

**IMPROVEMENT OF SCHOOL ENVIRONMENT TO COMBAT MENSTRUAL HYGIENE
MANAGEMENT (MHM) CHALLENGES TO STOP ADOLESCENT GIRLS' SCHOOL
DROPOUTS IN UGANDA**

FINAL EVALUATION REPORT

Prepared for

SORAK DEVELOPMENT AGENCY

VISIONARY LADY FOUNDATION

HOPE FOR THE FUTURE

GLOBAL BRIDGE NETWORK

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Executive summary

The “Increasing impact of SORAK made happy pad reusable sanitary pads to combat Menstrual Hygiene Management (MHM) challenges to Stop Adolescent Girls School Dropouts in Uganda” was implemented in three locations in Uganda in order to address challenges related to menstrual hygiene management. The project was implemented by Sorak development Agency in Mubende, Visionary Lady Foundation (VLF) in Pallisa and Hope for the Future in Eentebbe, with funding from the Global Bridge Network between April and December 2019. This report is a final evaluation of the project activities. The evaluation assesses the project activities based on five criteria, namely; relevance, effectiveness, efficiency, impact and sustainability. The evaluation used a combination of desk review of activity reports and field survey among project beneficiaries – teachers, students and community volunteers. The finding of the evaluation is that the project reached out to 40 community volunteers in Mubende, 42 slum dwellers in Kiwulwe village of Eentebbe, 20 teachers and over 3,000 students in 10 secondary schools in Mubende and 580 pupils in two primary schools in Pallisa. Besides these direct beneficiaries, the project reached out to many indirect beneficiaries through 10 radio talk shows and spot messages aired on Heart FM in Mubende.

Overall, the project was effective as most of the activities were implemented as planned. The activities were relevant to the beneficiary primary and secondary school students, teachers and community volunteers because these were equipped with skills in making reusable sanitary pads. This was in addition to training in menstrual hygiene management, sexual and reproductive health and other important life skills which many lacked prior to the training. The evaluation found that the project had an impact at the individual, school and community levels by improving knowledge and practices regarding menstrual hygiene management (MHM) for beneficiary teachers, students and community volunteers. The project was reasonably sustainable as many beneficiaries continued training others in pad making and MHM and sexual and reproductive health. Also, some schools incorporated such trainings in their school routines. However, there were some sustainability challenges where some beneficiaries lacked materials needed in pad making and kept returning to the project implementers for help. This challenge could partially be addressed by promoting the making of reusable pads for sale within schools and communities to increase the sustainability of the project long after the end of the donor-funded project.

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1. Background

Lack of access to affordable and hygienic menstrual management equipment and knowledge/information is a critical challenge for many girls and young women. According to a study conducted by Period Media, Uganda has the highest school dropout rate in East Africa, part of which is attributed to menstrual issues for young school-going girls, more so in rural areas. It is estimated that a typical primary school girl misses four days every cycle, as a result of challenges with menstrual hygiene management. This presents a two-dimensional problem for the girls. First, the lack of access to affordable and good quality sanitary pads implies that many girls improvise with old clothes and other often unhygienic materials during their menstrual cycles. However, these are sometimes either not readily available or do not provide sufficient cover for the girls, which leads many of them to miss school to avert shame. Secondly, even in the presence of such improvised materials, many girls lack information regarding the best way to manage their menstrual hygiene. This lack of knowledge exerts a further menstrual burden to the girls, inducing many to miss school during their cycles. Besides school girls, a number of young girls in communities face similar challenges with menstrual hygiene management due to either lack of affordable and good quality pads or lack of knowledge/information or a combination of the two factors.

It is for this reason therefore that Sorak Development Agency in partnership with Visionary Lady Foundation (VLF) and Hope for the Future implemented a project to make reusable sanitary pads and train school girls, young women and community members in pad making and menstrual hygiene management, with funding from the Global Bridge network. The project was entitled “Improvement of school environment to combat Menstrual Hygiene Management (MHM) challenges to Stop Adolescent Girls’ School Dropouts in Uganda”. The main objectives of the project was to improve menstrual hygiene management, sex education, and raise gender awareness among rural secondary and primary school going children and out of school communities in the three target communities of Mubende, Palisa and Entebbe. The specific objectives of the project were;

- ❖ To expand reusable sanitary pad users in Mubende, Pallisa and Entebbe by the end of the project.
- ❖ To empower with community based woman and girls with reusable sanitary pad making skills in Kiwulwe village Entebbe by the end of the project.

- ❖ To equip in school children and teachers with MHM knowledge and skills in reusable sanitary pad making by the end of the project.

