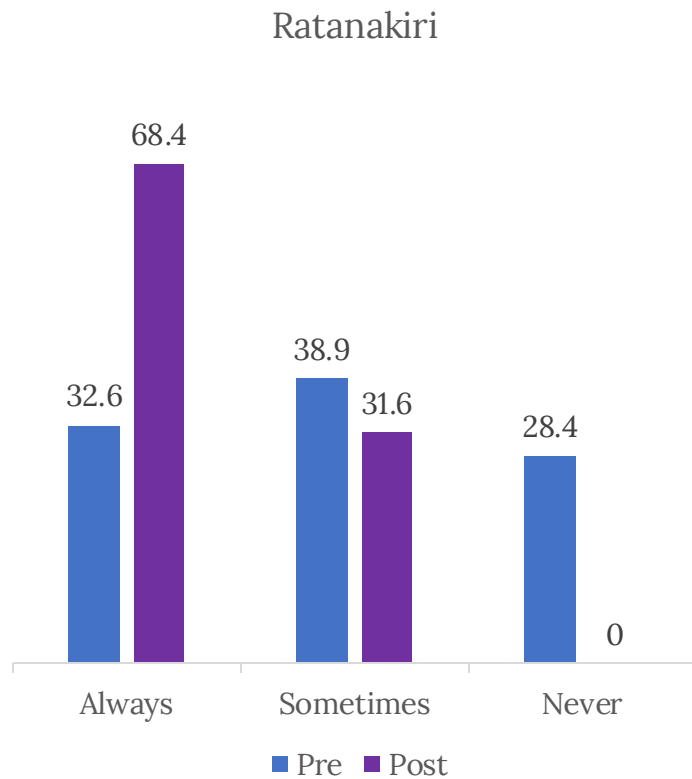


Sihanouk Ville



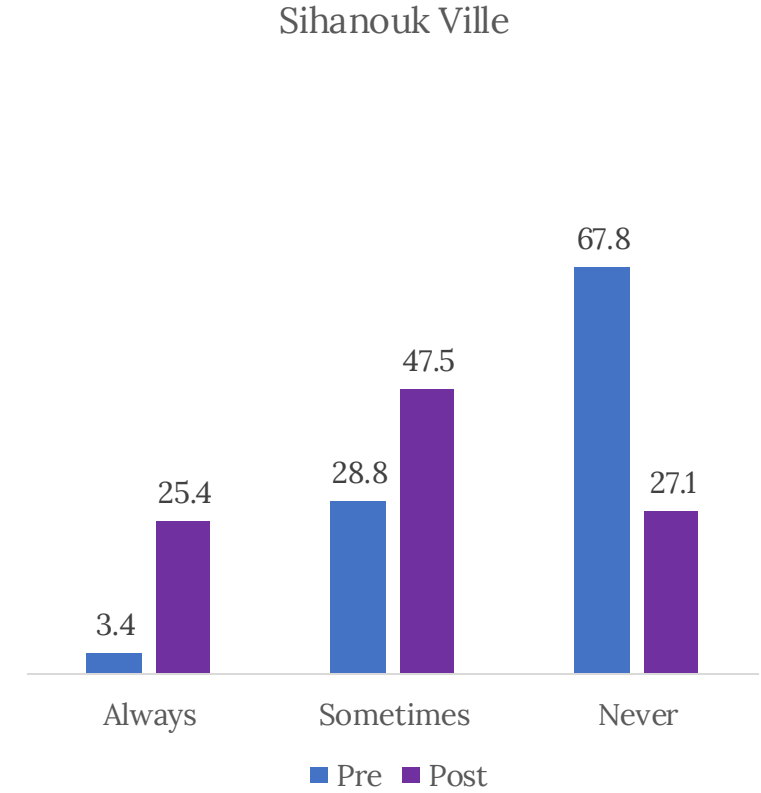
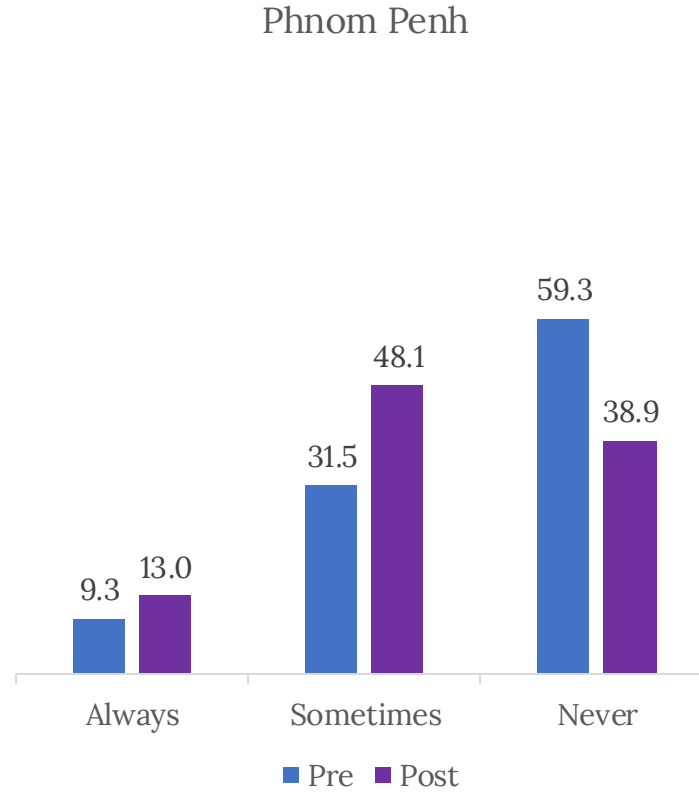
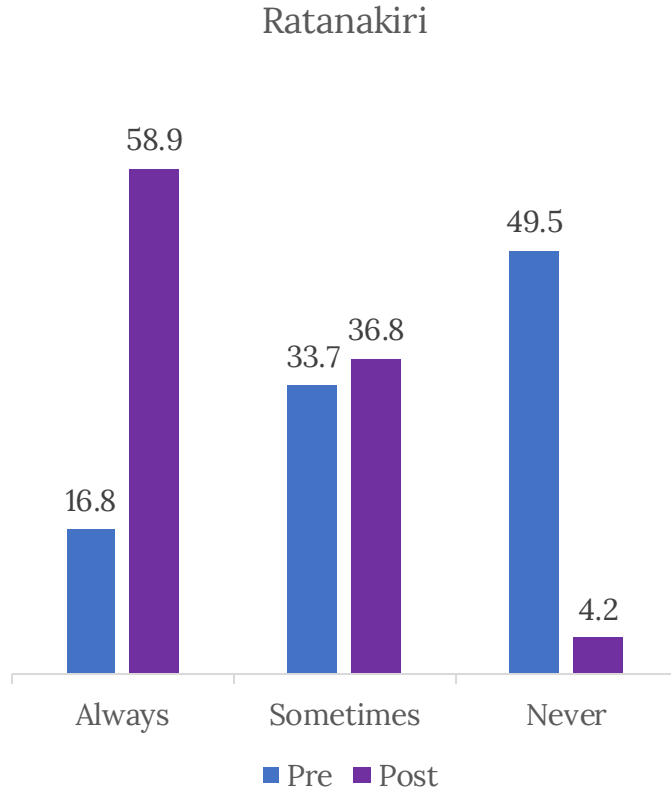
CONFIDENCE TALKING ABOUT MENSTRUATION WITH PEERS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



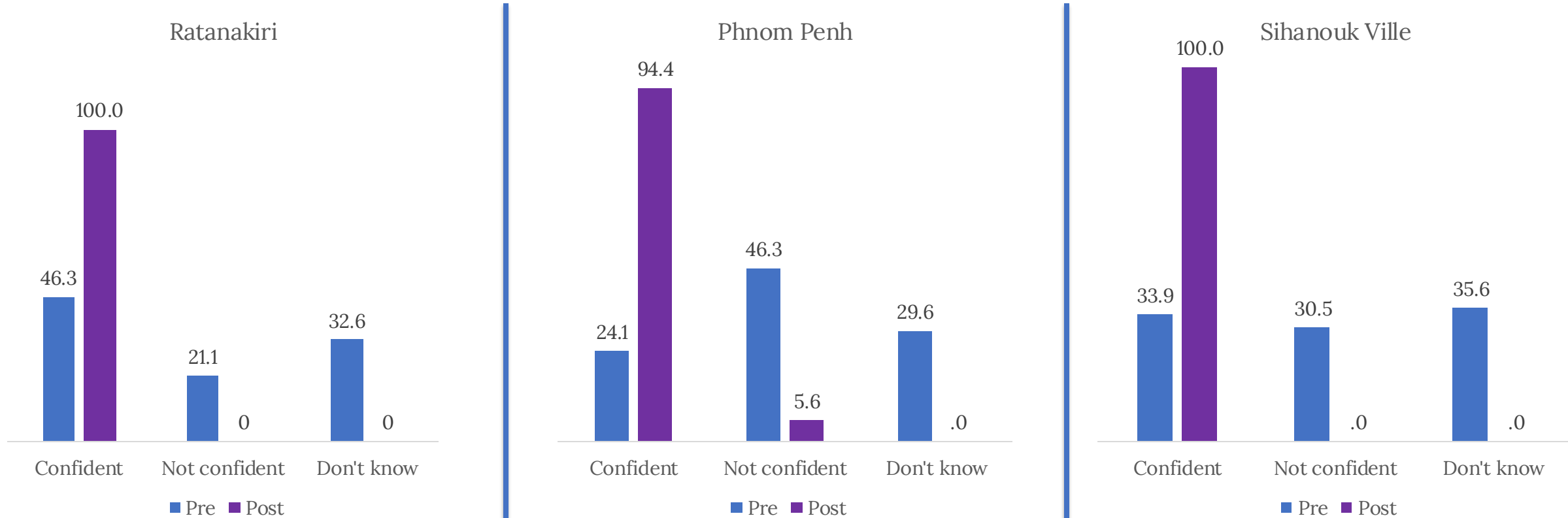
CONFIDENCE TALKING ABOUT MENSTRUATION WITH COLLEAGUES

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



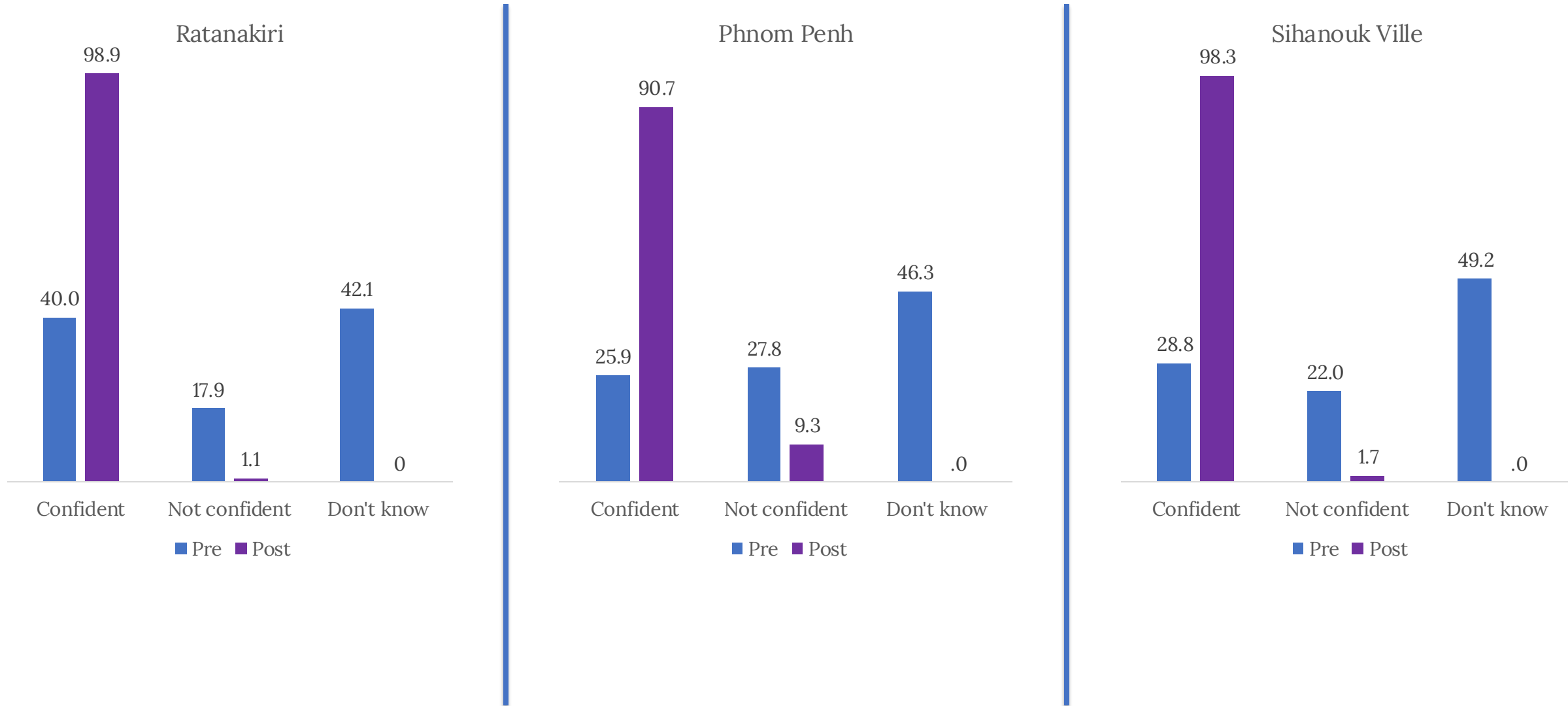
CONFIDENT THEY HAVE THE KNOWLEDGE TO TEACH PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

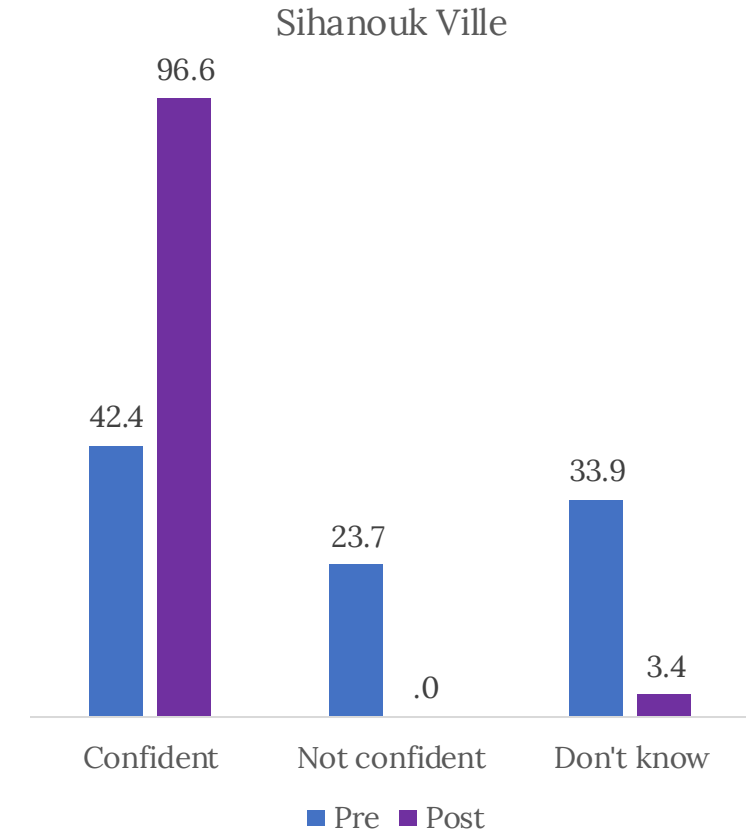
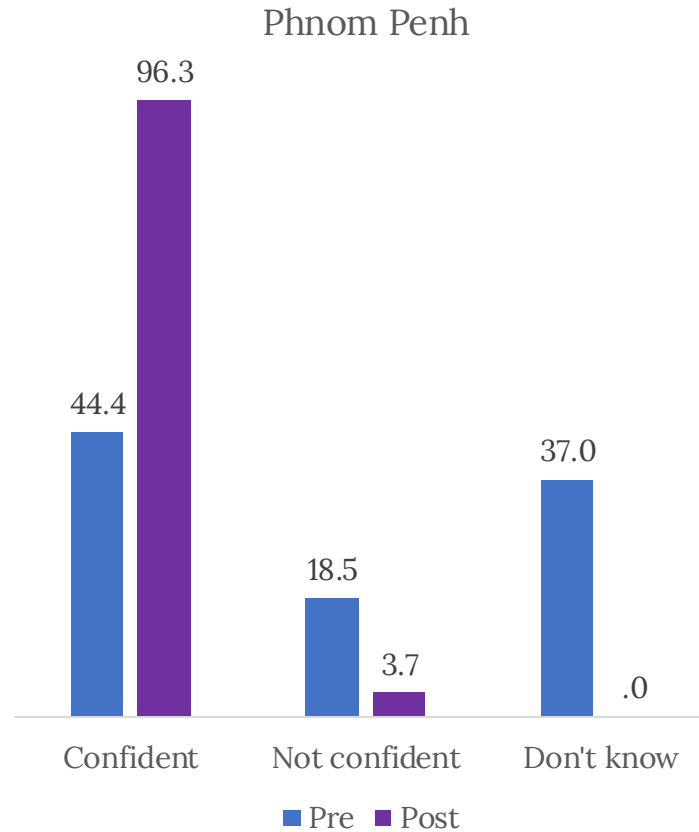
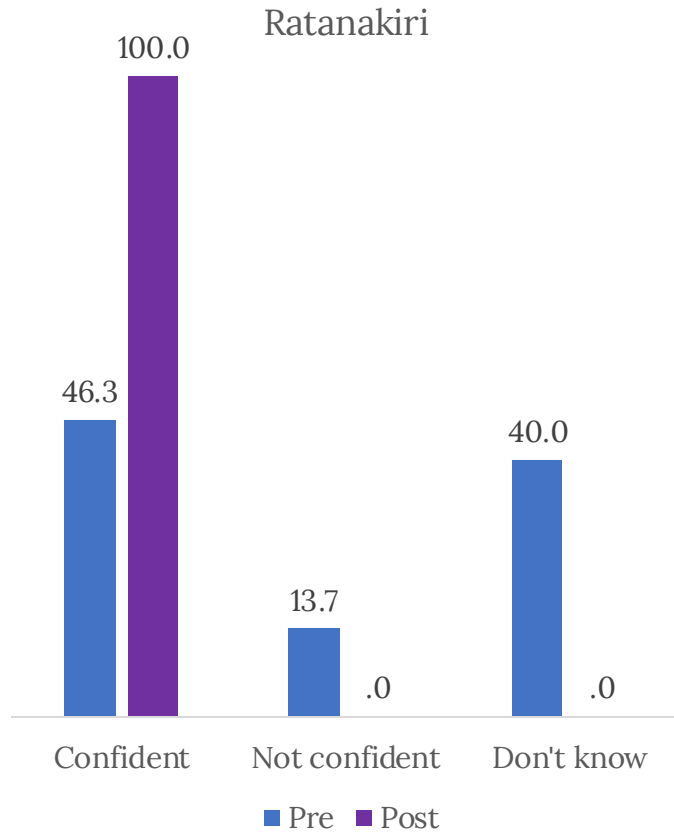


