

## JICA Monitoring Report

### IMPROVING SCHOOL'S EDUCATIONAL ENVIRONMENT FOR ADOLESCENT GIRLS BY ADDRESSING MENSTRUAL HYGIENE CHALLENGES

#### Mubende 11-12/4/2023

#### Introduction

Ten public Primary schools in Mubende district have been implementing MHM activities since January 2022 including; rehabilitation of WASH facilities, training learners in MHM, formation of MHM clubs and reusable sanitary pad trainings among others. The schools include; Christ the King, Dyangoma, Kasasa, Kasaana C/U, CAWODISA, St. Mary's Gwanika, St. Mary's Kiyita, Katega and Ikula. The report details findings from the second monitoring activity as below.

#### Objectives

To track the progress of project activities in the respective schools to generate lessons and corrective action where need be.

To identify the best performing schools which can be used for benchmarking in order to allow for identification of improved methods for implementing the project activities.

#### The monitoring processes

Monitoring was done with aid of a tool that looked at different aspects of the school including;

1. Demographics
2. Status of facilities
3. Awareness
4. Re-usable pad making
5. Remarks from MHM Club members; girls and boys, then senior teachers
6. Next plan

#### ●Demographics

It should be noted that all the ten schools had a file of project documents including minutes of the teachers' training meeting about MHM, sexuality education and gender awareness, community awareness meetings on MHM, sexuality education and Gender Awareness, invitation letters and MOUs and other related documents. Below is a summary of the demographics;

School	Indicators (Demographics)			
	Total population	Population of Girls P.4-P7	Number of female teachers	Number of male teachers
Kasasa	420	84	4	9

Kabowa	706	209	5	10
Christ the King	300	80	5	5
St. Mary's Gwanika	528	80	6	7
CAWODISA	710	133	9	10
Katega	206	68	5	5
St. Mary's Kiyita	550	110	3	10
Dyangoma	572	116	5	7
Ikula	469	112	4	5
Kasaana c/u	670	234	6	5

## ●Status of Facilities (Washroom/changing room)

### a) Privacy

Washrooms in most of the schools had doors and locks fixed, cemented with clean water, basin and soap except at Kabowa and St Mary's Kiyita where a curtain was improvised to work as a door to ensure privacy in addition to encouraging students not to overcrowd in the washrooms.

At Christ the king they still have the plan of fixing the door locks once they get funds.

At Ikula they are planning to put the roof in case they raise funds, but currently they keep privacy by advising pupils to use washroom one by one not in a group

### b) Hygiene

All the washrooms were clean with a good drainage system

### c) Materials

In all the schools the materials to use are kept with the senior lady or in the head teacher's office and these included; soap, basin, a jerry can and pads. Schools have plans of making emergency uniforms to help learners during menstrual emergencies while at school.

### d) Water

Schools still have a challenge of scarcity of water especially during the dry season apart from Kasasa where a community bore hole has been constructed near the school. Schools like Kiyita and Dyangome have their children fetch water early in the morning to cater for their food and hygiene when the water reservoirs or tanks are empty.

It should be noted that water remains the greatest challenge in most of these schools.

## ●Awareness

### a) MHM Club members

All the ten schools had at least 15 members of the MHM club where some of them who replaced those who left the school were actively involved in MHM work.

#### i. Topics of the training covered.

The topics of discussion are generated from the MHM booklet including; Menstrual hygiene management, reusable sanitary pad making, how to use the reusable pad, Sexuality education and Gender awareness and have been taught in all the project schools.

#### ii. Number of girls who missed at least 1 day of school during their periods

It was noted from all schools that since the project activities begun in their schools, there was no single girl who missed school during menstruation because the environment is friendly whereby, they can confidently approach the Senior woman teacher or any responsible person to support them during menstruation while at school and their needs are catered for.

