

PEER REVIEW HISTORY

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ARTICLE DETAILS

TITLE (PROVISIONAL)	Menstrual health and period poverty among young people who menstruate in the Barcelona metropolitan area (Spain): protocol of a mixed-methods study.
AUTHORS	Medina-Perucha, Laura; Jacques-Aviñó, Constanza; Valls-Llobet, Carme; Turbau-Valls, Rosa; Pinzón, Diana; Hernández, Lola; Briaies Canseco, Paula; López-Jiménez, Tomàs; Solana Lizarza, Enara; Munrós Feliu, Jordina; Berenguera, Anna

VERSION 1 - REVIEW

REVIEWER	Jane Wilbur London School of Hygiene and Tropical Medicine, UK
REVIEW RETURNED	19-Dec-2019

GENERAL COMMENTS	<p>This is a much needed piece of study and is well thought out and resourced. Below are some specific comments to strengthen the protocol further. I have focused on the qualitative research as I've recommended that a quantitative researcher also reviews the protocol.</p> <p>Abstract</p> <ul style="list-style-type: none">• Consider using less acronyms so it's easier to read, especially in the abstract• Include the ethics board's institution in the abstract• Please include sample sizes and number of schools <p>Strengths and limitations</p> <ul style="list-style-type: none">• It's unclear from the abstract how the study will contribute to the intercultural approach gap. Please clarify what the different cultures are either in the abstract or under this section• Another strength is that this study is conducted in the high income setting, where limited studies on the topic exist <p>Introduction</p> <ul style="list-style-type: none">• 'This study will provide recommendations for future research, policy and practice, aiming at addressing social inequities of health in YPM (and especially amongst those that may be experiencing period poverty)': can you quantify who you are targeting with your recommendations here (i.e. high income settings, Spain specifically etc)? <p>Methods and analysis</p> <ul style="list-style-type: none">• Please define and reference gender-based and intercultural approach• If you have space, provide more info on photo elicitation techniques• Please include a sentence justifying your qualitative methods and the age ranges of the participants
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	<ul style="list-style-type: none"> • Will you test/refine the data collection tools before administering them for your research? • Qualitative sample size: this is a big sample for a qual study, but I assume a large team of quali researchers will be analysing and cross checking the analysis? If not, you may want to consider reducing the sample so that more time can be dedicated to in depth analysis • Qual data analysis: what language will the interviews be conducted in? Will these be translated in the transcriptions? If so, will you back translate or will someone check the quality? <p>Ethical considerations</p> <ul style="list-style-type: none"> • For minors, will you seek their assent and their carer's consent for their enrolment in the study? Will you be using a simplified information consent sheet for children? • Will you be including quotes in the documentation? If so, how will you protect people's identity (i.e. will you be assigning participants codes and taking out all identifiable data from the transcriptions)? Will you protect the identity of people taking part in photo elicitation? If so, how?
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REVIEWER	Laurel Steinfield Bentley University, USA
REVIEW RETURNED	26-Feb-2020

GENERAL COMMENTS	<p>I commend the researchers for addressing the gap in our knowledge of period poverty among more developed countries, and for undertaking much needed research that can inform policy.</p> <p>While I like the overall objective of the study, there are areas that need to be address to help readers understand how the study will achieve the outlined objectives. I summarize these below:</p> <p>1 - While the authors discuss wanting to 'identify the prevalence of period poverty in YPM' they do not detail how they will measure period poverty. Given that this is a multi-faceted concept, a clearer understanding of what questions they will ask to measure this would greatly improve the ability of reviewers to gauge whether the study will indeed measure period poverty and what might still need to be considered. Additionally, having these questions included would allow for other researchers to repeat the study.</p> <p>2 - The authors mention measuring other 'variables' in their quantitative study (page 5). To this list they may consider adding reported infection levels or indicators of infections (which can be a signal that a YPM is not practicing proper menstrual hygiene, e.g., itchiness, burning feeling while peeing etc.). They should likewise think about how they might delve deeper beyond merely measuring 'menstruation-related school absenteeism' to understand what is causing this absenteeism (e.g., is it fear of bleeding through their clothes, cramps, infection-related illnesses, etc.). This could help policy makers to between understand the ways periods and period poverty can disadvantage girls' school attendance. The authors may also want to ask questions related to overall menstrual management knowledge. The authors would likely benefit from looking over the recent systematic reviews on the topic: e.g., Hennegan, J., Shannon, A. K., Rubli, J., Schwab, K. J., & Melendez-Torres, G. J. (2019). Women's and girls' experiences of menstruation in low-and</p>
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	<p>middle-income countries: A systematic review and qualitative metasynthesis. PLoS medicine, 16(5).</p> <p>3 - The authors may want to rethink their numbers for sample populations. In the quantitative study, if they wish to be able to do comparison between girls, having only 817 girls surveyed seems like a low result, particularly if they then want to do comparison between schools, and likely compare answers between those who have and have not (but will) menstruate. Likewise, the numbers for the qualitative study seems quite low, particularly if they want to do focus groups. It is highly advisable that they undertake more than one focus group in a school, thereby ensuring that a focus group does not produce biased results because of certain students dominating the sessions. Having more focus groups in a school would ensure that researchers can collect sufficient evidence to parcel out what is unique to the school distinct versus the individuals in the focus group. My ultimate concern is that a good saturation point will not be reached with the qualitative study done with the students given that variances in school area could result in differences in experiences of period poverty and myths/sociocultural dynamics that surround menstruation.</p> <p>Finally, I would suggest that the authors do a close reading/edit of their manuscript. There are some sentence structures that need additional more.</p>
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VERSION 1 – AUTHOR RESPONSE

