



**SORAK Development Agency**  
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**Global Bridge Network**

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# Impact Assessment Report

**Project: “Improvement of school environment to combat  
Menstrual Hygiene Management (MHM) challenges to  
Stop Adolescent Girls’  
School Dropouts in Uganda”**

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## Appreciation:

SORAK extends her gratitude to Global Bridge Network (GBN) and LUSH Japan for the financial support provided to tackle issues of combating MHM among school going girls from 3 Primary schools of Kibalinga P/S, Lwawuna P/S and Precious Child Learning Centre (PCLC).

## 1.0 INTRODUCTION AND BACKGROUND

In 2017, SORAK got support from Global Bridge Network (GBN) with funding support from LUSH Japan and implemented a pilot project “Improvement of school environment to combat Menstrual Hygiene Management (MHM) challenges to Stop Adolescent Girls’ School Dropouts in Uganda” targeting learners from three schools of St. Joseph Kibalinga P/S, Lwawuna P/S and Precious Child Learning Centre (PCLC) from the two sub counties of Kibalinga and Nabingoola, Mubende District. The implementation of this pilot project, yielded impact among the few selected learners and their respective schools. Success from implementation of the pilot project attracted funding for another MHM project 2018 to roll out the interventions. In this new project, children who participated in the previous project had to acquire extra skills in order to train other children in promoting Menstrual Hygiene Management (MHM) among others in their respective schools. Learners trained other learners with support from parents, senior men and women teachers plus SORAK Development Agency.

### 1.1 Period of data collection and Location:

The process of data collection among learners commenced on 20<sup>th</sup> November 2018 and ended on 27<sup>th</sup> November in Lwawuna Primary School, Nabingoola Sub County, St. Joseph Kibalinga Primary School and Precious Child Learning Centre (PCLC), Kibalinga Sub County respectively.

### 1.2 Target of assessment:

This data collection was collected by 3 data collection assistants inclusive of SORAK Program staff.

The impact assessment study targeted and assessed all categories of beneficiaries and reached 48 pupils (12 boys and 36 girls. Pupils interviewed from each of the 3 respective schools included; Lwawuna P/S 21 pupils, Kibalinga P/S 15 pupils and PCLC 12 pupils.

This exercise further assessed 8 community members who had earlier participated in the parish based awareness raising on SORAK made reusable sanitary pads, out of 8 who were assessed 6 were female and 2 were male. The assessment further interviewed 2 school managers (1 from Lwawuna and another one from PCLC) and 3 senior woman and 3 senior male teachers.

## 2.0 KEY PROJECT AREAS OF ASSESSMENT

### 2.1 Child-to-Child Menstrual Hygiene management (MHM) Club Formation

#### 2.1.0 Introduction

When SORAK implemented the pilot project in 2017, some of the recommendations from learners, teachers, and parents included the urgent need for formation of Menstrual Hygiene Management Clubs (MHM-Clubs) for sustainability and project ownership. The project under assessment introduced forming MHM clubs in all the 3 targeted schools (ST. Joseph Kibalinga, Lwawuna P/S and PCLC). One club was formed in each of the 3 schools and eight girls and four boys in each of the targeted schools. These clubs

use a Child-to-Child approach (children who have skills and knowledge will teach fellow learners) to share information on MHM, gender awareness and sex education including sexual and reproductive health rights awareness with the technical assistance and guidance of the SORAK team, senior male and female teachers from the 3 target schools respectively. These MHM clubs shall continue training their peers on MHM including making reusable sanitary pads.

### 2.1.1 Membership of Menstrual Hygiene Management (MHM Club)

Among the pupils/students interviewed, 31 pupils were members of the MHM clubs from all the 3 respective project schools hence making a percentage of 79% and 17 pupils who were interviewed from the 3 targeted project schools were not members of the MHM but had also earlier alone participated in the entire project and these made a percentage of 21%.

The selection of pupils and formation of the MHM clubs from the targeted schools was done by SORAK program staff with the help of senior male and female teachers from the 3 respective schools and the selection was also based on personal interest to be part of the club, activeness, communication skills, school attendance rate.

### 2.1.2 Benefits of being an MHM Club member

Benefits of being an MHM club member Mention all that apply	Frequency	%
Learnt proper MHM including personal hygiene (ensuring cleanliness, safety of pads and the related unhygienic practice of sharing pads) and teaches fellow learners how to ensure proper personal hygiene during menstrual periods.	30	63%
Getting skills in making and correctly using reusable pads,	18	37%
No longer laughs at girls in menstruation with stained dresses	8	16%
Can provide Counselling and guidance to fellow pupils on issues concerning menstruation and with delayed menstruation	8	16%
Learnt how to sew reusable sanitary pads using local materials and can teach their fellow pupils how to make these reusable sanitary pads with the local materials	5	11%
Can talk to my fellow learners about menstruation	3	5%

Source: Field Data

One of the boys noted that, '*...I was able to understand that a woman/girl gets her periods every 28days.*'

'*... what I use, I made it myself*' remarked one of the female learners

Parents attitude changed completely, they are now supportive '*...parents used to neglect their responsibilities of buying sanitary pads, but after the intervention they changed*' one of the boys noted.