### iii. **Activities conducted by club members**

MHM club members are involved in a number of activities such as;

- Formation of discussions about their personal and general hygiene in order to maintaining the general cleanliness of the school, ensuring that water for washing hand after visiting the toilet is available, helping those who are challenged due to menstruation or lead them to the teachers.
- They supported other members outside the MHM club with information regarding proper menstrual hygiene management
- Training other members in pad making and how to use the machine
- The club presidents worked hand in hand with the senior teachers to ensure continuity of the club
- Club members raise funds for the continuity of MHM club activities at Kiyita Priamry School (10,000/). They raise funds for buying threads and maintaining the sewing machine.

### iv. **Any findings/comment about the MHM club.**

- Schools have limited time for training learners reusable sanitary pad making but have resorted to scheduling sessions over the weekends and during holidays to enable a bigger number of students to acquire the skill.
- In most of the schools like Dyangoma, Gwanika and Katega, boys are more active when it comes to making reusable sanitary pads.
- Club members in most of the schools would wish to learn other skills using the sewing machine apart from making reusable sanitary pads.
- Club members are now better equipped with knowledge about MHM and are very active when it comes to supporting others with menstrual emergencies at school.

### b) **TEACHERS**

All the schools had senior teachers a male and a female teacher but it was clear that the female teachers were more active for issues to do with Menstrual Hygiene Management. Most of the schools had female head teachers and these were well informed about the situation especially the head teacher of Gwanika Primary School, Kasaana and Katega.

Below is a summary of how MHM is incorporated into the schools' time table

School	Senior teachers	Timetable	No. of training done by Sr. teacher	No. of MHM meeting with fellow Tr.s
St. Mary's Gwanika	Mrs. Kusemererwa Dorothy Mr. Matovu Charles	Once in 2wks	Once in 2wks	Twice a term
Kasasa	Mrs. Namuyunga Sarah Mr. Twikilize Amos	Once in a month	Once in week	Twice a term
Ikula	Mrs. Nabukenya Joan Mr. Nyirahimana Nickson	Once a week	Once in week	2 times a term (6)
Dyangoma	Mrs. Nakabiito Allen Mr. Kushabe Emmanuel	Once a week	Once a week	Once a term (3)
Kasaana	Mrs. Namuyunga Sarah Mr. Twikilize Amos	Once in 2	Once in 2 weeks	Once a term

		weeks		
Christ the King	Mrs. Kanoel Maria Clare Mr. Tukamusiima Julius	Once in 2 weeks	Once in 2 weeks	Twice a term (6)
Katega	Mrs. Namala Patience Mr. Buhwaghe Joseph	Once a week	Once a week	Twice a term (6)
CAWODISA	Mrs. Kirabo Lovinah Mr. Muhairwe Joram	Once in a week	Once in a week	Once in a term
St Mary's Kiyita	Mrs. Nalugo Margret Mr. Muhangi Jackson	Once in a week	Once in a week	Twice a term
Kabowa	Mrs. Kaindependance Jennipher Mr. Uzei Delmas	Twice a month	Twice in a month	Twice a term

### Below are some of the comments by the teachers

- The lack of enough material for pad making was a common comment in every school but they plan to improvise moving forward.
- Teachers need motivation for extra work especially the senior lady.
- Teachers appreciated the project for teaching the boys as the fathers of tomorrow.
- Absenteeism has reduced amongst the girls.
- Students are active and are willing to learn how to make reusable sanitary pads but the only challenge is that one machine cannot adequately be used by all the learners for them to benefit effectively.

### • Re-usable pad making

All the machines were in good condition below is a summary of pad making in the different schools

School	Pad making training in a month	Students involved		No. of pads produced in a month	Emergency pads available
		Girls	Boys		
St Mary's Gwanika	5	40	25	12	Yes
St Mary's Kiyita	5	41	15	6	Yes
Ikula	3	30	20	0	Yes
Kasasa	4	55	30	5	Yes
Kabowa	5	40	28	7	Yes
Kasaana	2	47	30	0	Yes
Dyangoma	3	43	22	3	Yes
Christ the King	1	32	16	6	Yes
Katega	3	50	31	4	Yes
CAWODISA	2	55	35	4	Yes

Important to note is that different schools have different approaches to pad making. In all the schools, the children are grouped in 2, 3 and 4 groups to make one pad. In some cases, one session is conducted to all the students and at times two sessions to make a pad but this depends on the time allocated to the pad training sessions.

