

Improving schools' educational environment for Menstruators: Addressing menstrual hygiene challenges in Uganda



IMPACT EVALUATION REPORT

Global Bridge Network (GBN)

&

Voiceless Orphan Taskforce Uganda (VOTU)

June 2024

STUDY AREA:

- **MUBENDE DISTRICT:** KIBALINGA, NABINGOOLA & KIGANDO SUB-COUNTIES
- **WAKISO DISTRICT:** NANSANA MUNICIPALITY, NABWERU & GOMBE DIVISION
- **BUTAMBALA DISTRICT:** GOMBE TOWN COUNCIL, NGANDO SUB-COUNTY & BULO SUB-COUNTY

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LIST OF ACRONYMS

CAWODISA	Children and Women of Disabled Soldiers Association
DEO	District Education Officer
DIS	District Inspector of Schools
FGD	Focus Group Discussion
GBN	Global Bridge Network
KIIs	Key informant interviews
MEO	Municipal Education Officer
MHM	Menstrual Hygiene Management
PTA	Parents Teachers Association
SMC	School Management Committee
SORAK	Strategic Organization for Real Action-Kampala
VOTU	Voiceless Orphan Taskforce Uganda
WASH	Water, Sanitation and Hygiene

1. INTRODUCTION AND IMPACT ASSESSMENT OVERVIEW

The Impact Assessment was conducted in 2024, under the projected theme “Improving the Education Environment for Adolescent Girls by Addressing Menstrual Health Challenges in Uganda.”

This report presents the findings of the Impact Assessment in:

- Mubende district; Kibalinga, Nabingoola, and Kigando sub-counties
- Wakiso district; Nabweru and Gombe divisions in Nansana municipality
- Butambala district; Gombe Town Council, Ngando and Bulo sub-counties

Questionnaire surveys and facility checks were conducted by SORAK Development Agency during March 2024 in Mubende and Wakiso Districts, and by Voiceless Orphan Taskforce Uganda (VOTU) during February 2024 in Butambala. Focus group discussions (FGDs) and Key Informant Interviews (KIIs) were conducted by GBN members in February 2024 in all target districts.

Following a baseline study conducted in November 2022, several key indicators showing the prevailing status of Menstrual Hygiene Management (MHM) in target schools and surrounding communities were established through a questionnaire survey. These indicators were noted in a baseline report written at the end of the activity.

Key indicators

1. Decrease by 70 % the number of girls who are afraid of going to school during menstruation by the end of this project
2. Reduce by 75 % the number of girls who absent school due to menstruation by the end of this project.
3. Reduce by 60 % the number of girls who drop out from school due to menstruation by the end of this project
4. Increase by 70% the number of girls who use re-usable sanitary pads

After the project, the implementers administered the same questionnaire questions (such as basic Information of respondents, experience on menstruation, perception about menstruation, knowledge on MHM and usage of reusable sanitary pads, feelings of afraid of going to school during menstruation, school attendance due to menstruation, other findings etc) as the baseline survey conducted in 2022, in order to assess the improvement on the same questions before and after project implementation.

This time, a larger sample space (n=300, targeting 5 girls from MHM clubs and 5 girls who were not club members in ten target schools from three districts) was used, compared to the sample size of (n=153) at baseline. The reason for targeting only girls was to assess the situation of the school MHM environment for girls.

Regarding KIIs and FGDs, these were conducted to observe the improvement in understanding of MHM and the importance of girls' education. Students from primary four to seven in three selected schools from each district (including 2 girls and 2 boys, for a total of 36 learners) were interviewed, and 46 girls and 31 boys participated in group discussions. KIIs were conducted with 8 female and 8 male head/senior teachers, 3 community leaders (School Management Committee members) from each district, and 3 local government officers (Head of Inspection (education department), Education Officer, Senior Probation and Welfare Officer) from each district.

Facility checks were also conducted to assess the current situation of changing/washing rooms, toilets, and water-related facilities in all target schools.

2. THE IMPACT ASSESSMENT METHODS AND APPROACH

2.1. Methods used to generate baseline information

The baseline survey was conducted using both qualitative and quantitative methods to collect data from all targeted schools.

2.2. Target schools

Table 1: Name of targeted schools in 3 districts of this project

District name/ Location	School name
Mubende district	
Kibalinga sub- county	1-Christ the King Primary School
	2-Kabowa Primary school
	3-Kasaana Church of Uganda
	4-CAWODISA Primary School
Kigando sub- County	5-Katega Primary School
	6-Dyangoma Primary School
	7-Ikula Primary School
Nabingoola sub- County	8-Kiyita Primary School
	9-Kassasa Primary School
	10- St Marys Gwanika primary school
Wakiso district	
Gombe Division	1-Lwadda Church of Uganda Primary School*
	2-Kitanda Church of Uganda Primary School
	3-Ssanga Church of Uganda Primary School
	4-Buwambo Church of Uganda Primary School
	5-Kirolo UMEA Primary Schools
	6-Ssayi Primary School
	7-Kitungwa Church of Uganda Primary School
Nabweru Division	8-Maganjo UMEA Primary School
	9-Jinja Karoli Primary School
	10-Kanyange Mixed Primary school
Butambala district	
Ngando sub-county	1-Butalunga Catholic School
	2-Butende UMEA
	3-Kitagobwa Catholic School
	4-Lwamasaka UMEA
	5-Kiwala UMEA
Bulo sub-county	6-Nkokoma Catholic School
	7-Nawango Church of Uganda
	8-Bule UMEA
Gombe Town Council	9-Ntolomwe UMEA
	10-Kayenje Catholic School

2.3. Quantitative methods

A questionnaire was used strictly to generate data from 300 female students. 10 female students from each targeted school (5 MHM club members, 5 non-club members). Questionnaire was conducted by asking one by one questions to each individual girl student to analyse their MHM environmental situation and compared between MHM club members and non-club members and to see the impact of the project. The reason targeting only girls is that key indicators to assess girls' situation of school MHM environment.

Table 2: Targeted population for the Questionnaire

District	Schools	Respondents (age 10-17)	Sub-Total	Total
Mubende	10 targeted school	10 female Students (5 MHM club members, 5 non-club members)	100	300
Wakiso	10 targeted school	10 female Students (5 MHM club members, 5 non-club members)	100	
Butambala	10 targeted school	10 female Students (5 MHM club members, 5 non-club members)	100	

2.4. Qualitative methods

Focus Group Discussions were used to generate information from the students both girls and boys including MHM club members and non-club members.

Key Informant Interviews were also used to collect data from the school teachers, community leaders and government officials from the different districts. They were purposively selected based on their designations/ roles, seniority, technical knowledge and expertise on MHM

Facility check is observation used to collect data regarding the prevailing situation of the WASH facility (changing/washing room, toilets and water related facilities), by following a check list to assess cleanness, privacy, accessibility, and availability etc. in 30 schools in the three districts.

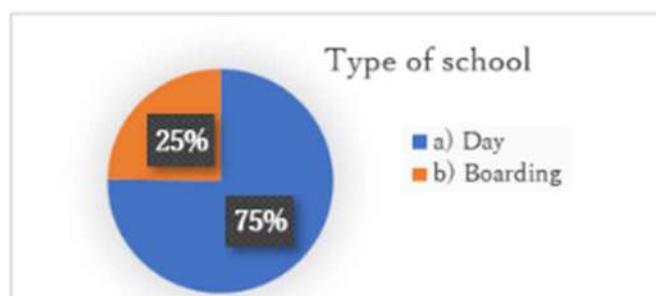
3. IMPACT ASSESSMENT FINDINGS

3.1. QUESTIONNAIRE TO FEMALE STUDENTS

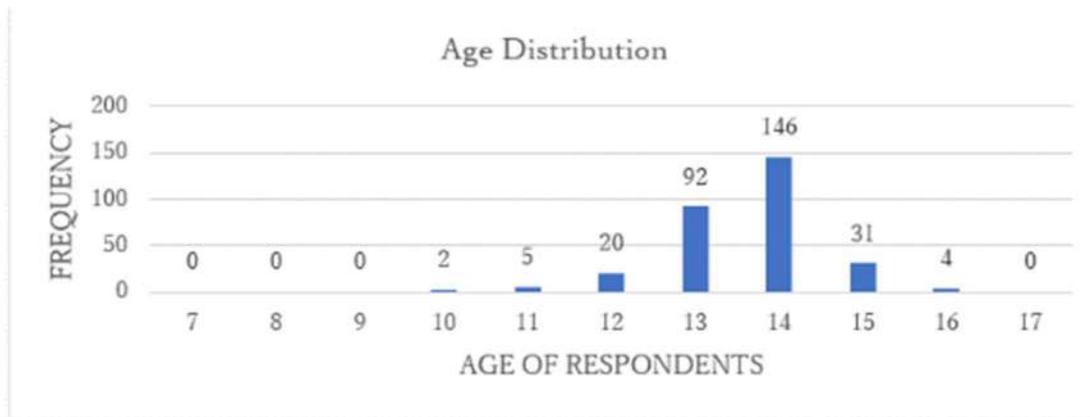
In this report, findings have been recorded as below, compared to baseline yardsticks and then formed documented opinions. Below are the interview questions administered to respondents at evaluation.

1.1 Which type of school do you attend? (n=300)

a) Day	226 (75%)
b) Boarding	74 (25%)



1.2 How old are you? (n=300)



The Impact assessment revealed that the youngest respondent was 10 years while the oldest was 16 years. Majority of the respondents were aged 14 and 13 respectively and this age might have experienced menstruation.

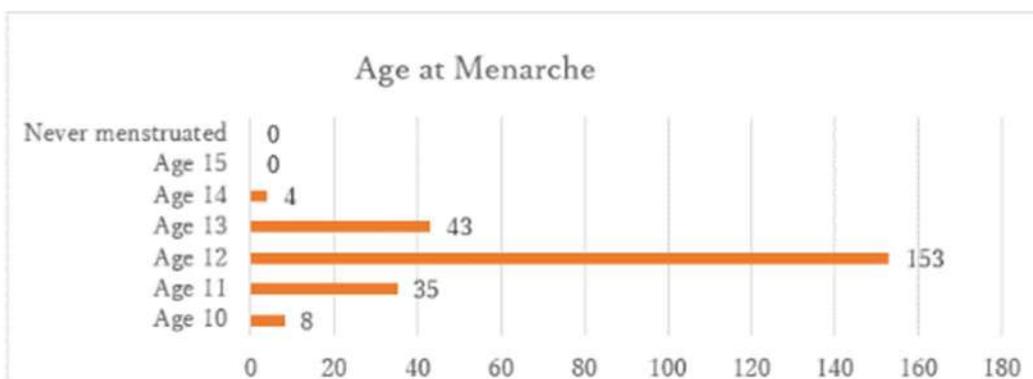
1.3 Do you experience menstruation? (n=300)

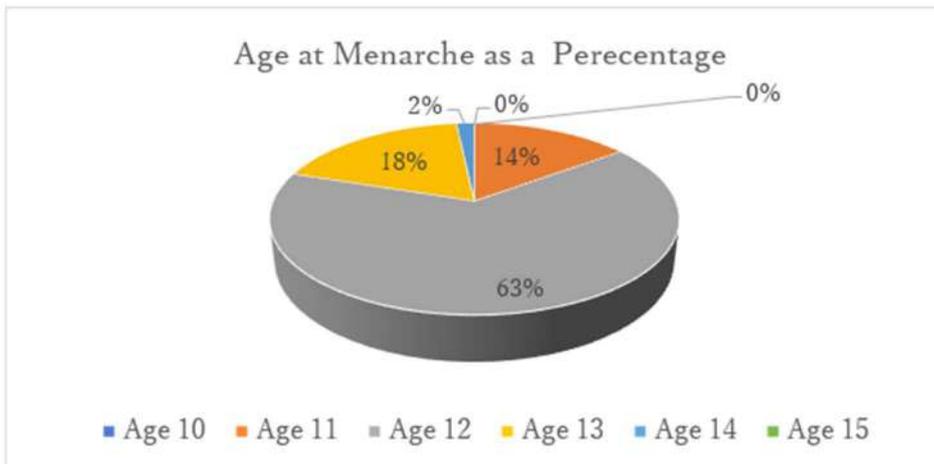
a) Yes	251 (84%)
b) No	49 (16%)



Compared to the baseline survey that saw all respondents experiencing menstruation, the Impact assessment indicates 84% (251) of girls interviewed experienced menstruation. There must be a way the assessors approached the question, or the open-ness before the project and after the project could indicate the nature of responses. Or the familiarity with the interviewer. Or the questionnaires reduce a face-to-face interaction and makes the learner more free in response their experience of menstruation.

1.4 If yes, at what age did you begin Menstruation? (n=251)





63% of respondents (153 girls) experienced their menarche at age 12 with the youngest experiencing it at age 10.

1.5 Do you menstruate every month? (n=251 girls who experience menstruation)

Yes	247 (98%)
No	4 (2%)



Of the 251 girls who reported experiencing menstruation, 98.4% menstruate monthly on a regular basis

1.6 How did you feel when you first experienced your menstruation? (n=251)

Pain	106	Worried	17	Felt free	2
Felt nothing	45	Headache	11	Shocked	1
Felt Ok	32	Restless	10	Annoyed	1
Fear	25	Ashamed	7		

2.1 When you had your first menstrual period, did you know what it was?

(N=251 girls who experience menstruation)

a) Yes	228 (91% knew what it was)
b) No	23 (9% did not know what menstruation at menarche)

Among 23 girls, who didn't know about menstruation at their menarche, 17 girls were MHM club members and 6 girls were non-club members. It is possible that 17 MHM club girls had first menstruation before the project started.

Respondents obtaining knowledge of MHM at Menarche



The baseline survey conducted in 2021 revealed 63% of respondents did not know about menstruation at menarche. The end of project evaluation indicates a great improvement revealing that only 9% of the respondents were not aware of menstruation at menarche.

The baseline survey attributed the low awareness to the fact that MHM was not given much priority at school where it was only during the upper primary level (age 16 to 17) that students were taught about menstruation under reproductive health as one of the topics in science.

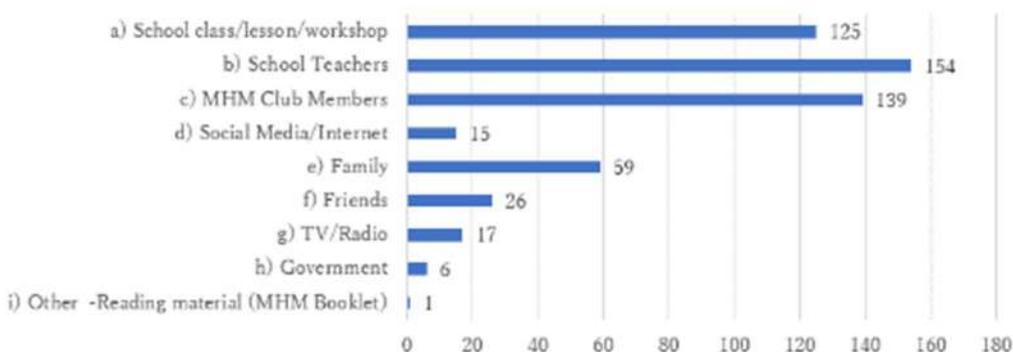
The subsequent project emphasized engaging learners earlier, involving teachers and the community and this greatly improved the awareness to 91% compared to 37% at baseline survey.

2.2 If Yes, where did you get the information about menstruation? (You can circle more than one response)

(n=228 number of girls who knew at menarche that it was menstruation)

a) School class/lesson/workshop	125
b) School Teachers	154
c) MHM Club Members	139
d) Social Media/Internet	15
e) Family	59
f) Friends	26
g) TV/Radio	17
h) Government	6
i) Reading material (MHM Booklet)	1

Source of information about Menarche



The Impact assessment indicates that most of the learners get information about menstruation from teachers, MHM club members and class lesson respectively. It further suggests that government efforts have to be checked to improve on MHM awareness among children.

Limited access to TV/Radio and social media in rural areas hinders awareness creation about MHM. Respondents who reported getting information from these sources attributed it to the project

intervention of weekly spot messages on menstruation, gender awareness and sexuality education that were aired on community radios in Mubende, Wakiso and Butambala Districts. Awareness was highest in school followed by family and friends. Awareness from radio slightly improved from 6% at baseline to 7% after project intervention.

2.3 What do you think is the cause of menstruation? (You can circle more than one response) (n=300)

a) It is a natural process	265	d) It is caused by a disease	8
b) It is caused by a sin	34	e) I don't know	16
c) It is a curse from God	21	f) Any other? (Specify)	2



77% of respondents now know that menstruation is caused by a normal process compared to 25% who reported the same during the baseline survey. The percentage of those that do not completely know the cause of menstruation dropped from 61% at baseline to 5% after project intervention. However, a combined 16% still believe that menstruation is either caused by a sin (10%) or a curse from God (6%) while 2% still think it is caused by a disease.

2.4 If an adult girl does not menstruate, do you think it is normal? (n=300)

Yes	127 (42%)
No	173 (58%)

Is it Normal NOT to menstruate?



58% of the respondents think it is abnormal for an adult female not to menstruate, while 42% still think it is normal.

2.5 Do you think menstruation should be kept a secret? (n=300)

Yes	123 (41%)
No	177 (59%)

Should Menstruation be kept a secret?



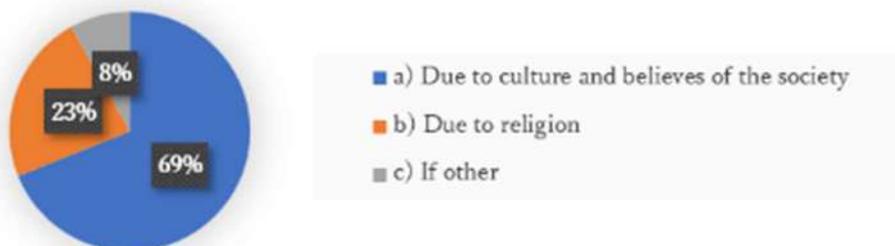
59% of respondents said menstruation should not be a secret while 41% responded otherwise. After sensitisation, 41% remained a high figure indicated the community panic about the issue. Maybe sensitisation for the parents and community members were more needed.

2.6 If Yes, why do you think that menstruation should be kept a secret? (You can circle more than one response)

(n=123 number of respondents who said it menstruation should be secret in previous question QN 2.5)

a) Due to culture and beliefs and taboos of the society	102 (69%)
b) Due to religion	34 (23%)
c) If other	12 (8%)

Why should Menstruation be kept a secret



69% of respondents reported that cultural beliefs in their society compel them to keep menstruation a secret. At baseline survey, 57% (n=32) attributed the secrecy to cultural beliefs. The Impact assessment is an indicator that cultural beliefs continue to be a stumbling block for young ones to

openly perceive menstruation. 23% of respondents reported religious constraints as a reason to keep menstruation secret.

2.7 Do you freely discuss about menstruation issues with your family members or friends? (n=300)

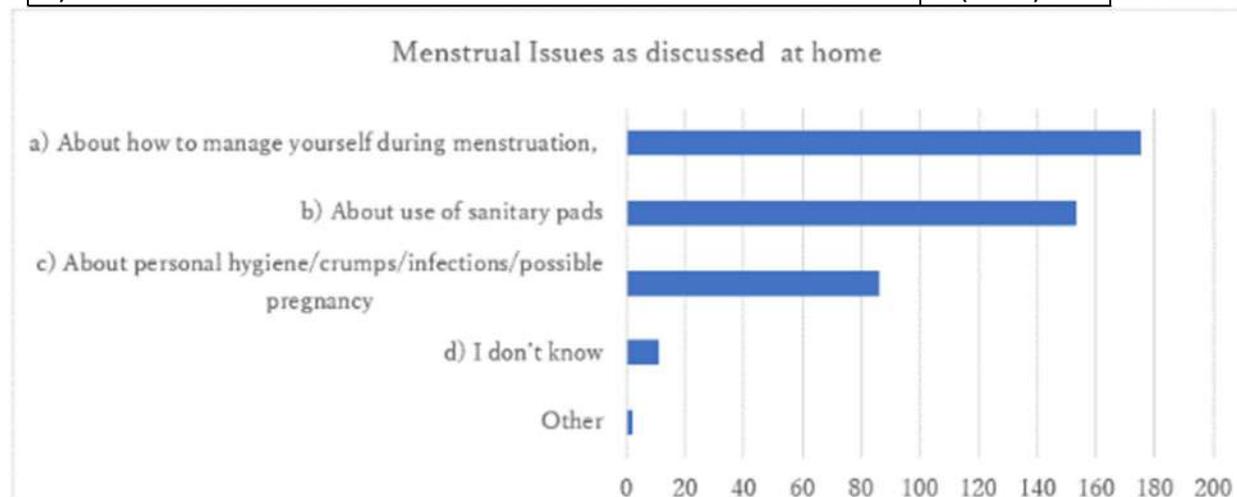
Yes	267 (89%)
No	33 (11%)



The baseline survey indicated that 65% of girls could freely discuss menstruation. This Impact assessment study reveals an increase in percentage of girls who freely discuss menstruation with family to 89%. The percentage of girls who cannot freely discuss menstruation fell to 11% as revealed by the Impact assessment study from 35% reported at baseline survey.

