Self-Assessment Checklist on

Menstrual equity

For environments that welcome **women and girls in sport**



A tool created by:

égale action

FEMMES DANS LE SPORT

Iris + Arlo

A campaign by

FEMMES DANS LE SPORT

Presented by

Sutton REAL ESTATE

Menstrual equity



Menstrual equity means ensuring that every person has the resources, conditions, and support needed to manage their menstruation comfortably.

Its purpose is to guarantee that menstruation is neither a burden, nor an obstacle, nor a taboo, but a natural reality that sport environments recognize and integrate in a healthy and inclusive way.

In practice, menstrual equity relies on **four essential components**:

01 **Access** to menstrual **products**
02 **Access** to adequate sanitary **facilities**
03 **Destigmatization** and a respectful climate
04 **Education** and understanding of physiological realities

Why is this important in sport?

Menstruation remains a barrier to sport participation, particularly among adolescent girls, due to pain, inadequate facilities, fear of leaks, persistent taboos, or a lack of information. Menstruation also affects girls' and women's participation, performance, comfort, and psychological well-being.

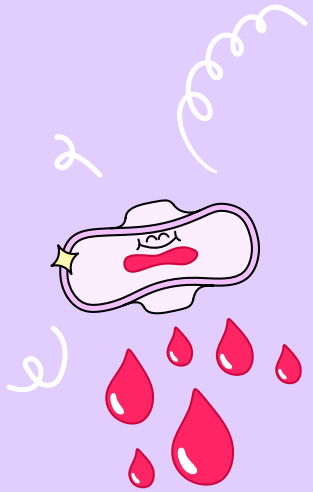
Better understanding girls' and women's bodies—their natural variations, cycles, and specific needs—helps create a sport environment that is:

- More inclusive
- Safer
- better adapted to the diversity of menstrual experiences (first periods, hormonal contraception, severe pain, hormonal fluctuations, menstruating trans or non-binary people).
- This directly contributes to positive experiences that support retention, engagement, and overall health.

A shared responsibility

Sport stakeholders, organizations, coaches, parents, and girls and women themselves all play a role in supporting menstrual equity. Everyone can help transform practices and reduce barriers to sport participation.

Self-Assessment Checklist



About this Menstrual Equity Checklist

This checklist presents concrete actions to improve how girls' and women's sport participation is supported, regardless of age or level.

It allows you to:

- **Identify** what already exists in your environment
- **Evaluate** how feasible it is to implement various actions
- **Prioritize** improvement strategies suited to your context;
- **Develop** a more informed action plan

Ethical principles to uphold

Using this checklist requires adherence to key principles:

- **Respect and confidentiality**: no personal information related to athletes' menstrual cycles should be requested, collected, or tracked.
- **Autonomy**: athletes decide what they wish to share or not share.
- **Care and compassion**: accommodations are offered, never imposed.
- **Non-discrimination**: no decision regarding playing time, selection, participation, or training may be based on an athlete's menstrual cycle.
- **Recognition of diversity**: all menstrual experiences are valid, and some people may not menstruate for various reasons (age, hormonal variations, health, gender identity).

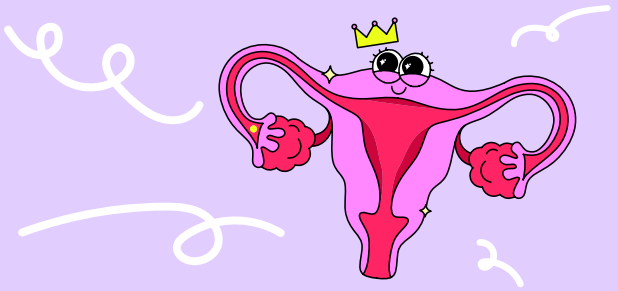
Let's move forward together

Supporting menstrual equity means contributing to gender equity in sport, improving the quality of sport experiences, and fostering long-term participation among girls and women.

This checklist is a practical tool to **help move collectively toward a more equitable and human-centered sport environment.**

Menstrual Equity Self-Assessment Checklist

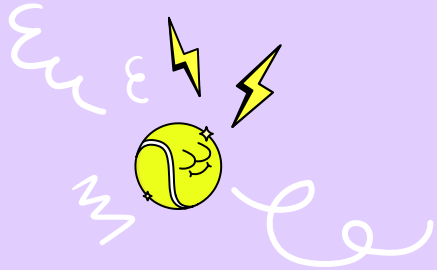
01 Environment



	Criteria	Current Status			Feasibility	Notes
		No	Partial	Yes		
Facilities	Ensure the availability of clean, private, well-lit, and safe toilets near training areas.	☐	☐	☐	Low/High	Easy in gyms, but more complex at temporary or remote sites, as well as in open or temporary locker rooms. However, this is a key element for reducing discomfort related to the cycle.
	Ensure access to toilet paper, a sink, and soap - or hand sanitizer. Ideally allowing management of products - e.g., menstrual cups or clothing.	☐	☐	☐	High	Hygiene needs are essential to athletes' comfort — especially during menstruation.
	Provide closed garbage bins in every toilet.	☐	☐	☐	High	Low cost, high impact on privacy and comfort.
Access	Provide free and accessible menstrual products - pads, tampons, menstrual underwear, or cups.	☐	☐	☐	Medium	Very feasible in indoor facilities - e.g., dispensers. More difficult in outdoor settings without infrastructure. A practical option is to make products available in a small kit - like a first-aid kit - for discreet self-service. There are also cardboard dispensers with adhesive - velcro-type backing - that are convenient for occasional needs. Visit the Menstrual equity challenge by FDS website
	Ensure the availability of basic educational materials - posters, QR codes, reliable resources.	☐	☐	☐	High	Easy to implement; fosters open conversations and normalizes the topic. Download the educational tools by FDS An example poster might present instructions for using a tampon, pad, or menstrual cup.
Destigmatization	Offer different clothing options - length, cut, type and darker colors - to meet comfort and safety needs of athletes and technical staff. When possible, consult experienced athletes to anticipate needs in equipment orders.	☐	☐	☐	Medium	Clothing can be a source of stress during menstruation and is a major barrier to sport participation for 1 in 2 girls when options are not provided.

