padher | it's normal, Period!™

PERIOD EDUCATION THE FUN WAY

2025 - 2026
Impact Report



Presented by:
Chika Nwaogu
Founder/Project Lead

Selected for the **hundrED** Spotlight on Education for Societal Change

Selected for the **hundrED** Global Collection 2026

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Impact Report — May 2026

Project Title: Period Education - the Fun Way!
Organisation: PadHer Social Enterprise
Funder: Chocolonely Foundation
Contact Person: Chika Nwaogu, Founder/Project Lead
Reporting Period: July 2025 - May 2026

Target for First Half: Impact 1,750 girls in the Volta Region of Ghana
Target for Second Half: Impact 1,750 girls in the Eastern Region of Ghana

Overall Project Goal: Impact 3,500 girls across Ghana
Achieved: 3,500 girls impacted *(100% of project target achieved)*

Core Mission of PadHer

PadHer is a social enterprise dedicated to educating and mentoring young African schoolgirls on periods, puberty, and sexual and reproductive health and rights, using engaging tools such as comics, animations, digital learning games, storytelling, and interactive workshops.

Through this work, PadHer equips girls with accurate menstrual health knowledge, builds their confidence, challenges period stigma, and supports access to sustainable menstrual solutions. Our goal is to ensure that girls are not held back by period poverty, but can stay in school, participate fully in learning, thrive academically, and grow into confident, empowered women.

PadHer's model has received global recognition for its innovation, impact, and scalability. PadHer has been recognized three times by HundrED.org as one of the 100 **most impactful and scalable education innovations globally**. PadHer was also recognized by HundrED and VVOB as one of the leading education innovations driving societal change in the Global South, and in 2026, was inducted into the **HundrED Hall of Fame**, HundrED's highest award.

In addition, PadHer is listed on the **EduEvidence Global EdTech Evidence List**, further strengthening our position as one of Africa's trusted and evidence-informed education solutions for menstrual health, girls' confidence, and school participation.





Executive Summary

Geographical Focus: Ghana
Total Beneficiaries Reached: 3,500 girls
Implementation Period: July 2025 - May 2026
First Half: Volta Region — 1,750 girls reached
Second Half: Eastern Region — 1,750 girls reached

Between July 2025 and May 2026, PadHer Social Enterprise successfully implemented **Period Education - the Fun Way!,** a menstrual health education project funded by the **Chocolonely Foundation**. The project set out to reach **3,500 schoolgirls in Ghana** with accurate, age-appropriate menstrual health and SRHR education, while also providing practical menstrual products and confidence-building support.

By the end of the reporting period, PadHer had reached the full project target of 3,500 girls, achieving **100% of the intended beneficiary reach.** The project was delivered through **14 cluster workshops** across multiple regions in Ghana, engaging a total of **77 schools**. The first half of implementation reached 1,750 girls across the Central and Volta Regions, while the second half reached another 1,750 girls in the Eastern Region.

The project combined PadHer's comic-based menstrual education model with practical demonstrations, reusable pad distribution, puberty and hygiene education, myth-busting conversations, confidence-building sessions, and post-workshop mentorship. Each girl received a PadHer Kit, which included reusable pads, underwear, a cycle-tracking bracelet, and supporting materials to help her manage her period with dignity and confidence.



Executive Summary (Cont'd)

A major strength of the project was PadHer's use of a **cluster workshop model,** which brought multiple schools together for each session. Although the original plan proposed 10 workshops per phase, PadHer delivered 7 cluster workshops in each half of the project while still reaching the full target of 1,750 girls per phase. This approach reduced logistics costs, increased school coverage, and allowed PadHer to reach more girls efficiently without compromising the quality of delivery.

Across both phases, the project demonstrated strong results in menstrual health knowledge, reusable pad use and care, confidence, and stigma reduction. In the first half, PadHer recorded an **82% improvement in menstrual health knowledge**, an **87% boost in confidence**, and **96% reusable pad use and care knowledge.** In the second half, the project recorded an approximately **89% improvement in menstrual health knowledge**, an **86% confidence boost**, and approximately **95% reusable pad use and care knowledge.**

These results show that the intervention went beyond reaching girls numerically. It contributed to meaningful learning, improved confidence, and practical menstrual management skills, helping girls feel more prepared, supported, and confident to manage their periods while participating fully in school.

