

## **Menstrual Cup Project to Support 1000 girls in fishing communities in Uganda**

### **Context:**

Menstrual Health Hygiene is both a human rights and a health issue, where women and girls are entitled to live a life of dignity. According to the UN Sustainable Development Goals (2015-2030), all nations should work towards ensuring healthy lives and well-being for all at all ages (SDG 3). However, in LMICs, families, communities, and schools have not been adequately provided with Menstrual Hygiene Management (MHM) guidance, information, sanitation facilities and materials for girls and women making it difficult for them to adapt to their body changes.

In Uganda, insufficient MHM in schools contributes to 30% of [girls dropping out of school](#) and many more [miss 8 school days each term during](#) menstruation days. In a study conducted by SNV in 140 schools located in seven districts of Uganda; 70% of the adolescent girls acknowledged that menstruation affected their optimal education performance, while 77% of girls 'indicated missing averagely 2-3 school days per month. Research by Fisher et.al (2012) in Uganda cited the lack of sanitary pads as the main reason for girls being absent from school. In a study by Miiro et.al (2018) with 352 school going girls from Wakiso district, reported substantial embarrassment and fear of teasing related to menstruation, menstrual pain and lack of materials for menstrual hygiene management, as some of the factors that led to their school absenteeism. Girls in fishing communities are worst affected by lack of menstrual products.

Menstrual health and hygiene management involves a number of interventions that go beyond interventions in schools, but include providing adolescent girls with knowledge, sanitary products, and facilities to understand and manage their menstruation. These interventions are tied to adequate sexual and reproductive health education for adolescents.

FMP conducted a pilot in which it provided menstrual cups to 500 girls which saw a 89% reduction in absenteeism among those girls who had been provided with a menstrual cup.

A menstrual cup is a cost-effective option for many girls from resource limited locations as cups are reusables, hold more blood than other methods, eco-friendly as they are made of rubber or silicone, and a girl may wear a cup for up to 12 hours. A cup can be reused for up to 5 years.

**Goal:** The Overall goal of the project is to improve education outcomes of girls from poor families in fishing communities through enhanced knowledge on Menstrual Hygiene Management.

**Purpose:** This project is a pilot to introduce the menstrual cup and assess the impact on the education outcomes for girls. The project outcomes will inform future programming and potential scaleup.

### **Objectives:**

- To increase the number of school attendance by adolescent girls, while reducing school absenteeism during menstruation period.
- To enhance the capacity and knowledge of adolescent girls and boys on menstruation and menstrual hygiene management.

- To equip adolescent girls with knowledge on the use of menstrual cup.
- To educate parents and train senior women teachers, Parents Teachers Association, and school management committee members on menstrual hygiene management.

**Approach:**

**Menstrual Hygiene Education Sessions:** FMP will deliver education sessions on Menstrual Hygiene management and awareness sessions to both adolescent girls in the target primary schools. The education sessions will cover topics like understanding menstruation, management of menstruation pains and cramps, sanitary products, disposal, debunking myths and misconceptions about menstruation, hygiene practices during menstruations, anatomy of the vagina among others. Simple and easy to understand information, education and communication materials shall be produced and disseminated in the target schools to support the learning of the adolescents.

**Introduction of the cup:** As part of the education sessions with schools, FMP will introduce the menstrual cup to the adolescent girls, teachers, school management committee and parents. The sessions will include topics on what the cup is made of, where it is being used in the world, how it is used, demonstrations on how to use it (inserting and withdrawing) and thorough explanation on its internal anatomical insertion, how to dispose menstrual contents, cleaning the cup and how to keep it, cost and advantages vis a vis the traditional pads and or clothes.

**Parental Education:** Utilizing the parents teachers association, parents meetings and school visitation days, FMP will work with each school to educate parents on the menstrual cup, its use and the added value of the cup. Part of the education will ask parent cup and Advise the parents of the "cup education"; including, where the cup is chosen as a trial method by the girl - an explanation of its internal anatomical placement

**Teachers Training:** Senior Women Teachers are mandated to take care of adolescent girls in school responding to their needs and leading on menstrual hygiene, safety of adolescent girls, sexuality education and general hygiene. FMP will sharpen the skills of the senior women teachers from participating schools to support the project implementation. The senior women teachers will be trained on menstruation cup and will be focal person to provide a day to day support at the school to the adolescent girls in their schools.