Menstrual Equity Self-Assessment Checklist

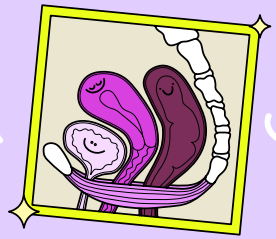
02 Culture – Interaction and support



	Criteria	Current Status			Feasibility	Notes
		No	Partial	Yes		
Education	Clearly communicate the amenities available and resources related to menstrual equity.	☐	☐	☐	High	Beyond making it available, it is important to communicate it clearly. 🔗 Visit the Menstrual equity challenge by FDS website
Education	Acknowledge and consider the physiological specificities of girls and women - puberty, the menstrual cycle, energy variations, pain.	☐	☐	☐	Medium	Requires awareness; it is useful to adjust guidance without over-pathologizing. Implementation depends greatly on coach training and the sport.
Education	Recognize possible physiological variations and avoid associating performance with temporary symptoms to reduce athletes' fear of not being selected in those contexts.	☐	☐	☐	Low/Medium	Difficult to implement as it requires a cultural shift among coaches. Move from intuitive interpretations of engagement to informed readings of normal physiological variations. The perceived risk of favoritism or unfairness makes standardization of adaptations necessary.
Education	Individualize training - variants, substitutions - in case of discomfort or fatigue.	☐	☐	☐	Medium	Simpler in individual sports, more difficult in leagues or team sports.
Education	Know the professionals and reliable resources to whom athletes can be referred if needed.	☐	☐	☐	High	Staff should know and communicate the warning signs that indicate when to consult a professional. 🔗 Visit the OWN IT. PERIOD. campaign website
Destigmatization	Allow individualized choice of clothing worn by the athlete.	☐	☐	☐	High	Options - shorts and longer styles, leggings, etc. - depending on the discipline. Consider including suitable sports bras in team equipment, given that cost can be a barrier and sensitivity may vary depending on hormonal phase.
Destigmatization	Ensure a safe and respectful climate with non-stigmatizing language in all shared spaces - staff and athlete interactions.	☐	☐	☐	High	Foster kindness among participants and staff by providing key messages and language examples as needed; observe behaviors to identify underlying group dynamics.
Destigmatization	Arrange schedules to allow enough time to change menstrual products within an equipment-management context. Avoiding pressure around bathroom time is beneficial for everyone's health. Among other things, it helps prevent certain urinary infections.	☐	☐	☐	Medium	Easier during practices depending on sport and attire. Harder when programming is externally controlled - e.g., competition contexts.

Menstrual Equity Self-Assessment Checklist

03 Tools, information, and expertise



	Criteria	Current Status			Feasibility	Notes
		No	Partial	Yes		
Education	Offer athletes an optional, confidential journal to help them better understand their sensations and cycle-related physiological variations.	☐	☐	☐	High	This tool should never be used for selection decisions. It is for personal knowledge only.
	Learn and/or train on menstrual and pelvic health.	☐	☐	☐	Medium	Standardized content is possible; include simple clinical markers. Accessible via asynchronous modules; more difficult to implement without a digital platform. Visit the OWN IT. PERIOD. campaign website
	Learn and/or train on menstrual products: know the various disposable, reusable and other options.	☐	☐	☐	High	
	Learn and/or train on the physiological specificities of girls and women in training - watch points. Know the concepts related to performance 'variations' linked to the cycle.	☐	☐	☐	High	
	Provide resources and/or identified experts to whom atheltes can be referred if needed.	☐	☐	☐	High	No cost; easy to integrate. This could include a bank of books or a list of reliable online resources providing science-based information and/or appropriate referral pathways - as simple as 811, a school nurse, INSPQ, etc.

Menstrual Equity Self-Assessment Checklist

04 Culture, Policies, and Programs



	Criteria	Current Status			Feasibility	Notes
		No	Partial	Yes		
Destigmatization	Adopt a menstrual equity policy recognizing the needs of girls and women.	☐	☐	☐	High	It formalizes educational obligations.
	Develop a policy on clothing or uniforms.	☐	☐	☐	High	
	Implement a code of conduct fostering openness and respect: zero tolerance for mockery or stigma, and an anonymous reporting mechanism.	☐	☐	☐	High	
Education	Establish an annual training pathway.	☐	☐	☐	High	
	Participate in initiatives - campaigns, challenges - supporting menstrual equity.	☐	☐	☐	High	Visit the Menstrual equity challenge by FDS website

05 Monitoring and sustainability mechanisms

Destigmatization	Evaluate the effectiveness and relevance of measures implemented - anonymous survey, focus group.	☐	☐	☐	Medium	Requires management discipline; easier in structured organizations.
	Adjust measures - policies, programs, offer, etc. - based on feedback received.	☐	☐	☐	High	Depends on regulatory flexibility and governance.