2.7.1 If Yes, what are the issues you are discussing on? (You can circle more than one response) (n=267)

a) About how to manage yourself during menstruation	175 (66%)
b) About use of sanitary pads	153 (57%)
c) About personal hygiene/crumps/infections/possible pregnancy	86 (32%)
d) I don't know	11 (4%)
e) Other	2 (0.7%)



Majority of the respondents 66% (175 of 267) reported they freely discuss about how to manage oneself during menstruation followed by 57% (153 of 267) who discuss sanitary pads and 32% (86 of 267) discussing personal hygiene.

2.7.2 If you don't discuss freely, why? (You can circle more than one response) (n=33 number of respondents who said they do not freely discuss menstruation with family)

Fear	10	Religious	4
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Shame	7	Taboo	3
Other	7	Not habitual	2

From the 11% who do not discuss menstruation freely with family, shame, fear and religious beliefs were reported as the main hindrance to open discussion.

2. 8. Do you freely discuss about menstruation issues with teachers? (n=300)

Yes	290 (97%)
No	10 (3%)



97% of respondents said they freely discuss menstruation issues with teachers compared to 89% who freely discuss menstruation with family. This indicates that more learners freely discuss menstruation with teachers than with family.

2.8.1 If Yes, what are the issues you are discussing on? (You can circle more than one response) (n=290 respondents who answered YES in the previous question)

a) About how to manage yourself during menstruation	221
b) About use of sanitary pads	155
c) About personal hygiene/crumps/infections/possible pregnancy	221
d) I don't know	19
e) Other	1

The trend for issues of discussion remains similar to family as to teachers, with majority (221) discussing how to manage oneself during menstruation, followed by discussion on personal hygiene and sanitary pads respectively.

2.8.2. If you don't discuss freely, why? (You can circle more than one response) (n=10)

Shame	4	Religious	2
Fear	4	Other	1
Not habitual	2	Taboo	0

Of the learners (10) who cannot discuss menstruation freely with family, shame and fear were the main reasons impeding them.

3.1. Do you know how to manage your menstruation hygiene?

Yes	238 (95%)	Other, do not menstruate	6 (2.4%)
No	6 (2.4%)		

Do you know how to manage your menstruation hygiene?

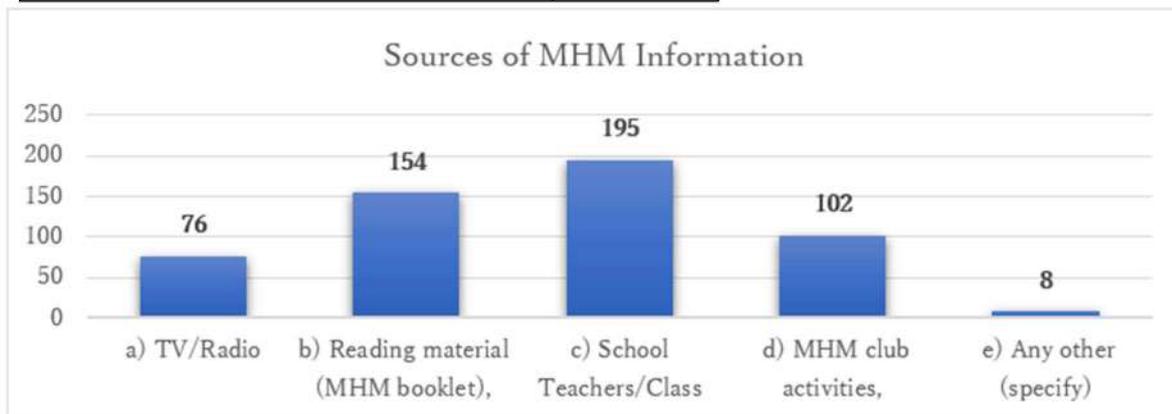


The Impact assessment study shows that 95% of learners know how to manage their menstruation hygiene compared to 60% that was reported at baseline survey. The number of those that cannot ably manage their menstruation reduced to 2.4% from 40% at baseline. The Impact assessment shows improvement in awareness on how to manage oneself during menstruation and this is canvased by the fact that it is the most discussed issue by learners with family and teachers as indicated in section 2.8 and 3.1 above.

3.1.1. If Yes, how did you learn (the sources of the information of MHM)? (You can circle more than one response)

(n=238 number of respondents who answered YES in the previous question)

a) TV/Radio	76	d) MHM club activities	102
b) Reading material (MHM booklet)	154	e) Any other (specify)	8
c) School Teachers/Class	195		



Whereas the results from baseline survey indicated that 67% (n=62) of the girls got information regarding MHM at school, the Impact assessment study confirms the same with majority of learners getting information from school (195) and other major sources of MHM information as MHM booklet (154) and MHM club activities (102). There is significant improvement in MHM awareness through radio (76), thanks to periodical radio talk shows and MHM spot messages reported by respondents as important project interventions that have spread the message in local communities.

In question 2.2) above, 7% of girls at menarche said they got information from TV/Radio. In comparison, 32% of the students when asked how they learnt about MHM said they obtained information on menstrual hygiene from TV/radio. The reason for this variance may be that girls who are not menstruating (before menarche) may have heard the information on the radio but considered it not relevant to them and did not remember it.

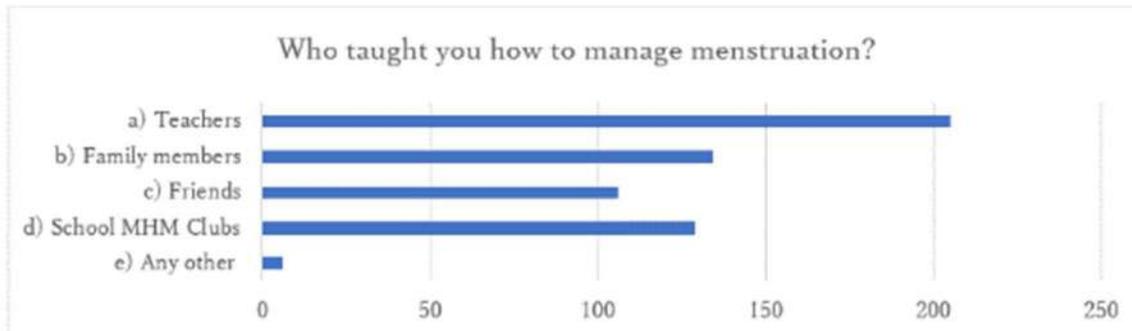
3.1.2. If Yes, who taught you how to manage your menstruation periods? (You can circle more than one response)

(n=238 number of respondents who answered YES in the previous question)

a) Teachers	205	d) School MHM Clubs	129
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b) Family members	134	e) Any other	6
c) Friends	106		

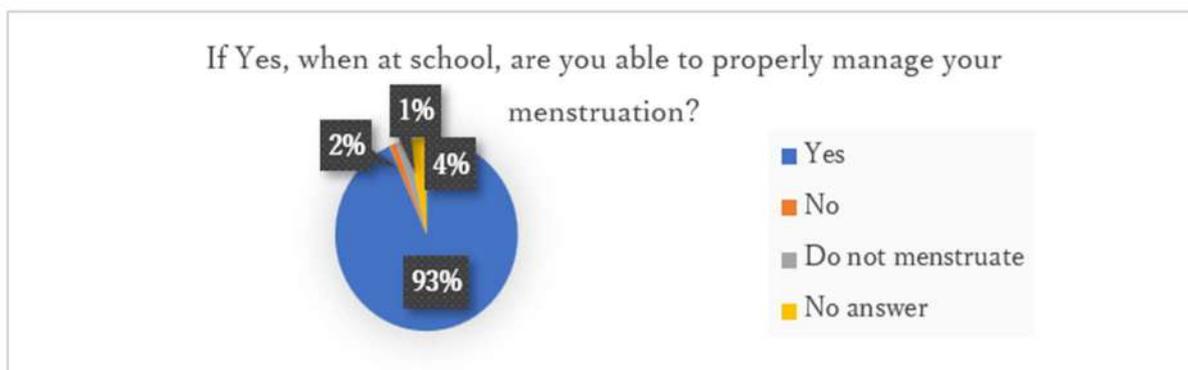
The Impact assessment study results show that teachers are doing a good job training learners about MHM followed by family members through open discussions, MHM clubs and friends respectively. Compared to the baseline survey results, family members provided the most information to learners.



Involvement of teachers and the children in MHM clubs in project intervention has seen better information sharing amongst target beneficiaries.

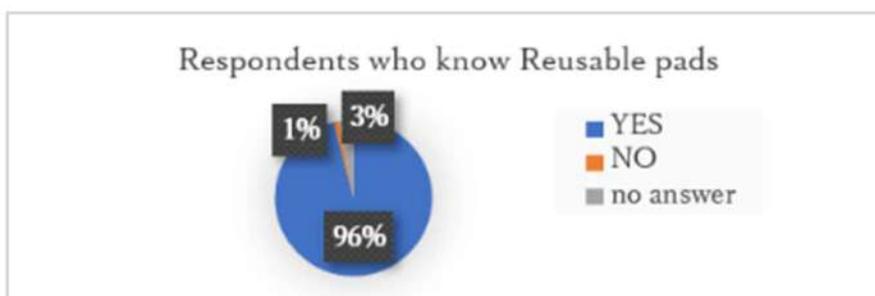
3.1.3. If Yes, when at school, are you able to properly manage your menstruation? (n=300)

Yes	280 (94%)	Do not menstruate	6 (2%)
No	4 (1%)	No answer	10 (3%)



3.2 Do you know reusable sanitary pad? (n=300)

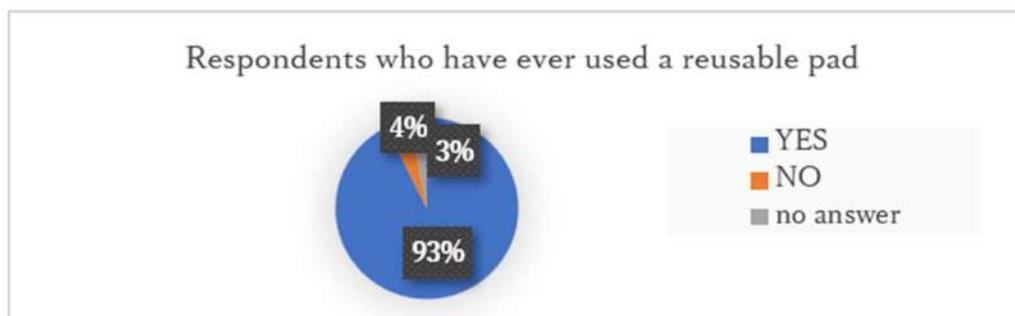
Yes	288 (96%)	No answer	9 (3%)
No	3 (1%)		



Before project intervention, 54% (82) of the girls who were interviewed during baseline survey noted that they did not have knowledge about the reusable sanitary pad. The Impact assessment study reveals that after intervention, only 1% do not know a reusable pad. 96% have either seen, used or made a reusable sanitary pad.

3.3 Have you ever used reusable sanitary pad? (n=300)

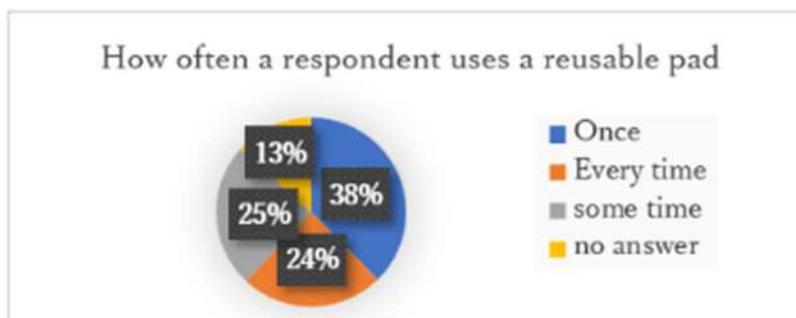
Yes	278 (93%)	No answer	9 (3%)
No	13 (4%)		



93% of girls interviewed reported having used a reusable pad, an increase from 38% who were reported to have used it at baseline survey before project intervention. Only 4% were reported not to have used the reusable sanitary pad.

3.3.1 If Yes, how often do you use them? (n=278 number of respondents who had ever used a reusable pad)

Once	113 (38%)	Some time	74 (25%)
Every time	73 (24%)	No answer	40 (13%)



When asked how often they use the reusable sanitary pad, 38% of respondents said they have used it at least once while 24% use it every time and 25% using it some time. The number of learners using undesirable material such as banana leaves, rags, toilet paper etc. reduced drastically to less than 1% amongst the target schools.

3.3.2 If No, why don't you use sanitary pads? (n=13)

a) They are costly	1
b) Accessing them is hard	3
c) I don't know how to use them	0
d) I don't like to use them	0
e) My parents discourage me from using them	0
f) My friends discourage me from using them	1
g) Other	3

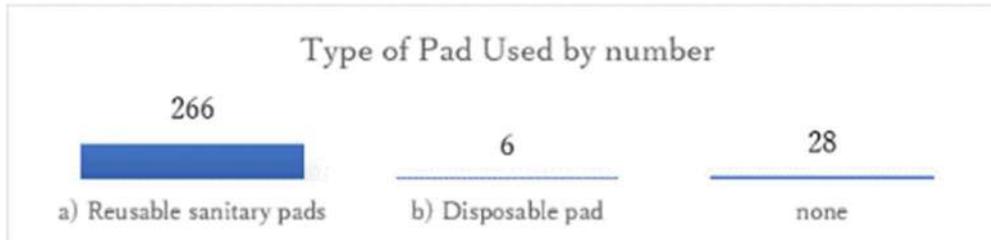
3.3.3. If No, what types of material do you use to manage menstruation? (You can circle more than one response) (n=13)

a) Disposable sanitary pad	3	c) Reusable cloth	4
b) Dispensable rag or pieces of cloth	0	e) Other	2

d) Paper/toilet paper	1
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3.4 Which type and how many pads do you use a day during menstruation? (You can circle more than one response) (n=300)

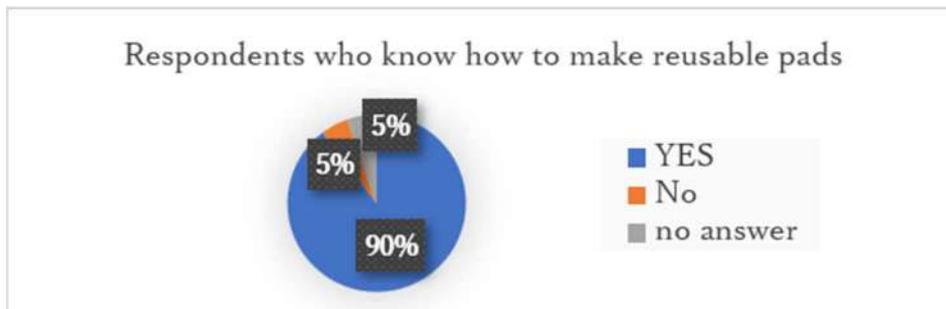
Type	Number
a) Reusable sanitary pads	266 (89%)
b) Disposable pad	6 (2%)
c) None	28 (9%)



When asked the type and number of pads used by the interviewees, majority (89%) said they use reusable sanitary pads while 2% use disposable pads.

3.5 Do you know how to make reusable sanitary pad? (n=300)

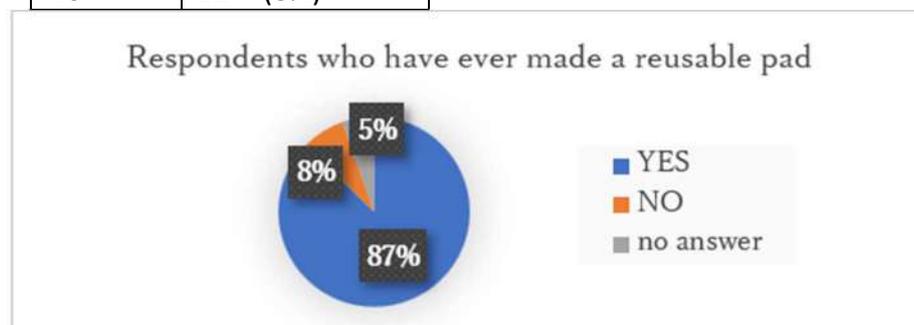
Yes	269 (90%)	No answer	16 (5%)
No	15 (5%)		



Impact assessment indicates that 90% of the learners now know how to make their own reusable sanitary pads.

3.6. Have you ever made a reusable sanitary pad? (n=300)

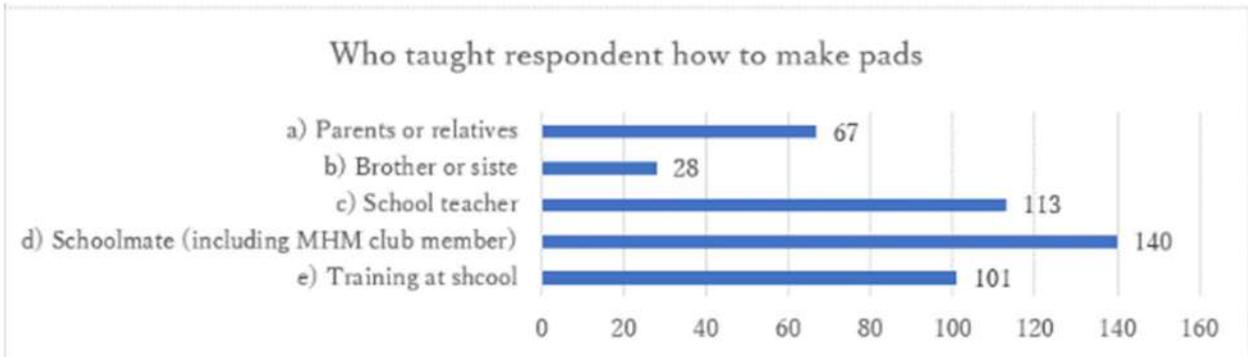
Yes	262 (87%)	No answer	16 (5%)
No	22 (8%)		



When asked if they have ever made a reusable pad by themselves, 87% responded positively while 8% said they have never made a pad.

3.6.1 If Yes, who taught you how to make reusable sanitary pads? (You can circle more than one response) (n=262)

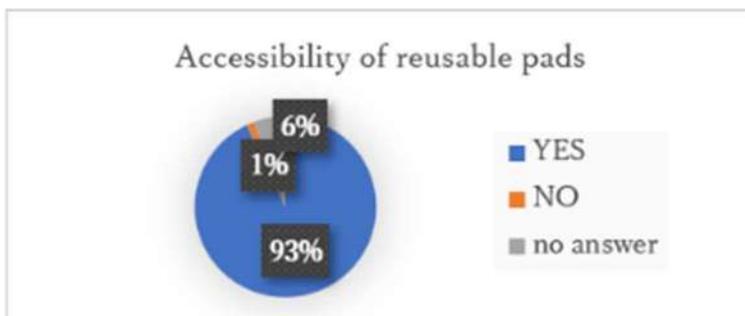
a) Parents or relatives	67	d) Schoolmate (including MHM club member)	140
b) Brother or sister	28	e) Training at school	101
c) School teacher	113		



Asked about who taught a learner how to make reusable pad, most said they were taught by a schoolmate or MHM club member (140). 113 said they learnt from a teacher while 101 were trained at school by project implementers and senior teachers.

3.7 Are reusable sanitary pads accessible?

Yes	279 (93%)	No answer	17 (6%)
No	4 (1%)		



93% of learners said they can more easily access reusable pads than before project intervention.

3.7.1. If yes, where can you get reusable sanitary pad? (You can circle more than one response)



Asked where they get reusable pads, majority of the learners (225 equivalent of 75%) said they get pads from school. 23% (68) make their own pads while 16% (47) get from their family

3.8. Have you ever used reusable sanitary pads produced in school (including your hand-made pad?) (n=300)

Yes	273 (91%)	No answer	18 (6%)
No	9 (3%)		

Respondents who have ever used a reusable pad produced from school



3.8.1. If yes, is it comfortable for you to use? (n=273)

Yes	270 (99%)	No answer	2 (1%)
No	1 (0.7%)		

Do you find the reusable pad comfortable?



99% of respondents who use the reusable sanitary pad find it comfortable compared to 81% that reported the same during the baseline survey

3.9 Are you able to wash or change a pad at school? (n=300)

Yes	276 (92%)	No answer	16 (5%)
No	8 (3%)		

Are you able to wash or change a pad at school?



Asked whether they are able to wash or change a pad at school, 92% of the girls answered positively attributing it to an improved environment to manage menstrual hygiene at school

3.9.1 If yes, do you use a changing room at school? (n=276)

Yes	266 (96%)	No answer	4 (2%)
No	6 (2%)		

Do you use a changing room at school?

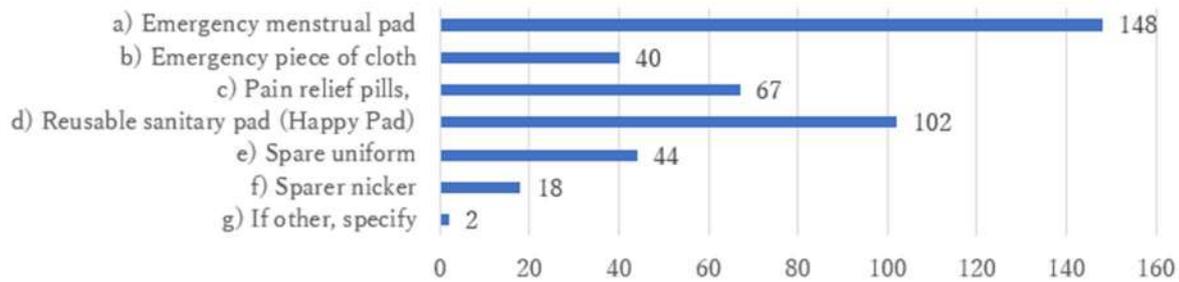


96 % students answered that they are using a changing room at school.