Reviewer 1

	Comment	Changes/comments made by the authors	Section and Manuscript pages
Abstract			
1	Consider using less acronyms so it's easier to read, especially in the abstract	We agree that using many acronyms can compromise the manuscript's readability. For this reason, we have tried to keep acronyms to a minimum. We have however decided to keep the acronyms "YPM" and "YNM" in the abstract to limit the word count.	Abstract Page 1
2	Include the ethics board's institution in the abstract	The name of the institution has now been written in a clearer way.	Abstract Page 1
3	Please include sample sizes and number of schools	These details have now been included in the abstract.	Abstract Page 1
Strengths and limitations			
4	It's unclear from the abstract how the study will contribute to the intercultural approach gap. Please clarify what the different cultures are either in the abstract or under this section	We have included a brief explanation about this in the abstract and methods section. As it is now explained in the manuscript, we want to make sure that we include the experiences of different communities that live in our context (e.g., the gipsy community, migrants, etc.) in our research. We are then recruiting to ensure this cultural and social diversity is represented and	Abstract Page 1 Methods and analysis Page 7

		made visible through this study.	
5	Another strength is that this study is conducted in the high income setting, where limited studies on the topic exist	Given that we are limited to 5 strengths and limitations, we have included this strength combined with the first bullet point.	Strengths and limitations Page 1
Introduction			
6	'This study will provide recommendations for future research, policy and practice, aiming at addressing social inequities of health in YPM (and especially amongst those that may be experiencing period poverty)': can you quantify who you are targeting with your recommendations here (i.e. high-income settings, Spain specifically etc)?	We have included more details on the recommendations that we expect to provide from this study.	Introduction Page 4
Methods and analysis			
7	Please define and reference gender-based and intercultural approach	We have now included references on the gender-based and intercultural approaches.	Methods and analysis Page 5
8	If you have space, provide more info on photo elicitation techniques. Please include a sentence justifying your qualitative methods	We agree that we could include more details on the use of particular qualitative methods (e.g., photo elicitation techniques). We have included a general justification for both quantitative and qualitative methods. We hope this is okay to the reviewer given the wordcount limitations.	Methods and analysis Page 5
9	(...) and the age ranges of the participants	The justification for addressing menstrual health and period poverty among people who are starting or have just started to menstruate is available in the introduction. As for justifying the specific data collection techniques, we believe that the arguments in the introduction will be sufficient. We have highlighted the places in the introduction where we have argued the need to focus the efforts on children and adolescents.	Introduction Pages 3 and 4
10	Will you test/refine the data collection tools before administering them for your research?	Yes, we have piloted the questionnaire so far and will do the same for the topic guides. We have specified this in the manuscript now.	Methods and analysis Page 7
11	Qualitative sample size: this is a big sample for a qual study, but I assume a large team of quali researchers will be analysing	We agree that this is a large sample size for qualitative research. Three researchers in our team are experts in qualitative research and will lead the	