## ● Remarks from the MHM club members (girls)

### a) What is your role?

The roles of the club members were almost similar in all the schools except St Mary's Kiyita where club members are supposed to contribute 1000/ towards the smooth running of MHM activities especially tailoring. The money is kept by the club treasurer.

MHM club members mobilize students to attend MHM sessions and this is usually done by the president with support from the teachers on duty and the senior lady.

Other roles include; ensuring a clean environment in school, counseling of peers, taking lead during pad making, teaching others about MHM especially the girls.

### b) What did you newly learn

Most of the students noted that they had learnt how to make reusable sanitary pads and how best to clean themselves especially during menstruation for girls.

They learnt being responsible especially by the leaders which was achieved with the help of the teachers.

They learnt self-confidence, self-esteem, public speaking, how to share and work together and this applied mostly to the MHM club members.

### c) Have you trained or supported other students outside the MHM club

They all said yes and this was mainly related to pad making and how to clean up during menstruation.

### d) Do you feel comfortable going to school during menstruation?

Most of the girls were confident to attend school during menstruation. The few who were not comfortable noted that discomfort that comes along during menstruation for example severe stomachache, headache and dizziness would make them feel uncomfortable but not afraid of the boys laughing and teasing them.

### e) How do boys behave towards girls during menstruation?

All the girls said the behavior of the boys was normal during their periods and they are supportive where need may arise.

### f) How is pad making going on

The girls were ok with pad making except that learning the sewing machine was a challenge because they get little time to sit on it as they are many. They plan to make use of holidays to learn more about how to use the machine.

### g) Any challenges?

- Scarcity of materials used for pad making and scarcity of water during the dry season were the two main challenges

## 1. Remarks from the MHM club members (Boys)

Boys give assistance to girls during pad making and when collecting water to fill the hand washing tanks. This is done irrespective of whether the girls are in periods or not.

Boys noted that it is hard for them to know when a girl is experiencing her periods so their behavior is always the same towards the girls.

## 2. Remarks from the senior woman teacher and the senior man teacher

### a) What did you teach?

- The topics taught by all the schools were; Menstrual Hygiene Management, Sexuality Education, teenage pregnancy and pad making as reflected in the MHM booklet.

### b) What is your challenge?

Scarcity of water emerged as a common challenge for all schools except for Kasasa where a community bore hole has just been constructed near the school.

- Inadequate pads and few alternative uniforms to be given to girls who mess their uniforms during their first day of periods when they get them while at school
- Scarcity of materials used for making reusable sanitary pads was a challenge in all the schools but schools like St Mary's Gwanika had engaged parents to that effect in order for them to provide financial support towards buying material for reusable pad making. Parents agreed to provide 1000/ per term.
- Children sometimes misplace the keys to the wash rooms which may call for breaking the padlock. At Gwanika and is solved by keeping the copies of the key with the different teachers including the Head teacher, MHM Club president and the Senior Woman teacher
- Time is not enough because it involves learning the sewing machine which learners can't learnt in a short time and this is addressed by continuous training of the learners who are expected to learn how to use the machine with time. More still, schools plan to engage learners during holidays.

### c) Have you learnt anything new?

Most of the senior teachers did not know that there existed alternative material other than what had been provided by SORAK for pad making. They had discovered other material that can serve the same purpose.

### • Next step.

Different schools had different plans as schools like Kiyita, Kabowa and Kasasa were looking forward to teaching more girls and boys who do not belong to the MHM club and to that effect, they were planning to utilize weekends and holidays.

Schools like Kasasa, Christ the King, Dyangoma and Kasaana were looking forward to the MHM club visits whereas others like St. Mary's Gwanika were looking forward to making enough re-usable sanitary pads.

