



# Leveraging the Social Ecosystem of Girls to Shift Menstruation Norms

## A Longitudinal Impact Evaluation- Baseline Findings

### Program Overview

Splash strengthens school-based menstrual health services by improving infrastructure and providing age- and culturally-appropriate education around periods and puberty. We create workshops and resources for parents and guardians around these topics as well. By engaging students (even boys) and families, we aim to reduce the stigma girls face around their periods.

These “social ecosystem” programs aim to increase knowledge, shift norms, and target the internal motivations of the social stakeholders within girls’ lives to create a more supportive social environment. Splash aims to promote comprehensive social normative change, improving more than educational outcomes and stretching beyond the school to improve gender equity.



| Girls 10+   | Boys 10+   | Parents   | Teachers  |
|---|--|---|---|
| <ul style="list-style-type: none"><li>Increase levels of knowledge related to MH and puberty.</li><li>Increase ability and self-efficacy to manage menstruation at school.</li><li>Increase social support to shift norms and reduce MH stigma.</li></ul> | <ul style="list-style-type: none"><li>Increase levels of knowledge related to MH and puberty.</li><li>Build empathy to reduce teasing of female peers.</li><li>Increase motivation to advocate/support for female peers.</li></ul> | <ul style="list-style-type: none"><li>Increase levels of knowledge related to MH and puberty.</li><li>Increase levels of self-efficacy to support children through puberty and during menstruation.</li></ul> | <ul style="list-style-type: none"><li>Increase levels of knowledge related to MH and puberty.</li><li>Increase levels of self-efficacy to deliver curriculum and support to students around MH.</li></ul> |
| <b>Psychological</b><br>Knowledge<br>Self-efficacy<br>Self-confidence   | <b>Psychological</b><br>Knowledge<br>Empathy<br>Motivation   | <b>Psychological</b><br>Knowledge<br>Self-efficacy<br>Motivation  | <b>Psychological</b><br>Knowledge<br>Self-efficacy<br>Motivation  |
| <b>Environmental</b><br>Enabling sanitation environment<br>Access to disposal solutions   | <b>Personal Resources</b><br>Personal time to participate in group activities<br>Stability of daily routine  | <b>Personal Resources</b><br>Personal time to participate in group activities<br>Stability of daily routine   | <b>Environmental</b><br>Classrooms, private meeting spaces  |
| <b>Personal Resources</b><br>Personal time to participate in activities<br>Stability of daily routine   |  |   |   |
| <b>MH Curriculum</b><br>Ruby's/Rosie's World<br>Menstrupedia  | <b>Puberty Workshops</b><br>Menstruation-focused film screening and discussion<br>Male Teacher Role Models   | <b>Parents' Day</b><br>Parent Reference Guide<br>Puberty/Menstruation Booth   | <b>MH Training of Trainers</b><br>Ruby's/Rosie's World  |
| <b>Girl-friendly Sanitation*</b><br>In-Staff shelves, hooks, mirrors, water tap<br>Disposal, Incinerators, MH Waste Bins  | <b>Social Support Activities</b><br>Event Days   | <b>Parents' Virtual Support Group</b>   | <b>MH Curriculum Homeroom Delivery Model</b>  |
| <b>Social Support Activities</b><br>Peer Mentoring<br>Gender Club<br>Event Days, Pad Drive  |  |   |   |

