



www.irise.org.uk

Summary of independent evaluation of Irise International Menstruation “Period” Friendly Schools Programme

Aims:

The intervention aims to improve girls’ school performance, attendance and retention via improved experiences of menstruation due to better community support.

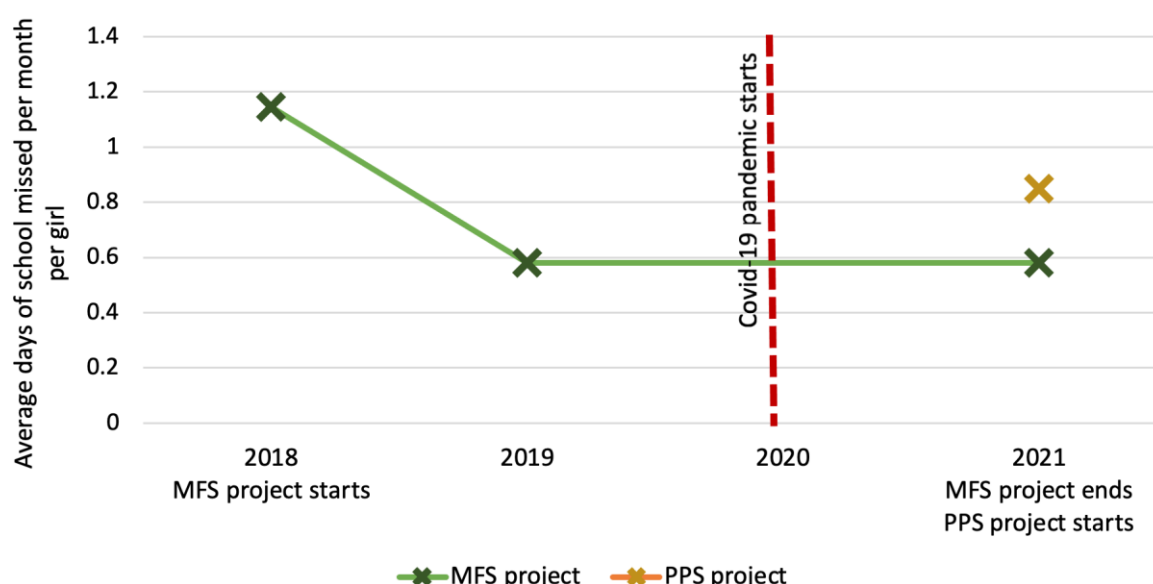
Methods:

An independent evaluation was completed by a team of Ugandan consultants led by Elizabeth M. Asimwe working with Joan Kabayambi and Michael Lyavala and UK based Heather Purshouse from The University of Stirling. The Ugandan based consultants collected their own qualitative data from 10 schools but due to covid related disruption quantitative data was collected by the Irise staff team and independently analysed by Heather Purshouse. The independent evaluation and Irise’s own reports were also reviewed by an independent technical advisor at the UK’s Foreign, Commonwealth and Development Office.

When possible, results were compared to baseline, to a new cohort of schools in the same district who had been enrolled into a new phase of the programme but had not yet received any support (labelled in the graphs below as PPS project and acting as a comparator group) and/or to district averages.

Key Findings:

Improvements in girls’ attendance, attainment and retention



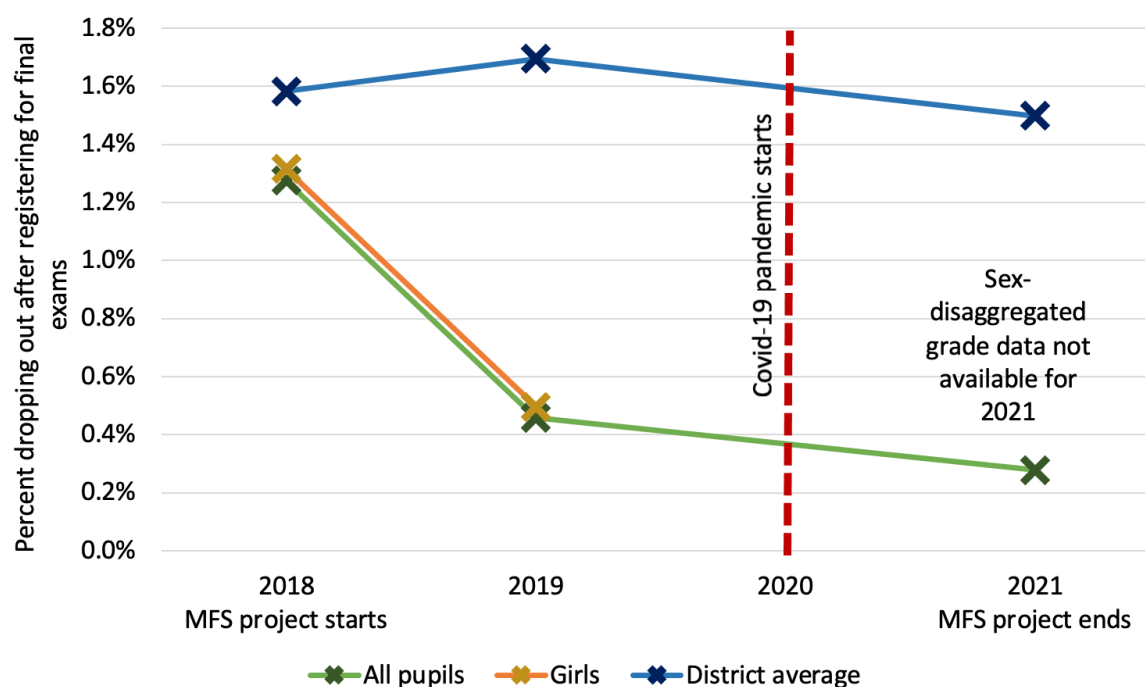
Absolute reduction in mean is 0.57 days, 95% confidence interval (0.19-0.94)

Absolute difference in mean between intervention and comparator is 0.27 (-0.01-0.63)