3.10.1 If yes, what type of menstrual materials is provided at the school? (You can pick more than one response) (n=280)

a) Emergency menstrual pad	148	e) Spare uniform	44
b) Emergency piece of cloth	40	f) Sparer nicker	18
c) Pain relief pills,	67	g) Other	2
d) Reusable sanitary pad (Happy Pad)	102	• Changing room	(1)
		• I don't know well	(1)

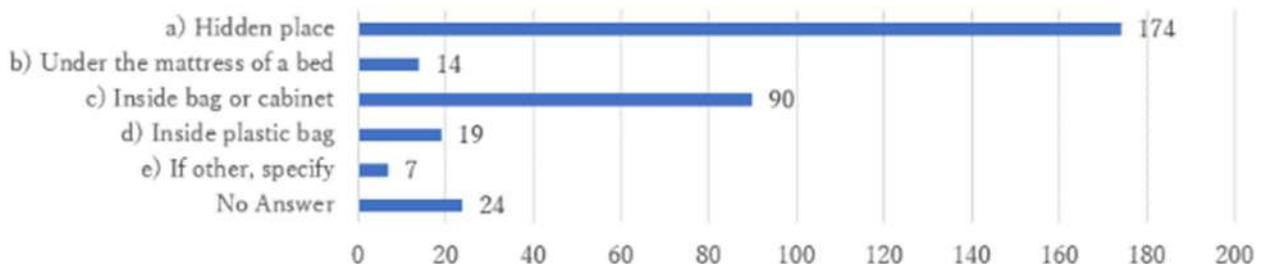
Type of menstrual materials is provided at the school



3.11 If you use reusable sanitary materials; where do you put/keep your reusable materials after using or washing? (You can circle more than one response) (n=300)

a) Hidden place	174	d) Inside plastic bag	19
b) Under the mattress of a bed	14	e) Other	7
		• Open sunlight	(6)
		• Senior woman teacher	(1)
c) Inside bag or cabinet	90	No Answer	24

Where do you put/keep your reusable materials after using or washing?

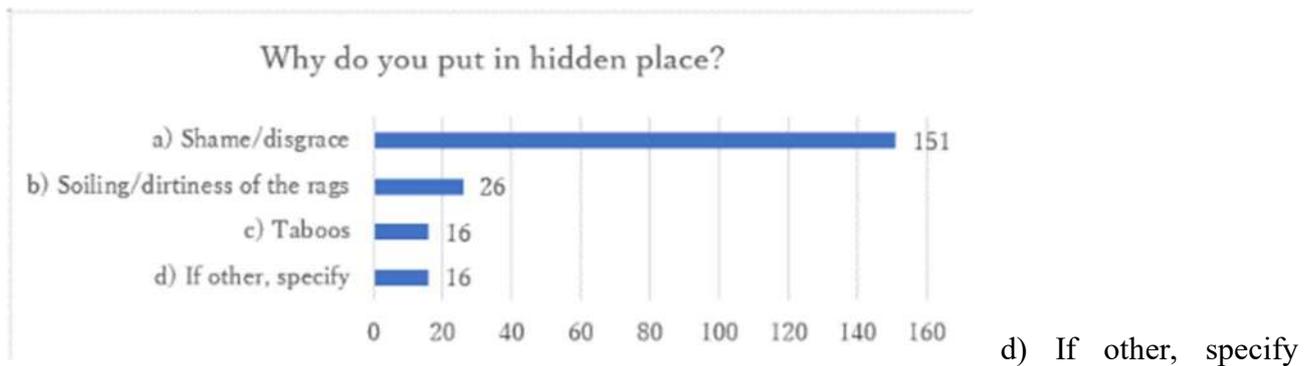


Selecting (a) Hidden place → **Please specify here** (n=174)

Safe place	3	In appropriate answer	4
In good place	1	No Answer	165
In house	1		

3.12 If you put it in hidden places, why do you put in hidden place? (You can circle more than one response) (n=174)

a) Shame/disgrace	151	c) Taboos	16
b) Soiling/dirtiness of the rags	26	d) Other	16

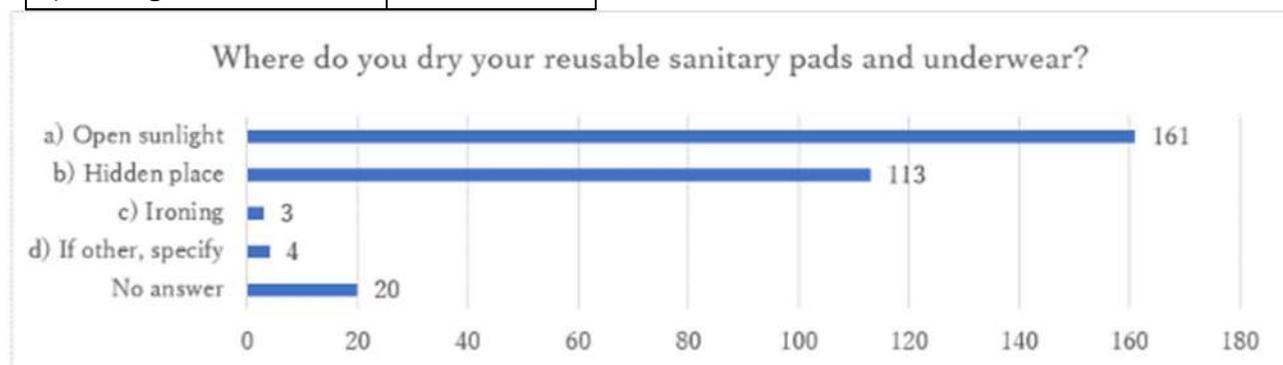


→ **Please specify here** (n=16)

Fear	12	I keep it in safe place	1
It is normal	1	No Answer	1
Good	1		

3.13. Where do you dry your reusable sanitary pads and underwear? (n=300)

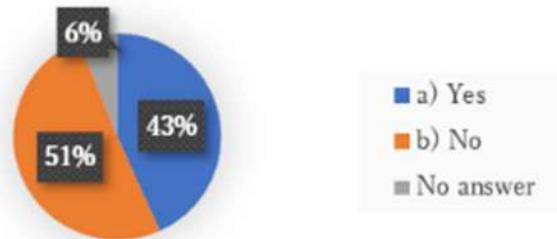
a) Open sunlight	161	d) Other	4
b) Hidden place	113	No answer	20
c) Ironing	2		



3.14. Is there any feeling of discomfort in your skins/ reproductive organ when you use produced reusable sanitary pads? (n=300)

a) Yes	130	No answer	18
b) No	152		

Is there any feeling of discomfort in your skins/ reproductive organ when you use produced reusable sanitary pads?

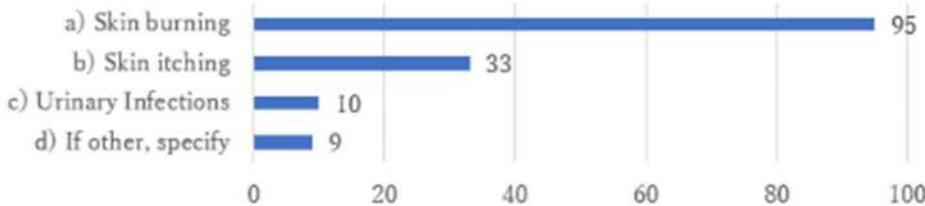


43% of respondents reported feeling some discomfort using the pads produced at school. This is partly due to the fact that materials used are not standardized for all target communities. Sometimes parents donate materials and they are used for pad making trainings. For schools, obtaining high quality materials for pad making is a challenge.

3.15. What type of discomfort from reusable pad do you feel? (You can circle more than one response) (n=130)

a) Skin burning	95	d) Other	9
b) Skin itching	33	I feel pain from stomach	(1)
c) Urinary Infections	10		

What type of discomfort do you feel?

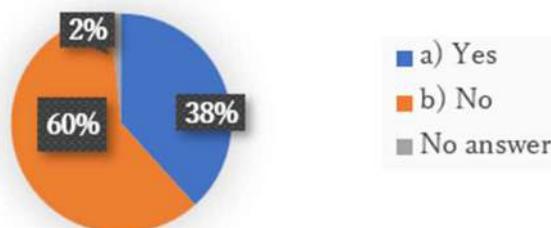


The reason of discomfort might be the quality of reusable pads which students made.

4.1 Do you feel afraid of going to school during menstruation periods? (n=300)

a) Yes	115 (38%)	No answer	5 (2%)
b) No	180 (60%)		

Do you feel afraid of going to school during menstruation periods?

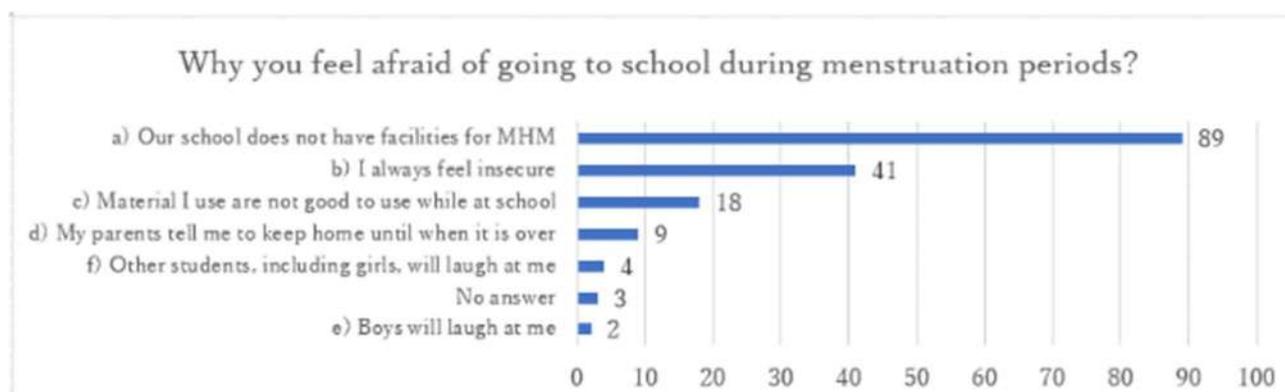


The baseline survey reported 90% (n=137) of the girls interviewed saying they felt afraid going to school during menstruation. After project intervention, the Impact assessment study show a reduction

to 38% (n=300) in the number of girls feeling afraid to attend school in their menstruation. 60% of the girls say they no longer fear going to school during their periods.

4.2 If Yes in 4 above why? (You can circle more than one response) (n=115)

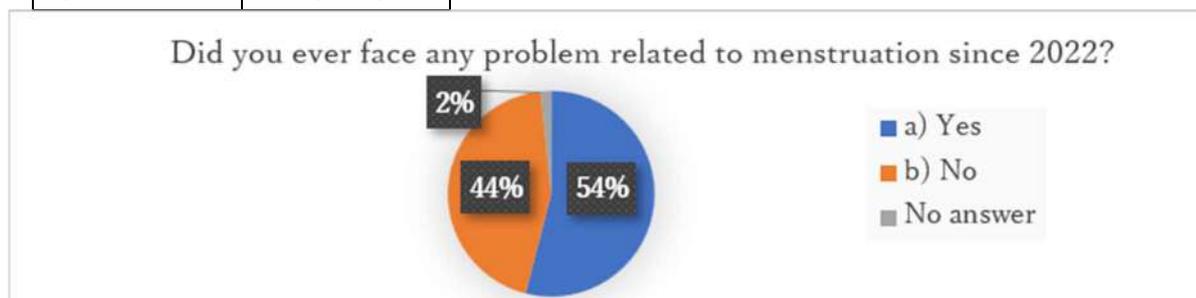
a) Our school does not have facilities for MHM	89
b) I always feel insecure	41
c) Material I use are not good to use while at school	18
d) My parents tell me to keep home until when it is over	9
e) Boys will laugh at me	2
f) Other students, including girls, will laugh at me	4
No answer	3



Majority of the girls (89) who still fear attending school during their periods attribute it to the fact that their schools’ MHM facilities are insufficient. 41 girls said they still feel insecure, 18 said the material used at school are not good, while 9 said their parents tell them to stay home. When asked question 4.2 “why girls fear attending school during menstruation,” only 4 out of the interviewed 115 girls said they fear because boys would laugh at them.

4.3. Did you ever face any problem related to menstruation since 2022? (n=300)

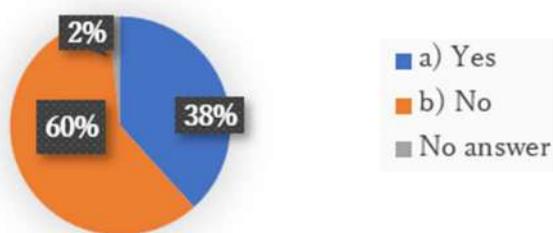
a) Yes	162 (54%)	No answer	5 (2%)
b) No	133 (44%)		



4.5 Have you ever seen boys teasing girls during menstruation since 2022? (n=300)

a) Yes	162 (54%)	No answer	5 (2%)
b) No	133 (44%)		

Do you feel afraid of going to school during menstruation periods?

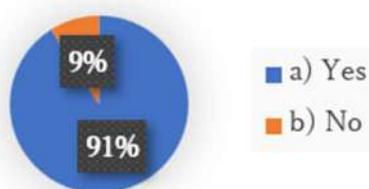


62% of respondents said they never saw a boy teasing a girl in the year 2022 while 38% had witnessed teasing by boys since 2022. Although the project began in November 2022, it took several months to conduct the training for teachers and to conduct MHM sessions for MHM club members by teachers. Conducting classes for the general student and raising awareness among them took even longer, so many students may have seen the boys teasing the girls during that time.

4.6 Do boys give you support during menstruation? (n=300)

a) Yes	273 (91%)
b) No	27 (9%)

Do boys give you support during menstruation?



When asked if boys offer support to girls during their menstruation, 91% confirmed positively compared to 1% who reported the same during baseline survey. 9 % of the girls said they do not feel supported by boys compared to 99% who felt the same before intervention. In reference to the 38% girls who witnessed teasing by boys in the first year of 2022, the end of project Impact assessment shows more support from the boys hence less occurrences of boys teasing menstruating girls.

4.7 If yes, what kind of support from boys? (You can circle more than one response) (n=273)

a) Emotional support	144 (39%)
b) Inform us in confidence if it has happened without our knowledge	135 (36)
c) Inform our teachers about it	50 (13%)
d) Discourage other boys who laugh at us	37 (10%)
e) If other, specify	
• Supporting us	4 (1%)
• It's normal	
No answer	3 (1%)



5.1. Did you ever miss/absent yourself from a class/school during your menstruation period since 2022? (n=300)

a) Yes	45 (15%)	No answer	2 (1%)
b) No	177 (84%)		



Asked if they miss class during periods, 84% of (n=300) said they no longer miss class due to menstruation related issues. Whereas the project desired 0% of menstruating girls missing class for the same reason, 15% still miss class due to either discomfort, fear, insufficient MHM facilities at school, shame, social beliefs or because parents stopped them attending school.

5.2. How many class days do you miss schools due to menstruation per month? (n=45, Students who answered Yes to the previous question 5.1.)

b) 1-3 days	39
c) 4-6 days	2
d) More than a week	1
e) If other, specify	2
No answer	1

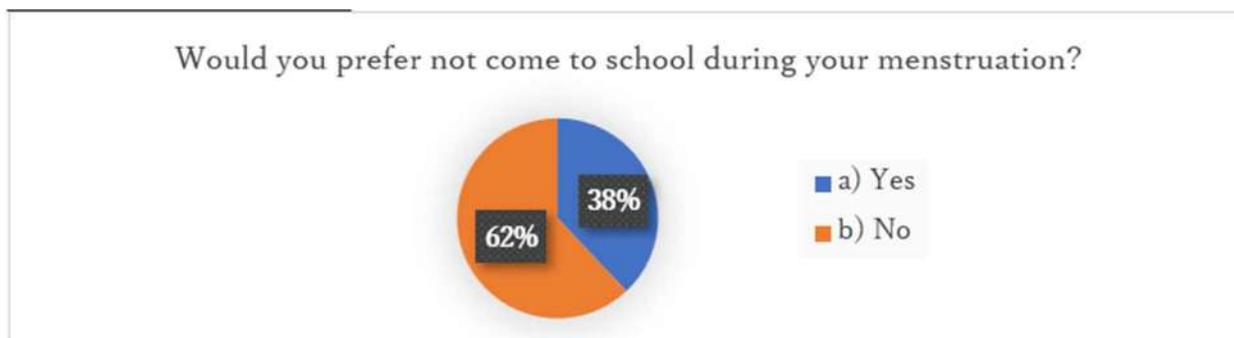
Majority of the girls who continue to miss classes due to menstruation take up to 3 days without attending.

5.3. Why did you miss/absent yourself from a class during your menstruation period? (n=44, Students who answered b) c) d) e) to the previous question 5.2 answered)

a) No sanitary materials	23	d) If other, specify	7
b) Peers (boy or girl) insulted you	7	• tiredness	
c) Headache or any physical situation	7	• couldn't walk long distance	
		• sickness, just sick	

5.4. Would you prefer not to come to school during your menstruation? (n=300)

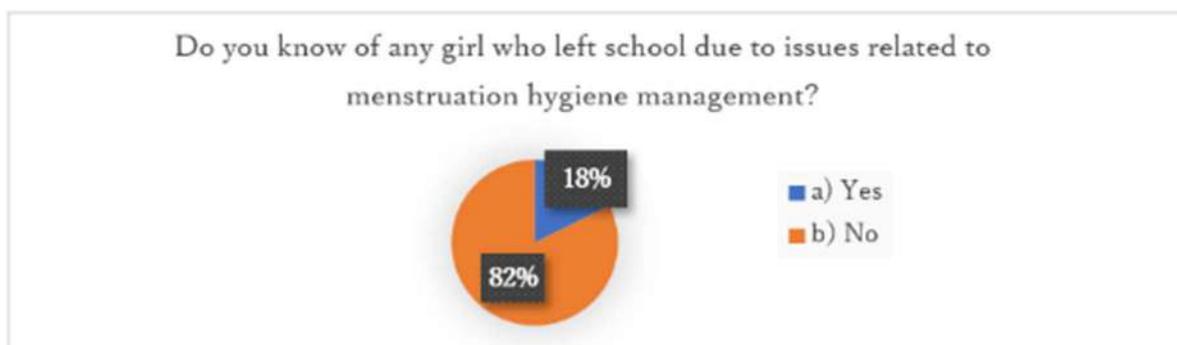
a) Yes	114	(38%)
b) No	186	(62%)



Asked if they prefer staying home during periods, 62% (186 Out of 300) answered negatively. They do not prefer staying home just because they are menstruating.

6.1. Do you know of any girl who left school due to issues related to menstruation hygiene management either at this school or any other school since 2022? (n=300)

a) Yes	53	(18%)
b) No	247	(82%)



7.1 Do you know what the following mean? (You can circle more than one response)

Answers	No. of students answered (n=300)
a) Menstrual Hygiene Management	246
b) Gender awareness	233
c) Sexuality education	235
d) I have no idea	9
e) If other, specify _____	3

Majority of the learners have knowledge about MHM (82%), while 78% also have knowledge about gender and sexuality education respectively.

e) If other, specify →Please specify here

Answers	No. of students answered (n=3)
New in the school	1
No answer	2

One learner was new in the school while 2 did not answer.

7.2. Which parts of this project do you like? (You can circle more than one response)

Answers	No. of students answered (n=300)
a) Renovation of Changing and washing room	147
b) MHM club activities	206
c) Workshop (MHM, gender awareness, sexuality education)	124
d) Reusable sanitary pad making	76
e) If other, specify	6
No answer	0

MHM club activities emerged as the most liked part of the project (206) followed by renovation of changing and washrooms (147) and workshops about MHM, gender awareness and sexuality education (124). 76 learners said they liked reusable pad making.

e) If other, specify → Please specify here

Answers	No. of students answered (n=6)
Giving us a sewing machine	1
New learner to school	1
No answer	4

Q. Do you have any comments, concern, opinion, or desire about menstruation? (n=300)

<Summary of Students' Comments>

Below are excerpts from students' comments.

1. Summary of What Students Learned about Menstruation:

This summary provides a quantitative breakdown of the various aspects of menstruation-related learning among the surveyed students.

- Knowledge Acquisition:
 - 5 students acknowledge menstruation as a normal bodily process.
 - 1 student recognizes menstruation as healthy.
 - 2 students learned how to make menstrual pads.
 - 1 student feels confident in handling menstruation due to well-informed about menstrual hygiene management (MHM) and its importance for self-protection
 - 1 student understands the common occurrence of stomach pain during menstruation, sourced from both teachers and friends.
 - 1 student expresses confidence in passing through menstruation due to being informed.
 - 1 student mentions the positive impact of MHM club activities in normalizing menstruation.
 - 1 student expressed appreciation for being informed about menstruation.
 - 1 student expressed satisfaction with acquiring more knowledge but did not specify the subject matter.
- Community Engagement:
 - 1 student mentions participating in pad-making training.
 - 1 student highlights the benefit of quizzes between schools to raise awareness.
 - 1 student emphasizes the importance of supporting girls during menstruation.
- Personal Hygiene:
 - 1 student expresses pride in maintaining personal hygiene during menstruation.