### MH Knowledge

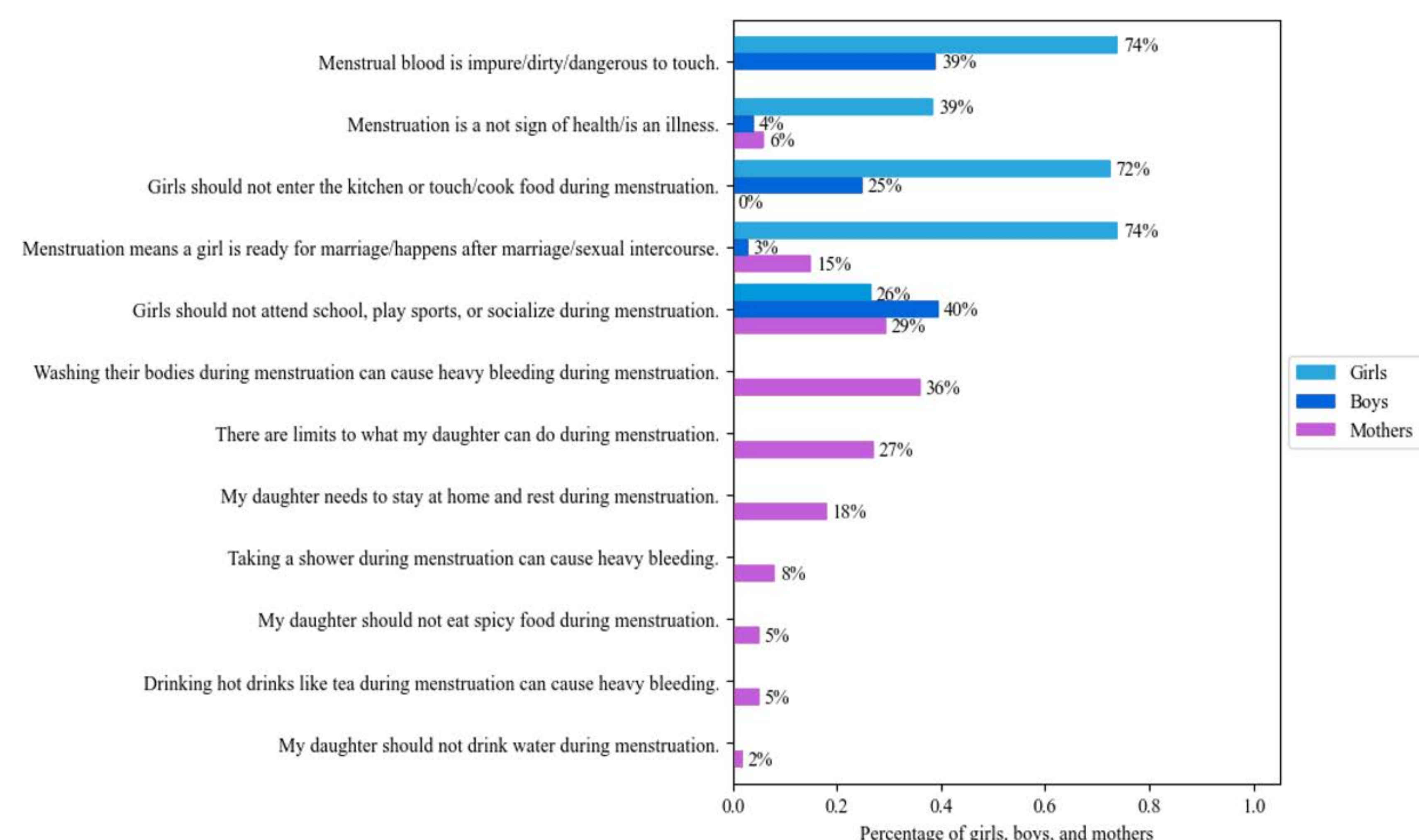