According to the findings, MHM club members acknowledged that there are related benefits than just being a club member and these include: 30 pupils (10 pupils of Kibalinga P/S, 12 pupils of Lwawuna P/S and 8 Pupils of PCLC) making a percentage of 63% attributing knowledge in proper MHM including personal hygiene during their menstruation like not sharing pads, taking a bath at least twice a day among

others. These club members share such important information regarding proper MHM to their fellow pupils.

## 2.2 Child-to-Child MHM, gender awareness and sex education by MHM peer clubs

### 2.2.1 Participation rate of these trainings

Out of the 17 non-club members who were assessed, 10 pupils acknowledged that they had participated in the gender awareness session by MHM peer club. 7 pupils who were not club members had not participated in the club trainings and information sharing sessions. A few of these respondents who had not attended regretted because they noted that they missed a lot of information. They noted that they will get this information from friends.

### 2.2.2 Benefits of participating in all sessions by MHM peer club

Benefits of participating in MHM Clubs	Frequency	%
Better understanding gender roles and responsibilities	33	68%
Preventing from receiving gifts for sex intercourse with sugar daddies and strangers including lifts (free transport) and the related effects	15	32%
Avoiding bad peer groups	8	16%
Understanding proper MHM and personal hygiene	8	16%
Understanding that boys and girls deserve equal treatment	3	5%

*Source: Field Data*

Since MHM club activities used a participatory and interactive methods, pupils assessed noted that there are remarkable benefits from having participated in the MHM Club activities.

Pupils interviewed, inclusive of both the club members and non-club members noted that they benefited from the information shared by the club members. 33 pupils interviewed making 68% acknowledged to have got better understanding of gender roles and responsibilities. 15 pupils interviewed that made 32% learnt the dangers of accepting gifts in exchange for sex intercourse. 8 pupils having 16% appreciates the likely outcomes from bad peer groups, 8 pupils making 16% remarkably appreciated MHM club for making them understand MHM including personal hygiene. Other benefits highlighted included gaining understanding on dangers of bad peer groups, gender equality among others.

### 2.2.3 What pupils liked most about sex education and MHM training session

Findings indicate that out of 48 pupils interviewed, 46 pupils making 95% considered sex education and MHM training as a module was very important and relevant. Below are the issues they indicated as what they liked.

- The related dangers/consequences of early sex intercourse, teenage/ early pregnancies, early marriages and HIV/AIDS
- Dangers of receiving gifts and money in exchange for sex intercourse with sugar daddies and strangers
- The view about having sex intercourse was changed after clearly showing them the risks and consequences a person exposes to while having early sex intercourse.

\*The adolescent girls used to share their sex life with fellow girls at school but after the sex education sessions conducted, they totally stopped talking about it.

- Avoiding bad groups that can lead them into dangers like stealing, prostitution, dropping out of school
- Understanding the value of education and keeping in school.
- Understanding that menstruation is rather a natural thing that adolescent girls must go through
- Reusable pad making
- Maintaining proper MHM and personal hygiene (avoid sharing pads because it leads to diseases and infections)

One pupil remarked that, ‘...Menstruation is an important process when girls come into womanhood. We are interested in finding out more about girls’ attitudes towards having menstruation or periods.’

#### **2.2.4 What pupils liked most about gender awareness raising session**

The following are some of the things that pupils liked most from the gender awareness session trainings conducted by the MHM club members.

- The different gender roles and responsibilities done by both girls and boys at school and home. These roles done at school mentioned by pupils includes boys doing the slashing, fetching water while girls sweeping plus mopping the classrooms.
- The cultural beliefs still exist in place that has continuously promoted gender inequalities and disparities among boys/ males and girls/females by their parents, guardians and community at large. These beliefs like education for girls is a wastage of time, girls should be groomed for marriage among others.

Major findings from pupils interviewed clearly indicates gender inequalities do strongly exists. Some Pupils confessed that some of their parents and guardians still thing that educating a girl child is a loss and these girls have been denied their right to education as a result of their gender, when it comes to providing basic education requirements, boys are taken as the first priority.

### **2.3 Building a reusable sanitary pad making**

#### **2.3.0 Introduction**

The 3 targeted schools were trained practically how to make reusable sanitary pads by themselves (the pupils and their teachers), these were later given the material used to make these reusable sanitary pads with local materials and the materials given included sewing machine for each of the 3 schools, soft end cloth, stretcher cloth, cotton, needles, threads, tape measures, scissors for them to commence with pad production for their schools The targeted schools have continuously produced these pads and girls use them, Lwawuna P/S also has a plan of making some for sale for them to be able to continue buying more materials for production.

#### **2.3.1 Participation in reusable sanitary pad production**

According to the findings, most the pupils in target schools have acquired skills to make a reusable sanitary pad. 100% of all the pupils that participated in the assessment, had participated in the skills building in reusable sanitary pad making and Child-to-Child Menstrual Hygiene Management (MHM) training. When asked on whether the pupils will use the pad making skills, 30 pupils assessed making 63% indicated that

they will use their newly acquired skills in order to have more to use during my periods and avoid expenses; to perfect their skills in pad making and for selling as a source of income. However, 18 pupils interviewed having 37% said that they would not practice because they do not have materials

### **2.3.2 Comprehensive knowledge on Menstrual Hygiene Management**

The assessment team further asked the pupils what they considered as their knowledge levels comprehensive knowledge on Menstrual Hygiene Management. 33 pupils interviewed with 68.7% acknowledged that they have adequate/ sufficient or enough knowledge on Menstrual Hygiene Management; whereas 10 pupils with 20.8% of pupils interviewed claimed to have little knowledge and proposed for more trainings. On the other hand, 5 pupils making 10.4% of the pupils interviewed said that their enough knowledge regarding MHM enable them to share this information with peers and that more they share the more knowledge they acquire.