Executive Summary (Cont'd)

The project also generated important learning around school environments and reusable pad adoption. While girls were excited to receive reusable pads and many expressed willingness to continue using them, the data showed that long-term use depends heavily on access to water, soap, privacy for changing, and safe drying spaces. This reinforced the importance of combining product distribution with education, practical demonstrations, and school-level conversations around WASH and menstrual support.

Partnerships played a critical role in the success of the project. PadHer worked with trusted local and institutional partners, including **Girls Club Ghana, EJY Foundation, the National Health Insurance Authority, Nkroful Health Centre, Keta Municipal Hospital, Eco-Me Africa, and The Polaris Collective LBG.** These partnerships helped strengthen community entry, school coordination, local trust, health education, logistics, and implementation quality. The project also demonstrated the value of working with partners who already have strong roots in the communities being served.

During implementation, PadHer also made important adaptations. In the first half, the project expanded beyond the initial Volta-only plan to include Central Region schools because Girls Club Ghana already had active girls' clubs in both regions. This allowed PadHer to leverage existing school-based structures for stronger reach and sustainability. In the second half, PadHer initially explored implementation with YAM Ghana, but later proceeded with The Polaris Collective LBG after recognizing the need for a more agile partner with strong local presence in the Eastern Region. This adjustment helped protect the project timeline and enabled PadHer to complete the second-half implementation successfully.

Executive Summary (Cont'd)

One of the most important lessons from the project was that girls need support beyond one-time workshops. Many girls had questions about periods, puberty, body changes, stains, reusable pad care, pain, myths, and growing up, but often felt too shy or embarrassed to ask publicly. After the workshops, girls continued asking questions through WhatsApp mentorship, sometimes late at night or during moments of distress. This highlighted the urgent need for a more scalable, private, and always-available support system.

In response to this need, PadHer strengthened its post-workshop mentorship model by introducing **Ask Dr. Joy**, PadHer's safe, age-appropriate AI mentor for girls. Ask Dr. Joy provides private, judgment-free support through the web, WhatsApp, Messenger, SMS, and offline access. It does not diagnose medical conditions, but offers menstrual health education, reassurance, and guidance on when to speak with a trusted adult, teacher, health worker, or mentor. During the project, **1,750 girls were introduced to post-workshop support**, with **984 girls actively using the support channel so far** and approximately **29,000 questions/messages received.** This showed the scale of girls' unmet need for private, reliable, and immediate menstrual health guidance.

The project also reinforced that period stigma is not caused by girls' lack of knowledge alone. Boys, teachers, parents, and the wider school environment all influence how girls experience menstruation. Feedback from the field showed that boys' teasing, silence, and misinformation can make girls feel embarrassed or unsafe at school. In response, PadHer developed **Boys Too,** a complementary comic-based learning approach designed to help boys understand periods, puberty, empathy, and respect.

Ask Dr. Joy

BOYS TOO

Helping boys become allies, not bystanders



Executive Summary (Cont'd)

Overall, **Period Education – the Fun Way!** successfully demonstrated that PadHer's model is scalable, cost-effective, engaging, and deeply relevant to girls in underserved communities. The project reached 3,500 girls, strengthened menstrual health knowledge, improved confidence, distributed practical menstrual products, expanded post-workshop mentorship, and generated strong evidence for future growth.

As PadHer looks ahead, the Ghana project has provided a clear blueprint: work through trusted local partners, adapt resources to the cultural and linguistic context, use comic-based storytelling to make menstrual education less intimidating, provide practical menstrual products, collect strong data, and maintain ongoing support after workshops. With the success of this Ghana implementation, PadHer is well-positioned to replicate and adapt this model across more underserved communities, continuing its mission to ensure that every girl can manage her period with knowledge, dignity, confidence, and support.



What We Loved, Learned, and Lived For

Loved

- We loved the overwhelming enthusiasm from girls who connected deeply with PadHer's comic-based menstrual education model. Seeing girls openly discuss periods, in **many cases for the first time**, without shame or fear, reaffirmed why this work matters.