2. Summary of Changes Observed:

This summary highlights the positive changes observed in boys' support for girls, as well as the broader impacts on school dropout rates and personal empowerment among the surveyed students.

- Boys' Support for Girls:
 - 4 students noted a positive change in boys' attitudes towards girls, expressing support and assistance.
 - 1 student specifically thanked an organization (SORAK) for raising awareness and fostering improved relationships between boys and girls.
- Girls' Behavior:
 - 1 student mentioned a change in girls' behavior, although the specifics are not provided.
- Impact on School Dropout Rates and Importance of Education:
 - 1 student mentioned that the initiatives have helped in controlling dropouts of girls from school, indicating a positive impact on education.
 - 5 students emphasized the importance of educating girls, linking it to a better future ("Teaching girls means a better tomorrow").
 - 1 student expressed love for school even during menstruation, indicating a positive attitude towards education.
 - 1 student acknowledges the importance of staying at school to receive advice about menstruation.
- Personal Empowerment:
 - 1 student expressed confidence in managing themselves and handling menstruation better, indicating personal growth and empowerment.

3. Summary of Students' Other Comments on activities:

This summary encapsulates the diverse range of feedback provided by the students, reflecting their experiences, preferences, and appreciation for the MHM initiatives and support received.

- MHM Club Activities:
 - 7 students expressed love for the activities in the MHM club, indicating a positive reception and enjoyment of the club's initiatives.
- Preference for Reusable Pads:
 - 5 students mentioned that they consider reusable pads to be the best option for managing menstruation, highlighting a preference for sustainable menstrual hygiene products.
- General Positive Feedback:
 - 1 student described the activities as adorable, indicating appreciation for the efforts put into them.
 - 1 student mentioned the positive impact of the project on improving support between girls and boys.
 - 1 student thanked parents for their love and support.
 - 1 student expressed satisfaction with the program.
 - 1 student appreciates support from teachers and friends.
 - Several comments (1 each) highlighted the overall improvement observed, both individually and as a school, attributing it to the MHM initiatives.

4. Challenges and Summary of Desires/Requests:

This summary reflects the various needs and requests expressed by the students, ranging from practical resources like sewing machines and materials to broader support for hygiene and

infrastructure improvements. Requests for GBN other than those related to sewing machines, materials of pad making and MHM, and water sources are as follows.

- MHM Club Assistance:
 - 1 student requested assistance from the MHM club, indicating a need for support or resources.
- Health Concerns:
 - 1 student's comment focused on avoiding stomach pain during menstruation, expressing gratitude for ongoing support.
- Request for Continued Visits:
 - 1 student requested for another visit, indicating a desire for ongoing support or engagement.
- Community Contribution:
 - 1 student mentioned a collective effort to address the challenge of acquiring materials by contributing financially.
- Infrastructure Needs:
 - Requests were made for the construction of washrooms and the maintenance of cleanliness in existing facilities.
 - Requests were made for more toilets and permanent water sources near washrooms.
- Training Opportunities:
 - 1 student expressed a desire for all interested students to be trained in pad-making, highlighting the lack of sufficient machines.

4. FOCUS GROUP DISCUSSION (FGD) AND Key informant interviews (KII) OF TARGET POPULATION

4.1 Focus Group Discussion (FDG)

Focus group discussions were conducted in February 2024 targeting Menstruation Hygiene Management (MHM) club members, boys and girls separately, in three schools from each of three districts. The schools were selected based on their performance, with one being the best, one average, and one the worst among 10 target schools in each district. The assessment focused on the overall success of the menstrual hygiene project. "Best" or "worst" was determined by how well the project was integrated into the school, student engagement, administrative support, and the ability of students to create reusable pads. These factors helped determine the project's overall success, with the survey questions providing additional insights into its impact. The questions served as a starting point for gathering insights into the project's impact on knowledge, attitudes, and behavior change.

It is important to note that there were no boy MHM club members at Lwadda Church of Uganda in Wakiso or Kitagobwa Church of Uganda in Butambala since most of them were in Primary 7 and left after finishing primary school.

District	Name of Primary School	Best/Fair /Worst	MHM Club Members		Sub-total	Total
			GIRLs	BOYs		
Mubende	1.St. Mary's Gwanika	Best	5	5	10	77
	2. Kasana C/U	Fair	5	4	9	
	3, Katega	Worst	5	2	7	
Wakiso	4. Sacred heart Jinja Karoli	Best	4	5	9	
	5.Sanga	Fair	5	5	10	
	6.Lwadda Church of Uganda	Fair	7	0	7	
Butambala	7.BULE UMEA	Fair	5	5	10	

	8.Kitagobwa C/U	Worst	5	0	5
	9. BUTENDE UMEA	Best	5	5	10

The main questions are below

Female/Male Student of MHM club members	Q1. How did you work for MHM club activities? Q2. Did you understand your roles and responsibilities as an MHM club member? Q3. What were your challenges while conducting MHM club activities? Q4. Do you have anything more you wish to do for the MHM club? Q5. Do you have any concern, opinion, or suggestion about the MHM club?
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●Focus Group Discussion: **MHM Club Members (Girls)**

Q1. How did you work for the MHM club?

The focus group discussions with MHM club members from various schools revealed diverse initiatives aimed at promoting menstrual hygiene awareness and support. Each school's MHM club showcased unique efforts: St. Mary's Gwanika actively made pads, conducted training sessions, and encouraged open discussions on menstruation. In contrast, Kasana C/U faced challenges due to a teacher's departure, impacting their pad-making activities negatively. However, Katega effectively utilized sewing machines to produce pads, facilitated discussions, and engaged in peer education on menstrual hygiene. At Jinja Karoli, members have engaged with visitors, sharing the challenges faced by girls and utilizing materials provided to create pads, thus addressing the practical needs of menstruating students.

Sanga demonstrated proficiency in pad production and crafted emergency dresses and storage bags, while in Lwadda, a combination of sewing machines and manual techniques has been employed to produce pads, alongside efforts to sensitize peers about MHM and provide guidance on accessing menstrual products. BULE UMEA focused on making reusable pads and educating girls on menstrual self-care and dispelling myths. These efforts highlighted the clubs' commitment to practical support and education.

Kitagobwa C/U has taken a proactive approach to destigmatizing menstruation by educating both girls and boys, emphasizing its normalcy, teaching proper pad usage, and producing reusable sanitary pads for distribution. Similarly, BUTENDE UMEA has focused on empowering girls with knowledge about menstruation's normalcy, hygiene practices, and pad-making skills, while also extending support to boys, non-club members, and community members. Each club's initiatives reflect a commitment to practical support, education, and destigmatization, highlighting the holistic approach adopted in addressing menstrual health needs. These efforts not only benefit students within school settings but also contribute to broader community well-being by promoting menstrual hygiene as an integral aspect of overall health and dignity.

Overall, MHM clubs significantly contributed to menstrual hygiene awareness, providing vital support and skills to menstruating students. Their impact extended beyond schools, reflecting a holistic approach to menstrual health advocacy, crucial for promoting the well-being of girls and women.

Q2. Did you understand your roles and responsibilities as an MHM club member?

Overall, members of the MHM clubs demonstrated an understanding of their roles and responsibilities, albeit with varying levels of detail across different schools. St. Mary's Gwanika members affirmed their understanding and mentioned efforts to mobilize others to join the club, while Kasana C/U confirmed comprehension without providing additional details. In contrast, Katega members not only

understood their roles but also mentioned specific responsibilities, including appointing a club president to lead activities.

Similarly, Jinja Karoli acknowledged being informed about their roles, particularly emphasizing providing counselling to other girls. Sanga affirmed understanding roles, with the president taking on the responsibility of educating others about club activities. Lwadda and BUTENDE UMEA also confirmed comprehension without further elaboration. BULE UMEA members indicated understanding their roles, although they faced a leadership change due to the departure of their president, prompting considerations for selecting a new leader.

In Kitagobwa C/U, understanding roles was affirmed, but it was noted that some members, primarily in P.7, were no longer part of the club due to leaving the school. Despite variations in detail, the responses suggest a general understanding of roles and responsibilities among MHM club members, reflecting their commitment to fulfilling their duties within the club.

Q3. What were your challenges while conducting the MHM club activities?

The MHM club members faced a variety of challenges in executing their activities, ranging from resource limitations to social stigma and logistical issues. St. Mary's Gwanika encountered machine breakdowns, insufficient machines for members, and shortages of materials like soft cloths, cotton, and polythene, hampering their productivity. In Kasana C/U, a lack of knowledge on pad-making and sewing machine operation hindered their activities. Katega struggled with insufficient materials, low attendance at club meetings, reluctance of some girls to discuss menstruation, and inadequate sewing machines.

Similarly, Jinja Karoli experienced disbelief from some girls when given advice, fear and anxiety among menstruating girls, bullying and shaming from male students, and shortages of pad-making materials, and one more note is that male students don't want to be members because they think the project is for girls only. Sanga cited insufficient materials, lack of dedicated time for club activities resulting in missed classes, unpreparedness of girls for menstruation, and difficulties in supporting shy individuals as challenges. Lwadda faced issues like secrecy and fear among students regarding menstruation, ridicule from peers, insufficient sewing machines and materials, lack of recognition for the club's importance, and limited parental support.

In BULE UMEA, the lack of roofing and covering in the changing room posed a challenge, though efforts were initiated to address this issue (roof were set in 2023) . Challenges in Kitagobwa C/U included the incompatibility of electric sewing machines with the absence of electricity, shortages of materials, limited time for club activities, and lack of cleaning materials for toilets. Lastly, BUTENDE UMEA highlighted insufficient materials and equipment, such as needles for hand sewing and sewing machines, with needles frequently breaking.

These challenges underscore the importance of addressing resource gaps, providing adequate training and support, and combating social stigma to ensure the effective implementation of MHM club activities and support for menstrual hygiene management among students. The challenges are not only lack of materials but also time limitation as well as lack of recognition from non-club members, as well as limitation of school co-operation .

Q4. Do you have anything more you wish to do for the MHM club?

Members of MHM clubs articulated various aspirations aimed at expanding and enhancing their club activities to better serve their communities and promote menstrual hygiene management. In St. Mary's Gwanika, members expressed interest in learning clothing design with sewing machines and extending MHM knowledge to out-of-school children in the community. Kasana C/U desired training

for pad-making, acquiring additional facilities like basins and doors for washrooms and changing rooms, and creating emergency changing clothes.

Katega aspired to foster friendships, increase club membership, assist those unable to afford pads, and conduct pad-making training for community members. Members in Jinja Karoli sought to deepen their knowledge of pad-making, involve lower-grade students in pad-making for the sustainability of the project, and secure support from school management for club activities. Sanga aimed to learn tailoring and crafting skills, including knitting and making tablecloths, to generate income.

In Lwadda, desires involved holding regular sensitization meetings for other students, advocating for privacy facilities like washrooms and changing rooms, and recruiting new club members. BULE UMEA aimed to expand pad-making skills using sewing machines and produce more reusable sanitary pads to meet demand. Kitagobwa C/U aspired to teach others to make reusable sanitary pads with sewing machines and educate boys about menstruation to reduce stigma.

Lastly, in BUTENDE UMEA, members expressed interest in producing more pads for personal use and distribution, teaching others pad-making skills, and learning how to make reusable sanitary pads using sewing machines. These aspirations underscore a commitment to furthering MHM knowledge and skills, expanding outreach efforts beyond the school community, and addressing practical needs related to menstrual hygiene management.

Q5. Do you have any concern, opinion, or suggestion about MHM club?

Members of MHM clubs shared valuable feedback regarding their experiences and provided suggestions for improving and expanding club activities. In St. Mary's Gwanika, they proposed introducing a uniform to identify MHM club members. Kasana C/U expressed readiness to commence pad-making activities with the provision of a trainer. Meanwhile, Katega shared satisfaction with current club activities but suggested the need for more machines, continued pad-making efforts, and increased engagement with non-members.

In Jinja Karoli, there was a desire to continue pad-making activities from the current term onwards. Sanga appreciated the club's effectiveness but suggested providing more materials and machines, as well as a permanent location for club activities. Lwadda identified the need for a uniform, a trainer to teach sewing machine operation, and increased availability of materials.

Moreover, BULE UMEA expressed satisfaction with the club but suggested expanding activities to include knitting and clothes making, rewarding excellent club members with school fees assistance, and providing snacks during club activities. Kitagobwa C/U shared contentment with the club but highlighted the need for water facilities, more machines and materials, and a permanent trainer for pad-making and sewing machine operation.

Finally, BUTENDE UMEA reported no concerns but expressed interest in knowing where to acquire pad-making materials, obtaining additional machines, ensuring more practice for club members, training non-members, and enhancing the changing room's durability. Overall, the feedback underscores the importance of addressing practical needs such as access to materials and machines, providing training and support, and ensuring the sustainability and effectiveness of MHM club activities.

● Focus Group Discussion: MHM Club Members (Boys)

Q1. How did you work for MHM club activities?

During the focus group discussion, boy members of the MHM clubs shared their involvement in various activities aimed at supporting menstrual hygiene management and promoting awareness among their peers.

In St. Mary's Gwanika, they engaged in making reusable sanitary pads, teaching girls hygiene practices, repairing torn clothes, promoting empathy towards menstruating girls, and participating in public speaking classes. Kasana C/U collaborated with teachers to assist girls, ensured the availability of cleaning materials for menstruating girls, and advocated against corporal punishment during menstruation. Katega produced pads and provided guidance to menstruating girls on hygiene practices, while Jinja Karoli manufactured reusable sanitary pads and created changing dresses and uniforms for girls.

In Sanga, the focus was solely on pad-making activities within the club. However, BULE UMEA engaged in making reusable sanitary pads and provided assistance to menstruating girls by directing them to senior staff. In contrast, BUTENDE UMEA actively participated in making reusable sanitary pads, educating girls on hygiene practices, providing cleaning supplies for the changing room, teaching non-members pad-making skills, promoting awareness about menstruation and not laugh at girls, advocating for protection against pregnancy and sexually transmitted infections, and addressing stigma and misconceptions surrounding menstruation.

These activities reflect the dedication of boy members in contributing to menstrual hygiene management and promoting a supportive environment for menstruating girls within their schools and communities. Their involvement underscores the importance of gender-inclusive approaches in addressing menstrual health issues.

Q2. Did you understand your roles and responsibilities as MHM club member?

During the focus group discussion, boy members of the MHM clubs confirmed their understanding of their roles and responsibilities, with some providing more specific details than others. In St. Mary's Gwanika, members affirmed their understanding, mentioning the club president, while the rest served as members without further elaboration. Kasana C/U demonstrated comprehension by describing their roles, which included making reusable pads, producing cleaning soap for pads, assisting girls during menstruation, and providing necessary materials when available.

Members of Katega affirmed their understanding without specifying individual roles, indicating equal participation as members. Jinja Karoli provided a general confirmation of understanding without detailing specific roles. In Sanga, members affirmed understanding and emphasized their role as supportive members, particularly in educating other boys about menstruation. BULE UMEA acknowledged their understanding of roles, with the club president identified as head of publicity responsible for disseminating information about club activities to non-members and the community. Members of BUTENDE UMEA expressed a general understanding of their roles without specifying individual responsibilities.

Overall, while the responses varied in detail, they collectively indicated a general comprehension of roles and responsibilities among boy members of the MHM clubs, highlighting their commitment to supporting menstrual hygiene management efforts within their schools and communities.

Q3. What were your challenges while conducting MHM club activities?

The boy members of MHM clubs encountered various challenges while conducting their activities, highlighting obstacles related to communication, and logistical constraints. In St. Mary's Gwanika, challenges such as insufficient materials and machines, limited time for club activities, and difficulty in communicating with girls who may need assistance were faced. Kasana C/U identified challenges including resistance from some girls to receive help and inadequate availability of pads when needed.

Members of Katega encountered difficulties in folding and measuring pads, inconsistency in scheduling club activities by teachers, Jinja Karoli confronted issues such as shortages of materials and machines, difficulties in measuring and cutting pads, and lack of parental support and challenges in assisting girls during menstruation due to preferences for same-gender assistance. Sanga experienced challenges related to insufficient materials, inadequate space for club activities, and limited access to sewing machines due to high club membership.

BULE UMEA encountered obstacles such as shortages of materials, faulty sewing machines, communication barriers with girls, and reluctance from girls to accept assistance from male club members. Meanwhile, BUTENDE UMEA confronted challenges including insufficient materials and expensive costs, risks associated with hand sewing, difficulties in communicating with girls about menstruation, shortage of educational materials like booklets (MHM manual), inadequate changing room facilities (only one), and the challenge of assisting shy girls.

These challenges underscore the importance of addressing resource constraints, improving communication channels, and providing adequate support and training to MHM club members to effectively address menstrual hygiene management needs within their schools and communities. One of characteristics is that communication or intervention with girls about MHM is still challenge for boys.

Q4. Do you have anything more you wish to do as an MHM club?

The boy members of MHM clubs expressed their desires to expand and enhance their club activities to better serve their schools and communities, focusing on various areas of improvement and growth. In St. Mary's Gwanika, there was interest in educating girls before they experience menstruation and competing in sewing and pad-making competitions with other schools. Kasana C/U wished to learn sewing using sewing machines, increase pad production, and produce liquid soap.

Katega aspired to increase pad-making frequency and introduce construction classes to generate income. Jinja Karoli desired to engage in baking, increase involvement in cleaning girls' toilets, and improve communication with girls. Sanga expressed interest in hosting more debates on menstrual health and hygiene, providing medicine for menstrual pain relief, and ensuring the availability of cleaning materials for a hygienic environment.

In BULE UMEA, there was an aim to increase production of reusable sanitary pads, while in BUTENDE UMEA, aspirations included increasing pad production for both personal use and for sale to fund materials, and expanding outreach efforts to educate other students and community members who don't know or are afraid of talking about menstruation. These aspirations demonstrate a commitment to expanding knowledge, improving facilities, and addressing the menstrual hygiene needs of their schools and communities through the MHM club activities.

Q5. Do you have any concern, opinion, or suggestion about MHM club?

The boy members of MHM clubs shared their perspectives, concerns, and suggestions regarding the club activities, highlighting areas for improvement and support. In St. Mary's Gwanika, concerns were raised about the lack of a specific time for MHM activities, distant water sources, and the need for bathroom facilities for boys. Suggestions included learning crafts, providing rewards for outstanding performance, and acquiring more machines.

Kasana C/U desired more support from teachers and peers regarding menstruation, as well as an increased provision of materials for the MHM club. Boys in Katega had no concerns or suggestions regarding current activities. Similarly, in Jinja Karoli, there were no reported concerns, but suggestions included increasing materials and sewing machines for pad-making activities and providing refreshments during club activities.

In Sanga, concerns were raised about the need for bathroom facilities, additional sewing machines and materials, a dedicated trainer, and water and electricity facilities for the club. BULE UMEA expressed satisfaction with the club but suggested improvements such as water facilities, washing soap, electricity, and sufficient machines and materials.

Finally, in BUTENDE UMEA , suggestions included acquiring more machines and materials, providing training to more students and the community, constructing a permanent room for the MHM club, ensuring high-quality materials and good trainers for pad-making, and enhancing the changing room with additional amenities like more basins, buckets, and soap and pant pegs in the changing room for hanging the washed pads for drying, emergency uniforms for girls and water facilities.

These concerns and suggestions underscore the importance of addressing infrastructure, resource, and training needs to enhance the effectiveness and sustainability of MHM club activities in supporting menstrual hygiene management within schools and communities.

4.2. Key Informant Interview (KII)

4.2.1. Non MHM Club members

District	Name of School	NON-MHM Club Members		Sub-total	Total
		GIRLs	BOYs		
Mubende	1.St. Mary's Gwanika	2	2	4	36
	2. Kasana C/U	2	2	4	
	3.Katega Primary	2	2	4	
Wakiso	4. Sacred heart Jinja Karoli	2	2	4	
	5.Sanga Primary school	2	2	4	
	6. Lwadda Church of Uganda	2	2	4	
Butambala	7. BULE UMEA	2	2	4	
	8.Kitagobwa C/U	2	2	4	
	9. BUTENDE UMEA	2	2	4	

The main questions are below

Non-MHM Girl Students	<p>Q1 Which parts of MHM were effective or not effective, and why?</p> <p>A). Changing and washing room</p> <p>B). MHM club activities</p> <p>C). MHM booklet (MHM, Gender awareness, Sexuality education)</p> <p>D). Reusable sanitary pad making</p> <p>E). If other, specify _____</p> <p>Q2. Do you use reusable sanitary pads? How is it? Comfortable or not? Why?</p> <p>Q3. Do you use changing room? How is it? Comfortable or not? Why?</p> <p>Q4. Do you receive support during /regarding your menstruation?</p> <p>A). School teachers</p> <p>B). MHM club members</p> <p>C). Parents</p> <p>D). Boys</p> <p>E). If other, specify _____</p> <p>Q5. Have you ever found other boys bully girls due to menstruation? If so what do you or other peers do?</p> <p>Q6. Any concerns/ suggestions</p>
Non-MHM Boy students	<p>Q1 Which project activities were effective for girls at school? Which activities were not effective? Why do you think so?</p>

	<p>A). Changing and washing room</p> <p>B). MHM club activities</p> <p>C). MHM booklet (MHM, Gender awareness, Sexuality education)</p> <p>D). Reusable sanitary pad making</p> <p>E). If other, specify _____</p> <p>Q2 Which parts did you learn?</p> <p>A). Menstruation Hygiene Management</p> <p>B). Gender awareness</p> <p>C). Sexuality education</p> <p>D). If other, specify _____</p> <p>Q3. Do you understand girl's menstruation and how it affects girls' attendance?</p> <p>Q4. How do you support girls who are facing challenges related to menstruation at school?</p> <p>Q5. Have you found other boys bully girls due to menstruation, what do you think or what do you do?</p> <p>Q6. Do teachers support girls during menstruation at school?</p> <p>Q7. Any concerns/ suggestions</p>
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● **Interview: Non-MHM Girl Student**

Q1 Which parts of MHM were effective or not effective, and why?