### **2.3.3 Comprehensive skills in reusable sanitary pad making**

Pupils interviewed and had participated in reusable sanitary pad making were asked to rate their newly acquired skills in making of reusable sanitary pad, only 2 pupils making 5% said that they do not have enough skills, they clearly stated that they will improve on their skills with the help of the MHM club members and teachers. 38 pupils making 79% noted that they have moderate skills and can make pads with minimum supervision from SORAK or senior woman teacher's supervision whereas 8 pupils with 16% said that they were highly skilled and competent and would not require in supervision while making reusable sanitary pads.

### **2.3.4 Result of reusable sanitary pad making**

Majority of the interviewed learners had made 1 to 3 reusable sanitary pads during the training and with the MHM clubs from the 3 respective schools. There were few of the learners who indicated that they had made more than three, including one who claimed to have made 30 pads.

*'....I have made 30 pads, but I gave them to the senior woman who kept them to help the girls who get menstrual accidents..' remarked one of the female learners from Lwawuna P/S*

It was noted that the female learners largely made reusable sanitary pads for their personal use, siblings, school (senior woman kept for the girls to use) and others said they made them for sale.

*One of the learners noted that 'it could be potential business for me'*

Out of the 48 pupils that were interviewed, 45 pupils having 89% acknowledged that their hand made reusable sanitary pads are of good quality. One of the girls noted that, *'my teacher used and said that they are good'*; and only 5 pupils making 11% think that their pads will be of good quality if they are supported by an older person for instance senior woman teacher and SORAK. After the subsequent trainings, the learners got from SORAK, all the 36 girls interviewed having 100% emphasized that it is bad to share pads, and noted that there are health implications associated with sharing pads including acquisition of diseases and infections. Learners advised that in case anyone found themselves in such a dilemma, they should seek treatment from a health facility.

## 2.4 Girls' situations as a result of menstruation

### 2.4.1 Girls' absence in school

On the aspect of missing school because of menstruation, 8 girls having 22% of the girls interviewed had ever missed a day at school in the past 30 days whereas 28 girls with 78% of the girls interviewed had not missed school. However, 6 girls of those still had missed out school for three days and just these girls had missed more than three days in the last 30 days. It was noted that these girls had missed school not because of menstruation, but because they were sick and others had not paid school fees. Of all the respondents, 28 girls having 78% had started menstruating (having your periods) whereas 8 girls with 22% had not yet started their period.

### 2.4.2 What kind of pads girls used in menstruation period

When asked 28 out of 36 girls who had started menstruation about what they had used in their last menstruation period, it was noted that 18 girls making 63% of them had used their own hand made reusable pads with the help of SORAK whereas, 10 girls with 37% had used disposable manufactured pads. The assessment team further asked why they used disposable pads ~~vs affordability~~, and one of the girls remarked that, '*...because what I did is incomplete without buttons*' and most the girls who used disposable were having their first menstruation and the ones they made were donated to friends, relatives and sisters. When asked, if they currently use disposable manufactured pads (e.g. Always), out of the 10 girls who had used disposable sanitary pad in the last month, 6 girls indicated that they would be interested in trying a sanitary pad locally made with guidance from SORAK, whereas 4 girls did not find it relevant.

## 2.5 Parish based meetings

### 2.5.0 Introduction

SORAK conducted parish-based awareness raising meetings in all the 13 parishes that make up the 2 sub-counties of Kibalinga and Nabingoola. The meetings were intended to promote use of 'Happy Pad' which is reusable sanitary pad made by SORAK. The meetings were also aimed to making parents/guardians more aware about their roles and responsibilities in promoting MHM among girls attending school in order to reduce on girl's absenteeism's and drop out as a result of menstruation. Eight (8) mothers in community participated in the assessment

### 2.5.1 Parish based awareness raising meetings

The mothers that participated in the assessment believed that SORAK reusable sanitary pads called 'Happy Pad' can help low income earners and girls in school to effectively manage menstruation; hence, causing improved menstrual hygiene management, instead of using dirty clothes. The mothers also noted that SORAK reusable pads are cheap and affordable for rural and poor women and girls. One mother noted that since these pads work for about 12 months, washing and keeping waiting for the next period is user friendly.

**One parent noted that** '*bought a pair for my daughter who is in P.6 when SORAK sensitized us parents at Kigando. This has saved me a lot on expenditure of about 3,500ugx= every month. But the pair bough has enabled her to use now for three and a half months*'.

**Another parent noted,** '*...since she has a shop she can volunteer to be a sales agent for SORAK reusable pads*'

It was noted that SORAK sanitary pad making volunteer introduced the SORAK-made reusable sanitary pad to community members who attended the parish-based awareness-raising meetings, who explained each material SORAK uses and the purpose of each material used to make the reusable sanitary pad. The



materials she explained included the stretcher, soft end, polythene, buttons, and cotton wool/uda. The stretcher and polythene prevents blood from entering nickers and buttons tighten nickers, while cotton wool/uda absorbs blood and the soft end is the top layer that prevents cotton from entering the female reproductive system. The member's request was that SORAK needs to ensure that these reusable sanitary pads are made readily available continuously and accessible.