CONFIDENT THEY KNOW THE ACTIVITIES TO USE WHEN TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

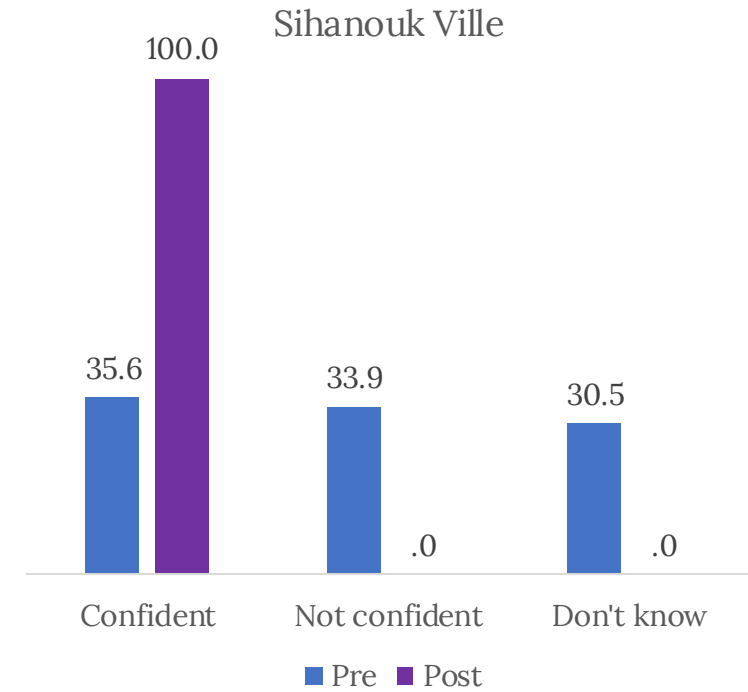
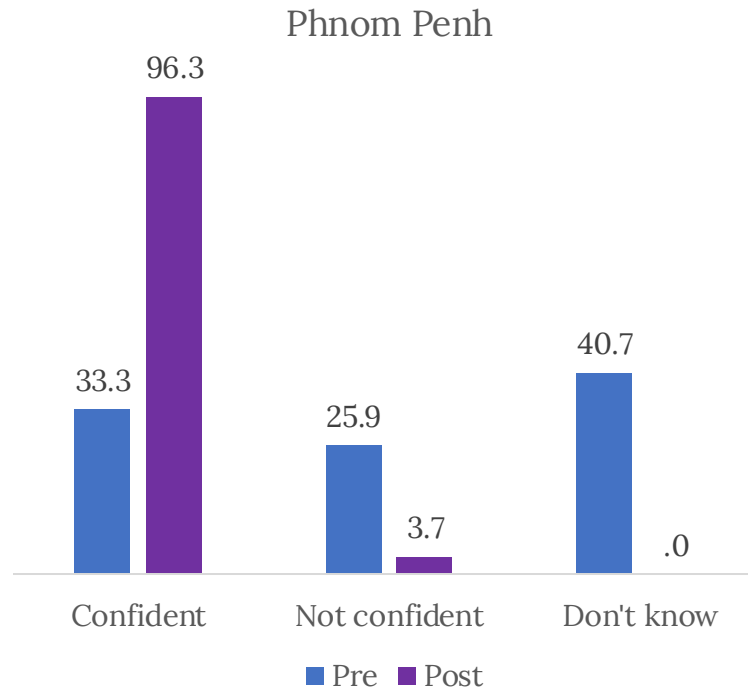
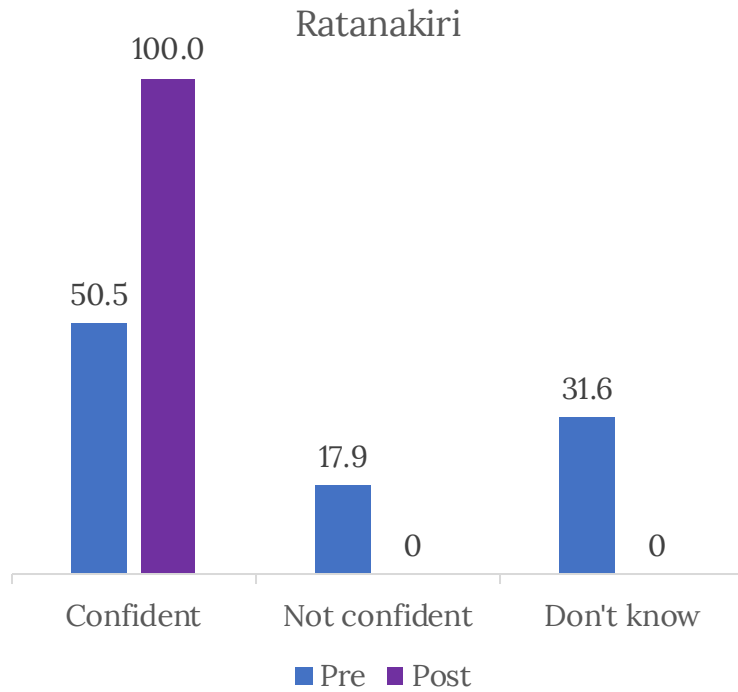


CONFIDENCE ANSWERING STUDENTS QUESTIONS ABOUT PUBERTY AND MENSTRUAL HEALTH



CONFIDENCE TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

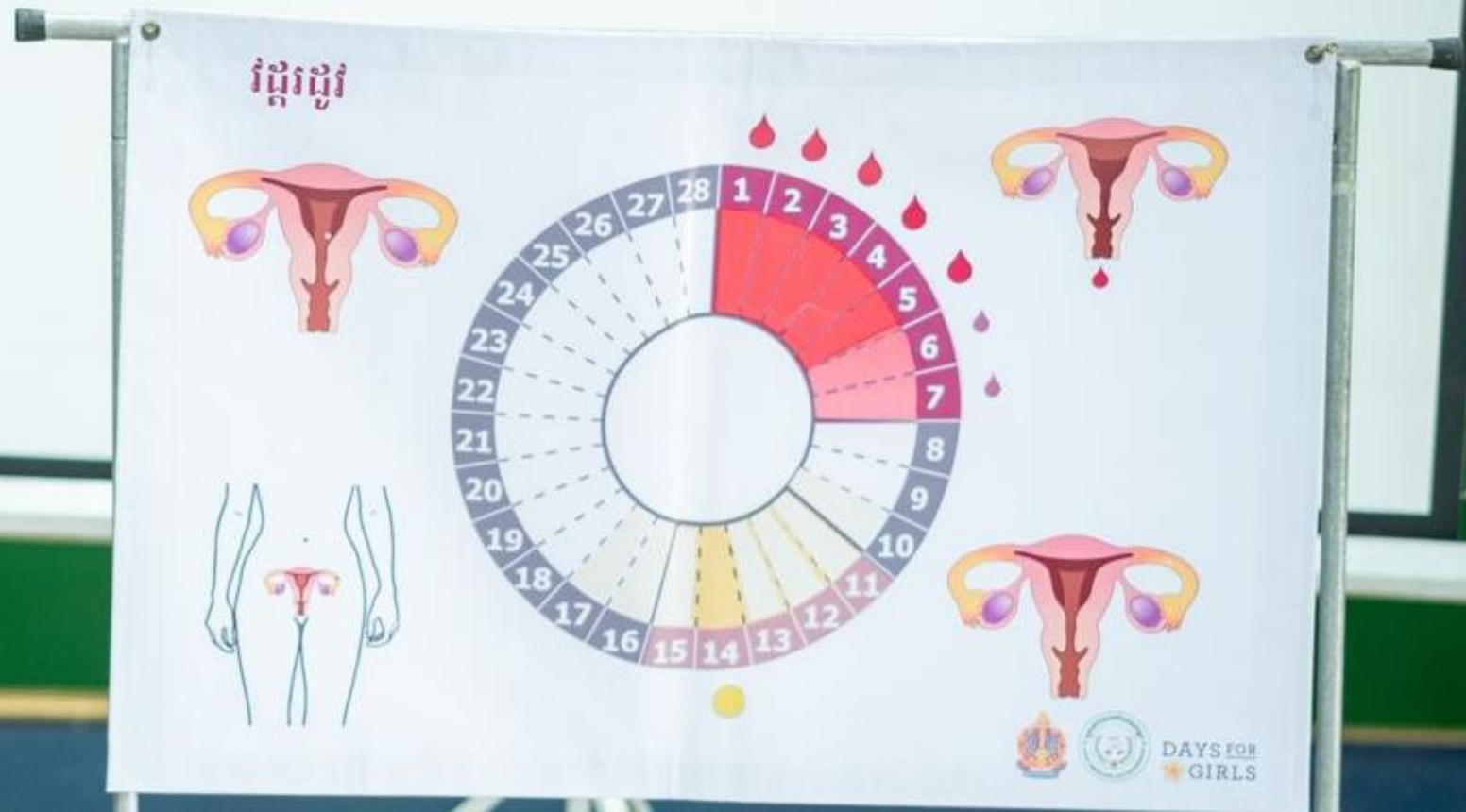


SUMMARY OF CONFIDENCE

The training significantly boosted teachers' confidence in discussing and teaching about puberty and menstrual health:

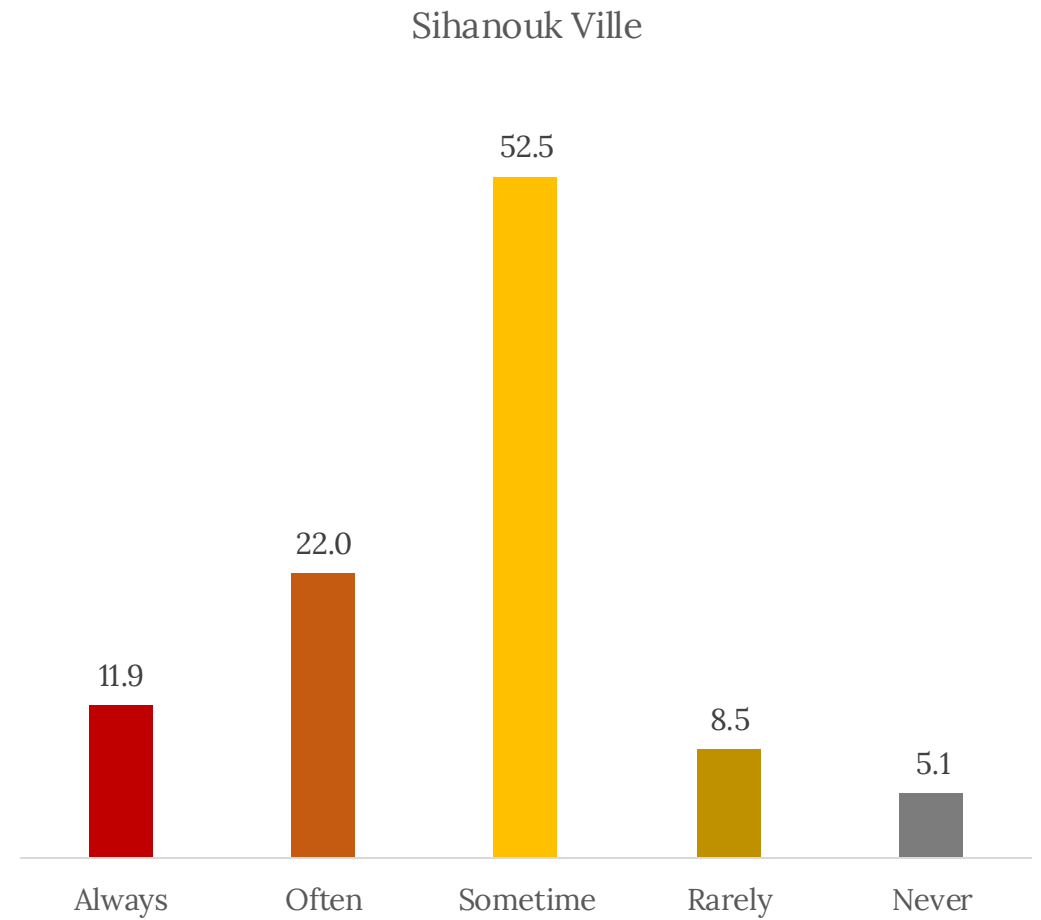
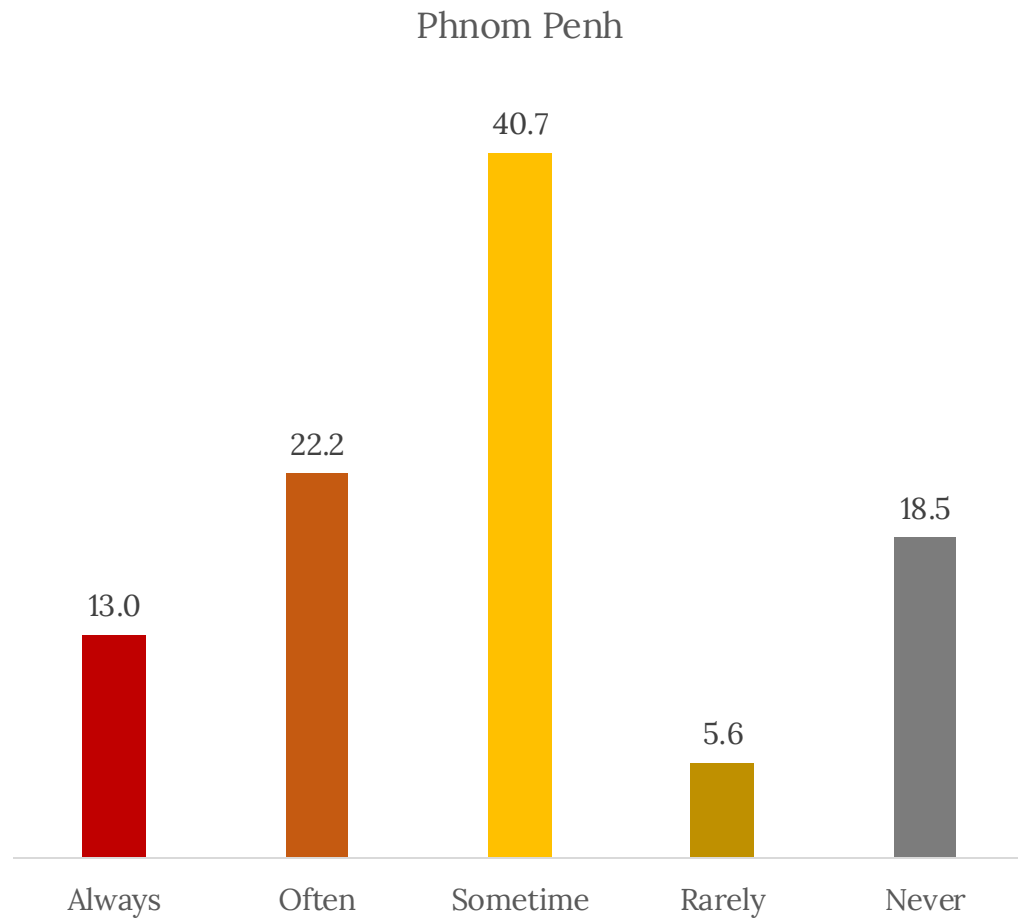
- **Talking with Family:** Before the training, over 60% of teachers in Ratanakiri, Phnom Penh, and Sihanoukville felt confident discussing menstruation with family members. After the training, this increased to over 80% in Phnom Penh and Ratanakiri and nearly 100% in Sihanoukville.
- **Talking with Peers:** Similarly, before the training, over 70% of teachers in all three provinces felt confident discussing menstruation with peers. After the training, this increased to over 80% in Phnom Penh and Ratanakiri and to 100% in Sihanoukville.
- **Confidence in Knowledge to Teach Menstrual Health:** At pre-test, 46.3% of teachers in Ratanakiri, 24.1% in Phnom Penh, and 33.9% in Sihanoukville felt confident in their knowledge to teach puberty and menstrual health. This increased to 100% in Ratanakiri and Sihanoukville and to 94.4% in Phnom Penh after the training.
- **Confidence in Knowledge of the Activities:** Confidence in knowing appropriate teaching activities for puberty and menstrual health lessons significantly increased. For example, from 40% to 98.9% in Ratanakiri, from 25.9% to 90.7% in Phnom Penh, and from 28.8% to 98.3% in Sihanoukville.
- **Confidence Answering Student Questions:** Through their participation in the training, teachers' confidence answering their students' menstrual health-related questions increased. Before the training, over 40% of teachers in all three provinces felt confident answering student questions about puberty and menstrual health. This increased to nearly 100% after the training.
- **Overall Confidence in Teaching:** Through their participation in the training, teachers' confidence teaching menstrual health lessons increased. At the pre-test, half of the teachers in Ratanakiri felt confident teaching puberty and menstrual health lessons, compared to around 30% in Phnom Penh and Sihanoukville. After the training, confidence in this area increased to 100% in all three provinces.