- We also valued the opportunity to work with strong grassroots and institutional partners, including **Girls Club Ghana, Polaris Collective LBG, Eco-Me Africa, EJY Foundation, and the National Health Insurance Authority (NHIA)**. Their credibility and trust within the communities helped strengthen participation, acceptance, and local ownership of the project.



What We Loved, Learned, and Lived For

Learned

- Teachers, especially in the Volta Region, expressed the need for continuous menstrual education, not just one-off workshops.
- Many girls lacked foundational SRHR knowledge beyond menstruation — creating an even stronger opportunity for long-term engagement.
- Many girls had questions about their bodies, periods, puberty, and growing up, but often felt too embarrassed to ask out loud. Some feared being judged, laughed at, or that their questions might sound “silly.” While this was not new to PadHer, reaching 3,500 girls within a short period made the urgency even clearer. After the workshops, many girls continued asking questions through WhatsApp mentorship, sometimes even late at night when they felt they had no one else to talk to. This quickly became overwhelming for our mentors and showed the urgent need for a more scalable, private, and always-available support system. This insight contributed to the development of **Ask Dr. Joy**, PadHer’s safe, age-appropriate AI mentor that gives girls instant, trusted support on periods, puberty, body changes, and growing up.
- We also learned that bringing multiple schools together for each workshop helped us reach more girls at once while reducing the cost and logistics of visiting schools individually. This allowed us to deliver quality menstrual education, reusable pads, and empowerment sessions at scale despite tight budgets.

What We Loved, Learned, and Lived For



Lived For

- We lived for the stories from girls whose confidence visibly grew after the sessions.
- We lived for schools asking PadHer to return for follow-up sessions, and for communities requesting ongoing engagement beyond the workshops.
- Realizing how urgently rural schools need menstrual health interventions like ours and safe spaces for girls.
- We lived for the moments that showed us how much bigger this work is than period education for girls alone. During the workshops, it became even clearer that girls do not experience period stigma in isolation. Many of their fears are shaped by the teasing, silence, and misunderstanding that still exist around them, especially within school environments. That realization stayed with us. It reminded us that if we want girls to feel truly safe, confident, and supported, we must also help boys understand periods with empathy, maturity, and respect. This is why we developed **Boys Too**, a comic-based learning approach that brings boys into the conversation and helps them better understand menstruation, puberty, and the role they can play in creating safer spaces for girls. As PadHer expands, integrating Boys Too will help create more supportive school environments where girls are understood, not shamed.