	and cross checking the analysis? If not, you may want to consider reducing the sample so that more time can be dedicated to in depth analysis	data collection and analyses. The rest of the team will also contribute to the analysis. We believe it is possible to carry it out with the resources that we have. We will cross check the analysis and use other methods to ensure the quality and depth of the analysis as the reviewer suggests. Also, the sample size is large for the study as we will stratify by age and socioeconomic status.	
12	Qual data analysis: what language will the interviews be conducted in? Will these be translated in the transcriptions? If so, will you back translate or will someone check the quality?	For the qualitative research, data will be collected in Spanish or Catalan, depending on the preference of each participant. The questionnaire will be mostly available in Catalan, as this is the official language used in schools. Most members of the team (and participants) are bilingual (Catalan/Spanish) so overall there will be no need for translations. Translations to Spanish and English of the findings, conclusions and some verbatims will be required when presenting the study outside Catalonia (in Spain or internationally). Given that Spanish is also our mother tongue there will be no issues translating into Spanish. Also, we believe that our command of English and the support of English-speaking colleagues will ensure that any translations to English are of good quality. We have now included that data will be collected in Catalan and Spanish in the manuscript.	Methods and analysis Page 5
Ethical considerations			
13	For minors, will you seek their assent and their carer's consent for their enrolment in the study? Will you be using a simplified information consent sheet for children?	Yes, we will both seek the minor's assent to participate and the carer's consent. Either the research team or the schools' staff will give minors verbal information about the study, both before obtaining the carer's consent and prior to their participation in the study. We have also prepared an information participant sheet adapted to minors so that they can also read about the study. Verbal consent will be obtained from all minors before they take part in the study. This is explained in the manuscript in the Ethical considerations section	Ethical considerations Pages 10-11

		<p>(pages 10-11). We have highlighted the sentences that refer to these ethical concerns.</p> <p>Besides, we have included in the manuscript that we will hand in debriefing forms to all participants that include different resources (such as books, websites and social media accounts) to learn more about the menstruation and the menstrual cycle. Participants will be referred to health care professionals if they are concerned about their menstrual health.</p>	<p>Ethical considerations Page 12</p>
14	<p>Will you be including quotes in the documentation? If so, how will you protect people's identity (i.e. will you be assigning participants codes and taking out all identifiable data from the transcriptions)? Will you protect the identity of people taking part in photo elicitation? If so, how?</p>	<p>All data will be anonymised. This means that we will take out all identifiable details from the transcripts and will assign participant codes. Anonymity in the photographs used in the photo-elicitation interviews will also be ensured. The team will do this by not using photographs in which people are identifiable, unless written consent is given from identifiable people in the photographs. We have included these details in the manuscript.</p>	<p>Ethical considerations Page 11</p>

Reviewer 2

	Comment	Changes/comments made by the authors	
15	<p>Detail how period poverty will be measured to provide a clearer understanding of what questions they will ask to measure. Having these questions included would allow for other researchers to repeat the study</p>	<p>The variable "period poverty" will be composed based on the following variables: 1) use of menstrual products, 2) financial (and other) barriers to access menstrual products, 3) use of hormonal contraception, 4) period pain and menstrual disorders, 5) mental health, 6) access to menstrual health consultations, 7) menstruation-related school absenteeism, 8) menstruation-related interference on school performance and other activities, 9) menstruation-related stigma and discrimination, 10) access to menstrual health education, and 11) menstrual hygiene and management. These data will be collected in the questionnaire.</p> <p>We have now included an English version of the questionnaire in the appendices.</p>	<p>Methods and analysis Pages 5 and 6</p> <p>Appendices: Questionnaire</p>
16	<p>Authors may consider included "reported infection levels" or "indicators of infections"</p>	<p>We have included a few questions to identify potential infections in the questionnaire.</p>	<p>Methods and analysis Page 6</p>

			Appendices: Questionnaire Questions 41- 43
17	Think how they might delve deeper beyond merely ensuring “menstruation-related school absenteeism” to understand what is causing absenteeism (e.g., is it fear of bleeding through their clothes, cramps, infection-related illnesses,...)	Thank you for the suggestion. We also believe this to be an important point. We will certainly explore in much depth the reasons of absenteeism in the qualitative study.	
18	May want to ask questions related to overall menstrual management knowledge. Check Hennegan et al 2019	Thank you for the suggestion. We have re-checked the reference “Hennegan et al 2019” and have included a few questions on menstrual management and hygiene.	Methods and analysis Page 6 Appendices: Questionnaire
19	Rethink the numbers for the sample populations for the quantitative study. Having only 817 girls surveyed seems like a low result, particularly if they then want to do comparison between schools.	Please note that we not trying to make comparisons between schools, but rather get an idea of the extent of period poverty in the Barcelona metropolitan area. The sample size was calculated and considered enough based on the population’s characteristics in our context and previous research in the area. However, to our knowledge, there is no previous research with a large sample conducted in the particular area of our study (e.g., there are some studies on menstrual hygiene and management but not to identify the prevalence of period poverty per se), so it is indeed challenging to calculate the sample size. We understand the reviewer’s concern although we believe that a sample size of 871 will be enough in our context to get a first attempt to capture the prevalence of period poverty in the Barcelona metropolitan area. We would certainly have large sample sizes if we were aiming to identify period poverty and menstrual health in the whole Catalan region/Spain. The factors considered to calculate the sample size are explained in the Methods and Analysis section (page 9).	Methods and analysis Page 9
20	The numbers in the qualitative study seem quite low. Ensuring that a focus group does not produce biased results because of certain students dominating the	We understand the reviewer’s concern. We however believe that the sample size for the qualitative research is sufficient and, as the other reviewer stated, that it is even quite large.	