MENSTRUAL CRAMPS EXPERIENCES



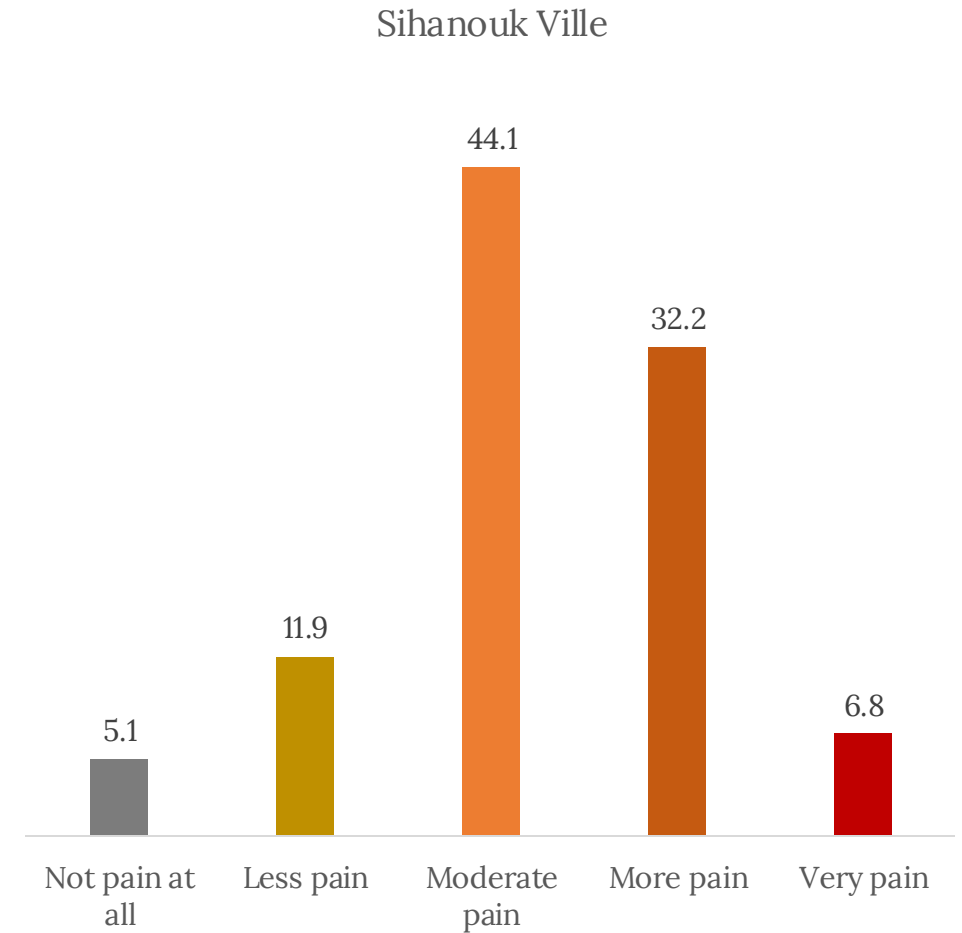
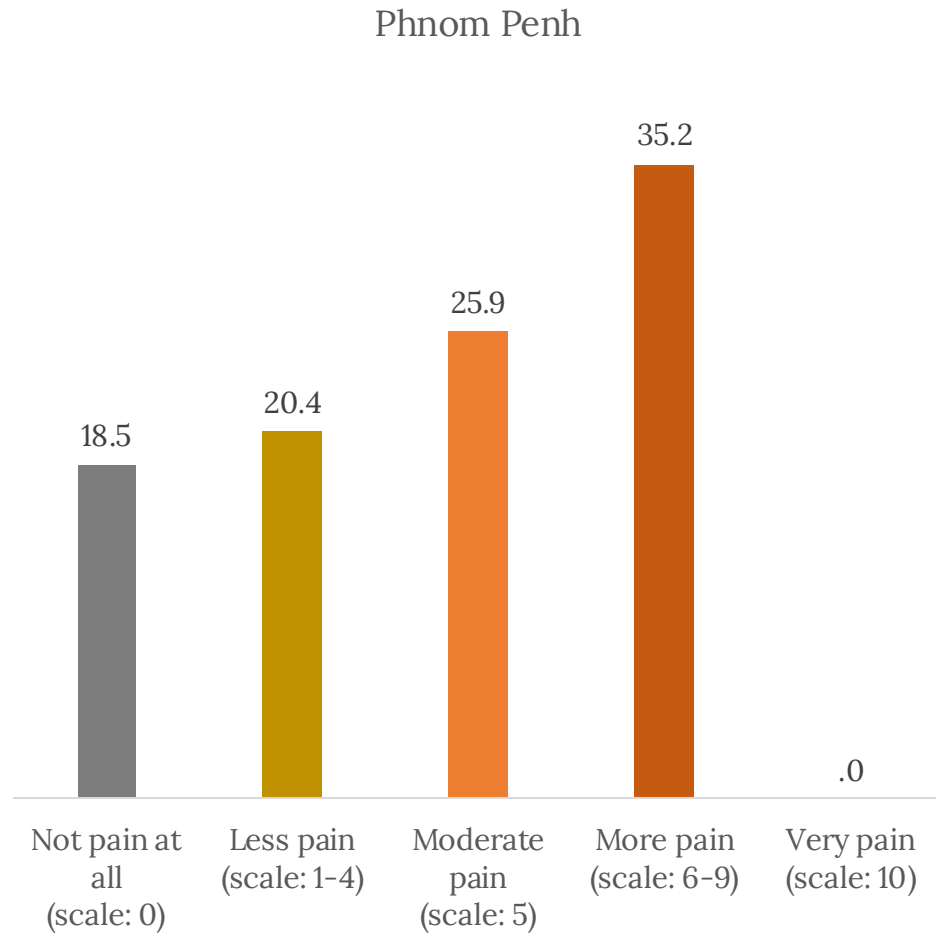
MENSTRUAL CRAMPS

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



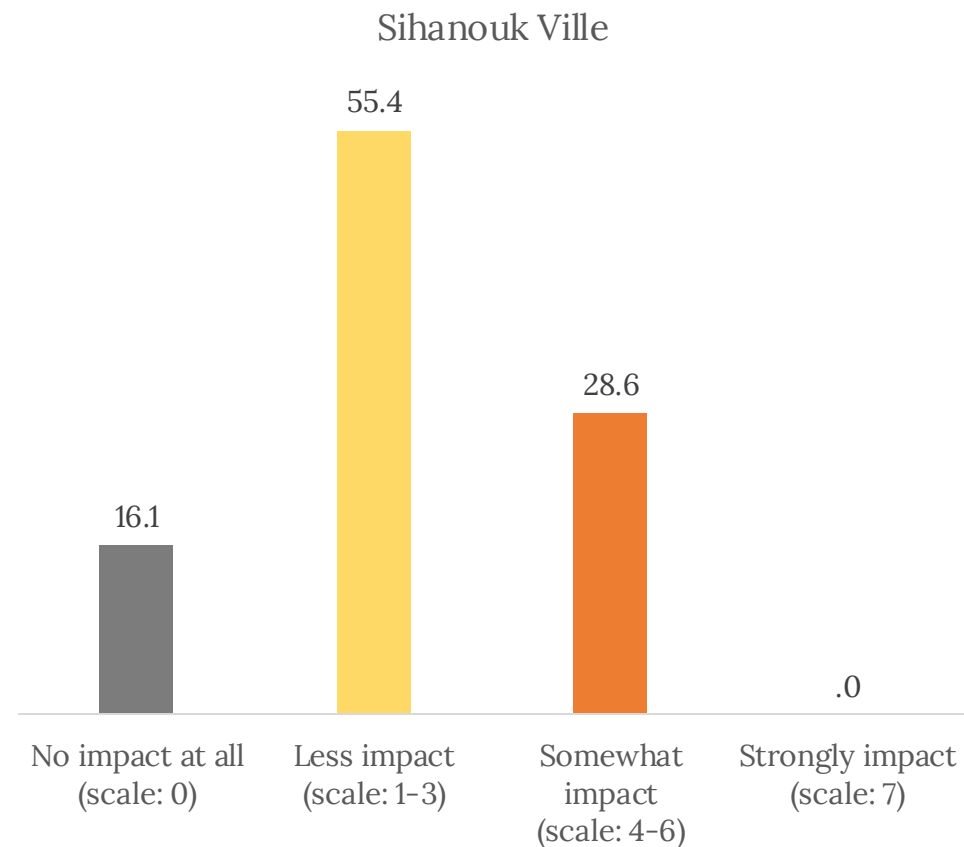
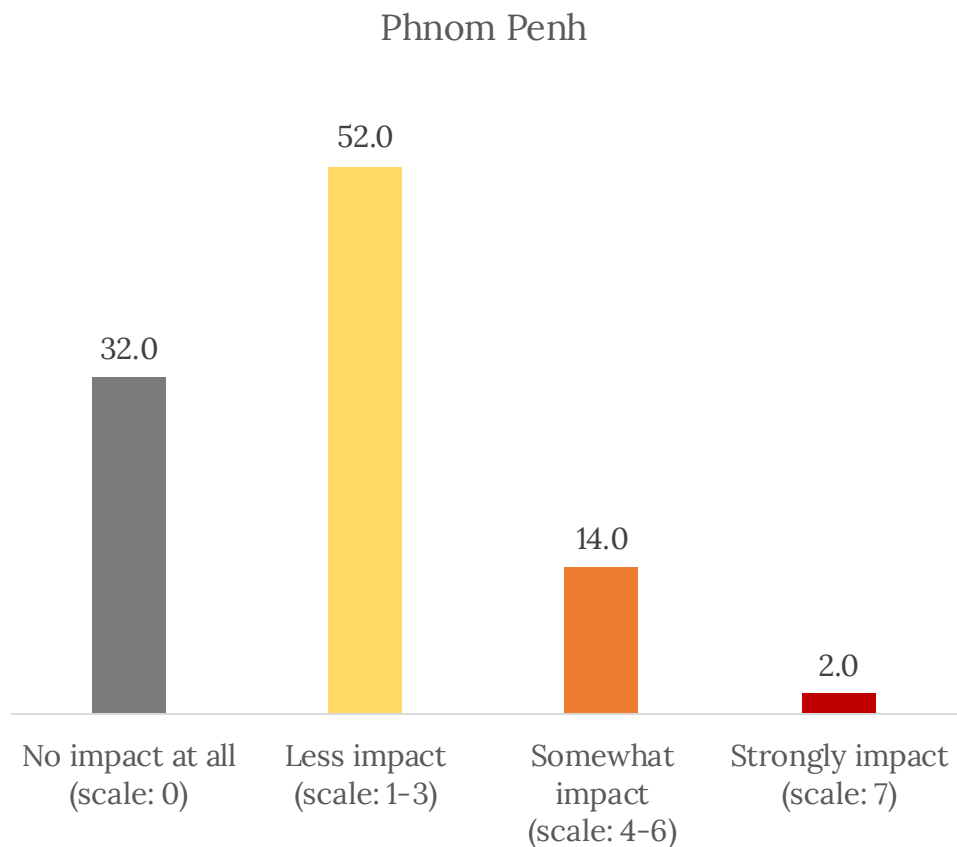
LEVEL OF MENSTRUAL PAIN

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



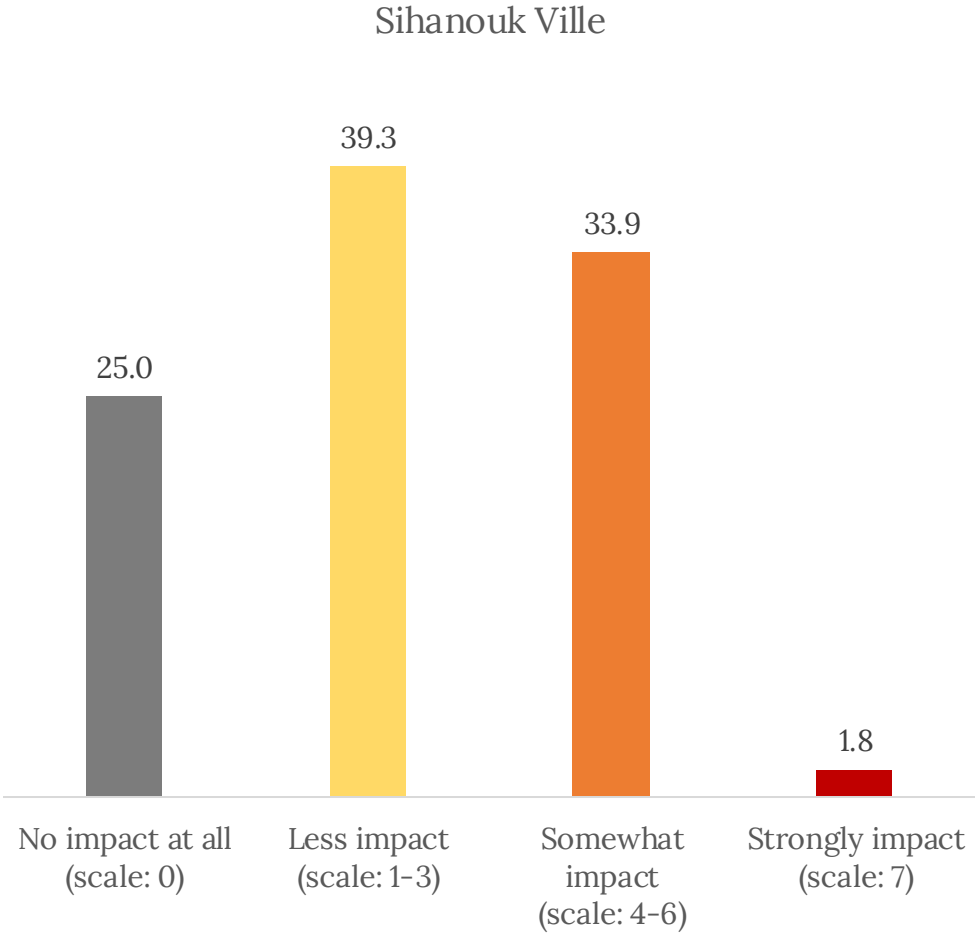
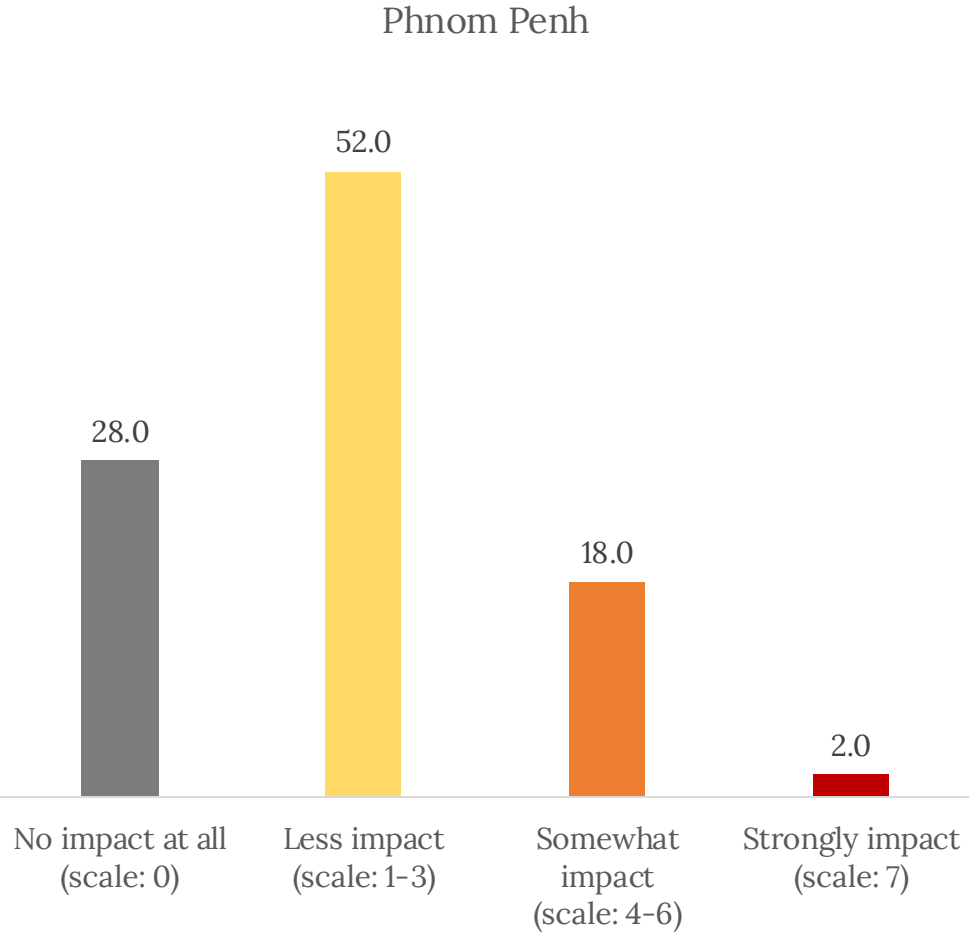
MENSTRUAL CRAMPS IMPACT ON STUDYING AT TEC