## 2.6 Building a reusable sanitary pad making at large

### 2.6.0 Introduction

As a means of sustaining the interventions and benefits of the MHM project, SORAK constructed a reusable sanitary pad making shade at SORAK offices in Mubende district. SORAK identified a reusable sanitary pad making volunteer, procured materials to kick start production and supply chain. This was aimed at ensuring project sustainability through selling of SORAK made reusable sanitary pads to communities and untargeted project schools.



*SORAK Reusable Sanitary pads*

### 2.6.1 Use of constructed sanitary pad making shade

The assessment team further asked SORAK reusable sanitary pad volunteer about the progress of reusable sanitary pad making and the following are the findings,

- The shade is already in place and reusable sanitary pad making already commenced in the month of March 2018.
- The SORAK made reusable sanitary pads called 'happy pad' are already on market and having more than 200 pairs in production stock ready for sale and distribution.

## 2.7 Responses of pupils and teachers on the MHM project

### 2.7.1 What people learn from the MHM project

The overall opinion of what pupils, school managers, and teachers interviewed learnt from the above project implemented by SORAK are that the project provided materials and imparted skills in making reusable pads among the pupils from the 3 targeted schools, besides that, it also sensitized them about the dangers of early sex intercourse. Below are more of the responses that pupils, teachers and school managers interviewed learnt from this project's activities.

Respondents interviewed inclusive of 48 pupils 3 senior women teachers, 3 senior male teachers ad 2 school managers (56) can clearly state some of the results of this project.



Responses	Frequency	%
Providing materials and skills for learners in making of reusable sanitary pads during handiwork	32	58%
Equipped schools with local materials for making reusable sanitary pads to help girls with menstruation	30	53%
Proper MHM and improved personal hygiene	23	42%
Equipped learners with skills making reusable sanitary pads	12	21%
Enabled girls to understand the value of education and abstinence and girls' lives have changed	12	21%
Provided Sex education for pupils	6	11%
Understanding risks of involving into bad groups	6	11%
Formation of MHM clubs for boys and girls	3	11%
The project enlightened pupils on gender equality and early marriages	1	5%

*Source: Field Data*

The skills imparted by the project, according to the learners if frequently practised shall help the learners to sustain as they use the skills to do business and to use the pads made to manage menstruation.

\*Note: some respondents gave more than 1 response.

### 2.7.2 Learnings got by the learners from the MHM project

Learners informed the assessment team that they learnt a lot from SORAK during implementation of MHM project 2018 and below are the learnings;

1. Learnt how to make reusable pads using a needle and mastering names and types of local materials needed for pad production
2. Learnt how to correctly use reusable sanitary pads
3. Learnt personal hygiene during menstruation (including ~~correct use~~ and washing after use)
4. Learnt to help other girls
5. Learnt reusable sanitary pads as a business
6. Learnt purpose of reusable pads

## 2.8 Attitude of stakeholders

Every stakeholder has changed their attitude towards menstruation as follows:-

### 2.8.1 Comparison of Boys' attitudes before and after the SORAK's project

- Boys' attitude has changed, and they no longer laugh at girls during menstruation stains; they have instead become supportive to the girls. It was noted that they even take girls to senior woman teacher for support '*I personally used to tease and laugh at girls, but I no longer laugh but help*'...., these and more are some of the voices that came from boys who participated in SORAK's MHM project
- Boys have become supportive. As a result, there is reduced stigma and many boys have even joined clubs.

### 2.8.2 Comparison of Teachers' attitudes before and after the SORAK's project

- Teachers are supporting pupils to have a proper MHM and this kind of support includes; participating in making reusable pads, offering guidance and counselling to pupils on issues concerning menstruation, supporting the MHM while conducting MHM child-child based activities.

- Teachers have improved their attitude toward girl's menstruation. They had never provided information on menstruation in the past, but after SORAK project, they openly teach about menstruation issues
- Teachers now appreciate and practice good sanitation at school

### 2.8.3 Parents' attitude towards MHM compared to the past before SORAK project

- The continuous engagement with parents through parents' meetings helped to change the attitude of parents. For example, parents having adolescent girls from primary five to seven even agreed to contribute 1000 Uganda Shillings as a contribution to be allocated in buying materials for us to continue with the project when the project leaves.
- Parents are no longer shy to talk about menstruation with their own daughters because they feel they have some information about menstruation acquired from SORAK. Some parents are asking for more trainings
- Due to the change in attitude of parents, there is now improved hygiene at home.
- Parents now appreciate the reusable pad project, because of reduction in expenditure that would have gone to buying disposable sanitary pads every month.



*Kamulegeya Hadad, Head teacher Lwawuna P/S*

#### **Attitude of teachers towards MHM**

*Before SORAK project, for sure MHM was something we never pay attention at all, the Senior Woman Teacher used to do her own works but other teachers used to think that MHM was only for Senior Woman Teacher. When this project came in and clearly stated and showed the roles of teachers and parents in promoting MHM, teachers' attitude changed and realized that MHM is a collective responsibility for all stakeholders. Noted by Mr. Kamulegeya Hadad, Head teacher Lwawuna P/S*

## 3.0 IMPACTS CREATED BY THE PROJECT

### 3.0 Introduction

The section below highlights the impact the MHM project created in the community, school and boys and girls environment.