## Pictorial for monitoring in Mubende

		
<p>Pads produced at St.Mary's Gwanika</p>	<p>MHM club leaders at Kabowa P/S</p>	<p>A chart used by learners on how to measure a pad at Kasaana P/S</p>



		
<b>MHM club leaders Kasasa P/S</b>	<b>Pads made at Kiyita P/S</b>	<b>Pads produced at Dyangoma P/S</b>
		
<b>MHM timetable for Gwanika P/S</b>	<b>Training in the use of the sewing machine at Kasasa P/S</b>	<b>Pads made at Christ the king</b>

## Wakiso 14-15, 17/4/2023

### Objective

To check on the status of the hygiene in schools, awareness creation, MHM club and progress of the pad making.

Monitoring was done with aid of a tool that looked at different aspects of the school and each of those had indicators to assess the current status. washroom where privacy, hygiene, availability of water and materials in the washroom were key indicators. Awareness creation was also part of the tool where then MHM club member, their responsibilities and topics covered were the indicators. Below are some of the key findings with respect to the facilities

### Administration

All the ten schools had a file of project documents and below are a summary of the demographics to sum up Administration

School	Indicators (Demographics)			
	Total population	Population of Girls p4-p7	Number of female teachers	Number of male teachers
Kirolo UMEA	297	53	8	2

Kitungwa C/U	365	70	5	6
Ssaayi Bright	197	58	5	3
Kitanda C/U	246	69	8	4
Ssanga C/U	900	240	10	6
Lwadda C/U	1130	297	13	6
Jinja Karoli	735	14	14	5
Maganjo UMEA	1569	486	17	15
Kanyange mixed	1063	211	14	5
Buwambo C/U	940	315	11	6

### Washroom/changing room

			
<b>Washroom with a roof at Kitanda c/u</b>	<b>Washroom at Kitungwa c/u</b>	<b>Washroom at Jinja Karoli p/s</b>	<b>Washroom at Ssanga c/u p/s</b>

#### a) Privacy

All the washrooms have a door except Kanyange mixed primary school

#### b) Hygiene

- All the washrooms were clean with a good drainage system
- None of the washrooms had water readily available inside but students would carry water in jerry cans or basin whenever they are to use the washroom.
- 

#### c) Materials

- Only Kitungwa C/U Primary School had materials in the washroom otherwise the rest keep them with the headteacher or the senior lady and they include soap, basin, a jerry can, a scrubbing brush and pads are kept with the senior lady.
- Like before, Lwadda C/U, Kitanda C/U and Jinja karoli are the only schools which had a uniform/cloth to help children who are troubled with menstrual challenges. Other schools are planning to make use of the sewing machines to make emergency uniforms moving forward.

#### d) Water

Schools are challenged during the dry season as they mainly depend on rain water. Kirolo UMEA and Ssanga C/U primary school have boreholes and they are only challenged in case they need to repair the borehole.

#### Comments



- Water remains the greatest challenge in most of these schools.

## Awareness

### MHM Club members

The topics covered in all the schools remain the same like before including the negative side of homosexuality. A better understanding of menstruation and puberty is usually during primary six when learners study about them in Science as one of the subjects. Like before, there were no girls reported to have missed school because of menstruation except at Ssayi Bright Primary School where there was still one girl who falls so sick during menstruation but the parents are looking for a workable solution to this.

### Any findings/comment about the MHM club.

The clubs are active and knowledgeable about issues of menstruation. Learner from primary four to primary seven are all taught about MHM and a few learners below primary four that look mature physically or by age are usually called by teachers to join MHM sessions. The 15 members of the MHM clubs and prefects take lead during the activities especially pad making and general cleanliness of the school.

## TEACHERS

The teachers are very grateful for the project and these are some of their remarks

- “The children have improved a lot when it comes to MHM. I have fewer complaints now and I think it’s because they help each other or they learn from the lessons we teach them.” said the Senior lady Kanyange Mixed P/S.
- “It’s my first time to be a senior man teacher but I appreciate all the support given to us. We promise to cooperate for the goodness of the girl child.” Said the senior man teacher Buwambo C/U Primary School.
- The senior lady Ssayi Bright P/S appreciated the support but complained about most of the parents not being cooperative when it comes to MHM issues by not providing pads to their children and they keep on hopping that the school will provide for them.
- “Our boys are not so interested but we are trying our best to bring them on board.” Said the senior lady Kirolo UMEA.