Sample size 70-93 girls



Date set for whole school

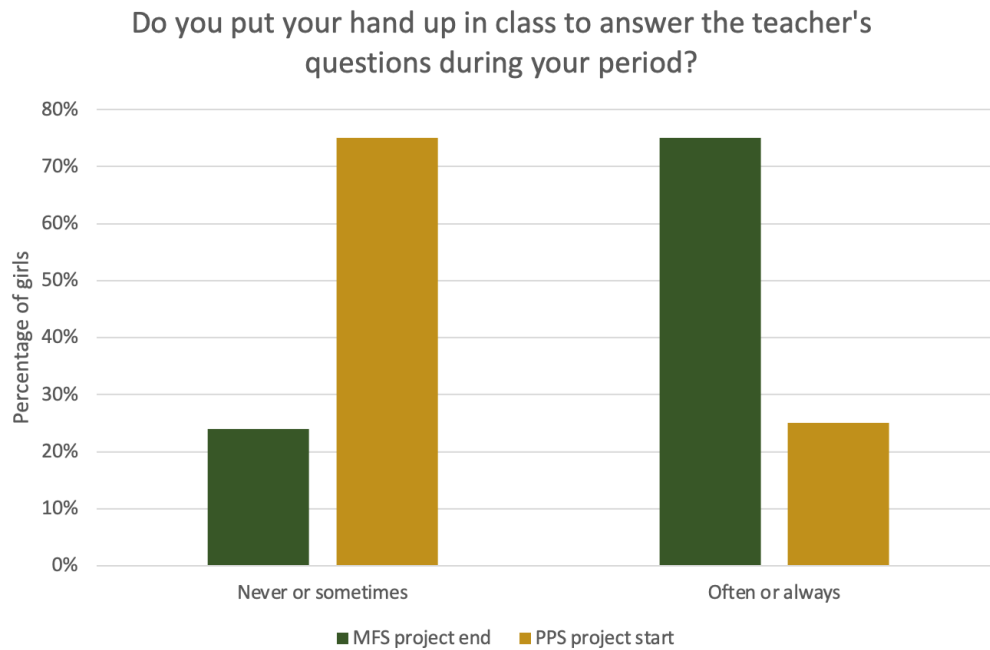


Data set for whole school compared to district figures



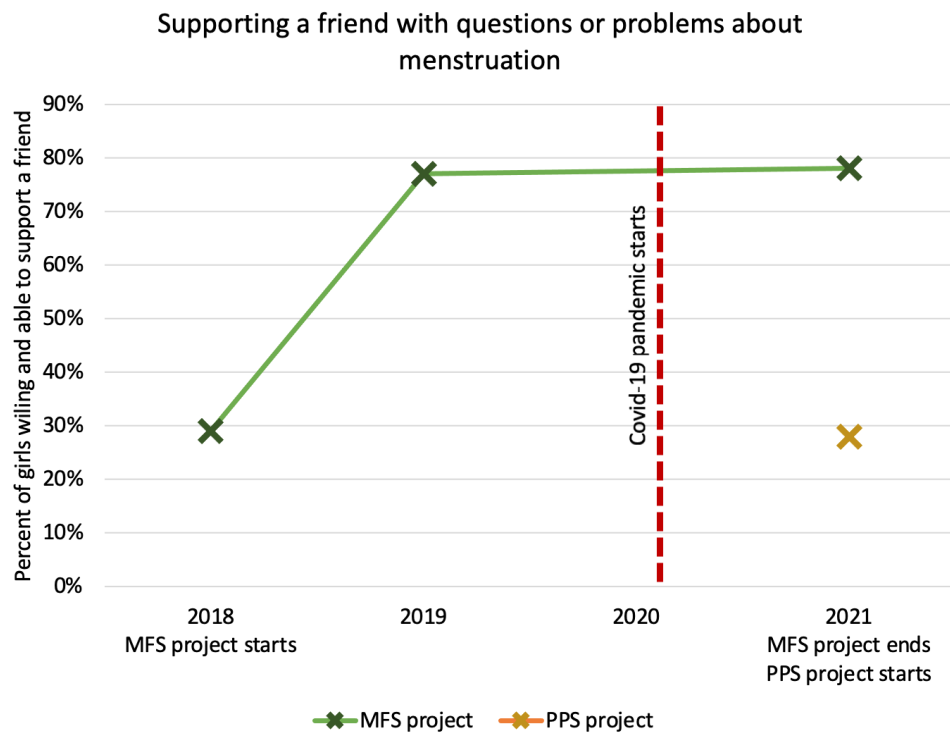
www.irise.org.uk

Improvements in girls' confidence and concentration



$p > 0.001$ for the difference between MFS schools and PPS schools (acting as a comparator)