	sessions.	<p>We agree with the reviewer that it will be likely that some people may dominate the discussion in the discussion groups. This is however intrinsic to group dynamics and can be part of the findings of group discussions. Likewise, what we may identify as biases are part of all research and human interactions and we do not believe that these can be eliminated. Also, the main aim of qualitative research here is to explore diversity and representativeness in the discourses, rather than homogeneity and generalisability.</p> <p>Taking these arguments into consideration, a larger sample size will not eliminate biases and change group dynamics. However, it will be within the research team's job and expertise to address any group dynamics that may be a barrier to ensuring the quality of data collection, and data saturation.</p>	
21	My ultimate concern is that good saturation will not be reached with the qualitative study done with the students given that variances in school area could result in differences in experiences of period poverty and myths/sociocultural dynamics that surround menstruation	Following on the points made in the previous response, we believe that good saturation will be reached given the target sample size and the focus on socioeconomic and cultural diversity and representativeness of schools and participants for recruitment. To address the reviewer's concern, it will be within the research team's tasks to ensure that data saturation is reached.	
22	I would suggest that the authors do a close reading/edit of their manuscript. There are some sentence structures that need additional more.	Thank you for the suggestion. We have re-read and edited the manuscript for language errors.	

VERSION 2 – REVIEW

REVIEWER	Jane Wilbur London School of Hygiene and Tropical Medicine, UK
REVIEW RETURNED	01-Apr-2020

GENERAL COMMENTS	This will be a very valuable contribution to the existing body of literature on menstrual hygiene. The qualitative component is very ambitious, but you have a large team working on the research, so it should be manageable. My detailed comments are:
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	<p>Introduction</p> <ul style="list-style-type: none"> • Is this sentence incomplete? Promoting menstrual health is key to reach gender equity and promote health among people who menstruate, and it has even been suggested that menstrual health should be incorporated as a vital sign,[5,6]. • Is this a hypothesis that you will explore? If so, please state that. If it is based on existing evidence, please include a reference. <p>Considering these events enough for “menstrual health education” is questionable, as these companies rather focus on selling their products and medicalising menstruation instead of delivering high quality education on the menstrual cycle and the wide range of products available.</p> <ul style="list-style-type: none"> • The following sentence need referencing: In the meantime, many people who menstruate in Spain seem to still be unaware of how their menstrual cycle works and the relationship with their overall health. <p>Participants</p> <ul style="list-style-type: none"> • As people with disabilities are often absent from research on menstrual hygiene, would you consider including (or not actively excluding) people with disabilities in your study population? <p>Qualitative study sample</p> <ul style="list-style-type: none"> • Nb, the sample size is very large for a qualitative study, so you may reach saturation after about 20-30 (no need to change this section) <p>Qualitative study</p> <ul style="list-style-type: none"> • Will you need to translate any of the transcriptions? If so, please include that along with any measures to ensure quality (i.e. back translation) <p>Potential risks</p> <ul style="list-style-type: none"> • Will any training be provided to the research team before the data collection? If so, please can you include details? If not, please explain why they don't need this training (ie researchers' skills)
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REVIEWER	Laurel Steinfield Bentley University, USA
REVIEW RETURNED	11-Apr-2020

GENERAL COMMENTS	<p>I could not access the supplementary material to view the questions that will be asked in the surveys. Without seeing these questions, it is difficult for me to discern if the way the study is measuring period poverty is sufficient.</p> <p>The paper also needs one final edit.</p>
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VERSION 2 – AUTHOR RESPONSE