## Re-usable pad making













There was a grate change in the quality and quantity of pads made in different schools and this is attributable to the use of the sewing machine. For example, at Ssayi bright the senior lady said she had over 60 pads for emergency. At Ssanga C/U Primay School the senior lady also did not know the number of pads in her store but could only say they are more than enough.

Schools almost have a similar approach to pad making as most of them have leaners cutting out pieces used to make the pads and about two students to focus on the sewing machine whereas in some schools like Kitanda training of learners is still on going and they make pads both by hand and the sewing machine when the tailor comes for training.

Generally, production of pads depends on the availability of materials otherwise there is no specific number of pads made per month.

At Buwambo C/U pad making is for all classes from primary five to primary seven where each class may produce 30-40 pads according to the senior man teacher.

At Ssanga C/U the girls stop making pads when materials are finished this is so because they practice sewing using pads. At Kitungwa every girl in upper primary must make a pad and labels it with her name.

		
<p>Senior lady Ssayi Bright holds pads with removable cotton piece.</p>	<p>Cotton pieces to be folded and inserted in the pad</p>	<p>Pad with cotton piece inserted</p>
		
<p>MHM club members at Ssayi Bright</p>	<p>MHM club members being interviewed at Kirolo</p>	<p>Project officer With the senior man Kirolo UMEA</p>
		
<p>Tailor repairs the sewing machine at Kitanda c/u</p>	<p>Learners look on as they listen to the trainer at Kitanda c/u</p>	<p>Senior lady helps learner to trim a pad that had just been made.</p>
		
<p>Senior man Ssanga C/U guides learner how to cut materials</p>	<p>This is the student who leads others during sewing at Ssanga C/U</p>	<p>During an interview with one of the MHM club member at Ssanga C/U</p>

		
Pads produced at Kitungwa C/U with names written on them	Pads produced at Ssanga C/U	Senior lady displays cut pieces of pads yet to be sewed.

The learners seem to be enjoying pad making and the pads look neater than before since they are now made using a sewing machine and not by hand like before.

The roles and what was newly learnt by the MHM club members do not differ from those that were earlier stated by the learners in the previous monitoring report except learning how to operate the sewing machine.

### Remarks from the MHM club member

- “Making pads is becoming easier now that we are using a machine and not hands. My only concern is that the girls dominate the sewing machine I wish we get a second machine for the boys.” said the MHM club vice president at Ssanga C/U.
- “I don’t use pads but we make them because they are for helping our sisters during menstruation” Noted the MHM vice president Ssanga C/U.

### Challenges

- The challenges of scarcity of pad making materials, water and parents not being cooperative are still in place.
- Being a rainy season absenteeism is high in case it rains in the morning.
- Transfers of teachers is still going on for example the head teacher of Kitungwa C/U left for another school and the senior man as well. The new head teacher will be available next term.
- Learners who belong to the MHM club still leave schools as they get new ones which affects the smooth running of the club activities. This is addressed by replacing the ones who have left school with other members who fill up the gaps.



## **Butambala 29/4/2023**

This time around VOTU managed to move around the ten schools in order to check the progress of the pad making in the schools, state of the wash rooms at the schools. Visited schools are stated below.