#### 3.1 Impacts in the Community:

The untargeted schools within the community around the project area have also been approached and introduced SORAK-made reusable sanitary pads and then those untargeted schools promised to contact SORAK soon for deliveries. The more sanitary pads sold, the more girls who can stay in school.

#### 3.2 Impacts on the school:

The project has led to:

- Improved school's attitude for students and teachers' behavior plus school management towards MHM among girls and keeping them in school.
- The assessment findings indicated reduction in rates of girl child dropout from school. This is because of the sensitizations made on the risks of early pregnancies and early sex intercourse as risks of unprotected sex during the sex education sessions. These findings were supported by checking pupils' attendance registers made by teachers that clearly showed a reduction on absenteeism's and school dropouts and SORAK project largely contributed to this achievement.
- The assessment findings indicated a reduction in child/early marriages, unwanted teenage and early pregnancies, and the related dangers like HIV in our school. This achievement is attributed to sex education sessions that built the capacity of adolescent girls to defend and report cases of sexual abuses and harassments, the evidence of these findings were based on routine checking of school committee that handles moral cases registered by pupils, parents, community members. For example, at Kibalinga P/S, they have been having registering pupils dropping out of school due to early pregnancies and early marriages and the recent evidence was in 2017 where they registered 7 primary seven candidates dropping out and 1 from primary six due to early marriages and teenage pregnancies and in 2018 it was not there, this is because of the interventions made by SORAK and the MHM club.

*'...but when you sensitized them about the risks of early marriages, they are more focused on staying in school. Previous years we could register between 8 to 9 girls dropping out especially in p.6 and p.7 but this year we only had one. All this is because of this project'. Remarkd head teacher Lwawuna PS*

### **3.3 Impacts on the girls and boys:**

- Avoidance of risky behaviors (early sex and related pregnancies) with the boys and have become more responsible.
- Increased capacity of boys and girls to defend and protect themselves on issues of Sexual Reproductive Health and decisions concerning their sex life
- Increased discipline among pupils as they interact with each other
- Reduction of stigma and discrimination among girls during menstruation by the boys
- Improved menstrual hygiene management among girls for increasing knowledge in MHM and making reusable pads
- Girls are now aware of their cycles and able to plan accordingly and have improved/proper MHM thereby reducing menstrual accidents
- Increased girls' self-esteem after receiving advice against early sex and school dropout
- Bad influence from friends / groups has reduced, based on adequate information provided.
- Girls have reduced receiving gifts from strangers like boys, motorcyclists among others.

### **4.4 Impacts on the teachers and parents:**

- Teachers got enough information even on issues they did not know about menstruation hygiene management and sex education.
- Parents and teachers have been informed on best ways of dealing with their children while in their adolescence stage. They were given techniques on how to deal with adolescents both at school and at home, some of the techniques included being friendly with adolescent, having talks with them rather than using force among others

- Before the project, parents and teachers could not discuss sexuality issues with their own children but after this project's interventions, they now freely discuss issues relating to sexuality issues, sex education and MHM
- Before the coming of this project, some teachers and parents used to abuse young girls sexually but this project built the capacity of adolescent girls to protect and promote their sexual and reproductive health and rights and now Parents and teachers no longer sexually abuse young children.
- Parents are now sceptical on sending their daughters into early marriages
- Increasing usage of reusable sanitary pad lasts about a year/12months enable them to reduce expenditure on purchasing disposable pad.

One pupil from Lwawuna PS remarked, *'we used to have 3 boys who used to demand sex from the girls, but girls reported and these boys were expelled.*

## 4.0 LESSONS LEARNT FROM THE PROJECT

### 4.1 Challenges

1. Even though the machine that does over-lock works on electricity, Lwawuna and Kibalinga P/S lacked electricity connection. With this challenge all reusable sanitary pads made were taken back to SORAK office to do the over-lock and then brought back.
2. Materials used in making reusable sanitary pads were not enough.
3. Limited participation during third term, due to end of year exams and Primary Leaving Examinations.

### 4.2 Opinions that projects should have done differently

Respondents interviewed highlighted areas where they felt that it would have been a success if the project had done the following: -

1. Continuous training more girls including those on lower classes as they grow
2. More capacity building for MHM club members for sustainable results
3. Providing more materials for consistent pad making and enough sewing machines per school.
4. Training the whole school students on how to make reusable sanitary pads by making sessions per class, by having the trained pupils facilitating sessions
5. Project should have bought uniforms to motivate club members e.g. T-shirts
6. Providing extra classes for girls in reusable pad making for perfection

### 4.3 Suggested strategies for popularising SORAK made reusable sanitary pads

- a) Put more effort in marketing, for example door to door marketing strategy, use of social media among others. This will help to reach to different people who had missed community based awareness raising on SORAK's made reusable sanitary pads.
- b) Opening more selling branches and having sales agents
- c) Advertising on radios (spots and talk shows) including contacts of the sales person
- d) Working with Senior Women Teachers in different schools so that they can sale pads to the girls
- e) Visiting many schools, leaving samples and contacts for SORAK

#### 4.4 Lessons learnt

Male pupils, parents and teachers mind-set changed after learning menstrual cycle, proper menstrual hygiene management, also led to reduction in absenteeism

1. Girls acquired skills on sanitary pad making and knowledge on maintaining menstrual hygiene and this led to improved hygiene among girls.
2. Girls knowing that menstruation is a natural change that should not stop girls from studying
3. Menstruation is wide and having more girls trained is ideal  
*'Girls should stop using dirty clothes because they will get infection, girls all over should come and we train the how to make reusable sanitary pads'* remarked one of the boys
4. Engaging boys helps reduce stigma and creating an enabling environment for girls to study
5. Created awareness among parents on keeping girls in school and the effect to reducing HIV and AIDS and the related dangers of early pregnancy and child marriages.