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



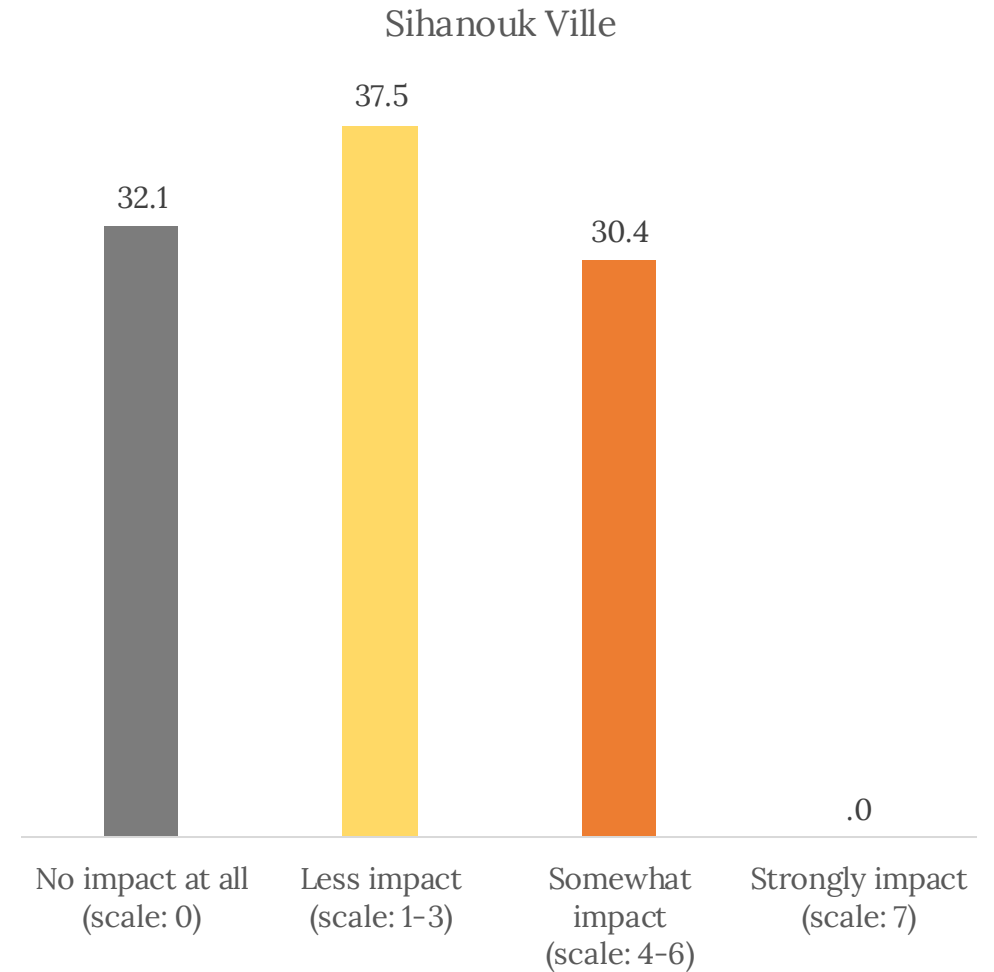
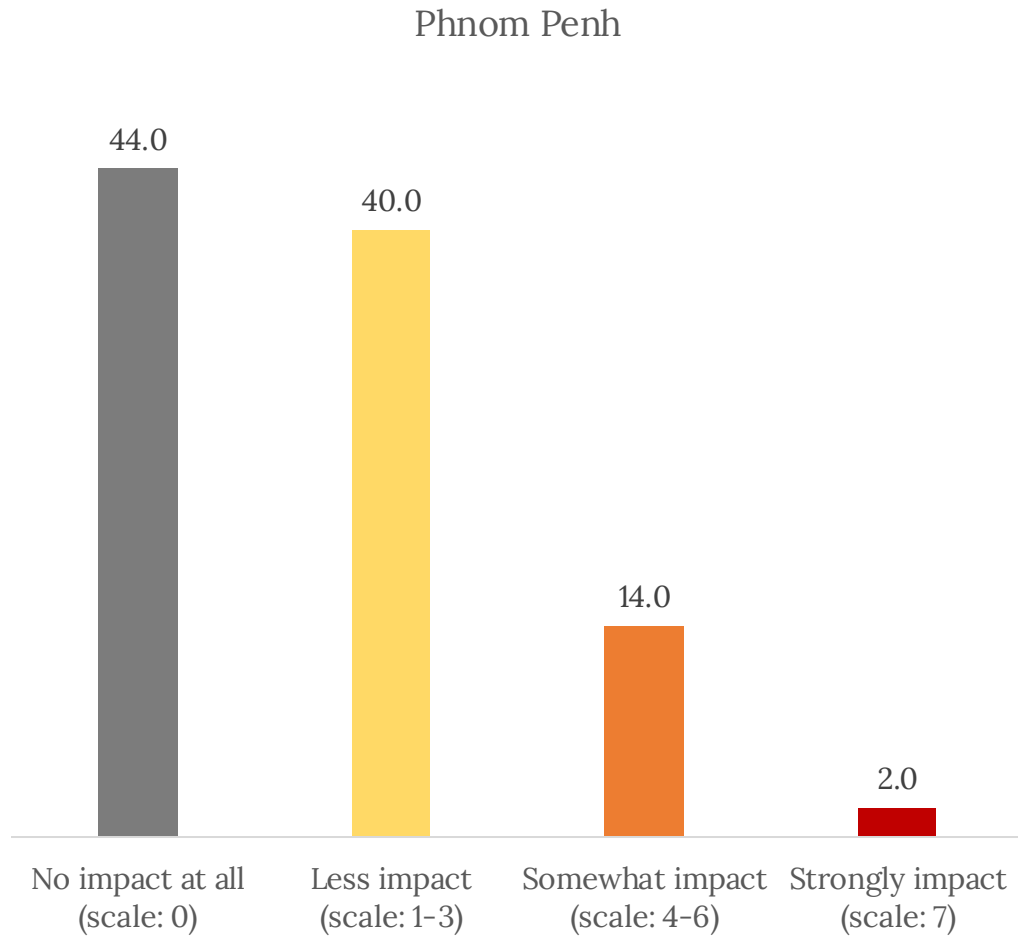
MENSTRUAL CRAMPS IMPACT ON WORKING FOR TEC

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



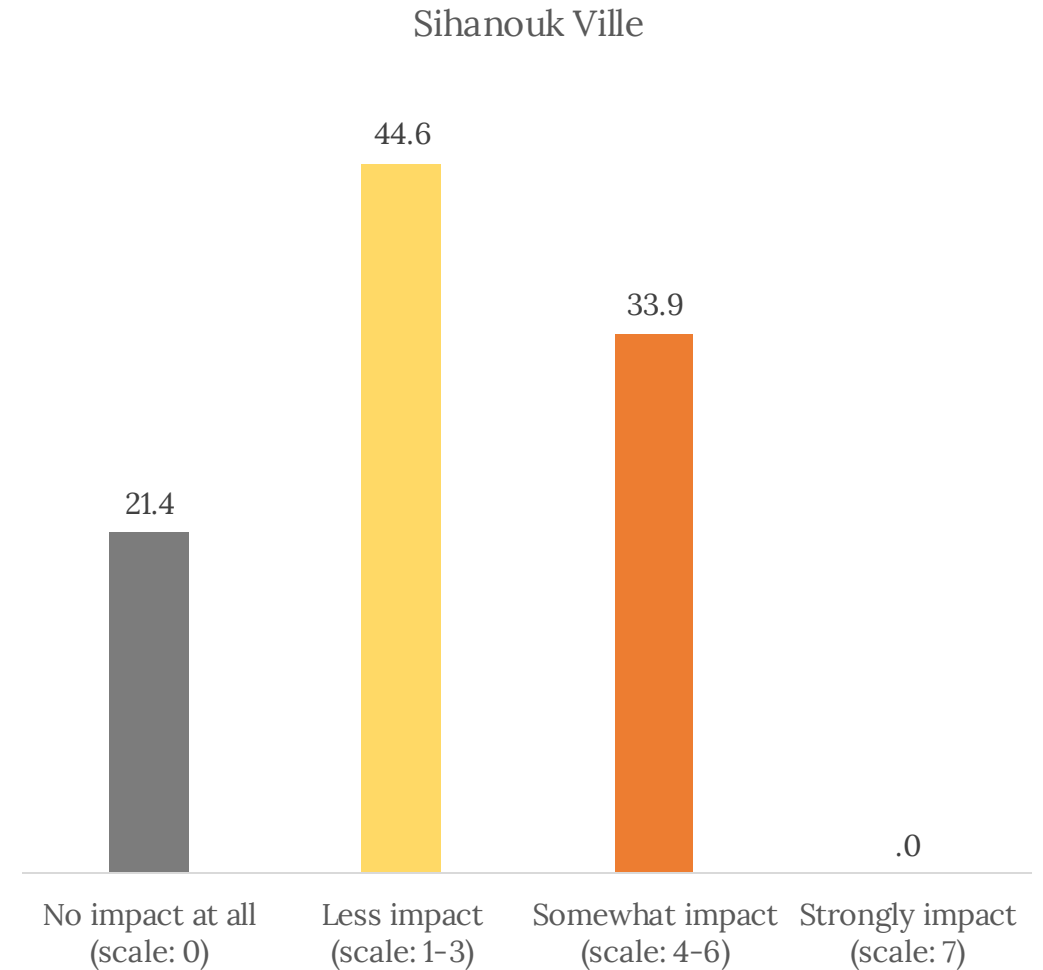
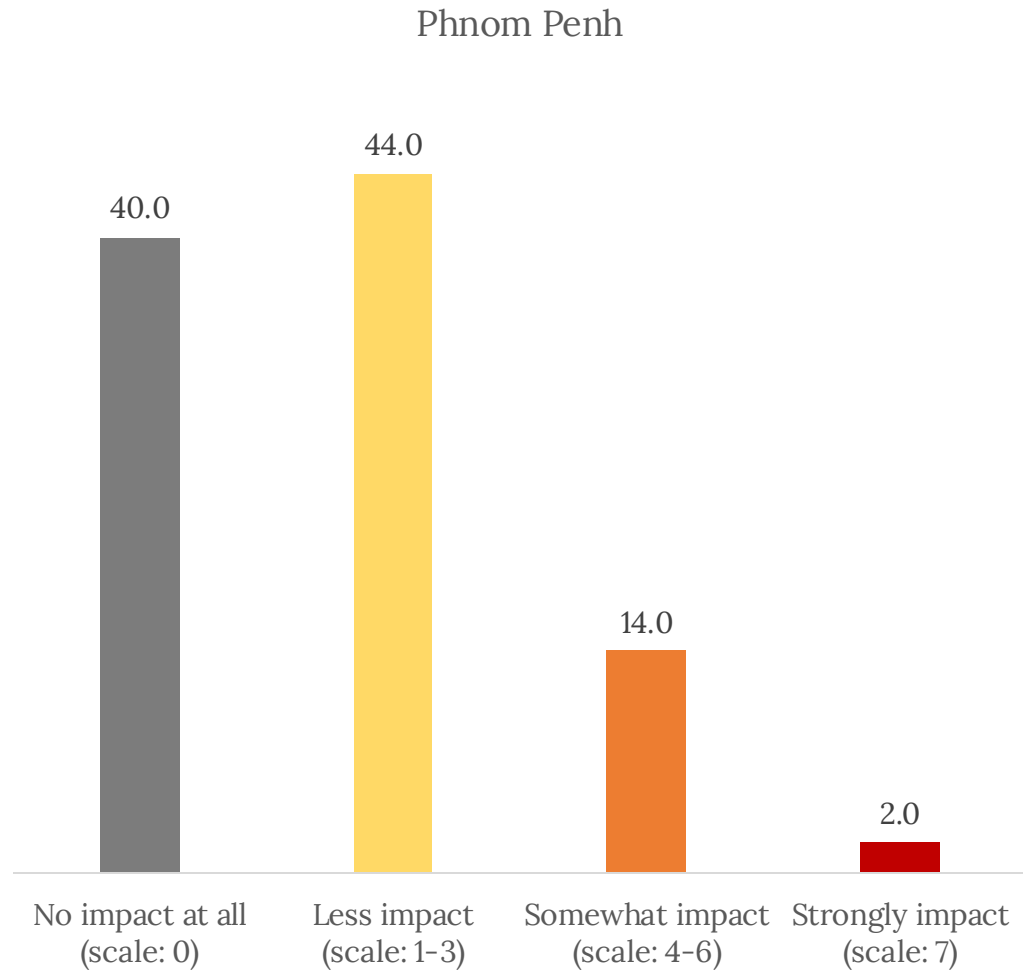
MENSTRUAL CRAMPS IMPACT ON MONTHLY SALARY WORK

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



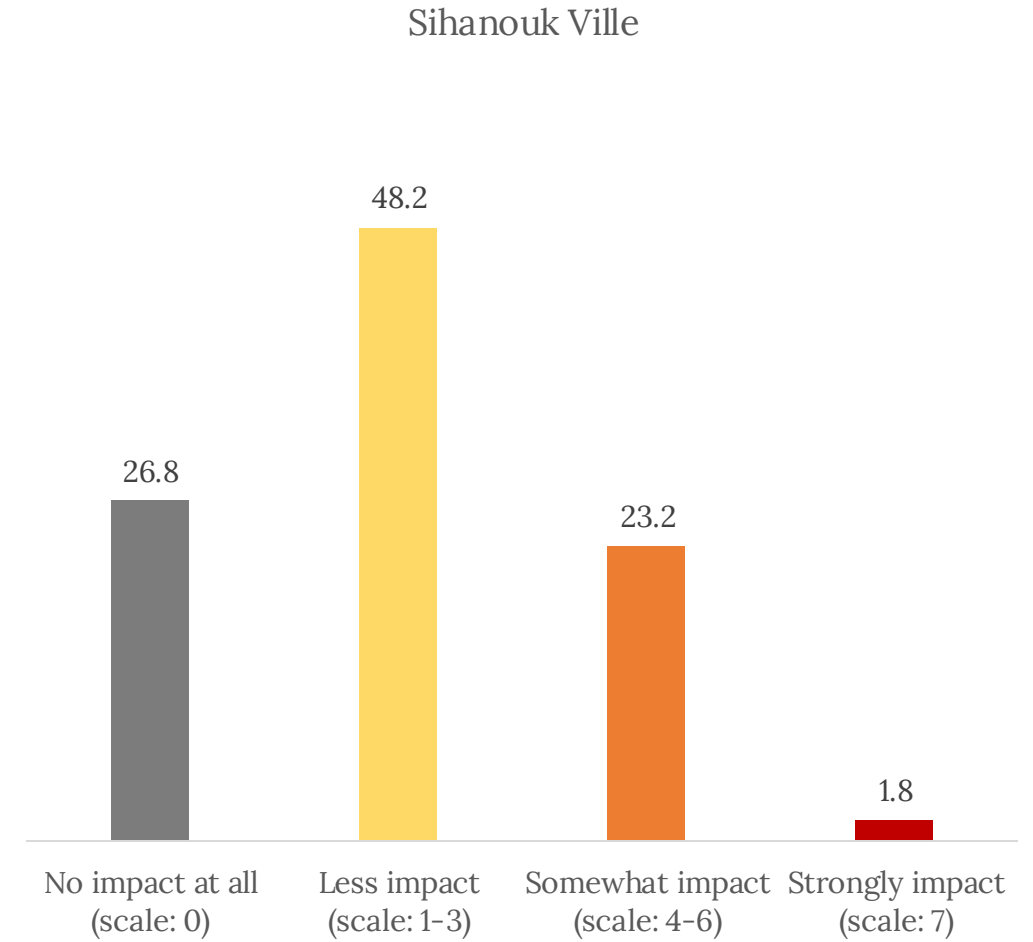
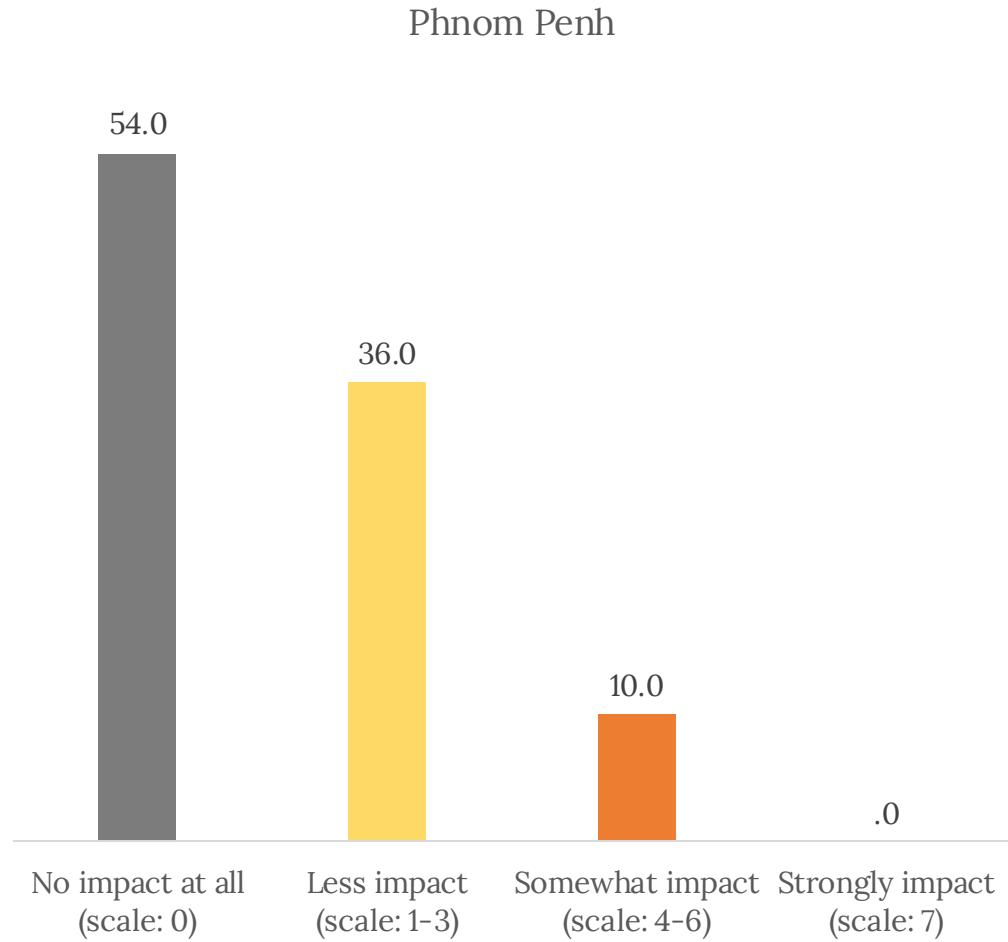
MENSTRUAL CRAMPS IMPACT ON SOCIAL ACTIVITY