Reviewer 1

	Comment	Changes/comments made by the authors	Section and Manuscript pages
Introduction			
1	Is this sentence incomplete? Promoting menstrual health is key to reach gender equity and promote health among people who menstruate, and it has even been suggested that menstrual health should be incorporated as a vital sign,[5,6].	We have re-written this sentence to improve clarity.	Introduction Page 2
2	Is this a hypothesis that you will explore? If so, please state that. If it is based on existing evidence, please include a reference. Considering these events enough for “menstrual health education” is questionable, as these companies rather focus on selling their products and medicalising menstruation instead of delivering high quality education on the menstrual cycle and the wide range of products available.	This sentence is part of the reflexivity process and discussion of the research team. It refers to the team’s perspective on the topic and part of the justification for the project. We have included a reference.	Introduction Page 2
3	The following sentence need referencing: In the meantime, many people who menstruate in Spain seem to still be unaware of how their menstrual cycle works and the relationship with their overall health.	This sentence is based on the experience of health professionals, educators and activists within the team. This is why the sentence is written in a tentative manner, using “seem to”. We have however included a reference where this is discussed.	Introduction Page 2
Methods and analysis			
4	As people with disabilities are often absent from research on menstrual hygiene, would you consider including (or not actively excluding) people with disabilities in your study population?	Thank you for this comment. We agree that it is important not to exclude people with disabilities. The team will not exclude people with disabilities, unless they do not meet the inclusion criteria (e.g., if they cannot give consent or cannot communicate with the researchers). We have added a note on this on page 8.	Methods and analysis Page 8
5	Nb, the sample size is very large for a qualitative study, so you may reach saturation after about 20-30 (no need to change this section)	We agree with the reviewer.	N/A
6	Will you need to translate any of the transcriptions? If so, please	We will only need to translate part of transcriptions if we publish any	Dissemination Strategy

	include that along with any measures to ensure quality (i.e. back translation)	articles/present our research in English. We have included the use of back translation methods in the protocol.	Page 12
7	Will any training be provided to the research team before the data collection? If so, please can you include details? If not, please explain why they don't need this training (ie researchers' skills)	No specific training will be provided as the members of the team who will conduct the study have years of experience in qualitative (and quantitative) research. This is the reason why we did not mention the need for training the protocol.	N/A

Reviewer 2

	Comment	Changes/comments made by the authors	Section and Manuscript pages
1	I could not access the supplementary material to view the questions that will be asked in the surveys. Without seeing these questions, it is difficult for me to discern if the way the study is measuring period poverty is sufficient.	Supplementary material could only be attached as a non-reviewable document. We will request to submit it differently so that the reviewers can access it. When reviewing the questionnaire, please consider that we have already started collecting data using this questionnaire.	Supplementary material
2	The paper also needs one final edit.	We have edited the paper. We hope it reads better now.	All sections

VERSION 3 - REVIEW

REVIEWER	Jane Wilbur LSHTM
REVIEW RETURNED	30-Apr-2020

GENERAL COMMENTS	Thank you for making the revisions and addressing all of my comments. Good luck with the research! I'll look forward to reading the article when you've published the results.
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REVIEWER	Laurel Steinfield Bentley University, USA
REVIEW RETURNED	10-May-2020

GENERAL COMMENTS	Thank you for providing the questionnaire. A few comments about this questionnaire contained in the supplementary materials: 1 - Question 6 asks participants to note where both their parents are from (mom and dad). What happens if a child doesn't live with their immediate parent, has one parent that is not alive or not a part of their lives, has multiple sets of step-parents, or lives with parents that are in a homosexual relation? Second, I'm wondering why the authors are including this. Suggestion: if they deem this question as
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	<p>relevant please indicate why it is relevant, and re-word it to allow the student to indicate who they consider their parent(s) to be and where these parent(s) are from (versus assuming a heteronormative, dual parent family model).</p> <p>2 - When they ask about menstrual pain, they should ask about severity of pain - i.e. differentiate between a mild pain (slight cramping) to medium (constant cramping so that I take a pain killer) to severe pain (intense cramping that keeps me in bed and on meds). This will allow them to note conditions of endometriosis, which could then explain why they may miss days of school, etc.</p> <p>3 - They should ask for what kinds of symptoms they exhibit: headache, lower back pains, stomach cramps. nausea, bloating, joint pain, muscle aches, etc. - see here for a suggested list to include - https://www.yourperiod.ca/normal-periods/symptoms-of-menstruation/</p> <p>4 - If they miss school, it would be very intriguing to note if this caused them to: i) get behind in school work; ii) get behind in school work to such an extent that it made it difficult to get good marks. This would help to make it more readily clear the potential longer-term impact of period poverty.</p> <p>5 - The english of this questionnaire needs to be checked. There are areas where it is incomplete/results in poorly worded sentence. See, for example, Q36: "Can you ask for menstrual products for free in your school?" Do you mean "Can you get menstrual products for free in your school?"</p> <p>Going back to the main document, I believe the authors are almost there. Another close reading/edit to ensure proper English is required. Some sentences still do not make sense. For example, pg 2 - 'Menstrual health has even been suggested as a vital sign" - a vital sign of what? Of overall healthiness?</p> <p>also on page 2 - It is precisely these companies [that are] the ones often delivering menstrual health education...</p> <p>There are other areas throughout the text where English needs improvement. Please higher a copy-editor to assist.</p> <p>Thank you for doing this research study. Your team is advancing very important work, and clearly lays this out in your article.</p>
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VERSION 3 – AUTHOR RESPONSE