The project covered several activities which were implemented between April and December 2019. These were;

- ❖ Activity 1: Training of 40 community-based volunteers in reusable sanitary pad making and develop linkages and supply for SORAK Happy pad reusable sanitary pads;
- ❖ Activity 2: Training of Trainers in reusable sanitary pad in Kiwulwe village Entebbe by Hope for Future in partnership with SORAK Development Agency;
- ❖ Activity 3: Training on how to make Reusable Pads in two Primary Schools from Pallisa;
- ❖ Activity 4: Gender awareness and sex education including sexual and reproductive health and rights 2 primary schools in Pallisa;
- ❖ Activity 5: Awareness raising via radio and video making report;
- ❖ Activity 6: Train secondary school teachers training on pad making &MHM and Gender awareness &Sex education.

2. Objective of the evaluation

This report provides an end-of-project evaluation of the project in order to understand how much each activity impacted the intended beneficiaries as well as assess the appropriateness of the implementation approaches used by the project implementers. By assessing the impact, relevance, efficiency, effectiveness and sustainability of each of the project's activities, this evaluation is meant to examine the value for money for this project, identify implementation challenges and recommend ways in which similar projects could be improved in the future.

3. Evaluation methodology and criteria

3.1. Evaluation methodology

3.1.1. Desk review

The first approach employed in the valuation was a desk review of all relevant documents. These included activity reports provided by the implementation team led by Sorak Development Agency. The desk review exercise helped to provide background information about the project and details of implemented activities and number of beneficiaries.

3.1.2. Primary data collection

The second approach involved a survey conducted among the project beneficiaries. Interviews were conducted among a random sample of community volunteers, school teachers and students (including both boys and girls). In total, 135 respondents were interviewed as presented in Table 1. These included 19 community members (13 from Mubende and six from Entebbe); 18 school teachers (three from Mubende and 15 from Pallisa); 44 school boys (13 from Mubende and 31 from Pallisa) and 54 school girls (25 from Mubende and 29 from Pallisa).

Table 1: Number of survey respondents by category and location

Respondent category	Location			
	Mubende	Entebbe	Pallisa	Sub-total
Community volunteers	13	6		19
School teachers	3		15	18
School boys	13		31	44
School girls	25		29	54
Total	54	6	75	135

3.2. Evaluation criteria

The evaluation was based on five criteria, that is relevance, effectiveness, efficiency, impact and sustainability, all of which were assessed on activity basis.

3.2.1. Relevance

This criterion meant to ascertain whether or not each activity implemented by Sorak Development Agency addressed a critical need for which it was planned. In other words, the criterion intended to check the extent to which the implemented activity addressed the exact need(s) of the intended beneficiaries.

3.2.2. Impact

The impact of the project is a criterion used to ascertain as to whether or not the project changed the way of life of the beneficiaries. In other words, the criterion involved assessing whether each activity was impactful to the beneficiaries in terms of how much they know and practice menstrual hygiene management.

3.2.3. Effectiveness

The effectiveness criterion is meant to assess whether the project reached its intended objective. This was made possible by a side-by-side comparison of the targeted and actual outcomes, including any unintended outcomes that were realized in the implementation course of the project.

3.2.4. Efficiency

The efficiency criterion entails checking the cost-effectiveness of project implementation. In other words, this criterion involved assessing whether the effort and financial resources allocated to each activity was appropriate (allocative efficiency). In addition, this criterion entailed a look into alternative approaches that could be potentially used by Sorak Development Agency in the implementation of each activity, with the aim of ascertaining value for money for each activity.

3.2.5. Sustainability

This criterion entailed ascertaining the extent to which the project achieved not only the short-term but also long-lasting benefits for the intended beneficiaries. Each activity was assessed in terms of the benefits it created which can be retained in the medium to long-term time after the end of the funded project. Specifically, each activity was assessed regarding the ability of project beneficiaries continuing spreading and/or practicing the learned skills and knowledge long after the end of the project.

4. Findings

This section provides the findings of the evaluation exercise, which is a combination of desk review of activity reports and field survey. Table 2 provides a summary of the main findings while the detailed findings for each activity are presented in the subsequent sub-sections.