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



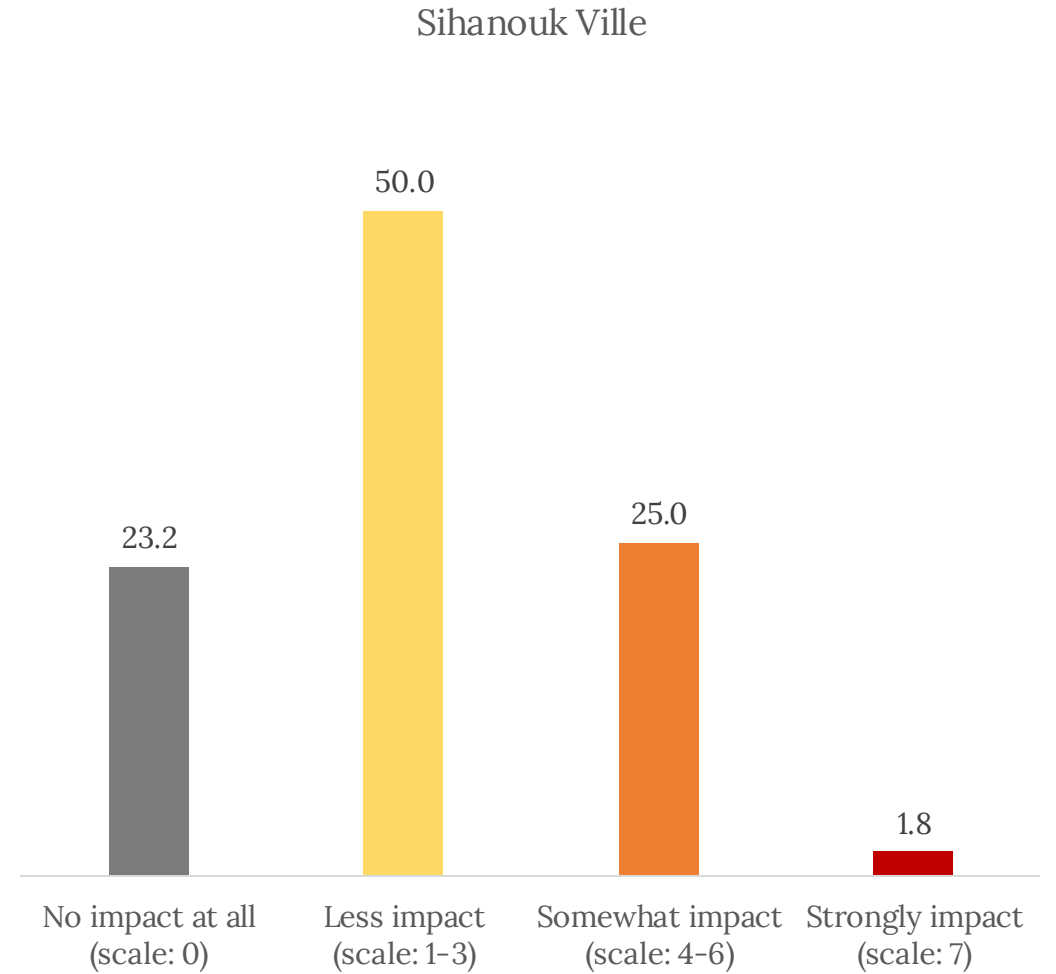
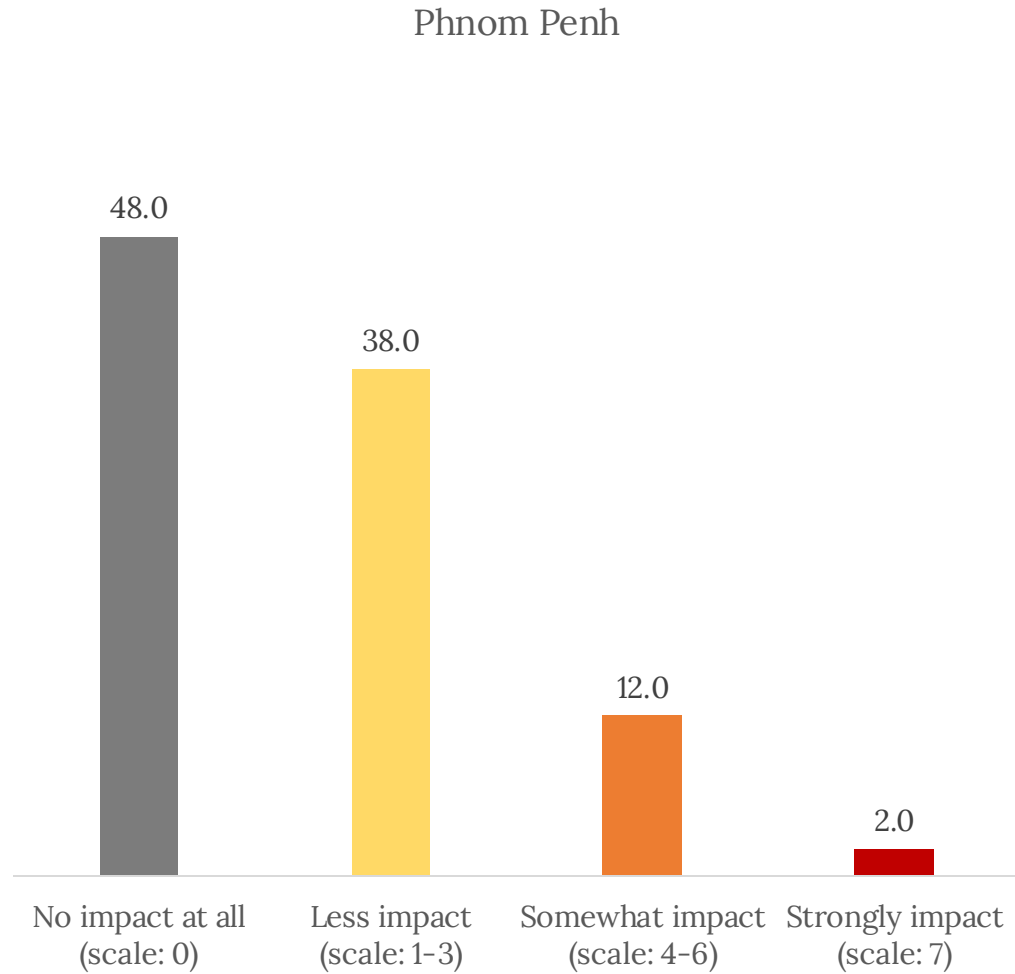
MENSTRUAL CRAMPS IMPACT ON RELATIONSHIP WITH FAMILY

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



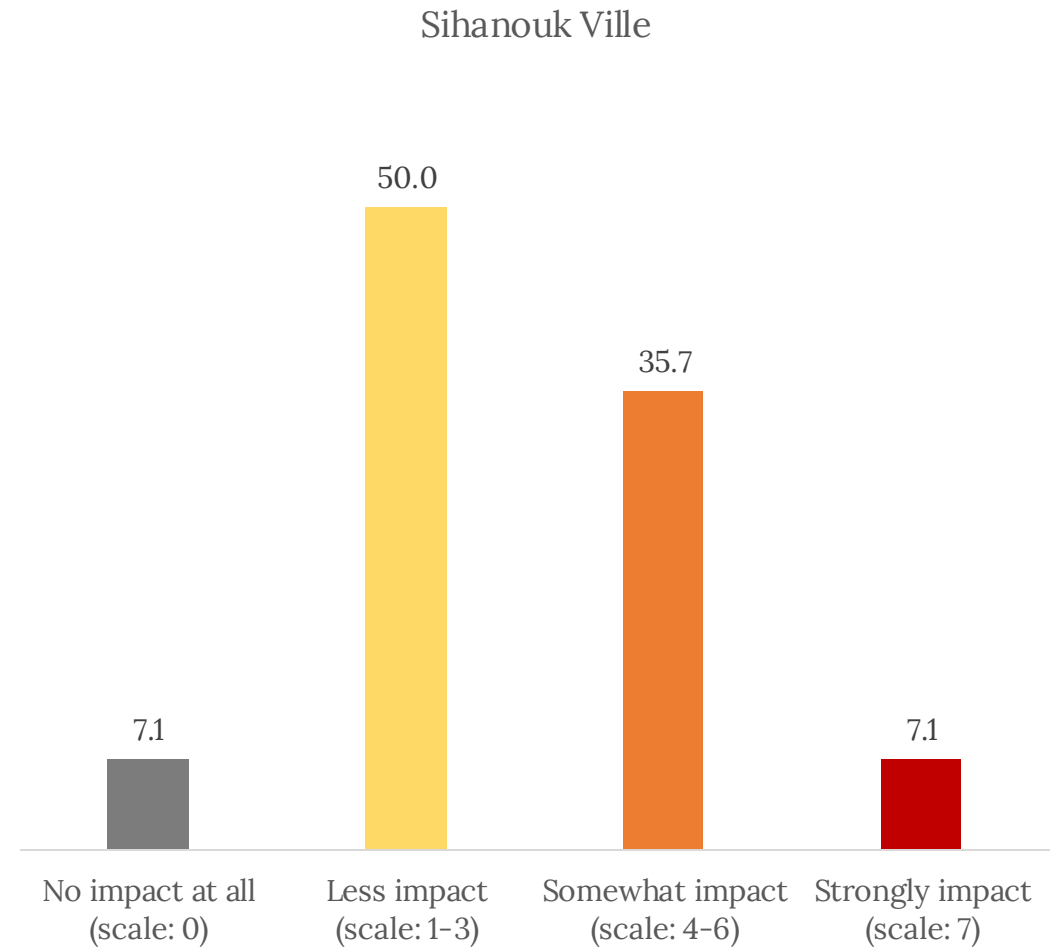
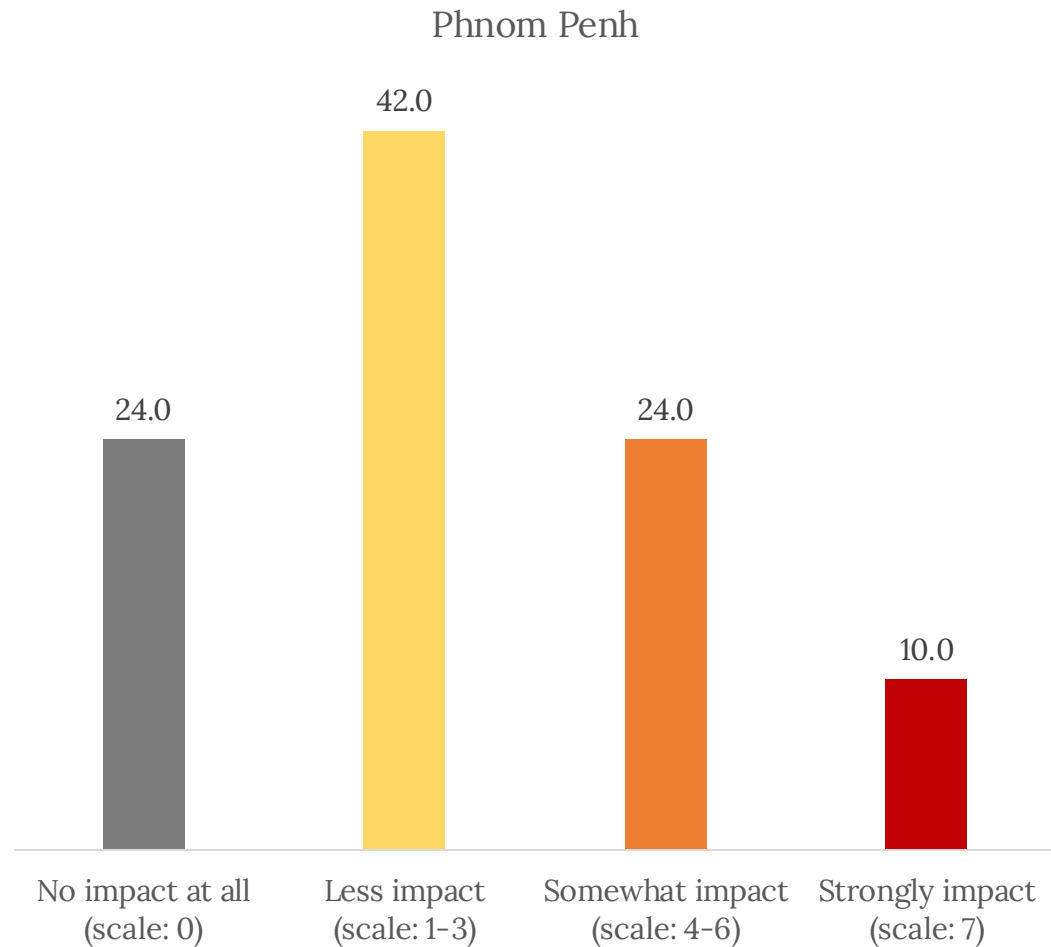
MENSTRUAL CRAMPS IMPACT ON RELATIONSHIP WITH FRIENDS