#### 5.0 RECOMMENDATIONS FOR FUTURE PROJECT

The following were the recommendations and suggestions for expand the MHM project as well as ensure sustainability of this project.

1. Train more children in making reusable pad and providing more materials (clothes, sewing machines, etc.) for continuous making reusable pad
2. Train for MHM club members to practically sew pads using the sewing machine for sustainability and providing uniforms for club members for ease of identification
3. Improve on the market strategy so that SORAK project benefits continue and mobilizing resources from parents to continue buying materials for production, because SORAK will not always be there
4. Continuous school based sensitization for parents especially fathers because they control finances and need to change attitude
5. Create a committee comprised of respective representatives on behalf of learners, teachers, parents and political representatives in all the three project schools and address issues of gender inequalities.
6. The District Education Department is encouraged to spare some time to talk to parents during parent-teacher conferences and remind them of children's rights and likely consequences for violation of these rights.

*'I know of one parent who would abuse his daughter each time she requested for pads during her menstruation. We went to his home and talked to him. He has changed and is very supportive.  
'continuous school based sensitization for parents especially fathers because they control finances and to change attitude or else be disciplined.'* noted by one parent.

#### 6.0 CONCLUSION

Based on the MHM Project performance and availability of funds, SORAK could improve menstrual hygiene management among in-school adolescent girls plus achieving better grades. SORAK had also created incredible impact in the community, among the targeted schools of implementation, boys, girls, teachers and parents.

## REFERENCES

### Appendix 1: Participants

The table below shows the participants in the assessment study.

S/N	Student Identifier Code	Sex	Age	Date Of Interview	Name Of School	Class	Date Of Birth	Religion	Tribe	Name Of Interviewer
1	NABE	F	15	23/11/2018	St Josephs, Kibalinga PS	P.6	14/06/2003	Catholic	Muganda	Nnakiruuta Hadijah
2	KYGO	M	14	23/11/2018	Kibalinga PS	P.6	13/11/2004	Catholic	Munyoro	Nnakiruuta Hadijah
3	NAMA	F	14	23/11/2018	Kibalinga PS	P.6	24/04/2004	Catholic	Munyoro	Nnakiruuta Hadijah
4	NAEV	F	14	23/11/2018	Kibalinga PS	P.6	24/08/2004	Protestant	Mukiga	Nnakiruuta Hadijah
5	MAJO	M	14	23/11/2018	Kibalinga PS	P.6	13/04/2004	Catholic	Munyoro	Nnakiruuta Hadijah
6	AHGR	F	13	23/11/2018	Kibalinga PS	P.6	04/11/2005	Born Again	Mukiga	Nnakiruuta Hadijah
7	TUSI	F	15	23/11/2018	Kibalinga PS	P.6	06/10/2003	Born Again	Mukiga	Nnakiruuta Hadijah
8	NAPR	F	16	23/11/2018	Kibalinga PS	P.6	15/10/2002	Catholic	Munyoro	Nnakiruuta Hadijah
9	NAAI	F	12	23/11/2018	Kibalinga PS	P.6	17/12/2006	Protestant	Munyoro	Nnakiruuta Hadijah
10	KYOJA	F	13	23/11/2018	St Josephs, Kibalinga PS	P.6	04/04/2005	Catholic	Mukiga	Nabandeke Ziadah
11	NAMO	F	11	23/11/2018	St Josephs, Kibalinga PS	P.6	02/08/2007	Protestant	Munyankole	Nabandeke Ziadah
12	NARE	F	12	23/11/2018	St Josephs, Kibalinga PS	P.5	16/09/2006	Catholic	Munyankole	Nabandeke Ziadah
13	NAHA	F	12	23/11/2018	St Josephs, Kibalinga PS	P.6	09/12/2006	Muslim	Muganda	Nabandeke Ziadah