Table 2: Summary of key survey findings regarding project impact

Variable	Community volunteers	School teachers	School boys	School girls
Improved knowledge of MHM	11 out of 13 in Mubende All 6 from Entebbe	All 3 in Mubende 15 in Pallisa	7 out of 13 in Mubende 27 out of 31 in Pallisa	23 out of 25 in Mubende 26 out of 29 in Pallisa
Reduced school absenteeism				23 out of 25 in Mubende 27 out of 29 in Pallisa
Number of other people trained after the project	13 volunteers in Mubende trained 33 people	1 teacher in Mubende trained 30 students 15 teachers in Pallisa trained 1,330 pupils		
Reduced boys laughing at girls during menstruation			All 13 boys in Pallisa realized it is bad 6 boys in Pallisa stopped laughing	23 out of 25 in Mubende 25 out of 29 in Pallisa

4.1. Train 40 community based volunteers in reusable sanitary pad making and develop linkages and supply for SORAK Happy pad reusable sanitary pads

SORAK planned to train 40 community based volunteers selected from various localities. Some of these would be selected from women who had earlier expressed interest in working with SORAK in the distribution and supply of SORAK Happy Pads.

According to the activity report provided by Sorak, activity 1 was implemented as planned, at Kasaana C/U P/S, Mubende district on 10th July 2019. The report indicates that forty (40)

participants – including 39 females and one male – were trained in assembling of materials and taking measurements. Individuals were asked to come forward and participate in active observation and were taught how to measure and sew the materials to produce the Sorak Happy Pad in addition to explaining and describing the systematic steps of making reusable sanitary pad.

4.2. Conduct 10 Monthly radio talk shows and air 1000 spot messages/adverts for SORAK made reusable sanitary pads

This activity was intended to help popularize the project and promote reusable sanitary pads as a best and cheap alternative to disposable pads.

The activity report provided by Sorak indicates that ten (10) talk shows were aired on Heart FM radio between 15th July and 18th September 2019. Therefore, the objective of conducting 10 talk shows was achieved. The relevance of the topic discussed on radio talk shows could be partly guaranteed by the active participation of listeners, as evidenced by an average of 25 calls per hour (the duration of each talk show).

4.3. Develop MHM and reusable sanitary pad making video and later share audio visual records to be used to create awareness on MHM in Mubende, Pallisa and Entebbe

A total of 200 CDs will be produced and shared among three organizations. They will then be given out to the communities to keep watching the reusable sanitary pad making process as well as MHM information. This will create more awareness and provide skills where SORAK and other staff may not be able to appear physically to conduct training more especially after the end of the project.

A video explaining about the process of making Sorak Happy Pad was produced between 3rd and 4th July 2019 at Sorak office. This therefore implies that the objective of creating awareness about the importance and process of making the pad was achieved. According to the activity report and interviews with the project implementers, the 200 copies were made by Sorak and shared with VLF in Pallisa and Hope for the Future in Entebbe. These were then distributed to various beneficiaries in the project communities.

Table 3: Evaluation results of Activity 1

Relevance	Effectiveness	Efficiency	Impact	Sustainability
4.1. Train 40 community based volunteers in reusable sanitary pad making and develop linkages and supply for SORAK Happy pad reusable sanitary pads				
The training was relevant to the participants as they seem to have lacked the critically needed information and knowledge about proper MHM prior to the training.	In terms of number of participants, the activity reached the intended objective as 40 participants were trained as planned.	Group training was perhaps the most appropriate way to reach out to the 40 participants. The approach ensured that many participants are trained at a low cost.	This activity had a positive impact on the beneficiaries. 12 out of 13 respondents claimed they improved their MHM practices after the training. In addition, all 13 respondents claimed their knowledge of MHM improved after the training. Also, 11 respondents trained at least one person and one respondent trained six other people (Figure 1).	All 13 respondents claimed they can afford to buy materials and continue making reusable sanitary pads at least for the next two years. This shows the activity is sustainable. However, the respondents also mentioned that they would prefer to receive free materials from the project implementers. This poses a sustainability challenge for this activity.
4.2. Conduct 10 Monthly radio talk shows and air 1000 spot messages/adverts for SORAK made reusable sanitary pads				
With an average of 25 calls per talk show, the activity seems to have addressed a critical information gap for the listeners. In other words, the calls indicate the listeners' interest in the topic, which in turn could have been motivated by the prior lack of knowledge on MHM.	The activity was effective in such a way that 10 talk shows were aired, as planned, on Heart FM radio between 15 th July and 18 th September 2019	Efficient in a sense that the message reached many radio listeners at a low cost. Spreading such knowledge via alternative media would otherwise be more expensive.	The activity seemed to have had an impact, as it reached out to many listeners. 11 out of 13 respondents mentioned that they have ever listened to the radio talk shows. In addition, all those who listened to the talk shows claimed they helped them to improve their MHM knowledge and practices.	
4.3. Develop MHM and reusable sanitary pad making video and later share audio visual records to be used to create awareness on MHM				
The sub-activity is relevant because it elaborated to viewers how to make their	The pad making video was produced as planned. Also, 200	It was unclear how efficient the activity was	No recipient of the video CD was available for interview to investigate its	

own pads and better manage menstrual hygiene, which information they lacked prior to the project.	copies were made and distributed to the target people in the project areas.	because the budget for this activity was not reviewed. However, the activity was potentially efficient since information stored on a CD lasts long and trainees can re-watch and remind themselves.	impact, but the program implementers confirmed the video was distributed to 200 people. The video CD helped to store information that can last long. Beneficiaries can watch the video again and remind themselves how to make reusable sanitary pads at a future date.	
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Figure 1: Number of other people trained by community volunteers