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



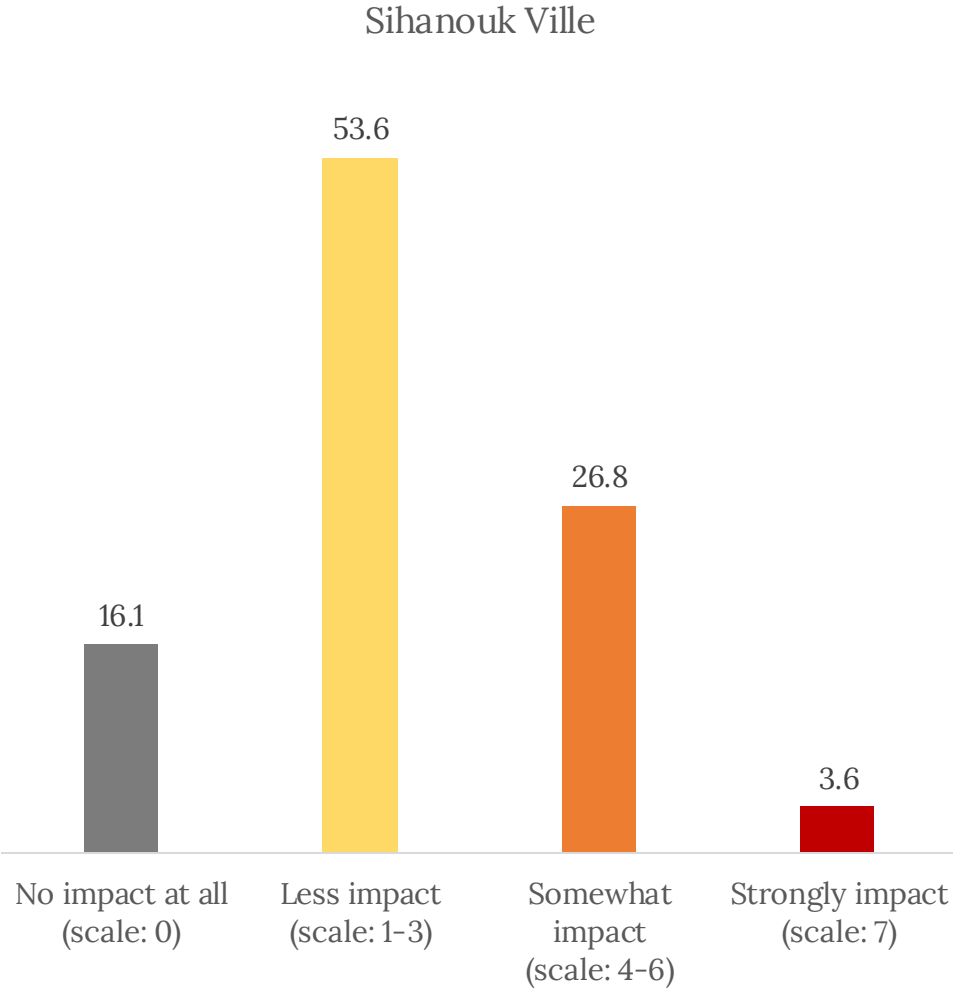
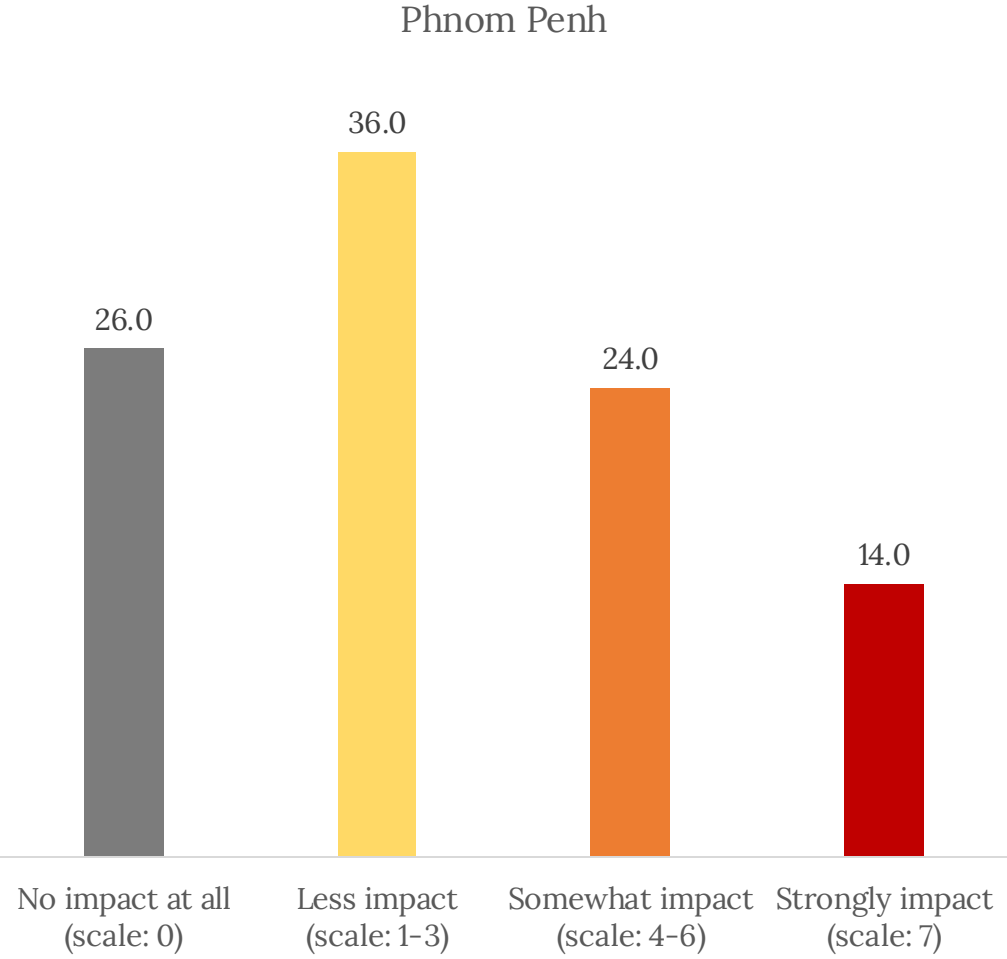
MENSTRUAL CRAMPS IMPACT ON SPORT AND ACTIVITIES DURING FREE TIME

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



MENSTRUAL CRAMPS IMPACT ON EXERCISE

Based: Phnom Penh (n39), Sihanouk Ville (n45), in %



SUMMARY OF MENSTRUAL CRAMPS EXPERIENCES

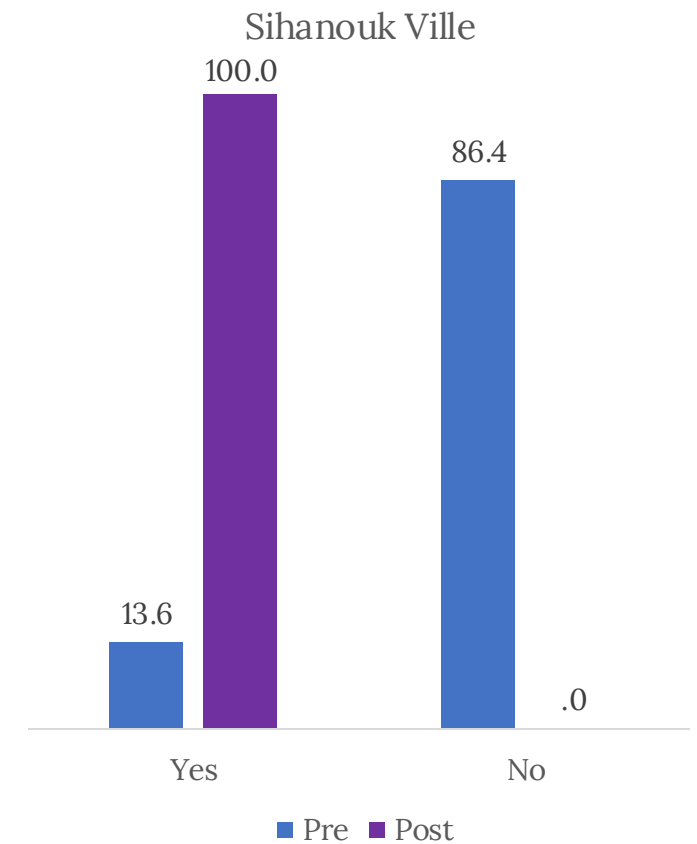
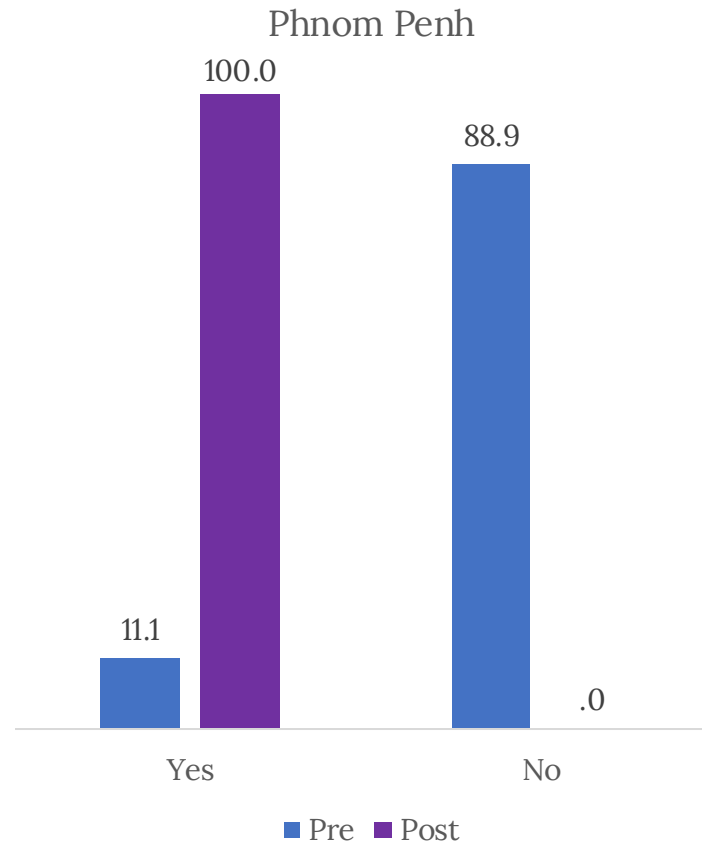
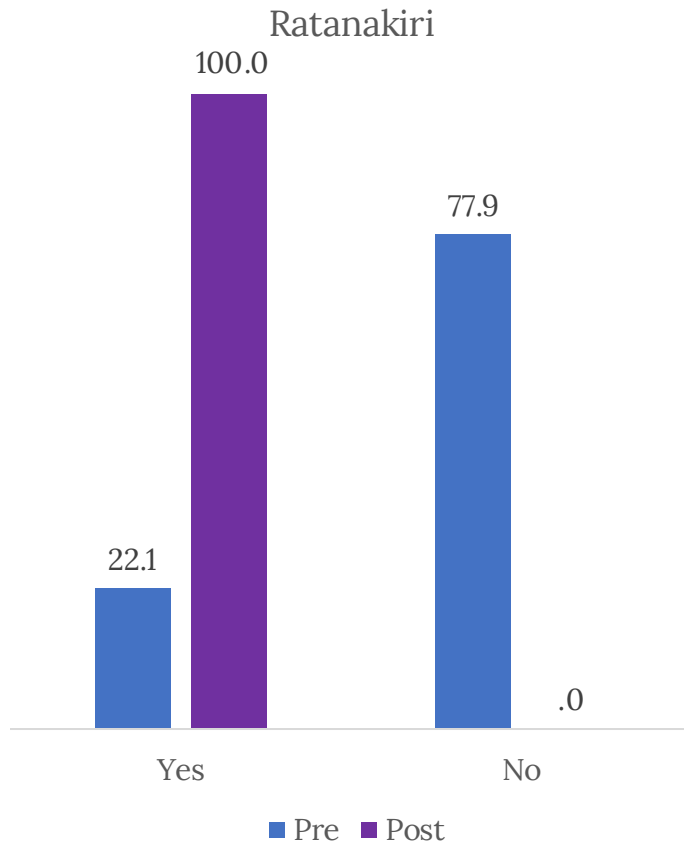
- **Menstrual Cramp Experiences (Female Teachers):** 81.5% of female teachers in Phnom Penh and 94.9% in Sihanoukville reported experiencing menstrual cramps. Among those who experienced cramps:
 - **Phnom Penh:** 35.2% reported severe pain, 25.9% moderate pain, and 20.4% mild pain.
 - **Sihanoukville:** 6.8% reported very severe pain, 32.2% severe pain, 44.1% moderate pain, and 11.9% mild pain.
- **Impact of Menstrual Cramps:** More than 50% of teachers reported that menstrual cramps impacted various aspects of their lives such as studying at Teacher Education Center (TEC), working for TEC, monthly salary, social activities, family relationships, friendship, sport/free time activities, and exercise.

TEACHING METHODOLOGY & TEACHING TECHNIQUES



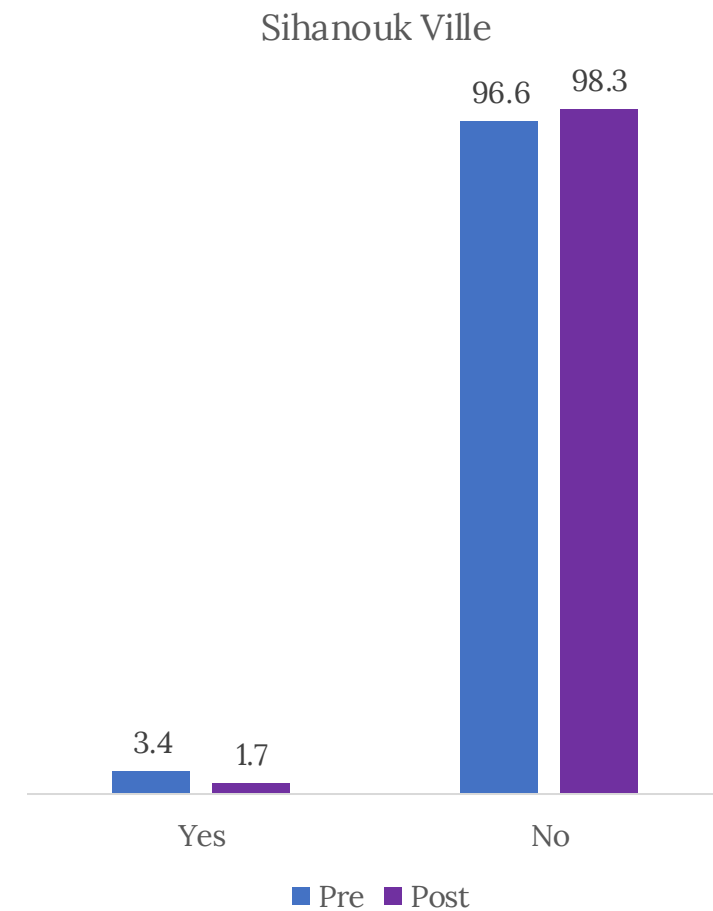
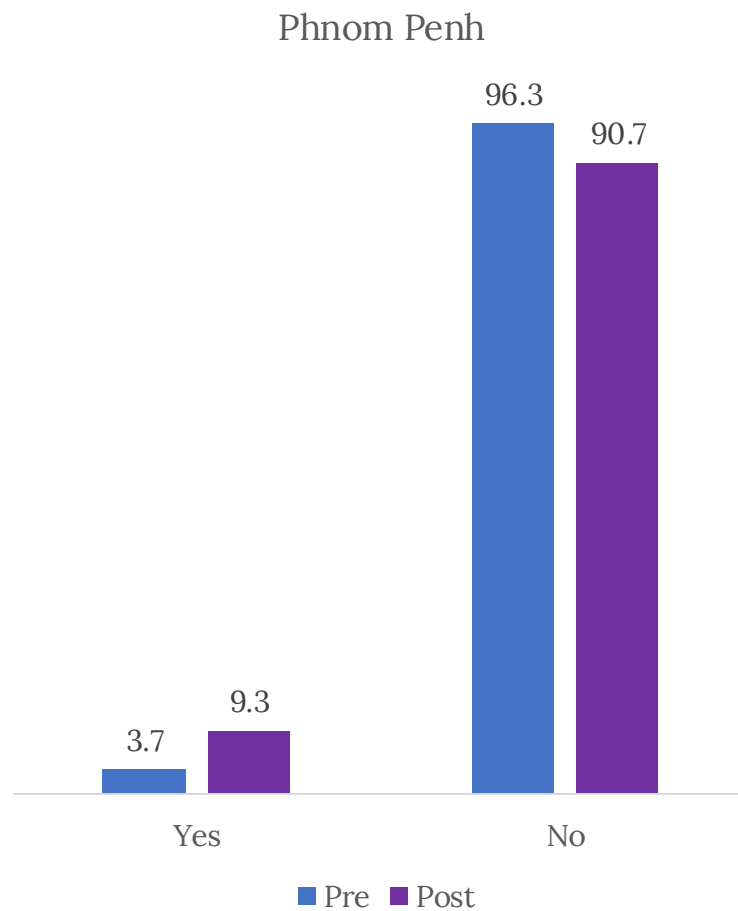
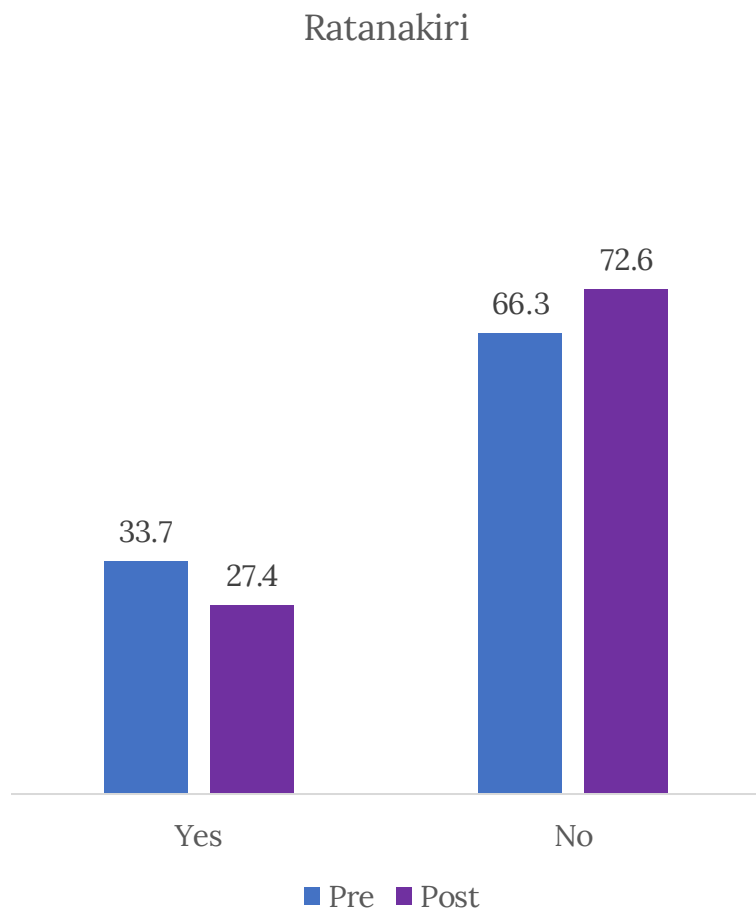
ATTENDED/RECEIVED ANY TRAINING ON MENSTRUAL HEALTH