Q1 Which parts of MHM were effective or not effective, and why?

- A). Changing and washing room**
- B). MHM club activities**
- C). MHM booklet (MHM, Gender awareness, Sexuality education)**
- D). Reusable sanitary pad making**
- E). If other, specify _____**

In interviews with non-MHM students, perspectives on various aspects of menstrual hygiene management (MHM) initiatives were gathered, focusing on effectiveness and areas of improvement. Across different schools, there was a general consensus among non-MHM students regarding the importance of MHM initiatives, with particular emphasis placed on the effectiveness of reusable sanitary pad making. This highlights a recognition of the practical benefits of such initiatives in promoting menstrual hygiene.

Furthermore, students from different schools provided insights into the effectiveness of specific components of MHM initiatives. For example, while students from Kasana C/U identified the MHM booklet as effective for learning about menstruation, students from BULE UMEA considered MHM club activities and the booklet equally effective alongside reusable sanitary pad making. This indicates varying perceptions of effectiveness depending on the specific context and resources available in each school.

Additionally, students emphasized the importance of MHM club activities in providing support to girls, particularly those who may face challenges in accessing menstrual hygiene products. Schools such as Sanga highlighted the vital role of MHM club activities in addressing the needs of girls who cannot afford commercial pads, underscoring the significance of these initiatives in promoting inclusiveness and support within school communities.

Overall, the perspectives shared by non-MHM students offer valuable insights into the effectiveness of MHM initiatives and areas for improvement. While there may be variations in perceptions across different schools, the consensus on the importance of education, support, and access to reusable sanitary pads underscores the significance of comprehensive menstrual hygiene management strategies in promoting the well-being of all students.

Q2. Do you use reusable sanitary pads? How is it? Comfortable or not? Why?

Inquiring about the usage and comfort of reusable sanitary pads among students yielded valuable insights into their experiences and perceptions. Across different schools, students who had used reusable sanitary pads generally reported finding them comfortable and satisfactory, attributing their comfort to the soft cloth materials used in their construction. Schools such as St. Mary's Gwanika, Katega, Jinja Karoli , Sanga, and Lwadda had students affirming the comfort of reusable pads, emphasizing their softness and non-irritating nature.

However, there were variations in usage and perceptions across schools. While some students, like those from Kasana C/U and BULE UMEA, indicated not having used reusable pads and resorting to other methods for menstrual hygiene management, others, such as those from Kitagobwa C/U and BUTENDE UMEA , reported not using reusable pads and instead opting for store-bought pads from shops.

Overall, while students who had experience with reusable sanitary pads generally found them comfortable, there were instances where students either hadn't used them or preferred store-bought pads for aesthetic reasons. These findings underscore the importance of considering individual preferences and experiences when implementing menstrual hygiene management interventions, ensuring access to a variety of options that cater to the diverse needs and preferences of students. In addition, some students who hadn't access sanitary pads should be considered.

Q3. Do you use changing room? How is it? Comfortable or not? Why?

Students' responses regarding the usage and comfort of the changing room provided insights into their experiences and perceptions across different schools. While some students expressed satisfaction with the changing room facilities, others highlighted concerns or limitations.

In schools where changing rooms were available, such as St. Mary's Gwanika, Sanga, BULE UMEA, and BUTENDE UMEA , students generally found them comfortable and appreciated the privacy they offered. Factors like cleanliness and the presence of a door contributed to their comfort, as reported by students from Kitagobwa C/U and BUTENDE UMEA .

However, in schools where changing rooms were lacking, students faced inconvenience, as reported by students from Katega and Lwadda, who had to go home to change pads or relied solely on bathing facilities. Additionally, concerns about privacy, as seen in Kasana C/U, where the lack of a door made students cautious about using the changing room, impacted their comfort and usage.

Overall, perceptions of the changing room's comfort varied among students, influenced by factors such as cleanliness, privacy, and the presence of adequate facilities. While some students had positive experiences with the changing room, others either hadn't used it or faced limitations that affected their comfort and convenience.

Q4. Do you receive support during /regarding your menstruation?

- A). School teachers**
- B). MHM club members**
- C). Parents**
- D). Boys**
- E). If other, specify _____**

Students provided insights into the support they receive regarding menstruation from various sources, highlighting both the diversity and limitations of support systems within their schools and communities.

In schools like Katega and Sanga, students received significant support from teachers, particularly senior women teachers, who provided pads and encouraged openness about menstruation. Additionally, peers and MHM club members played crucial roles in providing support and guidance, as seen in Katega and Sanga, where students received assistance regarding pad usage and discussions about menstruation.

However, in schools such as St. Mary's Gwanika and BULE UMEA, students reported minimal direct support from MHM club members, with teachers primarily providing pads when needed. Similarly, in Lwadda, while teachers offered support by providing water and soap, parents mainly supplied non-reusable pads, indicating a gap in understanding and access to appropriate menstrual hygiene products.

Furthermore, support from parents varied across schools, with some students like those in Kasana C/U receiving information and support from family members, while others primarily relied on support from school teachers or peers. This discrepancy suggests a need for consistent and comprehensive support systems across schools to ensure all students receive adequate support and information about menstruation.

Overall, while students received support from various sources such as school teachers, parents, peers, and MHM club members, the extent and clarity of support varied, with some students expressing a lack of clear understanding about menstruation despite receiving information. This highlights the importance of implementing comprehensive menstrual hygiene education programs and fostering supportive environments within schools and communities.

Q5. Have you ever found other boys bully girls due to menstruation? If so what do you or other peers do?

Students provided insights into instances of bullying related to menstruation and their responses to such situations, revealing a mixed landscape of experiences across different schools.

In some schools like St. Mary's Gwanika, Katega, Jinja Karoli, Lwadda, and BULE UMEA, students reported no instances of bullying related to menstruation, suggesting a supportive and respectful environment where such behaviour is not tolerated.

However, discomfort arose in schools like Kasana C/U, Sanga, and BUTENDE UMEA, where students noted instances of boys discussing girls in a manner that made them uncomfortable. While direct bullying related to menstruation was not reported, these discussions created discomfort among students, highlighting the need for more respectful behaviour and awareness about menstruation among male students.

In Kitagobwa C/U, one student recounted a personal experience of her sister being bullied by her brothers, indicating that bullying related to menstruation may occur within family settings. However, no instances were observed at school, suggesting a positive school environment regarding this issue.

Overall, while students largely reported a lack of direct bullying related to menstruation, discomfort arose from boys' discussions about girls in some schools. The responses to such situations varied, with some students intervening to provide support, while others ignored the behaviour. This underscores the importance of promoting respect, empathy, and understanding regarding menstruation among students to create a supportive and inclusive school environment.

Q6. Any concerns/ suggestions

Students across various schools expressed concerns and suggestions regarding menstrual hygiene management (MHM) and related support, reflecting their awareness and commitment to addressing this issue within their school communities.

In St. Mary's Gwanika, students expressed interest in joining the MHM club to deepen their understanding of menstruation, highlighting the importance of education and awareness-raising initiatives. Similarly, in Kasana C/U, students wished to join the MHM club to acquire skills in making reusable sanitary pads, demonstrating a practical approach to addressing menstrual hygiene needs. Additionally, they suggested having support available at school for unexpected menstruation,

Concerns raised in Katega centered around the lack of materials and machines for pad-making in the MHM club, leading some students to refrain from joining. Their request for increased availability of reusable sanitary pads underscores the importance of providing sustainable solutions for menstrual hygiene management.

In Jinja Karoli, students emphasized the need for more materials to make pads to benefit non-members as well, indicating a broader concern for supporting all menstruating individuals within the school community. Students in Sanga highlighted the importance of teaching boys to be more supportive and inclusive regarding menstruation, indicating a need for comprehensive education and awareness programs that involve all students.

In Lwadda, students expressed a desire to join the MHM club but cited busyness with classes as a barrier. Their suggestion to separate bathrooms for younger children reflects a practical concern for maintaining cleanliness and hygiene. Students in BULE UMEA expressed interest in joining the MHM club and requested more assistance from current members, along with increased availability of pads during menstruation, highlighting the need for ongoing support and resources.

In Kitagobwa C/U, students suggested teaching more boys about menstruation and encouraging respect for girls, demonstrating a recognition of the importance of gender-inclusive education in promoting menstrual hygiene. In BUTENDE UMEA, students also desire to join the club and how to make pads.

Overall, the highlight is that many students want to join the MHM club and they emphasize the importance of education, support, and resources for menstrual hygiene management within their schools. Their suggestions and concerns reflect a collective effort to address this issue comprehensively and inclusively, underscoring the need for ongoing initiatives to promote menstrual health and well-being among students.

● **Interview: Non-MHM BOY Student**

Q1. Which project activities were effective for girls at school? Which activities were not effective? Why do you think so?

- A). Changing and washing room
- B). MHM club activities
- C). MHM booklet (MHM, Gender awareness, Sexuality education)
- D). Reusable sanitary pad making
- E). If other, specify _____

Students across different schools provided insights into the effectiveness of various project activities aimed at supporting girls at school, particularly focusing on menstrual hygiene management:

In St. Mary's Gwanika, the production of reusable sanitary pads (Activity D) was identified as effective, highlighting the importance of providing sustainable menstrual hygiene solutions for girls. In Kasana C/U, while the changing and washing room (Activity A) was acknowledged as essential, students noted the need for improvement to ensure better and cleaner areas for girls. However, they lacked knowledge about the effectiveness of other activities.

Katega students considered reusable sanitary pad making (Activity D) effective, emphasizing its convenience and accessibility for girls to make pads as needed. In Jinja Karoli, MHM club activities (Activity B) were perceived as effective for girls to support each other, although there were questions regarding the effectiveness of reusable sanitary pad making (Activity D).

Students in Sanga highlighted reusable sanitary pad making (Activity D) as the most essential activity, recognizing its role in providing sustainable menstrual hygiene options for girls. Similarly, in Lwadda, students emphasized the importance of reusable sanitary pad making (Activity D) for addressing girls' menstrual hygiene needs. In BULE UMEA, both the production of reusable sanitary pads (Activity D) and other project activities were deemed important for girls at school, indicating a comprehensive approach to menstrual hygiene management.

While two students in Kitagobwa C/U expressed a lack of knowledge about project activities, students in BUTENDE UMEA emphasized the significance of reusable sanitary pad making (Activity D) during menstruation, highlighting its crucial role in addressing girls' hygiene needs. Additionally, supporting each other was recognized as important.

Overall, students underscored the importance of reusable sanitary pad making (Activity D) as an effective means to address girls' menstrual hygiene needs. Some students also stressed the significance of supporting each other through MHM club activities (Activity B) and other initiatives. However, the need for improvements in facilities like the changing and washing room (Activity A) was also acknowledged, indicating areas for further enhance.

Q2. Which parts did you learn?

A). Menstruation Hygiene Management

B). Gender awareness

C). Sexuality education

D). If other, specify _____

Students' responses regarding their learnings from the project, focusing on Menstruation Hygiene Management (A), Gender awareness (B), and Sexuality education (C), varied across schools:

In St. Mary's Gwanika, specific details about the question were not available, but students mentioned learning from science classes and MHM club members, indicating a diverse range of learning sources. At Kasana C/U, a student specified learning about sewing using a machine to make pads and uniforms (D), showcasing a practical skill acquired through the project. In Katega, Menstruation Hygiene Management (A) was mentioned as learned content, highlighting the project's success in imparting essential knowledge about menstrual hygiene to students.

However, in Jinja Karoli, the student indicated not knowing about the club and not having learned anything, suggesting a gap in awareness and educational outcomes among some students. Similarly, in Sanga, while a student mentioned learning about sexual education during science class (D), there was a lack of recall regarding specific learnings from the MHM club, indicating potential challenges in engagement or communication.

In contrast, in BULE UMEA, students mentioned learning about Menstruation Hygiene Management (A) and from science classes, reflecting a positive impact on knowledge acquisition from project activities. On the other hand, at Kitagobwa C/U, students expressed not having learned anything, suggesting a need for further evaluation of the effectiveness of educational initiatives within the project. Finally, in BUTENDE UMEA, the student indicated not having learned anything related to MHM, gender awareness, or sexuality education, highlighting potential gaps in educational outcomes or delivery.

Overall, while some students mentioned specific learnings, such as sewing skills and knowledge about menstrual hygiene, others expressed a lack of awareness or recall regarding project-related content. These varied responses underscore the importance of continuous assessment and improvement in educational initiatives to ensure meaningful learning outcomes for all students involved in the project.

Q3. Do you understand girl's menstruation and how it affects girls' attendance?

It's evident from the responses across different schools that there is a varied level of understanding among students regarding menstruation and its impact on attendance. Some students seem to have a basic grasp of the concept, while others lack clarity or knowledge on the topic altogether.

For example, some students who understand girl's menstruation answered 'I understand girls' menstruation but I didn't know that girls miss school because of it.' (Katega). 'Yes it affects their attendance as some girls can't tell the teachers and choose to go home and tell their parents.' (Shool4) 'Yes I do and I know that some girls don't come to school because of menstruation.' (Sanga)

On the other hand, other students who do not understand it answered 'I don't know why it happens but I know that girls go through periods and some even miss, I think it's because they are girls.' (Kasana C/U), ' No I don't understand girl's menstruation.' (Kitagobwa C/U)

In schools where students demonstrated understanding, they acknowledged the importance of respecting girls' privacy and needs during menstruation, showing empathy towards their peers. However, in schools where students expressed uncertainty or lacked understanding, there's a clear need for more comprehensive education on menstruation.

Providing thorough education on menstruation can help bridge the gap in understanding among students and promote empathy and support for their peers who experience menstruation. It's essential to create an environment where menstruation is openly discussed and understood to reduce stigma and ensure that girls feel supported in their educational journey.

Q4. How do you support girls who are facing challenges related to menstruation at school?

The responses from students across different schools reflect a mixed level of awareness and willingness to support girls facing challenges related to menstruation at school.

For example, some students answered to support girls, 'I make a reusable sanitary pad for them.' (St. Mary's Gwanika). 'Taking them to the senior woman or if I have money, I buy for them a handkerchief, toilet paper and water.' (School4). 'I have seen only my sister but my mom didn't want me to help but if it happened at school, I would take them to the senior woman.' (Sanga). On the other hand, other students answered 'I have never supported any girl.' (School4), 'We don't support them and we do not know when they need our support.' (Kitagobwa C/U) .

In some schools, students demonstrated empathy and offered practical support such as making reusable sanitary pads, advising girls on hygiene, and seeking assistance from teachers or senior women. These actions indicate a positive attitude towards supporting their peers during menstruation. However, in other schools, students admitted to a lack of awareness or uncertainty about how to support girls during menstruation. Some students expressed that they had never supported a girl facing menstruation challenges or were unsure of when and how to offer assistance.

Overall, there is a clear need for more comprehensive education and awareness among students regarding menstruation and how to support their peers effectively. Providing education on menstrual hygiene, empathy, and practical support strategies can empower students to be more understanding and supportive towards girls experiencing menstruation challenges at school. Additionally, creating

a supportive environment where girls feel comfortable seeking help when needed is crucial for ensuring their well-being and academic success.

Q5. Have you found other boys bully girls due to menstruation, what do you think or what do you do?

The responses from the surveyed schools indicate a generally positive trend regarding the issue of boys bullying girls due to menstruation. Most schools reported that they haven't observed instances of such bullying, and there seems to be a proactive approach towards addressing it if it were to occur.

For example, 'Yes some boys used to bully girls but they were in P.7 and they left after their final exams last year.'(St. Mary's Gwanika), and some of them like Jinja Karoli ,5,7 responded that they haven't seen boys bully girls but if they find, they will take boys to the teacher and report them. And one of student in BULE UMEA answered 'No I haven't seen it happen but if I did I would tell them that menstruation is normal and it happens.'

Several schools emphasized the importance of reporting any bullying behaviour to teachers or school authorities. Additionally, there's a willingness among some respondents to educate others about the normalcy of menstruation, indicating a commitment to fostering understanding and empathy among students.

Overall, while the majority of respondents reported no instances of bullying related to menstruation, the readiness to address and educate about such behaviour is a positive sign. Continued efforts to promote awareness, empathy, and respect for girls' experiences during menstruation are essential in creating a supportive and inclusive school environment.

Q6. Do teachers support girls during menstruation at school?

The feedback from the surveyed schools regarding whether teachers support girls during menstruation is generally positive. Across most schools, respondents affirm that teachers do provide support to girls during menstruation. This support encompasses various forms, including providing pads, organizing talks, and offering general assistance and guidance to ensure girls' comfort and well-being during this time. Lwadda, for instance, reports that teachers often organize talks and advise girls on maintaining cleanliness during menstruation.

However, there are some instances of uncertainty or lack of personal witness to such support. In Kasana C/U and Jinja Karoli , while the majority of respondents acknowledge teacher support, there are individuals who express uncertainty. Similarly, in Kitagobwa C/U, uncertainty exists regarding whether teachers provide support during menstruation.

Overall, the majority of respondents across the schools indicate that teachers do support girls during menstruation. This highlights the importance placed on teachers' role in providing essential support and assistance to ensure girls' menstrual hygiene needs are met. Addressing any uncertainties or gaps in support observed by some respondents could further enhance the effectiveness of support systems in place within these schools.

Q7. Any concerns/ suggestions

The responses from the surveyed schools reflect a range of concerns and suggestions regarding menstrual hygiene management (MHM) and related support. In St. Mary's Gwanika, there's a keen interest in joining the MHM club, coupled with a highlighted need for a borehole to address the challenge of limited access to clean water. Kasana C/U expresses a desire for practical assistance, requesting guidance on how to make pads at school to support girls, accompanied by an inquiry about boys' understanding of menstruation. Conversely, Katega and Jinja Karoli have fewer specific

concerns or suggestions, with one student in Jinja Karoli expressing interest in joining the MHM club.

Sanga suggests providing girls with more materials for pad-making and improving access to clean toilets, while expressing contentment with current initiatives. In Lwadda, students emphasize the necessity of adequate washrooms and materials for girls' use. However, confusion arises regarding the utilization of a sewing machine for pad-making, indicating a need for clarification. Similarly, in Kitagobwa C/U, there's a recognition of the sewing machine's presence, but students lack clarity on its purpose in pad-making but in school7 has no suggestion. While BUTENDE UMEA suggests the more frequent cleaning of the girls' changing room, there are no further suggestions provided.

Overall, the predominant concerns and suggestions revolve around joining the MHM club, ensuring access to materials for pad-making, improving hygiene facilities, and clarifying existing initiatives. Additionally, there's a notable curiosity about boys' understanding of menstruation. Addressing these concerns and implementing the suggested improvements could significantly contribute to enhancing menstrual hygiene management in these schools, fostering a supportive environment for all students.

4.2.2. School Teachers

District	Name of School	School Teacher		Sub-total	Total
		Female	Male		
Mubende	1.St. Mary's Gwanika	Senior	Deputy head	2	16
	2. Kasana C/U	Senior	Deputy head	2	
	3.Katega Primary	-	Senior	1	
Wakiso	4. Sacred heart Jinja Karoli	-	Senior	1	
	5.Sanga Primary school	Senior Head	-	2	
	6. Lwadda Church of Uganda	Senior	Senior	2	
Butambala	7. BULE UMEA	Senior	Head	2	
	8.Kitagobwa C/U	-	Head	1	
	9. BUTENDE UMEA	Senior Head	Senior	3	
	Sub total	8	8		

The main questions are below

<p>Teachers (head teachers/ senior woman teacher)</p>	<p>Q1. How did you conduct MHM education at school after teacher training? Q2. Did you use teacher manual and booklet to conduct MHM/Gender awareness/Sexuality education training at your school? Any comments about the training manual and MHM booklet? Q3. How did you conduct MHM club and pad making work at your school? Q4. What is your finding or impacts regarding this project at your school? Q5. Approximately how many girls left school(dropout) related menstruation since 2022? Q6. Any concerns/ suggestions about conducting MHM activities at your school? Q7. How do you sustain MHM in this school after this project end?</p>
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●Interview: **FEMALE** Teacher/Head teacher

Q1. How did you conduct MHM education at school after teacher training?

In interviews with female teachers and head teachers regarding the implementation of menstrual hygiene management (MHM) education at their schools after teacher training, several key insights emerged.

In St. Mary's Gwanika, MHM classes are conducted monthly, involving both boys and girls. Boys are educated on the importance of respecting girls during menstruation, and practical lessons on pad-making are incorporated. Similarly, in Sanga, both genders receive comprehensive MHM orientation, including practical lessons on pad-making and broader education on sexual and reproductive health, led by the senior woman.

Lwadda and BULE UMEA highlight active student involvement in MHM initiatives. Students gather to make pads, with designated roles, and in BULE UMEA, a group of students was trained to lead MHM efforts and utilize the booklet on pad making. In BUTENDE UMEA, the establishment of an MHM club and specific training for its members underscore the proactive approach to involving students in addressing menstrual hygiene needs.