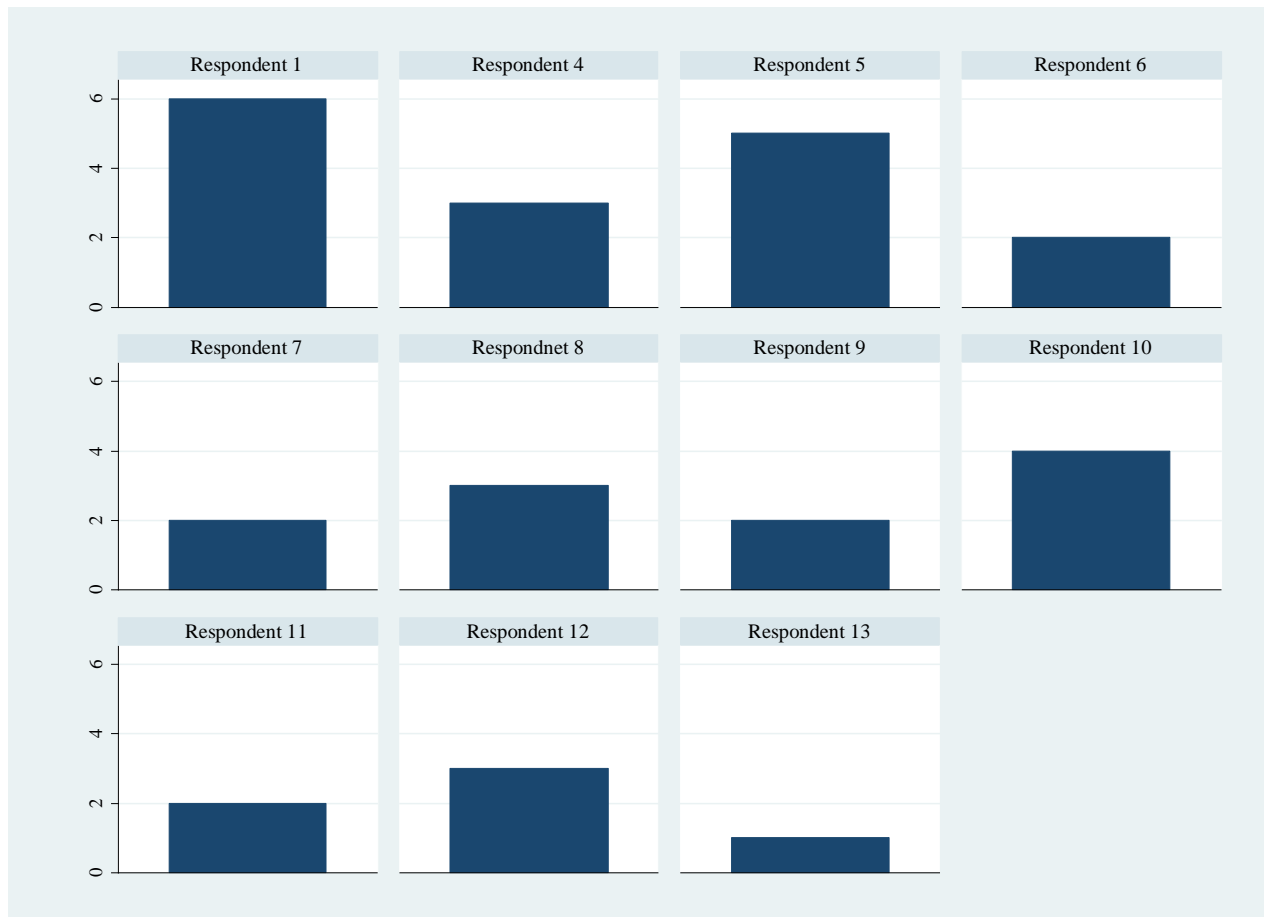
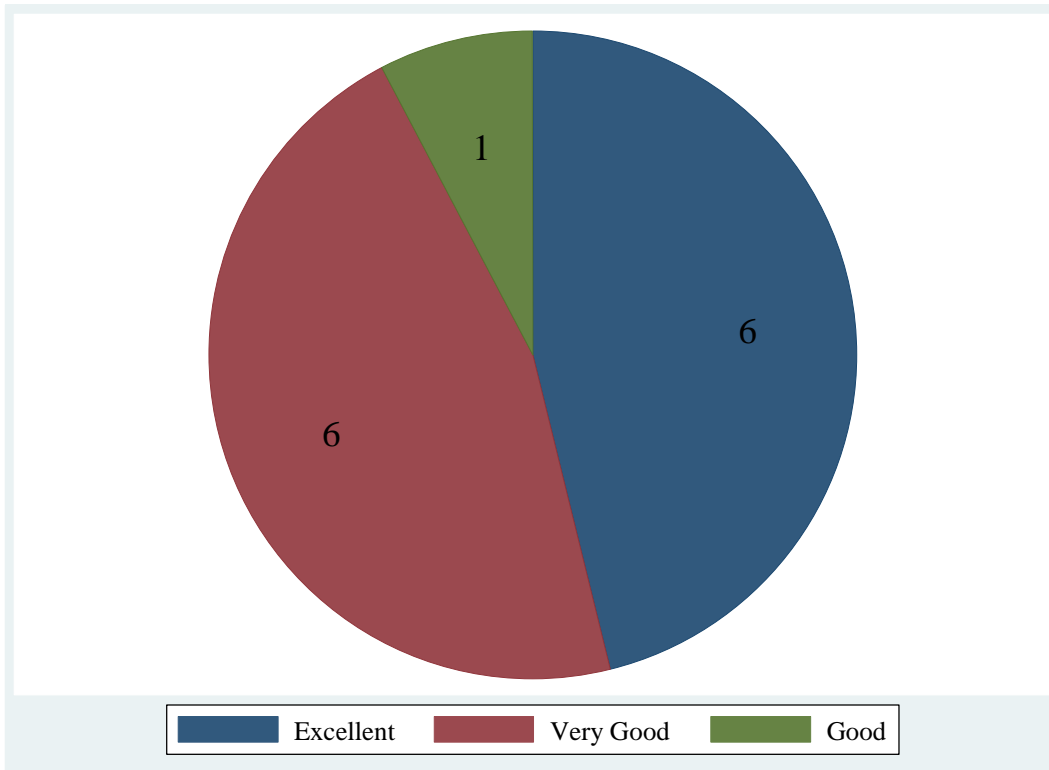