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



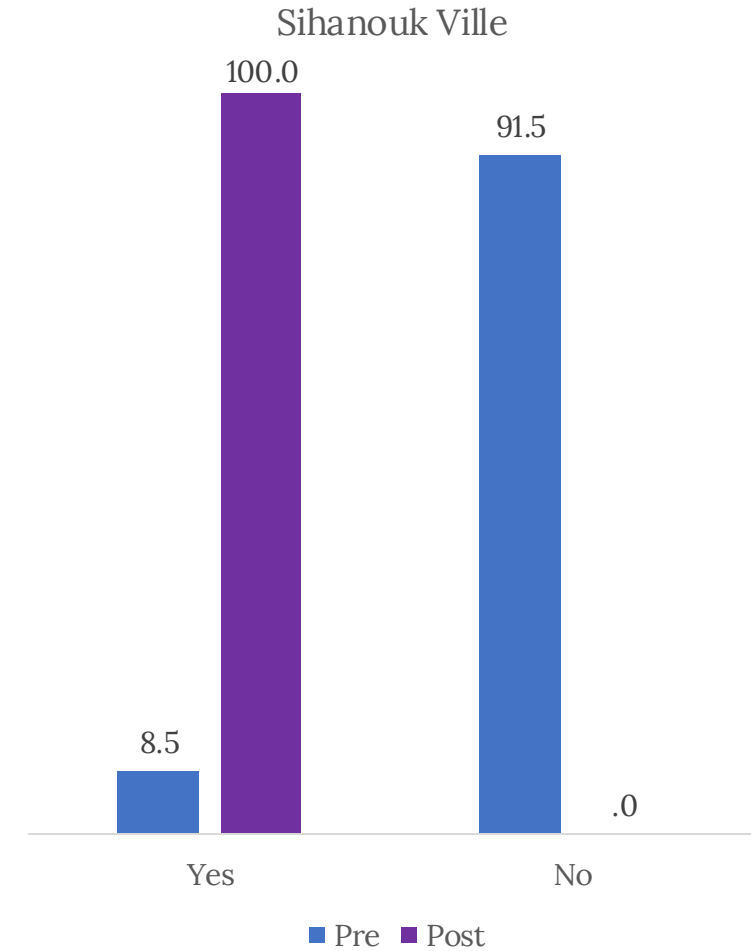
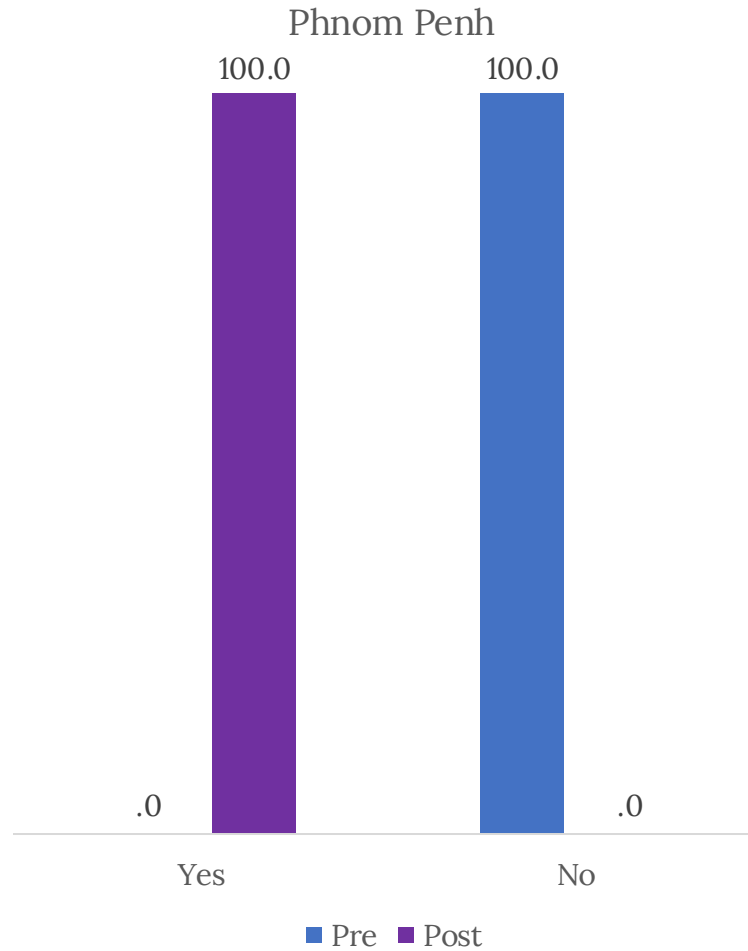
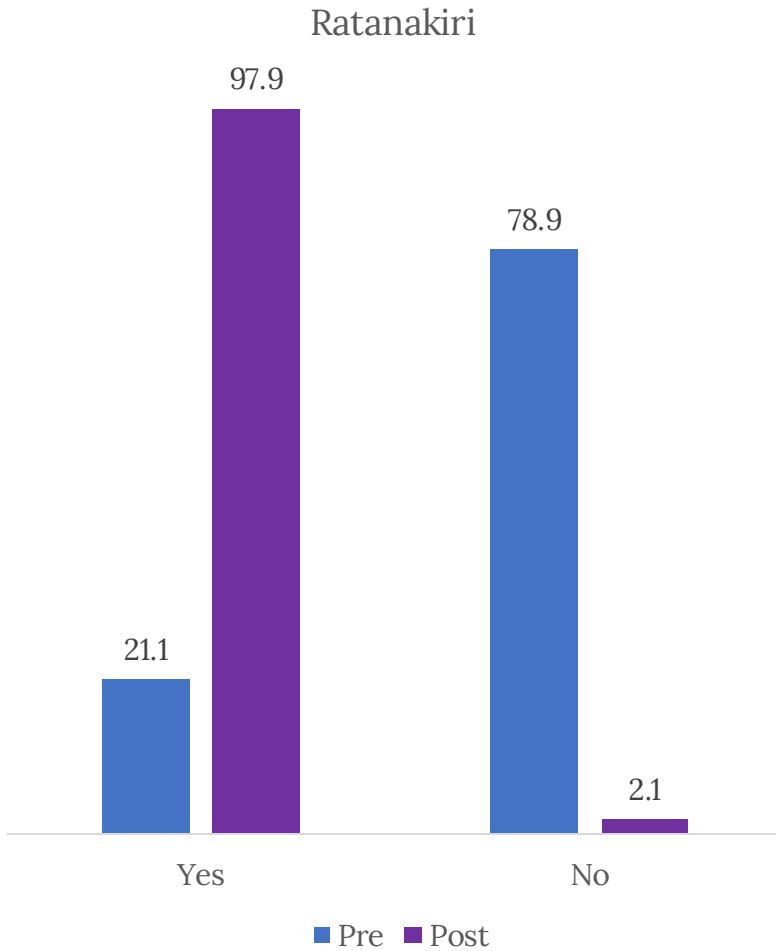
EVER TAUGHT MENSTRUAL HEALTH LESSONS TO STUDENTS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



KNOWLEDGE ABOUT THE TEACHING APPROACH TO APPLY WHEN TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

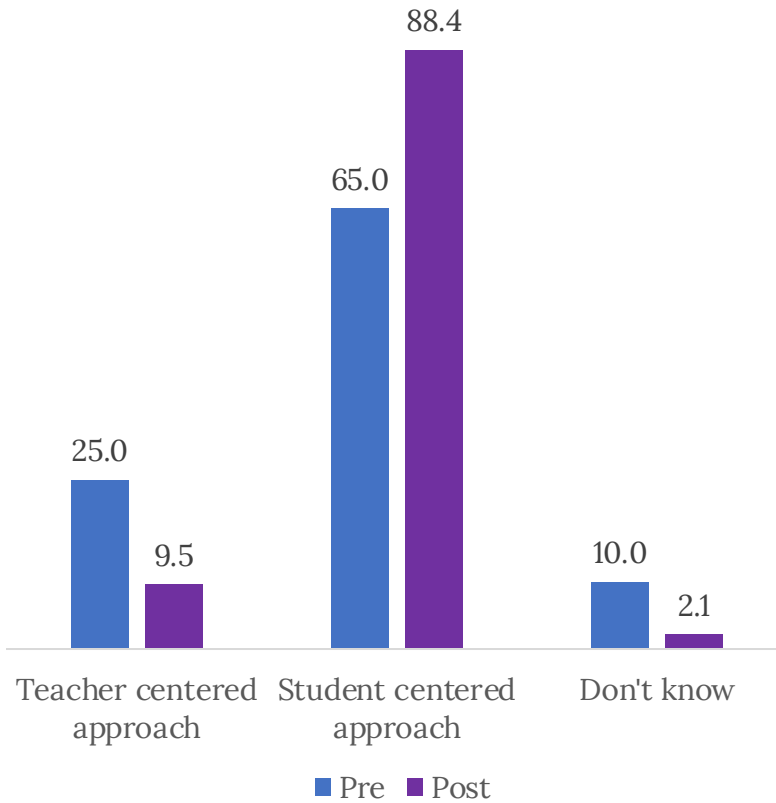
Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



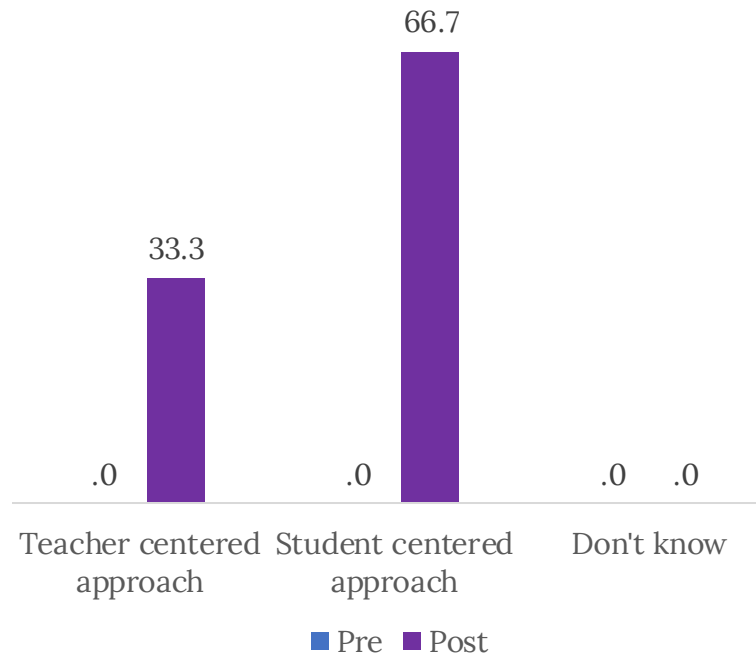
TEACHING APPROACH TO APPLY WHEN TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

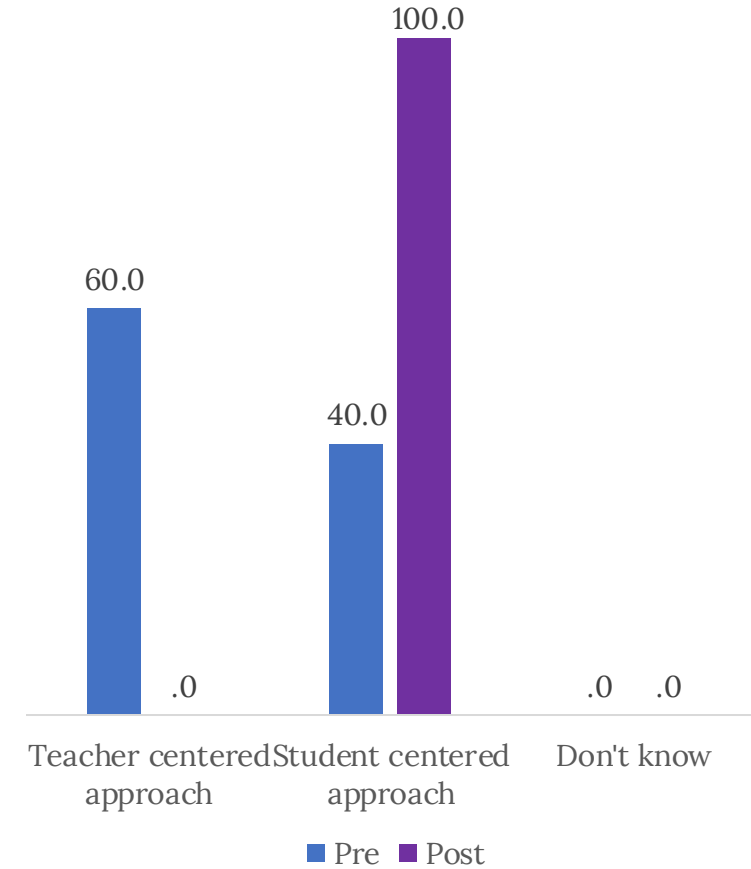
Ratanakiri



Phnom Penh

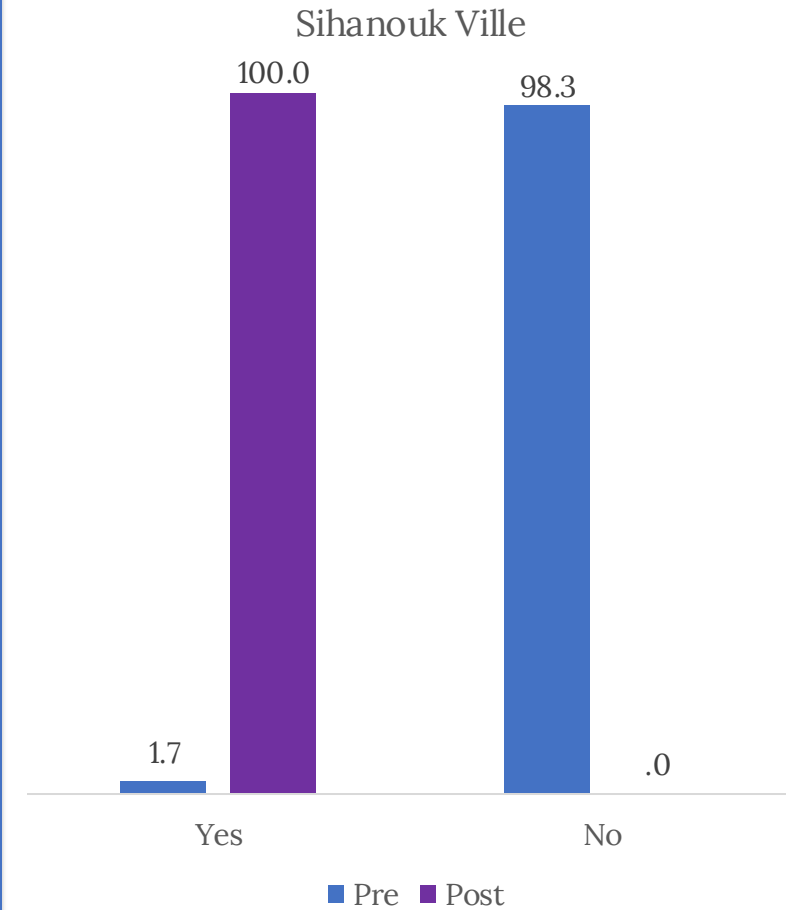
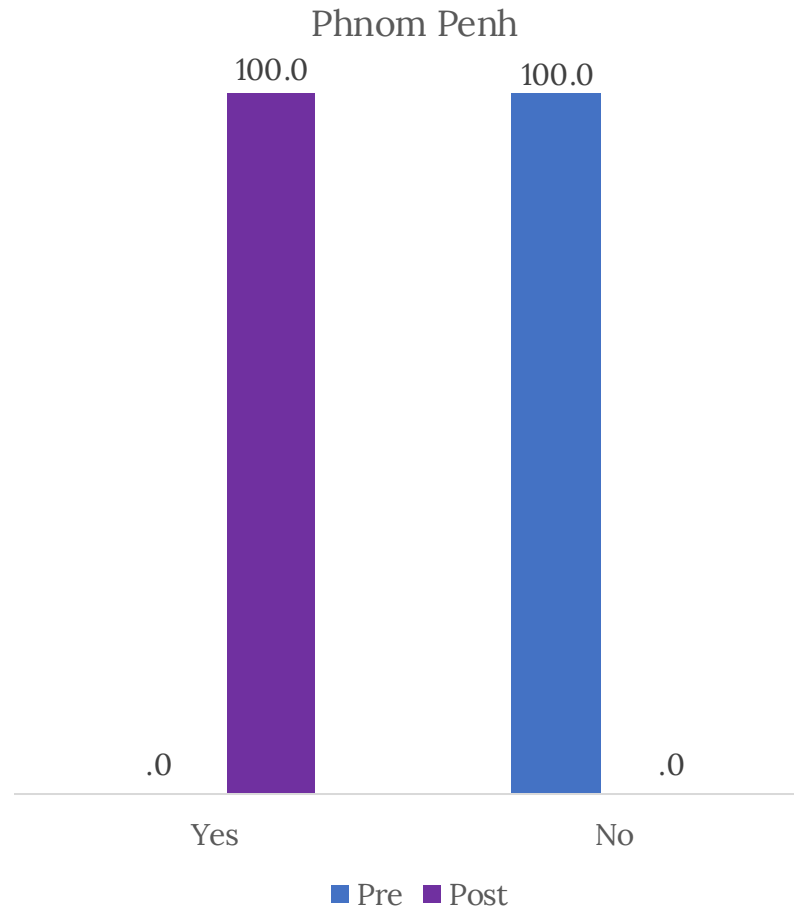
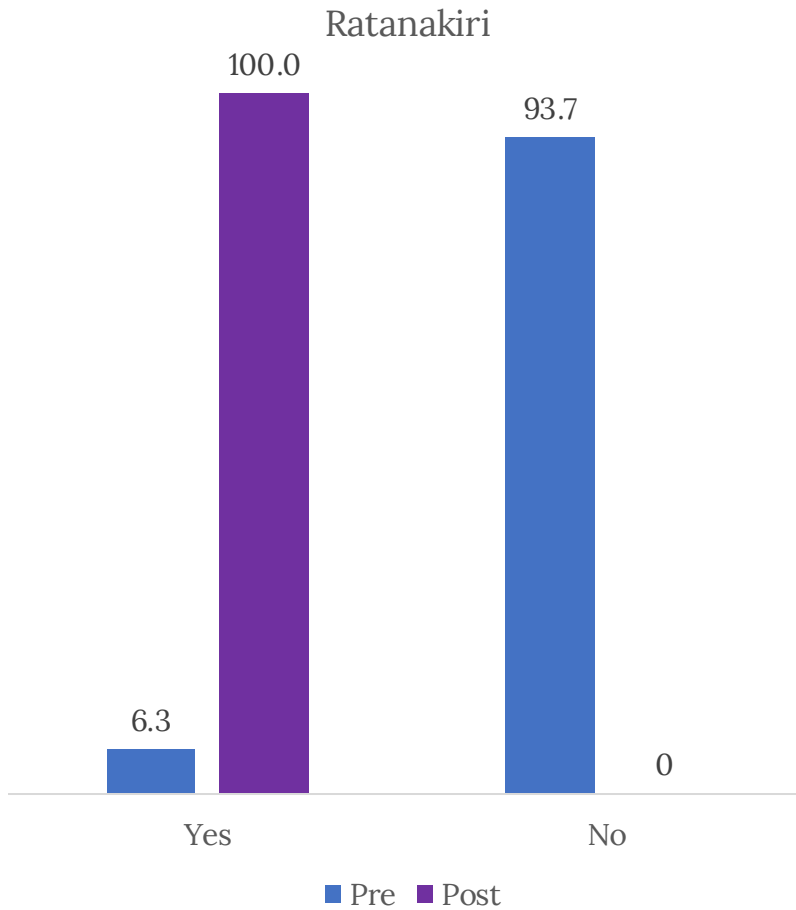


Sihanouk Ville



KNOWLEDGE ABOUT THE TEACHING TECHNIQUES TO APPLY WHEN TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %



TEACHING TECHNIQUES TO APPLY WHEN TEACHING PUBERTY AND MENSTRUAL HEALTH LESSONS

Based: Ratanakiri (n95), Phnom Penh (n54), Sihanouk Ville (n59), in %

Ratanakiri

Phnom Penh

Sihanouk Ville

PRE

POST



27.8%

30.9%

Showing picture/material

PRE

POST



0.0%

28.4%

Showing picture/material

PRE

POST



0.0%

23.7%

Showing picture/material

27.8%

28.8%

Group Discussion



0.0%

18.5%

Question and answer



33.3%

20.9%

Question and answer



16.7%

27.0%

Question and answer



0.0%

11.7%

Not to be shy/To be brave



0.0%

11.3%

Not to be shy/To be brave



SUMMARY OF TEACHING METHODOLOGY & TECHNIQUES

Through their participation in the training, teachers' knowledge and use of appropriate teaching methodology, techniques and activities increased.