Challenges such as material shortages are addressed through additional procurement, as seen in Jinja Karoli, where extra supplies were purchased. Additionally, efforts are made to create a supportive environment for girls during menstruation, such as the construction of a dedicated girls' washroom in BUTENDE UMEA.

However, some schools, like Katega and Kitagobwa C/U, provide limited information on MHM education implementation, suggesting potential areas for improvement or a need for greater clarity on their initiatives.

Overall, the interviews reveal a proactive and varied approach to MHM education implementation across the schools. Teachers and students are actively engaged in providing both education and practical support, with an emphasis on creating an inclusive and supportive environment for menstrual hygiene management.

Q2. Did you use teacher manual and booklet to conduct MHM/Gender awareness/Sexuality education training at your school? Any comments about the training manual and MHM booklet?

In interviews regarding the use of teacher manuals and booklets for MHM, gender awareness, and sexuality education training, several insights were gathered across the surveyed schools.

In St. Mary's Gwanika, the resources were praised for their simplicity, friendly nature, and illustrative pictures. However, a challenge arose when these resources were taken away, leaving the school without access to them. Similarly, in Jinja Karoli, while both the teacher training manual and booklet were deemed friendly, some suggested that student booklets needed more explanations and illustrations to enhance understanding.

In Sanga, while overall satisfaction was expressed, one respondent found some content in the booklet problematic, though specifics were not recalled. In BULE UMEA, the training manual was praised for its comprehensive steps, but some copies were taken by parents during an exhibition. Despite these minor issues, the resources were considered useful for educational purposes.

BUTENDE UMEA appreciated the clear instructions provided in both the teacher manual and booklets, particularly regarding pad-making, which simplified the work of teachers. In School 6, the materials were utilized and considered good and easy to understand.

However, some schools, such as Kasana C/U, Katega, and Kitagobwa C/U, provided limited or no specific comments on the use of training manuals and booklets, suggesting potential areas for improvement or a need for greater feedback.

Overall, while the majority of respondents utilized the provided manuals and booklets for training purposes and appreciated their simplicity and clarity, some minor issues or challenges were mentioned, such as access limitations or content concerns. These insights provide valuable feedback for further refining and improving educational resources for MHM and related training programs.

Q3. How did you conduct MHM club and pad making work at your school?

Inquiries into how MHM clubs and pad-making activities were conducted at the surveyed schools revealed a range of approaches and strategies.

In St. Mary's Gwanika, learners were grouped based on their strengths and weaknesses to facilitate easier learning during MHM club activities. Similarly, in Lwadda, club members worked in groups, with different tasks assigned to each group member, such as cutting materials or knitting them together.

Jinja Karoli organized activities according to the Design and Technology (DIT) curriculum, with the responsible teacher deciding on the focus, which included pad-making. Activities were then taught in classes, ensuring structured and curriculum-aligned instruction.

Designated days for club activities were observed in some schools, such as BULE UMEA, where Wednesdays were set aside for MHM club activities, including pad-making. This approach provided consistency and dedicated time for students to engage in these activities.

BUTENDE UMEA initially limited pad-making to club members but later expanded participation to other learners as interest in club activities grew. This gradual expansion allowed for broader involvement and engagement among students.

However, challenges were encountered in some schools, such as Kasana C/U, where students were proficient in sewing pads by hand but lacked proficiency in using the machine for pad-making. Similarly, scheduling challenges were mentioned in Sanga, where MHM club activities occurred mainly once a week, with activities yet to commence in the current term.

Overall, the schools employed various strategies to conduct MHM club and pad-making activities, including grouping students, incorporating curriculum alignment, designating specific days for activities, and gradually expanding participation. Addressing challenges related to students' skills and scheduling could further enhance the effectiveness and inclusivity of these activities.

Q4. What is your finding or impacts regarding this project at your school?

The project aimed at addressing menstrual hygiene in schools has yielded significant positive impacts across various participating schools.

At St. Mary's Gwanika, there has been a high level of interest among learners in learning how to make pads, indicating strong engagement from both the school and community.

Kasana C/U has reported improvements in the sanitation practices of girls, with a better understanding of sanitary pad usage and hygiene observed among students.

Jinja Karoli has seen girls gain the ability to make pads and clothing, coupled with increased awareness about menstrual hygiene among learners.

Sanga, which previously lacked sewing machines, now has readily available pads, resulting in improved attendance among girls. Furthermore, there's an encouraging trend of boys and girls supporting each other in menstrual hygiene management.

Lwadda noted that some members were motivated by receiving T-shirts, though materials are now depleted. Despite this, girls still have access to pads, indicating continued support for menstrual hygiene.

BULE UMEA found the project beneficial, with pads being used not only within the school but also shared outside with boys who take them to their sisters, showcasing community-wide impact.

At BUTENDE UMEA, the project has been enlightening (eye-opening) for both parents and children, leading to a decrease in absenteeism among girls and increased knowledge about pad-making.

Overall, the project has had a positive impact on menstrual hygiene practices, attendance, and awareness among students, teachers, and communities involved.

Q5. Approximately how many girls left school(dropout) related menstruation since 2022?

Since 2022, there have been minimal to no cases of girls dropping out of school due to menstruation-related issues across the participating schools, indicating a positive trend in attendance and retention.

St. Mary's Gwanika reported stable attendance rates with no instances of dropout attributed to menstruation since 2022. Similarly, Kasana C/U noted a reduction in absenteeism and no dropouts related to menstruation during the same period.

Schools 3, 4, 6, and 7 also reported no cases of girls dropping out due to menstruation-related issues, further highlighting the effectiveness of initiatives to address menstrual hygiene in maintaining girls' attendance.

At Sanga, dropout rates related to menstruation were described as very low, with no girls reported to have left school or missed classes due to this reason, indicating a positive impact on attendance and retention.

While Schools 9 did not provide specific information regarding dropout rates, expressed doubt regarding any instances of dropout due to menstruation, suggesting a positive trend in attendance and retention.

Overall, the implementation of initiatives to address menstrual hygiene appears to have contributed positively to girls' attendance and retention in school, with dropout rates related to menstruation notably reduced or non-existent since 2022. This underscores the importance of addressing menstrual hygiene to ensure girls' continued participation in education.

Q6. Any concerns/ suggestions about conducting MHM activities at your school?

Schools participating in Menstrual Hygiene Management (MHM) activities have raised several concerns and suggestions regarding the implementation of these initiatives.

At St. Mary's Gwanika, the disruptive behaviour of students hiding basins highlights the need for more sewing machines to accommodate the high number of learners involved. Similarly, Kasana C/U emphasizes the need for additional support in materials, finances, and training for teachers engaged in MHM club activities to enhance program effectiveness.

Concerns about the inadequacy of sewing machines and the high cost of materials are expressed at Jinja Karoli , along with the necessity of continuous teacher training to teacher transference and a dedicated trainer for pad-making techniques to address these challenges effectively. Sanga calls for more support, particularly for expensive materials, and stresses the need for improved infrastructure such as washrooms, water facilities, and additional machines to sustain MHM activities.

Lwadda underscores the necessity of a borehole for water supply, materials for pad-making, uniforms for peer educators, and storage facilities for pads to facilitate program implementation. At BULE UMEA, concerns revolve around the insufficient availability of materials despite personal purchases and the need for more sewing machines to accommodate all students involved in MHM activities.

BUTENDE UMEA requests support for infrastructure improvements such as a borehole and additional sewing machines, as well as materials for pad-making and uniforms and facilitation for senior teachers.

Overall, schools highlight the need for increased support in terms of materials, finances, training, and infrastructure to sustain MHM activities effectively. Continuous involvement and support from external partners like GBN are deemed crucial to address these challenges and ensure the success of future initiatives.

Q7. How do you sustain MHM in this school after this project end?

After the project ends, schools have devised strategies to sustain Menstrual Hygiene Management (MHM) initiatives, reflecting a commitment to addressing menstrual hygiene needs beyond the project's duration. St. Mary's Gwanika is focusing on improving vigilance to ensure the proper upkeep of basins and has initiated a plan to collect funds from parents to continue supporting the project beyond its official closure, showcasing a proactive approach to long-term sustainability.

Similarly, Kasana C/U aims to provide ongoing support to students by sourcing materials for MHM activities, ensuring that necessary resources are available even after the project concludes. Meanwhile, Jinja Karoli is committed to maintaining the project due to its integration into the Design and Technology (DIT) program, guaranteeing its continuation as part of the school's curriculum and activities.

In contrast, Sanga plans to rely on continued support from the school for materials and hopes to involve parents more actively by sensitizing them about the benefits of the program, fostering community involvement and support. At Lwadda, involvement of parents in pad-making activities and ongoing training for girls are emphasized as key sustainability measures, fostering a sense of ownership and continuity within the community.

BULE UMEA has invested in purchasing another sewing machine and sees the project as a school-wide endeavour, aiming to institutionalize it as a permanent class, integrating MHM activities into the school's infrastructure and curriculum for long-term sustainability. Finally, BUTENDE UMEA intends to sustain MHM by continuing to train students in sewing skills and pad-making techniques, ensuring that necessary skills and knowledge are passed down to future generations of students.

Overall, schools are exploring various approaches, including parent involvement, school support, integration into existing programs, and ongoing training for students, to ensure the continuity of MHM initiatives. These efforts reflect a commitment to addressing menstrual hygiene needs beyond the duration of the project, ensuring lasting impact and benefits for students and communities.

●Interview: Male Teacher/Head teacher

Q1. How did you conduct MHM education at school after teacher training?

In an interview with a male teacher/head teacher regarding Menstrual Hygiene Management (MHM) education at school after teacher training, various approaches were discussed among the schools surveyed.

At St. Mary's Gwanika, MHM education primarily involved training sessions conducted by the senior woman. Kasana C/U took a comprehensive approach, involving the senior woman in educating girls about menstrual hygiene, providing sanitary pads, and teaching their usage.

Katega opted for club activities during guidance and counselling sessions to address MHM. At Jinja Karoli, it was mostly the senior woman who was in charge but she was transferred, but emphasis was placed on joint education for both boys and girls to foster open dialogue and understanding about MHM. Pad-making sessions were held regularly, promoting practical skill-building and inclusivity among students.

Lwadda encouraged openness about MHM among boys and girls, holding weekly pad-making sessions to engage students actively in practical activities related to menstrual hygiene, fostering an environment of inclusivity and skill development.

BULE UMEA dedicated significant time and resources to MHM education, including providing materials and facilities. They conducted regular monitoring of students for body changes, guidance and counselling sessions, and pad-making sessions every Wednesday, showcasing a holistic approach to addressing MHM needs. They began it with club members and later on included all pupils above 12 years

Kitagobwa C/U's involvement in MHM education appeared unclear, with challenges mentioned regarding documentation and file management, suggesting areas for improvement in program administration and oversight.

At BUTENDE UMEA, a club consisting of both boys and girls was established, with regular classes held for learning sewing machine skills, guidance and counselling, and pad-making, highlighting a structured approach to MHM education and skill-building.

Overall, male teachers have a tendency to insist that female teachers conduct MHM activities. However, schools employed various strategies to educate students about MHM, including dedicated sessions, joint education for boys and girls, and practical activities like pad-making. Some encountered challenges with documentation and file management, underscoring the need for improved program administration and oversight to ensure effective implementation of MHM initiatives.

Q2. Did you use teacher manual and booklet to conduct MHM/Gender awareness/Sexuality education training at your school? Any comments about the training manual and MHM booklet?

Responses regarding the use of teacher manuals and booklets for conducting MHM, Gender Awareness, and Sexuality Education training varied among the surveyed schools. At St. Mary's Gwanika, the senior woman utilized the materials and found them satisfactory. Similarly, at Kasana C/U, the senior woman utilized the materials, though further comments were deferred to her.

Katega confirmed the use of the materials and suggested improvements such as larger size and more visual aids for better understanding, particularly for primary school students, highlighting a desire for enhanced usability and effectiveness in teaching MHM.

In contrast, Jinja Karoli had not seen the booklet and therefore couldn't provide feedback, indicating a potential lack of access to or utilization of the materials for MHM education. Lwadda acknowledged

using the manual and booklet, noting that while the text size was small, the presence of illustrations aided comprehension, indicating a recognition of the resources' value despite minor drawbacks.

BULE UMEA described the materials as good with ample content and helpful illustrations, indicating a positive assessment of their usability and effectiveness in teaching MHM, while at Kitagobwa C/U, the distribution of books to club members was noted, but issues with retrieval upon transition to secondary school were mentioned.

BUTENDE UMEA received and utilized the materials, finding them adequate, but suggested improvements such as additional instructions on alternative pad-making methods and guidance on using sewing machines included in the teacher manual, indicating a desire for expanded content and enhanced practical guidance in the resources.

Overall, while some schools found the materials satisfactory, others suggested enhancements such as larger size, more illustrations, and additional content to improve usability and effectiveness in teaching MHM and related topics. Additionally, issues with book retrieval and suggestions for expanded content were noted for further improvement, highlighting opportunities for refinement and enhancement in MHM education resources.

Q3. How did you conduct MHM club and pad making work at your school?

Various approaches were employed by schools to conduct Menstrual Hygiene Management (MHM) club activities and pad-making work. At St. Mary's Gwanika, a dedicated room equipped with a donated tailoring machine facilitated MHM activities, with club sessions held weekly on Wednesdays, providing a structured environment for learning and skill development.

Kasana C/U noted that while students could sew pads by hand, they lacked proficiency with the machine, indicating a need for further training and support in using equipment effectively for pad-making activities.

At Kataga, MHM education utilized role plays and skits, complemented by hand-sewing pads due to limited machine operation skills among students, showcasing a creative approach to MHM education within resource constraints.

Jinja Karoli collaborated with the school's Department of Industrial Training (DIT, vocation classes) for MHM activities, leveraging external expertise for skill development, although the head teacher had not directly participated in pad-making sessions, suggesting a division of labour in implementing MHM initiatives.

Lwadda organized learners into groups to manage the workload effectively, fostering collaboration and teamwork among students in MHM club activities and pad-making efforts.

At BULE UMEA, initial group training identified proficient individuals to serve as trainers for others, enabling peer-to-peer teaching and knowledge sharing among students to enhance skill development in MHM activities.

However, Kitagobwa C/U faced challenges with missing parts on the sewing machine, hindering pad-making efforts despite attempts to train students, highlighting infrastructure issues that impacted MHM initiatives, therefore looking for funds to fix it.

At BUTENDE UMEA, club members from P4 to P7 were trained initially and then tasked with training other students, utilizing a combination of random selection and group training methods to facilitate learning and skill development, reflecting a student-led approach to MHM education.

Overall, schools employed a combination of training methods, group work, and peer-to-peer teaching to conduct MHM club activities and pad-making, adapting to available resources and student skill levels. Challenges such as equipment issues were encountered but addressed through reporting to relevant authorities for resolution, showcasing a commitment to overcoming obstacles in implementing MHM initiatives effectively.

Q4. What is your finding or impacts regarding this project at your school?

The project addressing menstrual hygiene management (MHM) has yielded significant positive impacts across the participating schools:

At St. Mary's Gwanika, the provision of pads has been particularly beneficial for girls who cannot afford them personally. Kasana C/U has seen improvements in girls' sanitation practices and knowledge of pad usage and hygiene. Katega noted increased awareness among students, reduced pad purchase costs, and improved washroom facilities for girls. For Jinja Karoli, the project has been highly impactful, providing better quality pads compared to those available in shops.

However, challenges were also encountered. Lwadda faced issues with machine downtime, highlighting the need for adequate maintenance and training support. Similarly, Kitagobwa C/U experienced difficulties with a latrine collapse affecting the washroom and mentioned the high cost of emergency pads.

Despite challenges, BULE UMEA reported a reduction in absenteeism and increased confidence among girls in demanding pads. And BUTENDE UMEA emphasized the project's positive outcomes, including reduced absenteeism, increased skills development, and improved support systems for girls. Boys have also become more supportive, contributing to a more inclusive environment.

Overall, the project has made significant strides in improving menstrual hygiene, reducing absenteeism, empowering girls with skills, and fostering a supportive school community. Challenges notwithstanding, the project has had a tangible and positive impact on the schools involved.

Q5. Approximately how many girls left school (dropout) related menstruation since 2022?

Since 2022, the number of girls leaving school due to menstruation-related issues has been minimal or non-existent across the participating schools:

Schools 1, 2, 3, 4, 6, and 9 reported no dropouts related to menstruation since 2022. Kasana C/U mentioned a reduction in absenteeism, further indicating the positive impact of MHM initiatives.

BULE UMEA acknowledged a few dropouts but clarified that they were not related to menstrual hygiene. Kitagobwa C/U did not provide specific data on dropout rates related to menstruation.

Overall, the absence of dropout cases directly linked to menstruation in these schools suggests that MHM initiatives have been successful in addressing this issue and contributing to the retention of female students in education.

Q6. Any concerns/ suggestions about conducting MHM activities at your school?

Several concerns and suggestions regarding the implementation of Menstrual Hygiene Management (MHM) activities were raised by the participating schools:

St. Mary's Gwanika expressed satisfaction with the project but highlighted the need for more machines to train additional students and hoped for its continuation. Kasana C/U called for increased support in terms of materials, finances, and teacher training for MHM club activities.

Katega emphasized the importance of community awareness through radio shows and suggested continuing school visits and competitions.

Jinja Karoli proposed opening the project to the entire school and requested annual workshops to train new staff due to frequent turnover. Lwadda identified the need for more materials, machines, and teacher training for operation.

BULE UMEA suggested monthly incentives for staff, termly support to sustain the project, and assistance with sanitation and water facilities.

Kitagobwa C/U urgently requested a water source (a water tank and a bore hole), additional classrooms, repair of the sewing machine, and construction of toilets and washrooms. BUTENDE UMEA requested more sewing machines, materials for pad making, separate toilets for boys and girls, and access to clean water through a borehole or large water tank.

Overall, the concerns and suggestions highlighted various needs such as additional resources, facilities, staff training, and community engagement to ensure the sustainability and effectiveness of MHM activities in the schools.

Q7. How do you sustain MHM in this school after this project end?

To sustain Menstrual Hygiene Management (MHM) initiatives after the project ends, schools outlined various strategies:

St. Mary's Gwanika plans to continue engaging parents for support and potentially utilize government funds, such as the UPE capitation grant. Kasana C/U relies on school support to provide materials for students. Katega educates about the dangers of using manufactured pads so we can have more parents turn to reusable sanitary pads.

Lwadda will communicate with the senior woman for sustainability plans. BULE UMEA will continue making pads and involve parents in contributing towards the MHM club.

Kitagobwa C/U is engaging parents and considering purchasing sanitary pads while resolving machine issues. The head teacher will personally engage management to sustain project activities financially. BUTENDE UMEA aims to continue training new students each term in pad-making, providing materials, and ongoing training for other club members.

Overall, schools emphasize continued community engagement, resource allocation, and training to sustain MHM initiatives beyond the project duration. Collaboration with parents and leveraging available resources are key components of their sustainability plans.

4.2.3. Community

District	Community Leader	Total
Mubende	Sensalo Robert (chairperson school management committee),	3
Wakiso	Nannozi Harriet (school management committee) Sanga Primary school	

Butambala	Community leaders (chairperson school management committee),	
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The main questions are below

Community leaders	<p>Q1. Are you aware of girl's education and menstruation issues? ‘</p> <p>Q2. How effective were the community awareness meetings and radio talk show?</p> <p>Q2. What kind of issues related to girl's menstruation have you identified?</p> <p>Q3. Can they girls openly talk about menstruation? If yes how, if no why?</p> <p>Q4. What are you doing as school community leaders to prevent girls from dropping out of school due to menstrual challenges?</p> <p>Q5. Do you have any concern, opinion, or suggestion about MHM at school/home?</p>
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●Mubende

In Mubende, the Chairperson school management committee is aware of the project and its activities in schools. He confirms that community awareness meetings and radio talk shows were very effective and he believes the community is more aware of menstruation and how to support girls. On the other hand, community speakers would be a better channel than radio talk show.

He identified issues related girl's menstruation are lack of changing places, lack of knowledge regarding menstruation and girls feel alone as they don't know that it happens to all women, lack of time from parents to talk to them about such an important issue, lack of resources at home, most of our families are very poor.

He also believes that girls can openly talk about menstruation if there is a trusted person they can talk to or someone who has experienced it and they know. But sometimes it's hard as some girls are naturally shy. He says that there are some girls who have dropped out but the numbers are very low. As a school community leader, he prevents these dropouts by sensitizing girls more about this issue and providing better support generally as they are their only support system.

He suggests teaching boys about this issue so that they can be more supportive, and games as learning methods for the club to be more interactive and more focus on vocational skills especially tailoring.

●Wakiso

In Wakiso, the Chairperson of the school management committee is well-informed about menstrual hygiene management (MHM) issues affecting girls' education. The committee is aware of projects addressing these issues. Community awareness meetings and radio talk shows have proven highly effective in disseminating information about menstruation, enhancing knowledge among girls and parents alike.

Identified issues related to girls' menstruation include lack of changing places, insufficient knowledge about menstruation, girls feeling isolated in their experiences, parental time constraints hindering discussions on the topic, and resource scarcity in impoverished households. Girls may find it easier to openly discuss menstruation with trusted individuals who have experience, although some may be naturally shy.