Figure 2: Community Volunteers' Rating of Project Implementation



4.4. Conduct MHM and reusable sanitary pad making among 30 women and 30 out of school adolescents girls in Entebbe by Hope for future foundation Training of out of school communities.

SORAK would partner with Hope for Future to conduct training in reusable sanitary pad making in Entebbe. A total of 60 slum dwellers in Kiwulwe village supported by Hope for future would then be trained. They would later be encouraged to make their own reusable sanitary pads and thus address their menstrual health needs.

This activity was implemented at Kiwulwe C/U Primary School in Kiwulwe village of Entebbe and was conducted by Hope for the Future in partnership with SORAK Development Agency and support from Global Bridge Network. The training took place on 20th August, 2019 and involved 49 participants from the community and Kiwulwe Primary School. Although the proposed number of trainees was 60, the activity report indicates that 49 participants were trained in the villages. The attendance list appended to the activity report however shows that 42 trainees were involved, including four school drop-outs, seven school-going girls and 31 trainees with unspecified education status. Table 4 provides a detailed evaluation of this activity.

Table 4: Evaluation results of Activity 2

Relevance	Effectiveness	Efficiency	Impact	Sustainability
The training was relevant to the participants as they lacked sanitary pads and knowledge in MHM. Equipping slum dweller with such knowledge and skills addressed a crucial need to empower young women and girls with MHM and potentially reduce school drop-out rates.	The activity was fairly effective as the training was conducted for the target beneficiaries. However, the number of trainees differed from the planned number.	The budget for this activity was not provided for analysis. However, the relatively speaking, the mode of implementation was one of the cheapest possible ways to deliver the intended goal of the activity	All 6 women interviewed claimed the training improved their MHM knowledge and practices.	The activity provided life skills that will stay with the participants potentially for a long term. However, all 6 respondents said they can not afford materials to make reusable pads. They want the project implementers to continue providing them for free

4.5. Train 20 teachers from 10 secondary schools in reusable sanitary pad making and develop linkages and supply for SORAK Happy pad reusable sanitary pads in Mubende.

SORAK intended to organize a one-day training of 20 secondary school teachers in the making process of reusable sanitary pads. The teachers were expected to go back and train their students and help to increase the use and visibility of the SORAK Happy Pad.