Sample size MFS project = 72 girls, sample size PPS = 98

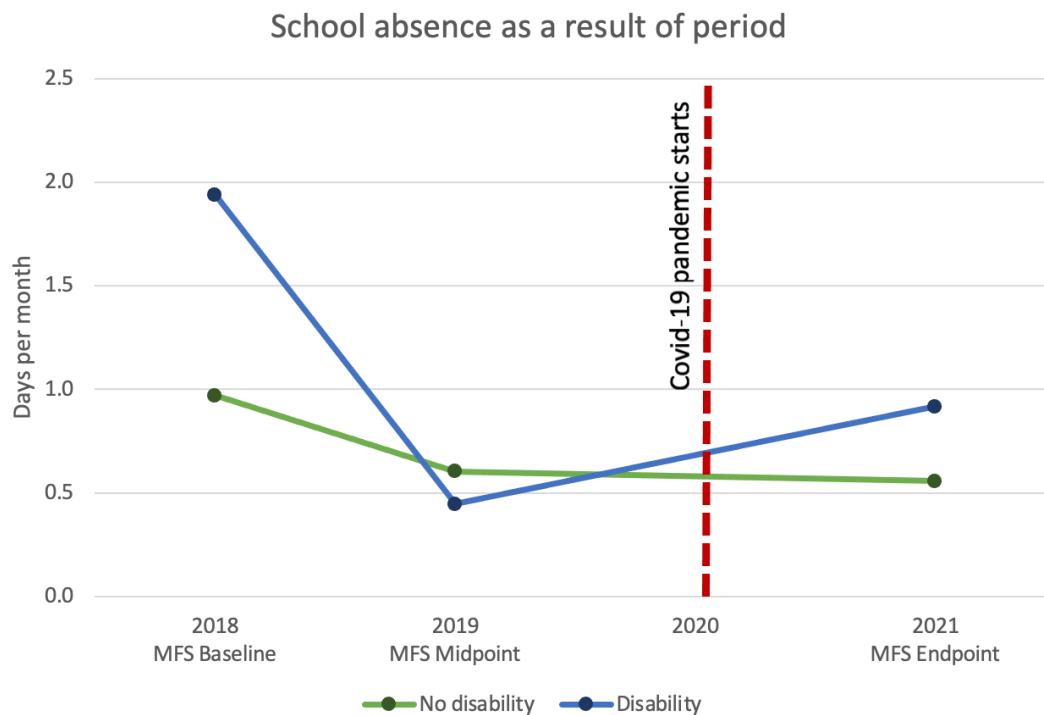


Sample size MFS project = 72 girls, sample size PPS = 98

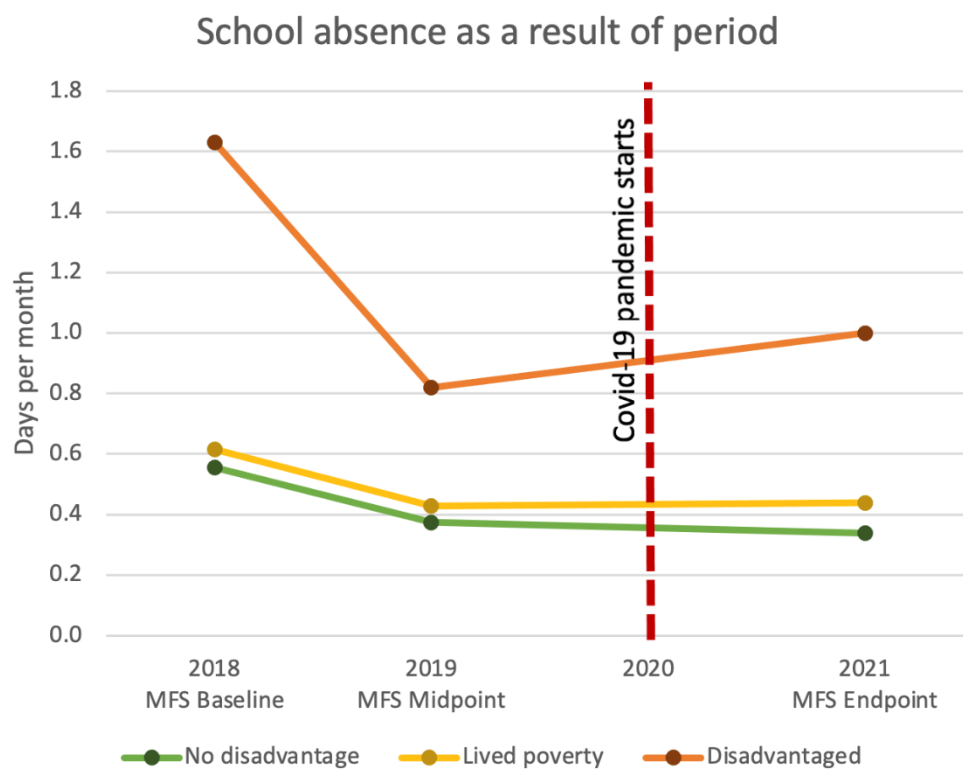


www.irise.org.uk

The most disadvantaged benefit the most:



Measured using Washington Short Set



Measured using Afrobarometer Lived Poverty Index



www.irise.org.uk

Conclusions:

“The Menstruation Friendly Schools (MFS) project achieved its intended outcomes and provides a convincing model for effective school-based interventions. Despite the unprecedented disruption of the pandemic, the project demonstrated significant achievements in overall impact.” - Technical Reviewer from The UK’s Foreign Commonwealth and Development Office

“Overall, the project has demonstrated substantial improvements to educational attendance and attainment among schoolgirls, as well as understanding of and attitudes towards menstruation among schoolgirls and schoolboys. As such, the MFS project has achieved its intended outcome of reducing menstrual-related barriers to girls’ education and provides a compelling model for effective school-based interventions.” Heather Purshouse

“...There is also remarkable improvement in knowledge and attitude towards menstruation and puberty among girls, boys and teachers. This has greatly contributed to the planned outcome of improved adolescent girls’ engagement and academic performance because they are more confident and better able to concentrate and attend lessons during their periods.

More still, majority of the project schools have been influenced to mainstream menstruation management and education into their school programmes and plans, and importantly in budgets, to ensure that schools provide at least emergency products to the girls. This indeed as indicated in the results has greatly contributed to the girls’ comfort, confidence and thriving in schools....Scaling up and replication of this project and approach would allow for consolidation of these gains and provide benefit to all Ugandan communities where menstruation is still treated with limited appreciation.”

Elizabeth M. Asiiimwe