Reviewer 1
No comments made.

Reviewer 2

	Comment	Changes/comments made by the authors	Section and Manuscript pages
Main document			
1	Going back to the main document, I	We appreciate the reviewer's	All sections

	believe the authors are almost there. Another close reading/edit to ensure proper English is required. Some sentences still do not make sense. For example, pg 2 - 'Menstrual health has even been suggested as a vital sign" - a vital sign of what? Of overall healthiness?	concerns. We have hired a native English speaker and English teacher to review the manuscript. Changes have been made.	
2	also on page 2 - It is precisely these companies [that are] the ones often delivering menstrual health education...		
3	There are other areas throughout the text where English needs improvement. Please higher a copy-editor to assist.		
Questionnaire			
4	Question 6 asks participants to note where both their parents are from (mom and dad). What happens if a child doesn't live with their immediate parent, has one parent that is not alive or not a part of their lives, has multiple sets of step-parents, or lives with parents that are in a homosexual relation? Second, I'm wondering why the authors are including this. Suggestion: if they deem this question as relevant please indicate why it is relevant, and re-word it to allow the student to indicate who they consider their parent(s) to be and where these parent(s) are from (versus assuming a heteronormative, dual parent family model.	We completely agree with the reviewer's comment. This is a discussion that the research team had for some time. This question is relevant to explore sociocultural background and (potentially) migration status. We were then interested about biological parents/life-long tutors. We do not want to assume heteronormativity/that they live with their biological parents/both biological parents are alive, etc. We thought that this was the way that most children and adolescents would better understand this question. Given that this is a minor change to the questionnaire and we agree it is important not to make the assumptions mentioned, we will change mother/father for "Carer (e.g. parent/tutor) 1 and Carer (e.g. parent/tutor) 2". We have also included an "I don't know" option. We hope this is acceptable to the reviewer.	Questionnaire
5	When they ask about menstrual pain, they should ask about severity of pain - i.e. differentiate between a mild pain (slight cramping) to medium (constant cramping so that I take a pain killer) to severe pain (intense cramping that keeps me in bed and on meds). This will allow them to note conditions of endometriosis, which could then explain why they may miss days of	Thank you for your comment. Previous questionnaire drafts included a similar question. We however needed to shorten the questionnaire so we decided to explore this further in the qualitative studies. Also, please note that this questionnaire is already being used to collect data and that it was developed for months and piloted several times.	Questionnaire

	school, etc.		
6	They should ask for what kinds of symptoms they exhibit: headache, lower back pains, stomach cramps. nausea, bloating, joint paint, muscle aches, etc. - see here for a suggested list to include - https://www.yourperiod.ca/normal-periods/symptoms-of-menstruation/	Thank you for your comment and the link. Previous questionnaire drafts included a similar question. We however needed to shorten the questionnaire. We decided to explore this further in the qualitative studies.	Questionnaire
7	If they miss school, it would be very intriguing to note if this caused them to: i) get behind in school work; ii) get behind in school work to such an extent that it made it difficult to get good marks. This would help to make it more readily clear the potential longer-term impact of period poverty.	Thank you for your comment. We will explore this further in the qualitative studies.	Questionnaire
8	The english of this questionnaire needs to be checked. There are areas where it is incomplete/results in poorly worded sentence. See, for example, Q36: "Can you ask for menstrual products for free in your school?" Do you mean "Can you get menstrual products for free in your school?"	A native English speaker has now checked the questionnaire and made language improvements. Please note that this research is conducted in Spanish and Catalan. The questionnaire has only been translated to English to include it in this publication.	Questionnaire