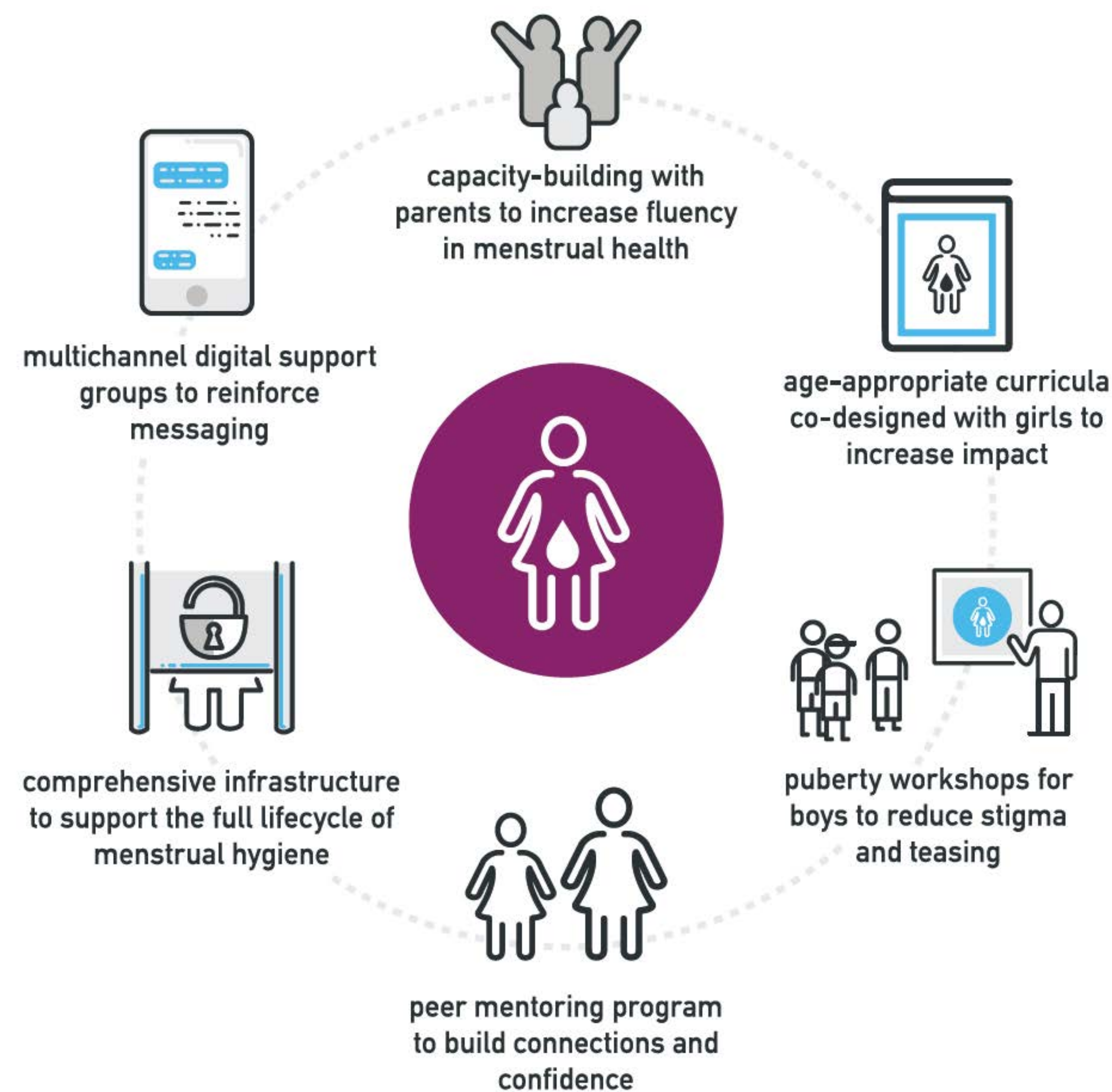