While dropout rates among girls due to menstruation-related challenges are low, proactive measures are taken by school community leaders to prevent them. These measures include sensitizing girls about menstruation, providing support, and fostering a supportive environment within schools. Additionally, there's a suggestion to educate boys on menstruation to cultivate their support and to incorporate vocational skills training, such as tailoring, to empower girls further.

In terms of concerns and suggestions, providing access to sanitary pads, educating girls on pad-making, and addressing food insecurity to alleviate added stress during menstruation are highlighted as critical needs. Overall, efforts are being made to address MHM issues at both school and home levels, aiming to support girls in their education and well-being.

●Butambala

In Butambala, the Chairperson of the school management committee is aware of girls' education and menstruation issues. They mention receiving a sewing machine from VOTU, which is used by children to make pads, indicating an initiative to address menstrual hygiene challenges.

While they acknowledge attending community awareness meetings, they express uncertainty about the effectiveness of radio talk shows due to personal time constraints. Identified issues include the need for proper materials, access to clean water, and parental knowledge gaps regarding menstrual hygiene management. Despite these challenges, girls can openly communicate about menstruation, particularly with their parents. School community leaders are proactive in maintaining resources like changing rooms and providing advice to prevent dropout rates. The Chairperson does not express any specific concerns or suggestions regarding menstrual hygiene management at school or home.

4.2.4. Local Government Officer

District	Community Leader	Total
Mubende	Mabirizi Muhammad, Head of Inspection (education department)	3
Wakiso	Lwanga Henry Education Officer, Nansana municipality	
Butambala	Yiiga Farouk Senior Probation and welfare Officer	

Main Question is below

Gov Officers (District Education Officer/Inspector of Schools)	Q1. Do you know the project? and what do you know about? Q2 How do you evaluate our project? Q3. What are your findings/impacts of our project? Q4. How can you help to sustain our project after end of this project? Q5. As the government, do you have a plan to conduct MHM & sexuality education at school? Q6. Do you have any concern, opinion, or suggestion about MHM activities at school?
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●Mubende

In Mubende, the interviewee, who has been involved with the project since its inception, provides insights into its progress and impacts. They recall the project's initiation, including involvement in the pilot study and their late wife's role in one of the project schools. Despite challenges such as administrative changes and teacher transfers, the project is deemed highly beneficial, particularly in addressing girls' hygiene and reducing dropout rates.

The interviewee highlights the project's positive impact and expresses a willingness to contribute to its sustainability post-project. They mention utilizing limited government funds for sanitation and hygiene, alongside efforts to provide essential items like pads, uniforms, and undergarments. Community involvement, such as parental contributions in Lwauna, is emphasized as crucial for sustainability

Regarding government involvement in MHM and sexuality education, the interviewee acknowledges reliance on external partners but expresses optimism about integration into the curriculum in the

future. They commend the project's activities and express satisfaction with its alignment with governmental objectives.

Finally, the interviewee suggests additional infrastructure development, including school buildings and water facilities, to further support MHM activities. Overall, they express gratitude to the project and its partners for their contributions to addressing menstrual hygiene challenges in Mubende.

●Wakiso

In Wakiso, the interviewee demonstrates familiarity with the project, which focuses on sanitation and girls making reusable sanitary pads. They express gratitude for the project's presence and highlight their involvement in monthly meetings at Jinja Karoli. The interviewee emphasizes the importance of providing assistance and a conducive environment for the project's success.

Their evaluation of the project involves direct visits to schools, such as Jinja Karoli and Lwadda, to monitor progress. Some schools were replaced due to disappointing performance, indicating a commitment to ensuring effectiveness. They note significant improvements in sanitation and hygiene across all schools as a result of the project's interventions.

To sustain the project post-completion, the interviewee suggests issuing circulars to schools, actively supporting interventions by development partners, and providing budgets for prompt planning of activities. Regarding government involvement in MHM and sexuality education, they acknowledge existing roles for senior teachers but emphasize the need for increased attention to these sensitive matters.

Concerns and suggestions include the need for more funding for MHM activities, the installation of wash facilities like water tanks, and the provision of additional tailoring machines to schools that lack them. Overall, the interviewee expresses support for the project and emphasizes the importance of ongoing efforts to address menstrual hygiene challenges in Wakiso.

●Butambala

In Butambala, the interviewee is familiar with the project and participated in its inception meeting. While they do not recall the specific schools involved, they express overall satisfaction with the project's performance, despite acknowledging some challenges such as faulty machines and time constraints for project activities.

The interviewee highlights the positive impact of the project on communities and young girls in schools. To sustain the project post-completion, they emphasize the importance of school ownership and responsibility, discouraging head teachers from taking project equipment upon transfer. Instead, they advocate for integrating project activities into school systems and policies aimed at protecting girls.

Regarding government involvement in MHM and sexuality education, the interviewee indicates a lack of clear strategy or action plan but hopes for collaboration with developmental partners.

They also mention engaging parents during inception meetings as a form of informal education. While expressing gratitude to project partners like VOTU and GBN, the interviewee hopes for possible extensions of the project to other schools that didn't benefit initially. Overall, they recognize the project's value and the need for continued efforts to address menstrual hygiene challenges in Butambala.

5. Renovate selected schools WASH facilities

All targeted schools have also embarked on renovating WASH facilities in line with their most pressing needs regarding MHM in their schools.

The team has checked the following items for this final Assessment.

Washroom	Toilet	Water and Sanitation
<ul style="list-style-type: none"> • Availability • Have a roof • Accessible (easiness to go) • Have doors • Privacy • Cleanliness • Availability of water • Availability of soap 	<ul style="list-style-type: none"> • Availability • Enough (number) • Accessible (easiness to go) • Have doors • Privacy • Door handle • Locks • Cleanliness • For single sex • Availability of water 	<ul style="list-style-type: none"> • Existence of water tanks and related system • Existence of water • Accessibility • Cleanliness of water • Adequacy

The report mentions following points,

- 1) Washroom/changing room: built by the project in 2021 and its current condition
- 2) Renovated point of facility: school facility modified by the project in 2021
- 3) Current Situation: Toilet and Water Sanitation
- 4) Water and Sanitation

5.1. <MUBENDE District>

1. CAWODISA Primary School

- 1) Washroom/changing room

No modification needed. Water tank is needed.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy X Cleanliness X Availability of water X Availability of soap
<p>The changing room is dirty and requires more regular cleaning</p>	

- 2) Renovated point of facility

Both toilet and girls' wash room have been renovated. The Washroom is the first door as you enter the toilet. It is the front view of the girl's washroom.

Before	After



3) Current Situation

Toilet

No modification needed.

			<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks X Cleanliness ✓ For single sex ✓ Availability of water
<p>The toilet was dirty and it needs more regular cleaning</p>			

4) Water and Sanitation

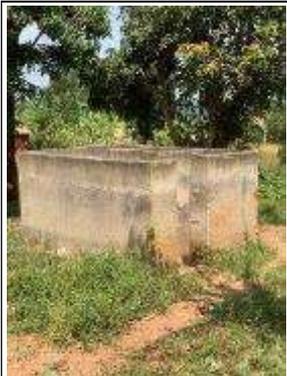
The school has access to water

			<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>The school has two water tanks and is connected to the national water supply system</p>			

2. Kabbowa Primary School

1) Washroom/changing room

Changing room needs roofing and a door.

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) X Have a door X Privacy X Cleanliness X Availability of water X Availability of soap
<p>The changing room was very was dirty</p>			

2) Renovated point of facility

Girls' washroom and changing room have been renovated. There is now provision for a basin and jerry can.

Before	After
	

3) Current Situation

Toilet

Water should be near the toilet.

			<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) X Have doors ✓ Privacy X Door handle X Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The toilets were very dirty, most toilets had no doors</p>			

4) Water and Sanitation

Kabowa needs more water sources, they don't have enough water to sustain their big population

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has two water tanks but only one is functional</p>	

3. Kategga Primary School

1) Washroom/changing room

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof X Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The girls use the washroom inside the teacher's quarters as the changing room.</p>	

2) Renovated point of facility

The school decided to build another toilet because they only had one toilet used by the entire school population. They resolved with parents and the community to contribute the costs.

Before	After
<p>Many of toilets had no doors and no locks on the door.</p>	

3) Current Situation

Toilet

The toilet was fairly clean

			<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex X Availability of water
<p>There is no water close to the toilet</p>			

4) Water and Sanitation

Sources of water are rainwater and a community shared water well.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>The school has two water tanks that harvest and keep water</p>		

4. Kasaana Church of Uganda Primary School

1) Washroom/changing room

No need for modification. The facility is clean.

			<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The school repurposed an old teachers block into the changing room</p>			

2) Renovated point of facility

The Girls' washroom was renovated.

Before	After
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3) Current Situation

Toilet

Water should be near the toilet. The toilet is clean.

		<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The school has enough toilets</p>		

4) Water and Sanitation

Water sources are water well and rainwater.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has two water tanks but has no access to water during the dry season</p>	

5. Gwanika Primary School

1) Washroom/changing room

No modification needed. The school is in good condition and teachers are comparative. Washroom is well organized with soap, water and a basin.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The washroom is clean</p>	

2) Renovated point of facility

Before	After

3) Current Situation

Toilet

No modification needed.

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>There are several toilets available. Some of them are in good condition, others are not</p>	

4) Water and Sanitation

Water sources are water well, rain water and public water supply system. Cost of water is free during wet season but during dry season a jerrycan costs 500/=. No modification needed. They get water from long distance during the dry season.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>The school currently has one functioning water tank and is in the process of installing another</p>		

6. Ikula Primary School

1) Washroom/changing room

The washroom also serves as the changing room

		<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) X Have a door and lock X Privacy ✓ Cleanliness X Availability of water X Availability of soap
<p>The changing room urgently needs a door installed for privacy</p>		

2) Renovated point of facility

The girls' toilets had broken doors but in poor state with no handles which have been fixed.

Before	After
	

3) Current Situation

Toilet

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex X Availability of water
<p>The school has enough toilets</p>	

4) Water and Sanitation

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has two functional water tanks but lacks water during the dry season</p>	

7. Dyangoma Primary School

1) Washroom/changing room

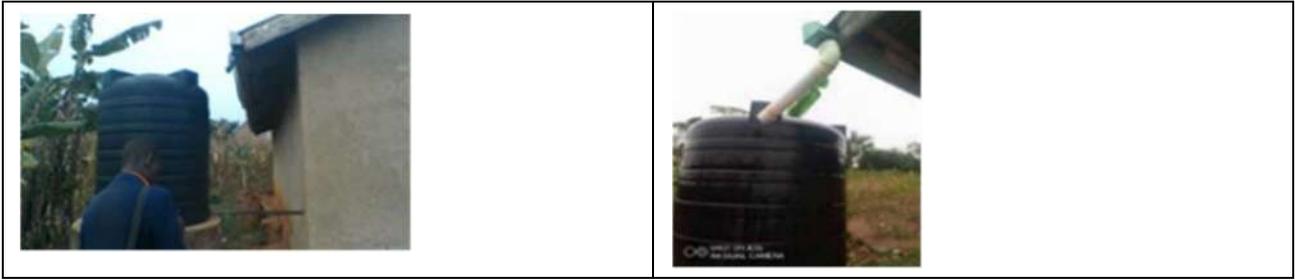
The facility is clean and safe.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The washroom has a tap that is directly connected to a water tank, providing a consistent water source</p>	

2) Renovated point of facility

There were no gutters for the tank thus the gutters were fixed in addition to renovating the floor of the washroom.

Before	After
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3) Current Situation

Toilet

Water should be closer. The toilet is clean.

		<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The toilet is equipped with a water tank located just outside, ensuring a constant water supply</p>		

4) Water and Sanitation

More water tanks are needed due to the high number of pupils using water. Water well and rainwater are water sources.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has one functional water tank</p>		

8. Kiyiita Primary School

1) Washroom/changing room

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness X Availability of water X Availability of soap
<p>The changing room was fairly clean</p>	

2) Renovated point of facility

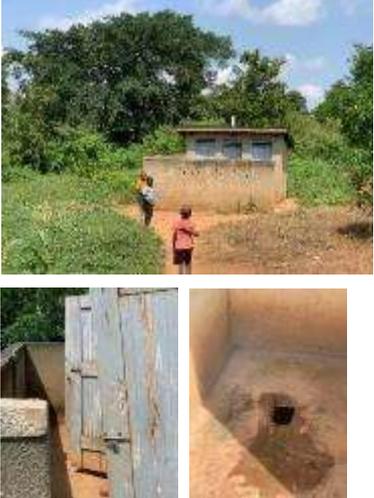
Girls' toilet which had no changing room and wash room. Thus, changing room and wash room were constructed.

Before	After
	

3) Current Situation

Toilet

There is lack of water.

		<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>Girls toilets, the girls have enough toilets</p>	<p>boys Toilet, only 3 stances to cater for more than 300 students</p>	

4) Water and Sanitation

Water sources are water well and rain water.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has only one functional water tank</p>	

9. Kassasa Primary School

1) Washroom/changing room

The facility is clean and safe.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
	
<p>The changing room is clean and safe, it has an inside easily accessible lock which improves privacy</p>	

2) Renovated point of facility

There was girls' toilet without a wash room. Thus, changing room and wash room were constructed.

Before	After
	

3) Current Situation

Toilet

The toilets are clean. Nothing need to be modified.

		<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The school has enough toilets to cater for all its pupils</p>		

4) Water and Sanitation

Water sources are water well and rain water.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has only one functional water tank and has no access to water during the dry season</p>		

10. Christ the King Primary School

1) Washroom/changing room

			<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) X Have doors X Privacy X Cleanliness ✓ Availability of water X Availability of soap
<p>It is attached to the toilet but it needs a door and regular cleaning</p>			

2) Renovated point of facility

Before	After
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3) Current Situation

Toilet

Water should be near the toilet. The toilet is clean.

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) X Have doors X Privacy X Door handle X Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>most of the toilet blocks are new and have no doors as of yet</p>	

4) Water and Sanitation

Sources of water are rainwater and a borehole, they have access to water throughout the year even during the dry season

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>The school has enough water including a water tank and a borehole</p>	

5.2. <WAKISO District>

1. Kirolo UMEA Primary School

1) Washroom/changing room

The changing room also serves as the washroom

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
			
<p>The changing room is stocked with reusable sanitary pads</p>			

2) Renovated point of facility

The washroom was fitted with a door and now safe for girls to use during their periods. a hole on the wall which was filled up and covered.

Before	After	
		
		

3) Current Situation

Toilet

No modification needed

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>Toilet is relatively fine</p>	

4) Water and Sanitation

Water sources are rain and public water supply system. This school has water supply from taps and bore hole. There is also a stream flowing nearby.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>2 bore holes and Water tank and at Kirolo</p>	

2. Lwadda CU primary school

1) Washroom/changing room

Changing serves also as washroom.

	<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy X Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The changing room requires regular cleaning and a roof for privacy.</p>	

2) Renovated point of facility

New iron sheets of roof were fixed

<p>Before</p>	<p>After</p>
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3) Current Situation

Toilet

No modification needed

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) X Have a door X Privacy X Door handle X Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>some toilets have some doors, most of them don't, all the toilets were relatively clean. The pictures down are showing a new toilet.</p>	

4) Water and Sanitation

Sources are rain and the public water supply system.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>There are 3 tanks. The school only has water during the wet season and they don't have water the other half of year when it's not raining</p>	

3. Maganjo UMEA Primary School

1) Washroom/changing room

No improvement needed. Changing serves also as washroom.

	<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy X Cleanliness ✓ Availability of water ✓ Availability of soap
<p>The changing room has a lock but dirty with a very bad odor, the school attributed this to the large number of students</p>	

2) Renovated point of facility

Washroom had a rough surface and lacked a door which was worked on and fixed.

Before	After
	

3) Current Situation

Toilet

No much modification needed apart from some repainting. The school is over populated and it needs more buildings.

	<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Door handle ✓ Locks X Cleanliness ✓ For single sex ✓ Availability of water
<p>Not enough toilets considering the student population The toilets are also not clean and had a very bad door</p>	

4) Water and Sanitation

Sources are rain and public water supply system.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
		
<p>Not enough water. An alternative source of water is needed due to the large population and seasonal changes which affect the water supply</p>		

4. Kanyange Mixed Primary school

1) Washroom/changing room

The school has greatly improved across all WASH facilities because they have constructed 2 more changing rooms and 5 washrooms for the girls

				<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
				
<p>Changing room constructed as part of the JICA project</p>	<p>Upper pictures are 5 new washrooms and the pictures below are 2 new changing rooms</p>			

2) Renovated point of facility

Tank had no gutters supplying water.

Before	After
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Water tank was not utilized due to lack of gutters	The school installed gutters that assist in water harvesting when it rains

3) Current Situation

Toilet

No modification needed. The school has greatly improved and are thinking of introducing a boarding section.

		<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
Boy's toilet	Girls' toilet	

4) Water and Sanitation

Sources are rain and public water supply system.

   	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
3 water tanks at Kanyange and an underground water pump, they have adequate water even during the dry season.	

5. Kitanda CU Primary School

1) Washroom/changing room

No improvement needed. Changing room serves also as washroom.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>the changing room is well equipped and kept</p>	

2) Renovated point of facility

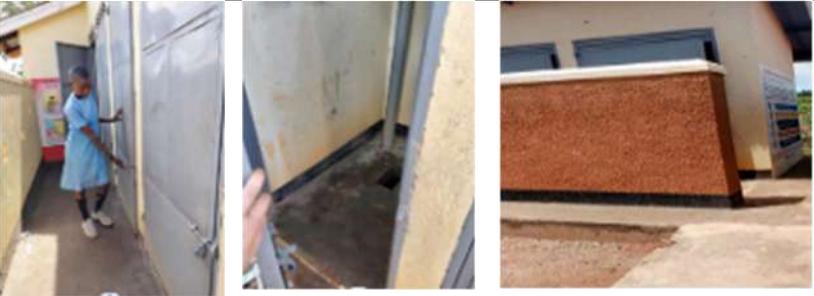
There used to be no doors but toilets with fixed doors and locks.

Before	After
	

3) Current Situation

Toilet

No modification needed.

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The school has enough toilets</p>	

4) Water and Sanitation

Rain water and water collection pond a kilometer from the school. This school needs more roof water harvesting tanks. The water supply is inadequate.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The available concrete roof water harvesting tank</p>	

6. Buwambo C/U Primary School

1) Washroom/changing room

Need to put basin in bathroom instead of keeping it in other places. Bathroom is clean and dry though lack basin and soap. Changing room also serves as a washroom.

	<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water X Availability of soap
<p>The changing room is clean and well maintained</p>	

2) Renovated point of facility

Gutter and soak pit renovated.

Before	After
	

3) Current Situation

Toilet

No modification needed

		<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>The school doesn't have enough toilets to cater for the whole population, they currently use one toilet that is divided into different sections</p>		

4) Water and Sanitation

Sources are rain and public water supply system. School has water from roof harvesting but needs more tanks due to a big enrolment. Sources are rain and public water supply system. School has water from roof harvesting but needs more tanks due to a big enrolment.

				<ul style="list-style-type: none"> • Existence of water tanks and related system • Existence of water • Accessibility • Cleanliness of water
<p>The school has 3 tanks but no water during the dry season. They are currently trying to install a borehole</p>				<ul style="list-style-type: none"> X Adequacy

7. Ssanga C/U Primary School

1) Washroom/changing room

Extended water to the washroom. Wash room near teachers' quarters. Washroom needs some paint and or tiling to make it neat. Changing room near washroom.

			<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water
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Entrance to the toilet that is attached to changing room	Water container used for washroom	✓ Availability of soap
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2) Renovated point of facility

Gutters holders have been fixed.

Before	After
	

3) Current Situation

Toilet

No modification needed.

    	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
The school has enough toilets and they are clean	

4) Water and Sanitation

Water sources are water well (borehole nearby) and rain water. More water tanks needed due to big enrolment. Roof water harvesting provided by save the children is available.

 	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
The school has enough water including a borehole that they share with the community	

8. Kitungwa Primary School

1) Washroom/changing room

Changing room near toilets.

	<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>Washroom lockable and well stocked with basin, water and soap. Changing room stocked with reusable sanitary pads. It is also attached to the girl's toilet</p>	

2) Renovated point of facility

The girl's wash room had no door and the floor was rough so the school resolved to fix a door and work on the floor and the walls.

Before	After
	

3) Current Situation

Toilet

No modification needed. Have enough toilets and are kept clean.

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>Toilets of Kitungwa primary school well closed and enough</p>	

4) Water and Sanitation

Water sources is only rain water. Roof water harvesting provided by Save the Children, an international NGO.

			<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has 3 water tanks but they don't have access to water during the dry season</p>			

9. Jinja Karoli Primary School

1) Washroom/changing room

No improvement needed. School has adequate facilities.

		<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>Changing rooms is very clean and</p>		

2) Renovated point of facility

Old gutters at the girl's dormitory were replaced

Before	After
<p>No Photo</p>	

3) Current Situation

Toilet

No modification needed.

	<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>Not enough toilets to cater for the whole school population However they have a toilet for people with disabilities</p>	

4) Water and Sanitation

The school has enough roof water harvesting tanks.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water X Adequacy
<p>The school has 3 tanks with enough water but faces challenges during the dry season</p>	

10. Ssayi Primary School

1) Washroom/changing room

A roof is needed but it is clean.