4.6. Conduct MHM gender awareness and sex education including sexual and reproductive health and rights in trainings for 20 teachers selected from 10 secondary schools.

SORAK also planned to conduct MHM gender awareness and sex education including sexual and reproductive health and rights in trainings for 20 teachers selected from 10 secondary schools. Again, the teachers would be encouraged to conduct regular trainings for students in their respective schools regarding the same issues and topics.

4.7. Conduct gender awareness and sex education including sexual and reproductive health and rights in 10 secondary schools of Mubende

SORAK planned to visit 10 secondary schools in 10 days and conduct gender awareness and sex education as well as sexual reproductive health and rights among students. This was meant to help the school children stay safe and fight stigma related to MHM as well as keeping girls in school, with the support of their trained teachers.

According to the activity report obtained from Sorak, this activity, together with sub-activities the above two activities were implemented in Mubende between 8th November and 2nd December 2019 and covered the 10 secondary schools as planned. The beneficiary schools included Kigando secondary School, Bagezza Secondary School, Clever Hill Secondary School, Silver Steps Secondary School, Lusiba Progressive Secondary School, Mugungulu Secondary school, St. Marys Secondary School, Nabingoola Public Secondary School, Kabbo Secondary School and Canan School of Beauty and Skilling. The activity report further revealed that the training involved a total of 3,040 students from the 10 schools. These included 1,020 male and 2,020 female students. In addition, 20 secondary school teachers were trained in pad making. The trainings took place at two different venues, that is, Agro Organic gardens and Bagezza Seed Secondary School. The detailed breakdown of the number of trainees by gender for each school is provided in Table 5.

Table 5: Training participants from 10 secondary schools

Location	Male/others	Female/others	Total
Agro organic gardens	10	10	20
Bagezza Seed secondary	10	10	20
Kigando secondary school	129	189	318
Bagezza Secondary school	136	394	530
Clever Hill Secondary school	42	88	130
Silver steps Secondary school	143	283	426
Lusiba progressive Secondary school	150	265	415
Mugungulu Secondary school	123	232	355
St. Marys Secondary school	20	36	56
Nabingoola Public Secondary school	82	124	206
Kabbo Secondary school	90	179	269
Canan school of beauty and skilling	85	210	295
Total	1,020	2,020	3,040

4.8. Train 28 girls and 12 boys selected from 2 primary schools of Pallisa in reusable sanitary pad making.

SORAK would reach out to Pallisa and support VLF to train 40 learners selected from 2 primary schools in reusable sanitary pad making. The trained learners would then be encouraged to train fellow learners and also use local materials available in Uganda to make their own pads.

The activity report provided by VLF indicates that the activity was implemented on 21st and 22nd October 2019 at Odusai and Opadoi primary schools, respectively.

4.9. Conduct gender awareness and sex education including sexual and reproductive health and rights 2 primary schools in Pallisa.

SORAK would also work with VLF to provide training in gender awareness and sex education. This would be conducted in 2 selected schools and each training would be attended by at least 100 children comprising of both boys and girls from each school aged 10-17 years old.

This activity was conducted in Odusai Primary School and Opadoi Primary School on 21st and 22nd October 2019, respectively. According to the activity report provided by Visionary Lady Foundation, the awareness training was attended by 580 pupils, including 220 male and 360 female pupils. Out of these, 280 attendees (120 male and 160 female) were from Odusai Primary School while 300 attendees (100 male and 200 female) were from Opadai Primary School, both located in Pallisa district. The number of beneficiaries for this sub-activity surpassed the originally targeted number of beneficiaries which was planned to be 500. The five-criteria evaluation of this activity is provided in Table 6.

Table 6: Evaluation results of Activity 3

Relevance	Effectiveness	Efficiency	Impact	Sustainability
4.5 Train 20 teachers from 10 secondary schools in reusable sanitary pad making and develop linkages and supply for SORAK Happy pad reusable sanitary pads in Mubende.				
4.6 Conduct MHM gender awareness and sex education including sexual and reproductive health and rights in trainings for 20 teachers selected from 10 secondary schools				
4.7 Conduct gender awareness and sex education including sexual and reproductive health and rights in 10 secondary schools of Mubende				
<p>The activity was highly relevant because it addressed a critical need for MHM knowledge, making of reusable pads, sexual and reproductive health and rights and gender-based violence. This has potential to reduce school drop-out rates due to menstruation challenges</p>	<p>The activity was quite effective as it covered all the 10 secondary schools as planned and reached out to both teachers and students.</p>	<p>Implementation was efficient because over 3,000 beneficiaries were reached out in a short period. The outcome was indeed worth the effort incurred</p>	<p>All three interviewed teachers from three different schools claimed the training improved their MHM knowledge.</p> <p>One teacher has so far trained 30 students in pad making and sex education.</p> <p>Out of 25 students interviewed 22 (88%) used the Sorak Happy Pad;</p> <p>Out of the 25 students interviewed, 23 (95%) claimed the training reduced their school absenteeism;</p> <p>After the training, 95% (23 out of 25) students claimed the training reduced how often boys laugh at them during menstruation.</p> <p>All 13 boys interviewed claimed they understood it is bad to laugh at girls during menstruation.</p> <p>95% (23 out of 25) of school girls claimed the training improved the way they live their lives.</p>	<p>All three teachers continued providing sex education.</p> <p>One teacher has so far trained 30 students in MHM. MHM and reproductive health have been incorporated into the school routine for two of the three schools whose teachers were interviewed. One school continues to provide pad making materials</p>