Figure 1: Myths about menstrual health among girls, boys, and mothers

### Building a Transformative Menstrual Health Ecosystem



### Novelty

Menstruation is often culturally associated with gender, sexuality and uncleanness and thus has historically been absent from the WASH conversation. When we do see menstruation included in WASH programming, these interventions typically focus on interventions such as supplying books, courses, menstrual hygiene products (i.e., reusable pads) and/or girl friendly WASH facilities.

Splash's approach of engaging boys and parents on menstruation and the puberty experience is one of a handful of programs within Ethiopia to take this holistic, gender-transformative approach.

### Study Findings

#### Stigma and Teasing

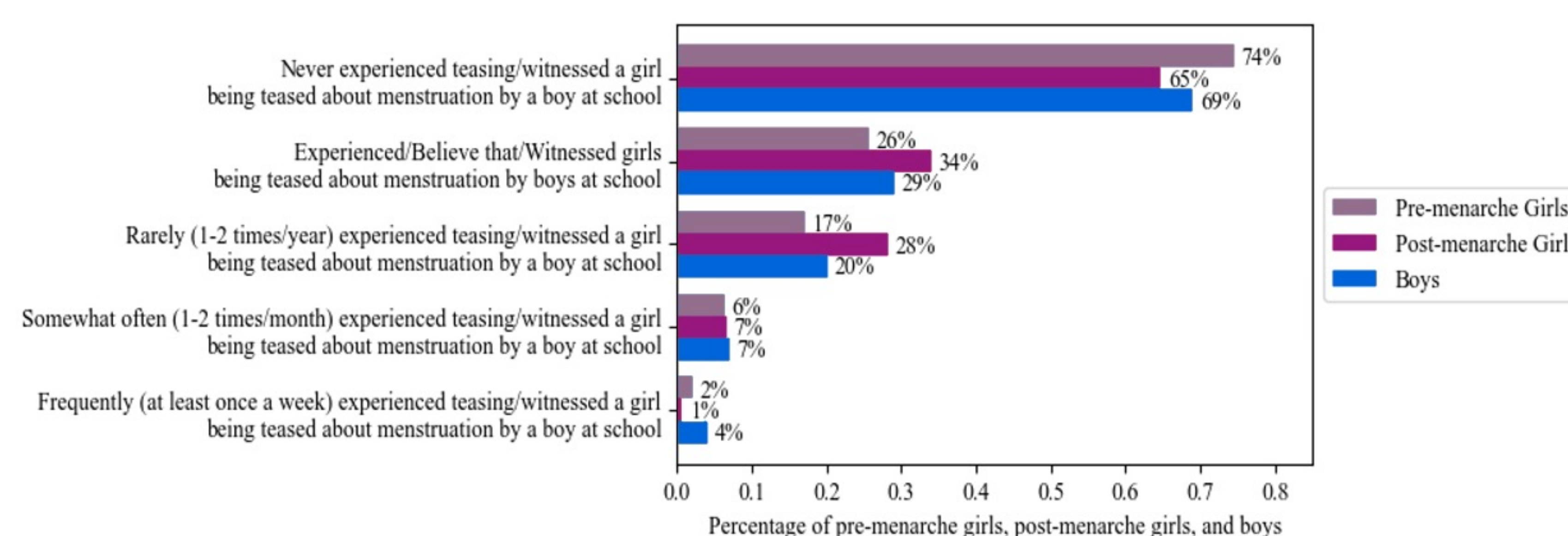


Figure 2: Pre- and post-menarche girls, and boys think girls are teased about menstruation by boys at school

### Study Design

Our study was a mixed methods longitudinal research effort at ten primary and secondary schools in Addis Ababa, Ethiopia. Sample size: 200 girls, 100 boys, 100 parents (mothers)

Boys, girls, and parents at these schools were interviewed using a behavioral survey and a knowledge assessment. The combined behavioral and knowledge-based data collection tools were used to assess the impact of:

- ❖ A boy-facing puberty workshop in increasing rates of empathy and allyship for menstruating female peers.
- ❖ A parent support and education group in increasing parent knowledge, addressing stigma and misinformation, and increasing self-efficacy to support their children during puberty and menstruation.
- ❖ A peer mentoring program in building leadership skills for girls, addressing social taboos related to puberty and menstruation, and creating a supportive peer network among girls.



#### Girl Friendly Sanitation

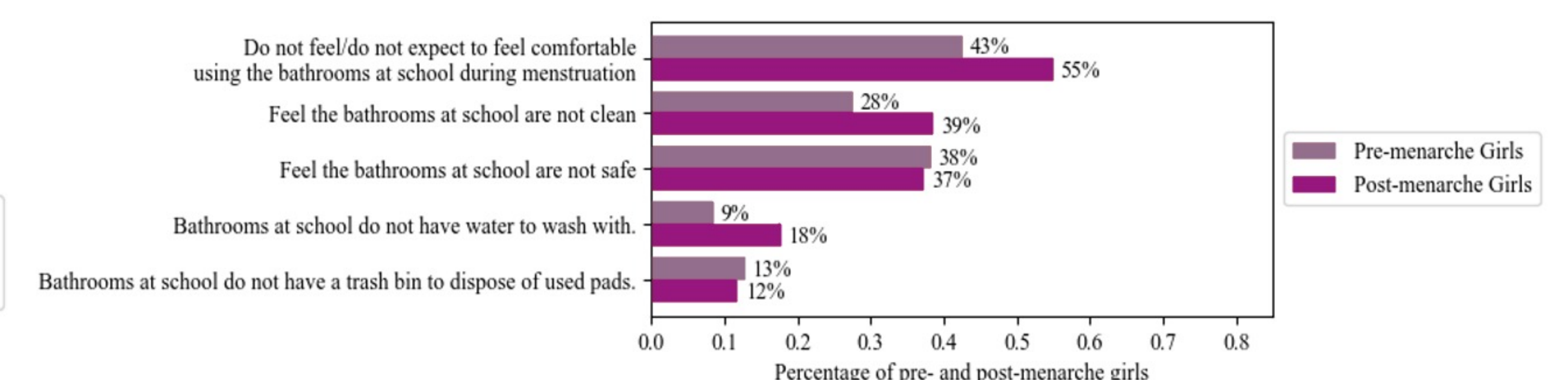


Figure 3: Menstruating girls' comfort using bathrooms at school during menstruation

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