S/N	Student Identifier Code	Sex	Age	Date Of Interview	Name Of School	Class	Date Of Birth	Religion	Tribe	Name Of Interviewer
14	NASU	F	11	23/11/2018	St Josephs, Kibalinga PS	P.5	16/05/2007	Catholic	Munyoro	Nabandeke Ziadah
15	NANO	F	13	23/11/2018	St Josephs, Kibalinga PS	P.6	25/12/2005	Catholic	Muganda	Nabandeke Ziadah
16	NAHA	F	13	26/11/2018	Lwawuna Muslim PS	p.6	29/04/2005	Protestant	Muganda	Buyinza Phoebe
17	GAMU	M	13	26/11/2018	Lwawuna Muslim PS	P.6	01/12/2005	Muslim	Muganda	Nnakiruuta Hadijah
18	NASU	M	13	26/11/2018	Lwawuna Muslim PS	P.6	03/12/2004	Muslim	Muganda	Nnakiruuta Hadijah
19	NADO	F	14	26/11/2018	Lwawuna Muslim PS	P.6	03/11/2004	Catholic	Mutoro	Nnakiruuta Hadijah
20	MUSA	F	14	26/11/2018	Lwawuna Muslim PS	P.6	02/10/2004	Catholic	Mutoro	Nnakiruuta Hadijah
21	BUMU	M	14	26/11/2018	Lwawuna Muslim PS	P.6	14/07/2004	Muslim	Muganda	Nnakiruuta Hadijah
22	NAJA	F	18	26/11/2018	Lwawuna Muslim PS	p.6	05/01/2000	Catholic	Munyoro	Nnakiruuta Hadijah
23	BAMU	M	13	26/11/2018	Lwawuna Muslim PS	P.6	16/05/2005	Muslim	Musoga	Nnakiruuta Hadijah
24	SEGE	M	11	26/11/2018	Lwawuna Muslim PS	P.5	11/01/2007	Catholic	Munyoro	Nnakiruuta Hadijah
25	KOGR	F	14	23/11/2018	Lwawuna Muslim PS	P.6	05/08/2005	Catholic	Mukiga	Nnakiruuta Hadijah
26	NASA	F	14	26/11/2018	Lwawuna Muslim PS	p.6	18/06/2004	Muslim	Mukonjo	Buyinza Phoebe
27	NASH	F	13	26/11/2018	Lwawuna Muslim PS	P.6	04/07/2005	Muslim	Munyoro	Buyinza Phoebe
28	KUJO	F	12	26/11/2018	Lwawuna Muslim PS	P.6	08/08/2006	Protestant	Mukonjo	Buyinza Phoebe

S/N	Student Identifier Code	Sex	Age	Date Of Interview	Name Of School	Class	Date Of Birth	Religion	Tribe	Name Of Interviewer
29	NAER	F	14	26/11/2018	Lwawuna Muslim PS	P.6	24/11/2004	SDA	Mufumbira	Buyinza Phoebe
30	KESA	F	15	26/11/2018	Lwawuna Muslim PS	P.6	21/02/2003	Catholic	Munyoro	Nabandeke Ziadah
31	SHABI	F	12	20/11/2018	Lwawuna Muslim PS	P.6	05/03/2006	Muslim	Mutoro	Nabandeke Ziadah
32	KA AF	F	14	21/11/2018	Lwawuna Muslim PS	P.6	12/12/2004	Muslim	Munyoro	Nabandeke Ziadah
33	KAMA	F	13	22/11/2018	Lwawuna Muslim PS	P.5	25/02/2005	Protestant	Mukonjo	Nabandeke Ziadah
34	NAGL	F	12	23/11/2018	Lwawuna Muslim PS	P.6	np	Catholic	Muganda	Nabandeke Ziadah
35	KIEM	M	14	23/11/2018	Lwawuna Muslim PS	P.6	np	Np	Np	Nnakiruuta Hadijah
36	KIAL	M	14	23/11/2018	Lwawuna Muslim PS	P.6	np	Np	Np	Nnakiruuta Hadijah
37	KIPR	F	12	24/11/2018	Precious Child Learning Centre PS	P.6	np	Protestant	Mukiga	Nnakiruuta Hadijah
38	MANO	F	13	25/11/2018	Precious Child Learning Centre PS	P.6	07/05/2005	Catholic	Mufumbira	Nnakiruuta Hadijah
39	IRSH	F	10	26/11/2018	Precious Child Learning Centre PS	P.5	11/01/2008	SDA	Munyarwanda	Nnakiruuta Hadijah
40	SEMA	M	14	27/11/2018	Precious Child Learning Centre PS	P.6	10/04/2004	Protestant	Munyoro	Nnakiruuta Hadijah
41	KAHA	F	12	27/11/2018	Precious Child Learning Centre PS	P.6	07/10/2006	Born Again	Munyarwanda	Nnakiruuta Hadijah
42	ASSH	F	13	27/11/2018	Precious Child Learning Centre PS	P.6	01/07/2005	SDA	Munyarwanda	Nnakiruuta Hadijah

<b>S/N</b>	<b>Student Identifier Code</b>	<b>Sex</b>	<b>Age</b>	<b>Date Of Interview</b>	<b>Name Of School</b>	<b>Class</b>	<b>Date Of Birth</b>	<b>Religion</b>	<b>Tribe</b>	<b>Name Of Interviewer</b>
43	NARO	F	12	25/11/2018	Precious Child Learning Centre PS	P.6	01/04/2006	Catholic	Muganda	Nnakiruuta Hadijah
44	SEMA	M	14	25/11/2018	Precious Child Learning Centre PS	P.6	10/03/2004	Catholic	Munyoro	Nnakiruuta Hadijah
45	ABMA	M	15	25/11/2018	Precious Child Learning Centre PS	P.6	03/07/2003	Muslim	Munyoro	Nnakiruuta Hadijah
46	NASW	F	12	25/11/2018	Precious Child Learning Centre PS	P.6	25/12/2006	Muslim	Muganda	Nnakiruuta Hadijah
47	TWRE	F	13	25/11/2018	Precious Child Learning Centre PS	P.6	07/10/2005	SDA	Mufumbira	Nnakiruuta Hadijah
48	NAAL	F	13	25/11/2018	Precious Child Learning Centre PS	p.5	02/11/2005	Born Again	Muganda	Nnakiruuta Hadijah