4.8 Train 28 girls and 12 boys selected from 2 primary schools of Pallisa in reusable sanitary pad making

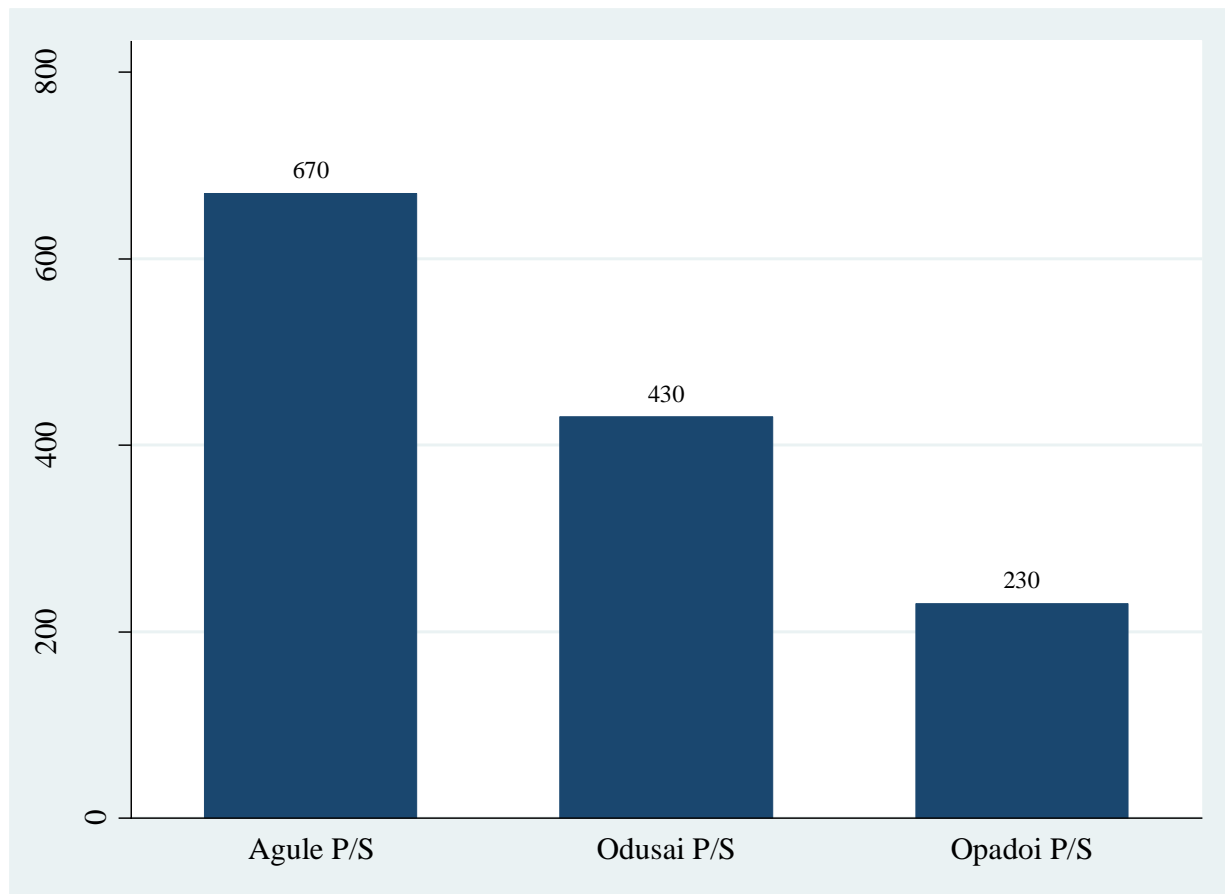
4.9 Conduct gender awareness and sex education including sexual and reproductive health and rights 2 primary schools in Pallisa