Teaching Methodology and Techniques:

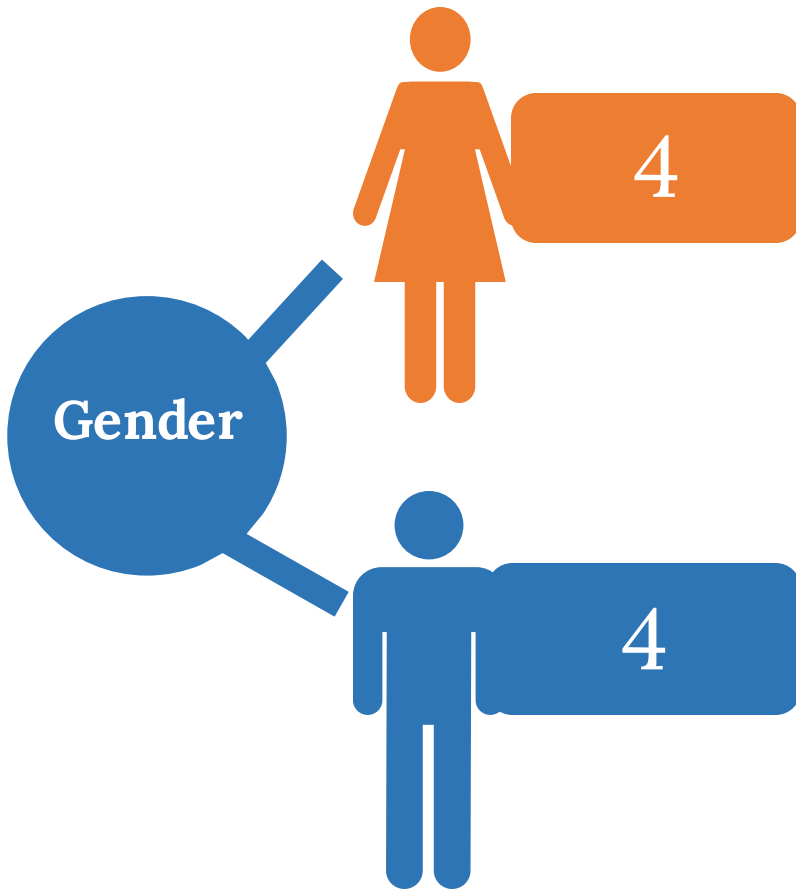
- Approximately 20% of teachers had previously attended training on menstrual health, and 27.4% in Ratanakiri had taught menstrual health lessons to students, compared to less than 10% in Phnom Penh and Sihanoukville.
- Before the training, few teachers were familiar with appropriate teaching approaches for puberty and menstrual health lessons. After the training, 100% of teachers reported knowledge of these approaches. Sihanoukville (100%) and Ratanakiri (88.4%) teachers correctly identified the student-centered approach as the ideal approach to use. A smaller proportion of teachers in Phnom Penh (66.7%) identified this at post test, showing this is a topic to reinforce.
- Similarly, less than 10% of teachers were aware of specific teaching techniques for these lessons before the training, but this awareness increased to 100% across all provinces afterward. The top three techniques mentioned by teachers in Ratanakiri were showing pictures/materials, group discussions, and question and answer sessions. In Phnom Penh and Sihanoukville, the top three techniques were showing pictures/materials, question and answer sessions, and encouraging students to be open and confident (not shy).



QUALITATIVE

PROFILE OF RESPONDENTS

Based: Ratanakiri (n8)



A total of eight teachers participated in the in-depth interviews (4 males and 4 females)

PREVIOUS EXPERIENCE LEARNING ABOUT PUBERTY & MENSTRUAL HEALTH

Most teachers reported having had some experience in learning about puberty and menstruation when they were students as it was included in **Biology** at **primary** and **high school**, but it was not detailed. Some of them reported having participated in menstrual health education in the past through **NGOs** such as **CARE** and **Watanak Pheap** organizations. However, mostly the focus of this was more on health issues. All teachers interviewed mentioned that the information they had previously received was not as detailed as the **Days for Girls training**.

"I've been familiar with puberty and menstruation since high school biology, though only in a general sense." **Female teacher, RTK**



"I learned about puberty and menstruation with the Watanak Pheap organization, which covered topics such as birth spacing and teaching ethics." **Male teacher, RTK**



I learned about puberty and menstruation with the CARE organization, which covered topics such as sexual abuse, reproductive health, sexual health, and gender. I found it somewhat complicated, as the distinction between reproductive and sexual health was unclear to me. **Female teacher, RTK**



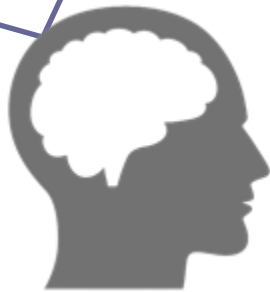
LEARNING ABOUT PUBERTY & MENSTRUAL HEALTH WITH DAYS FOR GIRLS



The Days for Girls training had a **positive impact** on teachers, who reported feeling **happier, more comfortable, and more confident** discussing and teaching these topics to their students. This was due to the trainer's **clear explanations**, the **provision of practice opportunities**, and a willingness to answer all questions without hesitation. The demonstration of **teaching materials** and **menstrual products** was especially helpful for practicing teaching methods. Teachers also gained valuable knowledge, particularly about **menstrual cycle calculations**.

QUOTES ON LEARNING ABOUT PUBERTY & MENSTRUAL HEALTH WITH DAYS FOR GIRLS

"DfG is a **part of my heart** because they **empowered** me with knowledge that I can share with my students. As my school provides a place for students to stay, I always wanted to help and support them in maintaining good hygiene. I lacked specific knowledge about menstruation, so I hesitated to discuss it with my students or anyone else. In the past, I believed menstruation was a secret that should not be shared, especially with boys. However, participating in the DfG training illuminated the fact that menstruation is a natural part of womanhood that cannot be avoided and should be understood by everyone, including men. Now, I am **confident sharing the information** I learned with my students, and they seem **more open to discussing** their menstruation-related questions and concerns with me." **Female teacher, AnTe Veasekathan Secondary School**

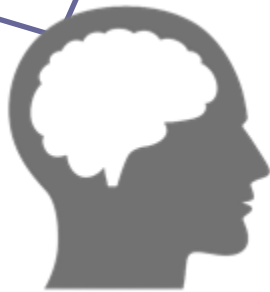


"Learning about menstruation was initially strange for me. However, I wasn't shy because I was eager to learn more about it to share with my future wife or daughter. DfG came to provide me with **knowledge** about puberty and menstruation." **Male teacher, Veun Sai Secondary School**



QUOTES ON LEARNING ABOUT PUBERTY & MENSTRUAL HEALTH WITH DAYS FOR GIRLS

“DfG provided more **detailed information** about puberty and menstruation, which was clear to me. Previously, I only knew about disposable pads, but DfG showed and taught me how to use various types of menstrual products, several of which I had never seen before. I plan to try using them. I didn't feel bored during the DfG training because the trainers were engaging, and I enjoyed their demonstrations and **opportunities to practice** using all types of menstrual products.”
Female teacher, Borkeo Secondary School

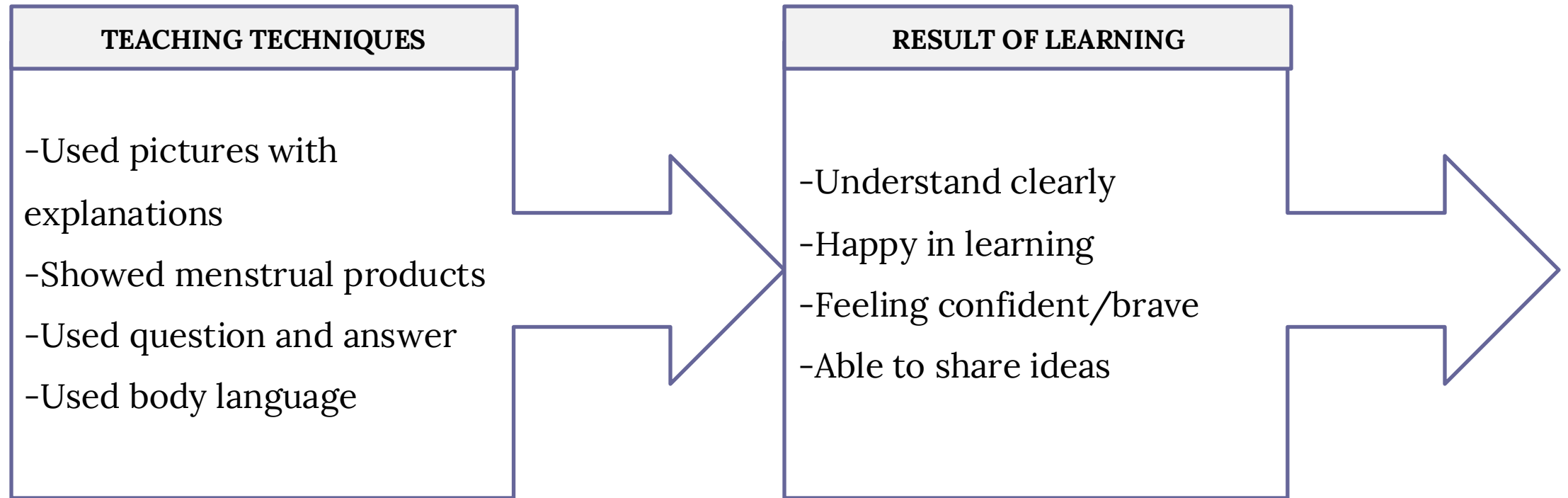


“In the past, I felt shy about learning about puberty and menstruation. However, when I joined the training with DfG, I was **happy** to learn because the trainer was **well-educated** and **explained the lesson clearly**. She made all the trainees happy and prevented boredom during the session. The translator was also good at their job.”
Male teacher, Borkeo Secondary School



TEACHING TECHNIQUES

As a result of the training, teachers demonstrated greater confidence in their ability to effectively instruct students. The application of the newly learned techniques resulted in the creation of stimulating learning environments.



QUOTES ON LEARNING ABOUT PUBERTY & MENSTRUAL HEALTH WITH DAYS FOR GIRLS

"I have also **applied the techniques** I learned from the trainer to my teaching. For example, I **smile** while teaching and **encourage** my students even when they answer incorrectly. I **followed Leyla's technique** of not calling answers wrong but adding to them to correct them. Now, I am no longer shy, and neither are my students." **Male teacher, Borkeo Secondary School**



"One thing that sets DfG apart from other NGOs I've trained with is their **teaching techniques** and **demonstrations of menstrual products**, which made the information easy to understand and share with my students. I feel confident teaching my students because DfG provided all the necessary materials. I encourage them by smiling and explaining that even though I'm a male, I can teach about puberty and menstruation without being shy, so there's no reason for them to be shy." **Male teacher, Veun Sai Secondary School**



RECOMMENDATIONS & SUMMARY OF FINDINGS

SUMMARY OF FINDING

The training significantly improved teachers' knowledge, attitudes, perceptions, confidence, and teaching practices related to puberty and menstrual health across three provinces (Phnom Penh, Ratanakiri, and Sihanoukville).

Knowledge Gains: Teachers showed substantial increases in knowledge across key areas, including:

- **Basic Definitions:** Knowledge of the meaning of puberty and menstruation neared 100% in all locations.
- **Menstrual Cycle:** Understanding of the average age of onset, cycle duration, fertile period, and phases of the menstrual cycle significantly improved, with some areas seeing increases from single digits to near 100%.
- **Anatomy and Physiology:** Knowledge of female anatomy, ovarian function, sperm viability, uterus size, and the reproduction process saw dramatic improvements, often reaching or approaching 100% post-training, particularly in Ratanakiri, where initial knowledge was lower.

Positive Perception Shifts: Teachers' attitudes and perceptions of menstruation became more positive:

- **Activity and Inclusion:** Beliefs that girls can participate in sports and attend school during menstruation increased to nearly 100%.
- **Social Aspects:** Negative social perceptions like teasing and secrecy around menstruation decreased significantly.
- **Menstrual Health Education:** Support for menstrual health education for both boys and girls aged 9–18 strengthened to 100%.

Increased Confidence: Teachers' confidence in various aspects of teaching and discussing these topics also significantly increased:

- **Communication:** Confidence in discussing menstruation with family and peers rose substantially.
- **Teaching:** Confidence in teaching the subject matter, using appropriate activities, and answering student questions all increased dramatically, often reaching or nearing 100%.

SUMMARY OF FINDING

Improved Teaching Practices: The training also impacted teaching methodologies and techniques:

- **Prior Training and Teaching Experience:** Few teachers had prior training or teaching experience on the topic before the intervention.
- **Teaching Approaches and Techniques:** Post-training, all teachers reported knowledge of appropriate teaching approaches, with most favoring student-centered learning. Awareness of specific teaching techniques also reached 100%, with common techniques including visual aids, group discussions, and question-and-answer sessions.

In summary, the training was highly effective in improving teachers' knowledge, shifting their attitudes and perceptions, boosting their confidence, and enhancing their teaching practices related to puberty and menstrual health.

RECOMMENDATIONS

This training was extremely successful in achieving the intended outcomes! Below are some recommendations for the next training:

- **Address Specific Knowledge Gaps More Deeply:** While overall knowledge increased significantly, some areas, like the phases of the menstrual cycle (especially in Sihanoukville pre-test), started from a lower baseline. Consider dedicating more time or using more varied teaching methods (visual aids, interactive exercises) to address these specific knowledge gaps.
- **Work with Teachers to add content specific to their Regions into future Teacher Trainings:** While the core content should remain consistent, consider inviting teachers to suggest additional regionally relevant examples or addressing specific concerns that might be more prevalent in certain regions (e.g., dietary restrictions in Ratanakiri).
- **Reinforce the Student-Centered Approach:** While adoption of this approach increased, Phnom Penh TEC lagged slightly behind. To address this, increase emphasis on the student-centered approach. For example, when providing the practical examples and demonstrations of how to implement student-centered activities in the classroom that DfG already does, explicitly emphasize again how this is the student-centered approach in action. Additionally, during the peer-teaching component included in the DfG training, where teachers practice these techniques with each other, re-emphasize the student-centered approach and have them discuss this together.
- **Increased focus on Menstrual Cramp Management:** While DfG education does include menstrual cramp management, given the high percentage of female teachers experiencing menstrual cramps and the impact on their lives, consider increasing the time spent on this.
- **Incorporate Role Play and Common Scenario Discussion:** While the training already uses many interactive methods, consider expanding this to include role-playing and common scenario discussions to further engage and solidify learning.
- **Increase time spent on DfG pad education:** DfG provides comprehensive training on the proper use, washing, and care of DfG pads, including addressing concerns about washing, drying, and potential discomfort with demonstrations and some hands-on practice. As 18% of girls were hesitant to try the Kit as they were unsure how to use it, DfG can increase hands-on practice and encourage teachers to check in on the students over time to provide support and additional demonstrations when needed.



THANK YOU!





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