**Appendix II: Photo Gallery throughout MHM 2018 project**



*1<sup>st</sup> photo: PCLC learners identifying names of capable and active MHM club members; 2<sup>nd</sup> photo: SORAK staff taking a group photo with the selected club members; 3<sup>rd</sup> photo: SORAK Program staff briefing Kibalinga Learners on roles and responsibilities of MHM club members.*



*1<sup>st</sup> photo: Kibalinga MHM club during a group photo with SORAK staff; 2<sup>nd</sup> photos: Lwawuna learners selecting club representatives; 3<sup>rd</sup> and 4<sup>th</sup> photos: Lwawuna's newly selected MHM club after vows to make positive changes on issues regarding menstruation, sex education and SRHR issues*



*1<sup>st</sup> photo: Lwawuna P/S MHM club having a meeting to prepare for the training; 2<sup>nd</sup> photo: Lwawuna MHM club representative facilitating the training; 3<sup>rd</sup> photo: SORAK Program staff asking learners questions during the session at Lwawuna MHM club extreme right: PCLC preparing presentation content*





*1st photo: PCLC PS P7 pupil and a member of MHM club explaining the difference between gender and sex; 2nd photo: SORAK staff noting down ideas contributed by learners during the training; 3rd photos on the right: Kibalinga MHM club preparing for gender awareness training and extreme right the Gender awareness training in session*



*1st photo SORAK program staff demonstrating how to wear a reusable sanitary pad; 2nd photo: SORAK staff explaining advantages of SORAK reusable; 3rd photos: SORAK displaying reusable sanitary pad made in Nabingoola Parish in Nkandwa Parish; and extreme right: SORAK staff demonstrating how to use a reusable Kabowa women attentively learning how to use a SORAK sanitary pad in sub-county Lubimbiri Parish Nabingoola.*



*1st photo: SORAK Program Manager demonstrating how to use the reusable pad how a reusable sanitary pad is used in Kibalinga B. Parish, Kibalinga sub-county; and on the right: SORAK Executive Director taking a group photo at Kasana, Kibalinga sub-county*





*The photos, SORAK Program Manager displaying cotton wool (uda) material; Button for pressing which fasten the pad on the nicker; Button pressing machine for inserting buttons; threads, scissors, needles and oil for making reusable sanitary pads used in making reusable sanitary pad*



*1<sup>st</sup> photo: SORAK Nylon material for MHM project being displayed; 2<sup>nd</sup> photo: Sanitary pad volunteer with a sewing machine for sewing reusable sanitary pads; 3<sup>rd</sup> photo: SORAK staff displaying over lock machine used to design reusable sanitary pad; and extreme right material for making reusable sanitary pad being displayed*



*On left: Kibalinga P/S learners making reusable sanitary pads; on the right learners displaying reusable sanitary pads they made  
On right: Lwawuna P/S Learners with a tailor making reusable sanitary pads; extreme right learners showing their hand made reusable sanitary pads*





*1<sup>st</sup> photo: PCLC learners making reusable sanitary pad; 2<sup>nd</sup> photo: PCLC learners displaying their hand made reusable sanitary pads: 3<sup>rd</sup> photo on the right: SORAK supportive staff cutting materials into pieces; 4<sup>th</sup> photo: a volunteer with a button pressing machine inserting buttons on the reusable sanitary pad*



*1<sup>st</sup> photo: In display are SORAK finished made reusable sanitary pad; 2<sup>nd</sup> photo: SORAK program staff and supportive staff packing the reusable sanitary pads 3<sup>rd</sup> and 4<sup>th</sup> photos pupil of PCLC making a review on MHM a pupil of Lwawuna PS explaining techniques of counting menstrual cycle*



*1<sup>st</sup> photo on the left: learners of PCLC take lead in making reusable sanitary pad: 2<sup>nd</sup> photo SORAK's sanitary pad volunteer with Kibalinga adolescent girls taking measurements for reusable sanitary pads Extreme right: a photo showing the finished sets of reusable sanitary pads ready for use*





*1<sup>st</sup> and 2<sup>nd</sup> photos on the left: learners of PCLC and Kibalinga P/S demonstrating how to wear reusable sanitary pads.*



*1<sup>st</sup>, 3<sup>rd</sup> and 4<sup>th</sup> photos: Reusable sanitary pad making process ongoing at Kibalinga and Lwawuna Primary School; and 2<sup>nd</sup> Photo, GBN representative looking on as learners of Precious Child Learning Center Primary School measure cloth for reusable pad making*



*Interviewers during data collection for impact assessment of the MHM project 2018 at Kibalinga Primary School*





*1-3 photos from the left Interviewers during data collection for impact assessment of the MHM project 2018;  
Extreme right: Interviewer with a mother at the parish during data collection for impact assessment of the MHM project 2018*



*Interviewers during data collection for impact assessment of the MHM project 2018 at PCLC Primary School*



*Interviewers during data collection for impact assessment of the MHM project 2018 at Lwawuna Primary School*





*1<sup>st</sup> and 2<sup>nd</sup> on the left: SORAK and the Senior woman Teacher facilitating at Lwawuna Primary School; 3<sup>rd</sup> photo to the right: a mother being interviewed during Impact Assessment of the MHM project 2018; and Extreme left: a pupil being interviewed for impact of MHM project 2018*