**Continuous Satisfaction Assessment:** FMP monitoring and evaluation team will design assessment questionnaire to be administered to all 300 adolescent girls who volunteer to adopt the cup. The questionnaire will assess various aspects of the adolescents' experience with the cup including pain, discomfort, fit and or any reports of leakage; daily convenience or inconvenience, ease of inserting the cup, smell and or odor resulting from wearing the cup. The assessment will be done each month to document each adolescent's experience across the three months implementation period and the data utilized to inform decision making and evidence for future scale role out and or promotion of the cup.

**Peer Educators:** Eight adolescent girls, two from each school, will be identified and trained as peer educators who will collaborate with senior women teachers to continuously support new adolescent girls who enter menstruation. The peer educators and senior women teachers will ensure continuity of education and will be focal point persons for the project in school.

**Advocacy towards policy makers:** FMP will utilize the International MHM day to raise awareness towards reaching key decision makers on menstrual cup. The target will be to raise the profile and effectiveness of the Menstrual cups in improving the education outcomes of adolescent girls and ask for future budgetary allocation towards provision of the cups. The feedback from satisfaction surveys will be utilized to inform the advocacy efforts.

**Location of implementation:** The project will be implemented in 06 schools located in fishing communities in Katabi Town Council, Entebbe Municipality, Wakiso District, Uganda.

**Focal Point Persons:** FMP's midwife and project coordinator will lead the implementation, conducting monthly awareness creation sessions, meeting with adolescent girls in the schools and engaging on education sessions, conducting training sessions and activating the use of freely distributed menstrual cups. The engagements will include presentations; group discussions; question and answer sessions; sharing of personal experiences and demonstrations of how to use the menstrual cup.

**Core Project Activities:**

1. Selection of participating schools
2. Design and develop monitoring and evaluation tools and questionnaires
3. Conducting education and practical sessions at the target schools
4. Training of peer educators
5. Training of Parents Teachers Association members, Senior Women Teachers and School Management Committee
6. Distribution of 300 free menstrual cups identified girls from participating schools
7. Conducting routine surveys and assessments
8. M&E visits, Baseline and Endline evaluations
9. Celebration of MHM day
10. Reporting

**Budget:**

**USD. 10000.** Detailed Budget Attached below

# Detailed Budget

Item	Unit	Quantity	Unit Cost	Freq	UGX. Total	USD. Total
<b>1.0. Contribution to Personnel Costs</b>						
1.1. Project Manager	Months	1	250,000	6	1,500,000	416.7
1.2. Project Officer	months	1	250,000	6	1,500,000	416.7
1.3. Finance Officer	Months	1	100,000	6	600,000	166.7
				<b>Sub Total</b>	<b>3,600,000</b>	1000.0
<b>2.0. Planning Activities</b>						
2.1. Selection of participating Schools		1	400,000	1	400,000	111
2.2. Develop monitoring and evaluation tools		1	400,000	1	400,000	111
2.3. Procure Menstrual Cups	Pcs	1000	20,000	1	20,000,000	5,556
2.4. Conduct Project baseline study		1	500,000	1	500,000	139
				<b>Sub Total</b>	<b>21,300,000</b>	5,917
<b>3.0. Implementation Activities</b>						
3.1. Identify and train focal Senior Women Teachers		1	200,000	1	200000	56
3.2. Identify and Train Peer Educators		1	200,000	1	200000	56
3.3. Hold awareness, training sessions with students at participating schools	monthly	6	100,000	3	1800000	500
3.4. Disseminate Menstruals Cups at selected schools		6	100,000	1	600000	167
3.5. Conduct parental education sessions during PTA meetings and School Visitation Days		2	200,000	2	800000	222
				<b>Sub Total</b>	<b>3600000</b>	1,000
<b>4.0. Monitoring Activities</b>						
4.1. Hold monthly review meetings	event	1	500,000	6	3000000	833.3
Conduct End of project evaluation		1	1,000,000	1	1000000	277.8
				<b>Sub Total</b>	<b>4000000</b>	1111.1
<b>5.0. Equipments and Coordination Costs</b>						
5.1. Airtime and Internet costs	Monthly	1	300,000	6	1,800,000	500.0

5.2. Transportation Costs (Car hire)	Monthly	1	300,000	6	1,800,000	500.0
					<b>3,600,000</b>	1000.0
<b>Total</b>					<b>36,100,000</b>	<b>10,027.8</b>