### **SCHOOLS VISITED**

No	Schools visited	Population of the school	Population of Girl p4 to p7	Number of teachers	
				Female	Male
1	Kayenje c/s primary school.	655	188	9	8
2	Ntolomwe UMEA	400	144	5	3
3	Butaalunga C/S	523	290	5	7
4	Butende UMEA	400	100	9	5
5	Nawango C/U	300	97	9	3
6	Kiwaala UMEA P/S	280	100	5	3
7	Kitagobwa C/S	222	85	7	2
8	St.Kizito Nkokooma p/s	456	140	4	7
9	Buule UMEA	231	106	4	4
10	Lwamasaka UMEA	465	163	5	3



MHM club at Nawango primary school



Butalunga Girls display pads made



## PRIVACY OF THE WASH ROOM FACILITIES

The washrooms without roofs are very ok for use because there is privacy available. This time around the privacy of the washrooms facilities are very convenient and in good conditions for use. 5 schools Butaalunga, Nawango, Bule, Kitagobwa and Nkokoma still had

Name of schools	Doors fixed	Doors have locks	Walls have no dent	Roof exist
Kayenje c/s p/s				
Ntolomwe UMEA				
Butaaluga UMEA	✓			
Butende UMEA				
Namango c/u				
Kiwaala UMEA				
Kitagobwa c/s				
Buule UMEA				
St. Kizito Nkokooma	✓			
Lwamasaka UMEA				

## HYGIENE OF THE WASHROOM FACILITIES

Name of the school	clean	Waste drainage	Floor cemented	Water source
Kayenje c/s p/s		✓		✓
Ntolomwe UMEA				X
Butaaluga UMEA		✓		✓
Butende UMEA	✓	✓		
Namwango C/U	✓	✓	✓	
Kiwaala UMEA P/S		✓		
Kitagobwa C/S				X
Buule UMEA			✓	X
St.Kizito Nkokooma		✓	✓	
Lwamasaka UMEA	✓		✓	✓



washroom at Lwamasaka



washroom at Kiwaala

General hygiene has improved in all the beneficiary schools monitored. All school washrooms were found clean, and well-drained with floors still cemented.

They are really taking care of the washrooms properly and the girls are really happy with our project because it has added more value to them.

3 schools (Ntolomwe, Bule and Kitagobwa) still struggle with water availability as their water sources are very far from the school. However, during this rainy season, the situation has been less challenging.

### MATERIALS THE SCHOOLS ARE USING IN THE WASHROOM

Name of schools	Soap	Pads	Cloth/uniform
Kayenje c/s p/s		X	X
Ntolomwe UMEA		X	X
Butaalunga c/s			
Butende UMEA			
Namwango c/u			
Kiwaala c/s			
St.kizito Nkokooma p/s			
Buule UMEA		X	
Lwamasaka UMEA			X
Kitagobwa c/s			

**All washrooms had soap for hand washing. 7 out of 10 schools had emergency pads in the washrooms. Bule, Ntolomwe and Kayenje primary schools had no emergency pads. 3 schools i.e Kayenje, Ntolomwe and Lwamasaka had changing uniforms.**

### Water source

The schools are having enough water sources except Bule, Ntolomwe and Kitagobwa primary schools. They needed Water tanks so has to harvest and store water.



Senior teacher shows water tank at Nawango Primary

## TOPICS OF TRAINING COVERED BY TEACHERS

- ❖ Menstrual hygiene management
- ❖ Gender awareness
- ❖ Sex education

## ACTIVITIES CONDUCTED BY CLUB MEMBERS

- ❖ Counselling session
- ❖ Pad making
- ❖ Peer training
- ❖ Pad maintenance
- ❖ Advertisements (telling and teaching other people about the reusable pads.

These activities are always spear headed or taught by the senior man and senior woman teacher. The senior man and senior woman has really made our work in these schools very easy because they are like our median of communication that is to say in case of anything we just communicate to them and it is implemented.

We actually took some of our pads from the training centre to the ten schools so that they see our quality and compare with theirs. 70 pads were donated to the 10 schools equally in April. This is going to help them improve on their pad making experiences and I believe the outcome will be perfect.

## NUMBER OF STUDENTS INVOLVED IN PAD MAKING

No	Name of schools	Girls	Boys
1	Kayenje c/s primary school	11	3
2	Ntolomwe UMEA	9	2
3	Butaaluga c/s	10	5
4	Butende UMEA	14	1
5	Namwango c/u	15	2
6	Kiwaala UMEA p/s	11	4
7	Kitagowa c/s	10	5
8	St kizito Nkokooma p/s	9	6

9	Buule UMEA	13	2
10	Lwamasaka UMEA	10	5

During the first visit most of the club members had gone or joined secondary schools but we told them to elect new members.