<p>The sanitary pad making training equipped boys and girls with practical skills in how to make reusable sanitary pads, which they did not know before the training. The gender awareness training was also quite relevant because it equipped pupils with a diversity of skills including, knowing and living with oneself and others, including MHM, decision making, sexual and reproductive health and rights, and knowledge about gender-based violence. Including boys in the training helped sensitize them not to laugh at girls during menstruation.</p>	<p>The gender awareness training was very effective because the number of trainees surpassed the planned number of 500 pupils.</p>	<p>The training was highly efficient because it reached out to many beneficiaries in a physical encounter. In other words, the cost per child was low when a large group of children was trained at once.</p>	<p>All 15 teachers interviewed claimed the training improved their MHM knowledge. Also, they claimed the training improved pupils' MHM practices for girls and gender relations between girls and boys. A total of 1,330 pupils have been trained in pad making and MHM by teachers in three schools (Figure 4).</p> <p>Before the training, 12 out of 29 girls interviewed used old pieces of clothes but after the training, only 6 continued to use them.</p> <p>Out of 29 girls interviewed, 27 claimed the training reduced their school absenteeism.</p> <p>Of the 29 girls interviewed, 26 claimed the training helped them live better lives as girls.</p> <p>Of the 31 boys interviewed, 27 (87%) said the training improved their knowledge of and attitude towards MHM.</p> <p>After the training, 6 boys who used to laugh at girls during menstruation realized it is bad and stopped it.</p>	<p>The activity was sustainable in such a way that learners obtained life-long skills. After the training, teachers continued teaching pupils; so far 1,330 pupils have been trained after the project. Two of the three schools continue providing pupils materials for making reusable pads. They also incorporated MHM training in their school routines. However, for the pupils, many of them recommended that the project implementers continue to give them free materials for making reusable pads.</p>
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Figure 3: Number of primary school pupils trained by teachers after the project



Figure 4: Number of pupils trained after the project per school



5. Conclusion and recommendations

5.1. Conclusion

Improving menstrual hygiene management and sexual and reproductive health knowledge is of paramount importance for primary and secondary school girls as well as young women. For this reason, Sorak Development Agency, Visionary Lady Foundation and Hope for the Future implemented a project to train school girls, school boys, teachers and community volunteers in Mubende, Entebbe and Pallisa. The trainings included how to make reusable sanitary pads, sexual and reproductive health and other life skills. This report has provided a final evaluation of the project's activities based on five criteria, namely, relevance, efficiency, effectiveness, impact and sustainability. The evaluation approaches included desk review of activity reports and field data collection. The overall finding is that the project made a positive impact for the beneficiaries in

terms of improving their practices and knowledge of MHM and sexual and reproductive health and rights. The project also proved to be fairly sustainable because some trainees have continued to train other people. Also, some schools have continued to buy materials for students to make pads and incorporated MHM and sex education in their routines.

5.2. Recommendations

5.2.1. Recommendations from community volunteers

- ❖ Provide more materials and a sewing machine for the beneficiaries to continue making pads themselves.
- ❖ Widen the geographical coverage of the training program.
- ❖ Increase the number of people trained and duration of the training to at least three days.
- ❖ Organize women in groups to make more pads for sale and provide marketing skills.
- ❖ Provide more trainings.
- ❖ Create more awareness for the project

5.2.2. Recommendations from teachers

- ❖ Send a facilitator to train more learners in pad making, MHM and sexual and reproductive health.
- ❖ Provide a tailoring machine to enable the schools to make pads on a continuous basis.
- ❖ Improve the quality of materials used to make reusable sanitary pads.

5.2.3. Recommendations from school girls/learners.

- ❖ Expand the training to other schools to teach more girls in MHM, sexual and reproductive health.
- ❖ Provide more materials for making reusable pads.
- ❖ Provide reusable pads for learners to buy in schools especially those who missed the training.
- ❖ Create more awareness and sensitization to reduce stigma related to menstruation.
- ❖ Sensitize girls and young women about the health benefits of reusable sanitary pads.

Appendix: Field survey photos



Ayebare Ruth interviewing volunteer in Mubende



Mafabi Martin interviewing student at Clevel Hill S.S.



Nnakiruuta Hadijah interviewing student in Clever



Ayebare Ruth interviewing student at Happy Land S.S.



Nakalembe Viola interviewing student in Bagezza S.S



Primary School Teachers' Questionnaire in pallisa.



Primary School boys' Questionnaire in pallisa.



Primary School Teachers' Questionnaire in pallisa.



Primary School boys' Questionnaire in pallisa.



Primary School Teachers' Questionnaire in pallisa.



Primary School girls' Questionnaire in pallisa.