	<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>Changing room is very clean and well maintained</p>	

2) Renovated point of facility

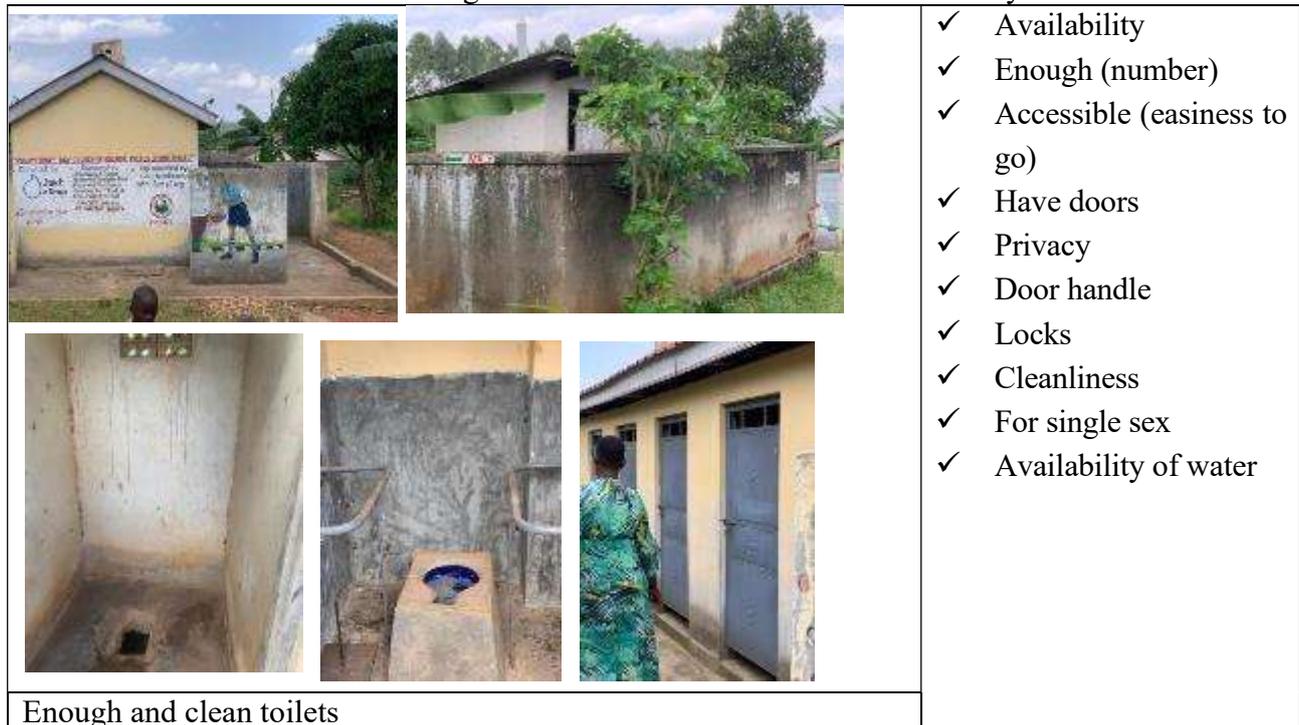
This school fixed a girls' washing room. They attached a door and a lock for the room.



3) Current Situation

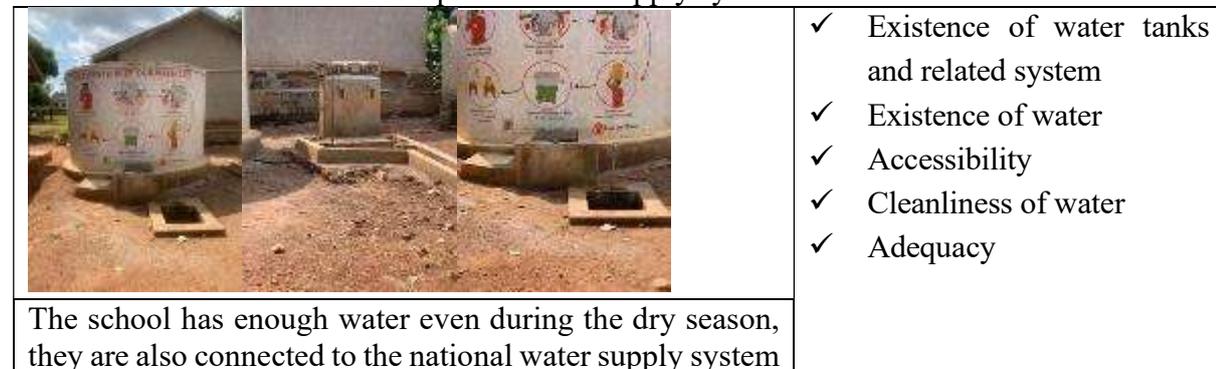
Toilet

No modification needed. All are in good order and makes school child friendly.



4) Water and Sanitation

Water sources are rain water and public water supply system.



5.3. < BUTANBALA District >

1. Bule UMEA Primary School

1) Washroom/changing room

The roof top of Bule's washroom was constructed and now there is a lot of privacy.

			<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>Clean and keep a privacy</p>			

2) Renovated point of facility

The girls wash room was worked on by fixing a door and tiles on the floor.

Before	After
	
<p>No door and the floor was rough.</p>	<p>Hajji Twahah inspecting Bule's washroom</p>

3) Current Situation

Toilet

More toilets are needed. This is because it has a poor condition and they are not enough.

	<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness. ✓ For single sex X Availability of water
<p>Toilets of Bule primary school</p>	

4) Water and Sanitation

In Bule there is no source of water but they fetch water with the community members so they really need a water source urgently. They collect water from a well from the nearby source from the community.

	<ul style="list-style-type: none"> X Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ The water is clean X Availability of water
<p>A pupil fetching water at bule primary school</p>	

2. Butalunga Primary School

1) Washroom/changing room

The wash room is very clean but lacking materials to be used by the pupils due to lack of enough funds.

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water X Availability of soap
<p>There are all materials and privacy at the Butalunga at the washroom of Butalunga</p>			

2) Renovated point of facility

A new washroom was constructed behind the teachers' toilet but it does not have a roof

Before	After	
		

3) Current Situation

Toilet

	<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks
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Toilets of Butalunga primary school	<ul style="list-style-type: none"> ✓ Cleanliness ✓ For single sex ✓ Availability of water
-------------------------------------	----------------------------------------------------------------------------------------------------------------------------

4) Water and Sanitation

Water tank in this school is available and it is accessible, clean and consumable.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Availability of enough water
Pupils of Butalunga primary school fetching water connected to the tank	

3. Ntolomwe Primary School

1) Washroom/changing room

Materials such as reusable pads, changing clothe, bucket are inside.

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
Madam inspecting the washroom	Atala the	The door of washroom in Ntolomwe primary school	Inside of washroom

2) Renovated point of facility

The washroom was fixed in terms of its location and the door well fixed with a lock.

Before	After
	

3) Current Situation

Toilet

The toilets in Ntolomwe primary are not very clean and unhygienic (disease) for the pupils. The toilets need re-construction

		<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
Toilets at Ntolomwe Umea primary school		

4) Water and Sanitation

In Ntolomwe they have a water tank that provides water to the whole school. They got their water from rain water and it is for free.

		<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Availability of enough water
Pupils fetching water at Ntolomwe Umea primary school		

4. Nawango Primary School

1) Washroom/changing room

		<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water X Availability of soap
Inside the Washroom of Nawango primary school	Adam and seniorwoman teacher of Nawango primary school.	

1) Renovated point of facility

Washroom door fixed with a lock. Pending is plastering.

Before	After
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3) Current Situation

Toilet

More toilets are needed to be constructed due to many pupils available.

	<ul style="list-style-type: none"> ✓ Availability X Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
<p>Toilets at Nawango primary school</p>	

4) Water and Sanitation

Nawango has a borehole near the school so they don't have a problem of water. They have clean water and it's for free no cost involved.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>A community member fetching water at Nawango primary school</p>	

5. Nkokoma Primary School

1) Washroom/changing room

The wall is low and needs more privacy and there is nothing inside .

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water X Availability of soap
Outside Nkokooma's washroom	Outside and inside of washroom		

2) Renovated point of facility

The toilet block which was being used as a washroom but a new washroom and a changing room were constructed.

Before		After	
	Toilet		Washroom before completion.

3) Current Situation

Toilet

The toilets are not enough for the school due to the high population of the school. And also, the toilets are under construction.

	<ul style="list-style-type: none"> X No doors X No door handles X No roof <p>The toilets are under construction. Actually, with government aided things it takes so long, It is unsure when the toilets are completing.</p>
Newly constructed toilets of Nkokooma primary school	

4) Water and Sanitation

This school has a water source, and water is not a problem

	<p>X Existence of water tanks and related system</p> <ul style="list-style-type: none"> ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ There is adequacy of water.
<p>Water tank at Nkokooma primary school</p>	

6. Kiwala Primary School

1) Washroom/changing room

Their washroom is moderately clean. Water is available due to the new borehole drilled in kiwala primary school. It is accessible for all the girl child.

			<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water
<p>Nakato inspecting the washroom of kiwala primary school.</p>	<p>Adam inspecting the washrooms of kiwala primary school</p>	<p>Not confirmed: Availability of soap</p>	

2) Renovated point of facility

A changing room was extended behind the teachers' toilet and a door was fixed with a lock.

<p>Before</p>	<p>After</p>
	

3) Current Situation

Toilet

The sanitation of this school was moderately clean but there is still room for improvement.

	<ul style="list-style-type: none"> ✓ Availability ✓ Accessible X Enough (number) ✓ Have a door ✓ Privacy ✓ Door handle ✓ Locks. X Cleanliness <ul style="list-style-type: none"> • For single sex • Availability of water
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4) Water and Sanitation

With Kiwaala primary school they got a borehole recently so they do not have a problem of water supply and its free of charge.

	<ul style="list-style-type: none"> ✓ Existence of water tanks and related system ✓ Existence of water ✓ Accessibility ✓ Cleanliness of water ✓ Adequacy
<p>Pupils of Kiwaala fetching water from the borehole</p>	

7. Butende Primary School

1) Washroom/changing room

The washroom of Butende is always organized and well packed, very clean and well kept.

		<ul style="list-style-type: none"> ✓ Availability ✓ Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
<p>Door of the washroom of Butended washroom.</p>	<p>Inside and materials in the washroom.</p>	

2) Renovated point of facility

The school did not have a changing room which was improvised, fixed a door and roof and plastered.

<p>Before</p>	<p>After</p>
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3) Current Situation

Toilet

The sanitation of this school is moderately clean their sanitation is ok.



Toilets of Butende primary school

- ✓ Availability
- X Enough (number)
- ✓ Accessible (easiness to go)
- ✓ Have doors
- ✓ Privacy
- ✓ Door handle
- ✓ Locks
- ✓ Cleanliness
- ✓ For single sex
- ✓ Availability of water

4) Water and Sanitation

In Butende they have a small tank for water where they fetch water for themselves. They get water from rain water so making it free of charge. They need another source of water urgently because the population is too high for the tank water to be enough.



A pupil washing her hands at Butende water tank

- ✓ Existence of water tanks and related system
- ✓ Existence of water
- ✓ Accessibility.
- ✓ There is cleanness of water.
- ✓ There adequacy of water.

8. Kitagobwa Primary School

1) Washroom/changing room

Kitagobwa primary school at the moment does not have a washroom because it is not in use due to the collapse of their toilet where the washroom was attached.



Past changing room

The washroom collapsed in 2022 so the washroom is unreachable. This is the picture of the toilet of Kitagobwa primary school where the washroom is connected. Pupils use church toilets near school.

2) Renovated point of facility

Girls' washroom's dirty floor being improved.

Before		After	
	<p>Bathroom after making a changing room</p>		<p>The washroom was under construction but it no longer exists because it collapsed</p>

3) Current Situation

Toilet

This school has a problem of the toilet this is because their toilet collapse and they are no longer using the washroom. So what I can say is that Kitagobwa uses new an emergency toilet.

		<p>No toilet exists right now because it is collapsed.</p>
<p>Collapsed toilet of Kitagobwa and the construction of new toilet in process</p>	<p>This is the hole behind the collapsed toilet</p>	

4) Water and Sanitation

The school does not either have a reliable water supply but they get water from a far distance with the community members. This school really needs assistance due to its shortage.

No Photo	<ul style="list-style-type: none"> x Existence of water tanks and related system ✓ Existence of water (getting from the community) x Accessibility x The water is clean. x Adequacy
No water source in kitagobwa primary school they fetch water far the community.	They do not have a water tank, and they fetch water from afar away well. It's far from the school.

9. Lwamasaka Primary School

1) Washroom/changing room

However much it is clean more effort is supposed to be added. And also, they should put the materials for emergencies during menstruation that's to say the washroom didn't have any material.

	<ul style="list-style-type: none"> • Availability X Have a roof • Accessible (easiness to go) • Have a door • Privacy • Cleanliness • Availability of water X Availability of soap
<p>APupil closing the door of the washroom. Pupils cleaning the washroom</p>	

2) Renovated point of facility

Before	After
	
The school had no changing room.	Changing room was prepared, under construction preventing pupils from getting inside

3) Current Situation

Toilet

Toilet are supposed to be added because students are many.

	<ul style="list-style-type: none"> • Availability • Accessible (easiness to go) • Have a door • Privacy • Door handle • Locks • Cleanliness • For single sex • Availability of water
Toilets of Lwamasaka primary school	

4) Water and Sanitation

In Lwamasaka primary there is enough water for the pupils. They also have clean water.

	<ul style="list-style-type: none"> • Existence of water • Accessibility • Cleanliness of water • Adequacy
A pupil fetching water from the tap water at Lwamasaka primary school	

10. Kayenje Primary School

1) Washroom/changing room

The washroom materials (bucket for washing and soap) should be provided because it was not in place.

		<ul style="list-style-type: none"> ✓ Availability X Have a roof ✓ Accessible (easiness to go) ✓ Have a door ✓ Privacy ✓ Cleanliness ✓ Availability of water ✓ Availability of soap
Student cleaning the washroom	Materials at the washroom	

2) Renovated point of facility

The washroom with a dirty floor is still under renovation but the door has been fixed.

Before	After
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3) Current Situation

Toilet

Toilet are supposed to be added because students are many.

	<ul style="list-style-type: none"> ✓ Availability ✓ Enough (number) ✓ Accessible (easiness to go) ✓ Have doors ✓ Privacy ✓ Door handle ✓ Locks ✓ Cleanliness ✓ For single sex ✓ Availability of water
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4) Water and Sanitation

Kayenje c/u primary school has a tank for their water supply. They get their water from rain and from tap water. So this has no problem of water supply.

		<ul style="list-style-type: none"> ✓ Existence of water ✓ Accessibility ✓ Adequacy. ✓ The water is clean.
<p>Pupils fetching water</p>		

6. FINDINGS & RECOMMENDATIONS

The study used both quantitative and qualitative methods.

Questionnaires were administered to 300 female students across 30 schools. Focus Group Discussions (FGDs) and Key Informant Interviews (KIIs) were with students, teachers, community leaders, and local government officers. Facility checks of WASH (Water, Sanitation, and Hygiene) facilities.

Regarding key indicators, the project goal was achieved due to the result of a notable decrease in menstruation-related absenteeism and drop out and fear among girls.

- Girls with Anxiety: The number of girls with anxiety about attending school during menstruation decreased from 90% to 38%. 60% of the girls say they no longer fear going to school during their periods. One of the reasons is since the project intervention, many boys or peers no longer tease girls

who have menstruation, and become supportive. However, some students still felt afraid of going to school during menstruation due to lack of MHM facilities and sanitary materials etc which need to be improved.

- **School Attendance:** The rate of absences due to menstruation among girls decreased from 91% to 15%. 15% of girls still miss class due to either discomfort, fear, shame, social beliefs or because parents stopped them attending school. Raising awareness toward parents were more needed.
- **The Dropout Rate:** The dropout rate of girls due to menstruation decreased from 33% to 18%. Many teachers indicated that the number of students dropping out due to menstruation decreased after the implementation of this project which emphasized the importance of school attendance.
- **Sanitary Pad Usage:** Increase in the use of reusable sanitary pads was observed, though resource limitations remain a challenge. The percentage of reusable sanitary pad users before the project began was 18%. After this project, 93% of the female students had used reusable sanitary pads at least once, of which 24% used them all the time and 25% used them occasionally. The lack of materials of sanitary pad has been a challenge to produce enough pads to reach all school students. In some cases, the quality of the materials used for the reusable pads is poor, and the pads cause discomfort on the skin/reproductive organ etc.

Other key findings based on questionnaire;

- **Sanitary Pad Making:** 90% of the girls indicated that they knew how to make sanitary pads, and 97% of them had actually made pads, while 3% of them (22 girls) said they have never made a pad. This number shows interest in reusable pad making was very high, and most students actually obtained the skills of how to make pads.
- **Awareness and knowledge were significantly improvement in menstrual health awareness,** with 91% of girls understanding menstruation at menarche compared to 37% before the project. This result is due to school counseling session conducted once a week as well as awareness raising by MHM club members.

The findings from FGDs and KIIs indicate overall successes, as girls across all districts reported easier access to pads, improved menstrual hygiene understanding, and increased confidence in managing their periods, leading to fewer menstruation-related absences.

The findings revealed some differences between MHM and non-MHM girls. Girls who were part of the MHM clubs had better access to pads while many non-MHM girls struggled with access to these facilities. Additionally, MHM club members benefited from a stronger support system, providing them with more confidence and knowledge in managing menstruation compared to their non-club peers. However, it is worth noting that MHM members often provided personal support to girls outside the club, and in some schools, all girls were included in MHM activities.

During FGDs, boys who were members of the MHM club demonstrated awareness and understanding of the project, actively participating and supporting their female peers. However, KIIs indicated that boys' involvement in MHM was minimal outside the clubs. Many boys not part of the MHM club were unaware of how to support their female peers, highlighting the need for broader initiatives to educate all boys on menstrual hygiene.

A key point was that many non-MHM club students, including boys and girls, expressed a desire to join the MHM club for various reasons. Girls wanted a support system regarding menstruation, access to pads, and the opportunity to learn more about menstruation. Boys were primarily interested in learning how to use the sewing machine due to their interest in vocational skills, with their secondary reason being to support their sisters at home. These findings reveal that schools need to involve more

students who are non-club members in enhancing sanitary pad training and MHM knowledge improvement.

Some common challenges across districts were found such as:

- ✓ Limited Resources: MHM clubs often lack sufficient materials and sewing machines to fully support their activities.
- ✓ Clean Water Access: Schools in all districts struggled to obtain adequate clean water facilities.

Throughout the Facility Check, most schools kept the changing/washrooms clean and some upgraded their WASH facilities by installing new water tanks, new toilet blocks and in a few schools more changing rooms. However, about one-third of the schools did not have roofs over their changing rooms, which needs to be addressed. Additionally, most schools continue to face challenges in accessing clean water.

There are some district-specific findings:

In Mubende, Initial misunderstandings among teachers regarding the project's goals and mistakenly believing the project offered personal financial gain, led to disengagement. At the teacher training phase, the explanation of project goals might not have been enough and the lack of intervention from the project team might have caused this misunderstanding.

In Wakiso, performance was moderate comparing other two districts. Many schools in Wakiso were near capital Kampala therefore, schools have more received external support from other organizations however, schools have challenges as clean water limitation among large population thus they still need additional support of especially water access.

In Butambala, the best performing district, strong administrative involvement and treating the project as a school-wide initiative contributed to its success. This success was due to effective project team interventions. Butambala can serve as a model for other districts in areas such as pad making, teacher's guidance to students and school MHM management.

Overall, the project has had a positive impact on girls' menstrual health management. However, addressing sustainability concerns and overcoming district-specific challenges are crucial for long-term success. The variation in impact across districts can be attributed to the effectiveness of local counterpart interventions, particularly activities like monitoring and follow-up. However, poorly implemented interventions can have negative consequences. Therefore, to ensure long-term success, consistent monitoring and follow-up are crucial for project sustainability.

Radio Talk Shows:

Interviews with community members revealed that these were generally seen as ineffective in raising awareness, particularly in Mubende and Wakiso, where people were unaware of the MHM talk shows and spot messages. However, the radio talk shows were moderately effective in Butambala, which can also be attributed to the active promotion center. Interviews with the community suggested that they got most of their information from the promotion center, with a few learning from radio spot messages and talk shows.

Recommendations

- Enhanced Resources: Increase supplies for MHM clubs, including sewing machines and materials for reusable pad making.
- Water Access: Collaborate with local education offices and stakeholders to improve clean water facilities.

- **Teacher Engagement:** Conduct annual workshops/teacher training to clarify project goals and build teacher's support.
- **Inclusive Student Involvement:** Encourage schools to involve not only MHM club members but also non-MHM students to raise awareness and provide proper knowledge of MHM, gender equality, and sexuality education.
- **Alternative Awareness Methods:** Explore more effective outreach methods than radio talk shows, such as community meetings
- **Boys' Involvement:** Implement specific programs to raise awareness focusing boys and encourage participation in pad-making activities. Many boys showed interest in using the sewing machine to make reusable pads, which can be leveraged to increase their involvement and support in MHM initiatives.

In conclusion, the project has made significant strides in improving menstrual hygiene management in target districts. Continued efforts and resource allocation are needed to sustain these gains and address remaining challenges, particularly in water access, teacher engagement, and reaching more students, including non-MHM students and male students. In addition, using successful models from higher-performing schools can help elevate overall performance across all target schools as well as non-target schools since the need of MHM activities are big demand in across the country.

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