On the second visit we got the schools when they had selected new members to the club to replace those who left. That is to say new members were added to the club.

Most schools created their special time for MHM meeting mostly twice a week because of the tight schedule in the school programme.

So during this time they teach them and guide them on how to handle the sewing machine, pad making, counselling and guidance, sex education, gender awareness.

In 7 of these schools there are immergence pads available for the girls who go under their menstruation. This is because they make them themselves.

## QUESTIONS WE ASKED THE PUPILS IN DIFFERENT SCHOOLS.

### 1. What is your role in the club?

- Most of them said their role is to inform those ones who have gone in periods not to fear because it's really normal to go through menstruation. And it's not a disease but every woman has to undergo it.
- Their role in the club is to make pads. They help in making of pads so that pupils have emergence pads for other pupils.
- Their role is to help in cleaning the wash rooms in their schools.

### 2. What did you newly learn?

- They said they learnt how to make pads.
- They have learnt that menstruation is normal and it's not a disease.
- They have learnt how to clean their re-usable pads and keeping them.
- They have learnt how to help girls when they in their periods.
- They have learnt how to socialise within boys and girls. The boys no longer laugh at girls who get periods.

### 3. Have you trained /support other students outside of MHM club.

- Yes, they all told me they really support other pupils be at their school or other schools. Even within the community they teach other people.

### 4. Do feel comfortable to go to school during menstruation?

- Yes, they feel comfortable to go to school during menstruation most of them said.



## **5. How do both girls and boys behave towards menstruation?**

- The boys no longer laugh at the girls when they menstruate?
- The boys nowadays even help girls to clean the washroom?
- The girls feel free to interact with the boys when they are menstruating. They don't feel ashamed of themselves.
- They boys are even involved in pad making.

## **6. Challenges.**

- Lacking enough materials for making pads.
- Some schools lack enough water. These schools need more tanks for keeping water so that they get more water for the school.
- 3 of the schools have no electricity for running the sewing machine. So they are requesting for their machine to be changed to the manual machine. This is to be handled by the team leader.

## **QUESTIONS WE ASKED THE SENIOR MAN AND SENIOR WOMAN TEACHER.**

### **1. What did they teach as a senior woman and senior man teacher.**

- Menstruation
- They gather both girls and boys to know how to handle themselves.
- They teach the pupils against the dangers of bullying girl child during menstruation.
- Gender awareness.
- Sex education.
- Guidance and counselling.
- Personal hygiene

### **2. What are their challenges as senior man and senior woman teacher?**

- Problems with facilitation and water. That is to say lack of enough materials for making pads.
- Inadequate washing materials such as soap.

### **3. Have you learnt anything new from the club as a senior man and senior woman?**

- They have also learnt how to make pads.
- The teachers have also known their pupils personally and their problems. And taught how to handle their issues.

Senior teachers still motivated to participate in project activities. Schools have special time to meet with the adolescents. The teachers continue to be supportive according to remarks from the learners.

### **Key findings;**

- Teacher participation and MHM club involvement in activities continues to blossom.
- Boys no longer take menstruation as an abnormality. "Surprisingly my girls can openly talk about menstruation even in the presence of boys. Boys do not laugh as they used to," said the head teacher at Bule primary school

- In most schools, senior teachers have become more free and friendly to the adolescent girls who now feel free to open up.

#### Challenges;

- 3 schools (Kitagobwa, Nawango and Butalunga) who received electric sewing machines were challenged by absence of power at the school and couldn't produce pads. They requested the team to replace the machines with manual machines.
- A general challenge of minimal training time due to the tight school program. Learners do not get enough time training with the single machine available. The team advised the schools to train learners in smaller groups.
- 7 Schools stated challenge of insufficient training material and the team advised them to use any available material locally to cut the costs.