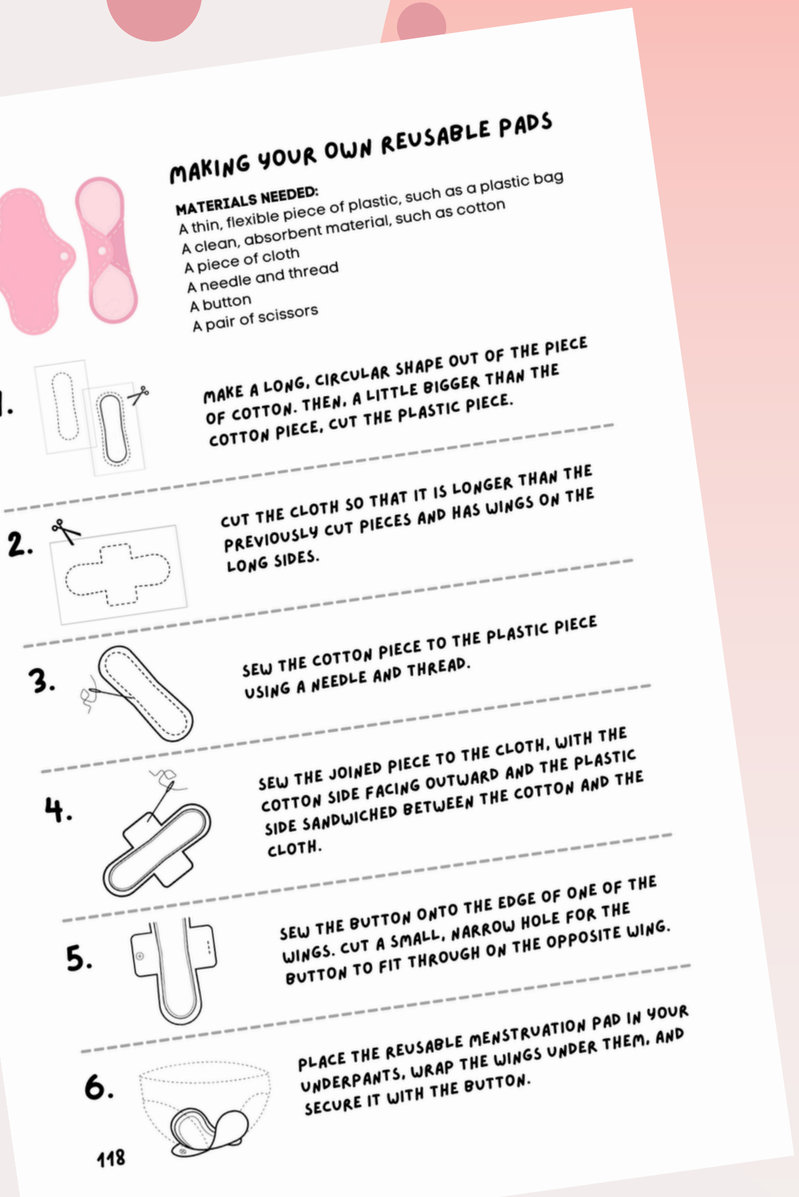
Workshop Model, Activities, and Engagement Approach

A key part of the Period Education – the Fun Way! project was not only reaching girls, but ensuring that each workshop was engaging, practical, age-appropriate, and safe enough for girls to participate openly.
Across the project, PadHer used a structured but flexible workshop model designed to combine menstrual health education, storytelling, practical demonstrations, confidence-building, and open discussion. Each workshop was adapted slightly depending on the school setting, the number of girls present, the partner involved, and the local context, while still maintaining the same core learning objectives.

Workshop Flow

Each workshop typically began with an opening session where PadHer and our local partners introduced the purpose of the program and created a safe, welcoming environment for the girls. This was important because many girls are not used to discussing periods openly, especially in school settings.

The sessions then moved into comic-based menstrual health education, using PadHer's storytelling materials to explain periods, puberty, body changes, hygiene, and common myths in a way that felt relatable and less intimidating. The comic-based approach helped simplify sensitive topics and made it easier for girls to connect with the lessons.



Workshop Flow (Cont'd)

This was followed by interactive discussions, question-and-answer sessions, myth-busting activities, and confidence-building conversations. Girls were encouraged to ask questions freely, either openly or through private formats, such as writing their questions anonymously on pieces of paper. This allowed them to participate in a way that felt safe, comfortable, and free from judgment.

A practical demonstration was also included, where girls were shown how to use, wash, dry, and care for reusable pads properly. This was especially important because providing reusable pads without proper guidance can limit their long-term use. The workshops, therefore, focused not only on distribution but also on ensuring that girls understood how to use the products safely, hygienically, and confidently.
At the end of each workshop, PadHer Kits were distributed to the girls. Each kit included reusable pads, underwear, and a cycle-tracking bracelet. The kit also contained a sewing kit and simple directions on how to sew a reusable pad, for girls who wanted to learn how to make one themselves or patch their pads in cases of wear and tear.

Facilitators briefly introduced the girls to the process of sewing a reusable pad. However, because of the large number of girls often present at each workshop, and the limited time available for each session, usually between two and three hours, detailed sewing training could not be conducted during the workshops. The sessions usually closed with reflections, affirmations, encouragement, and reminders that periods are normal, healthy, and nothing to be ashamed of.

Workshop Flow (Cont'd)



Core Workshop Content

The workshop content covered:

- Menstruation and how the menstrual cycle works
- Puberty and body changes
- Menstrual hygiene and personal care
- How to use, wash, dry, and maintain reusable pads
- Period myths and misconceptions
- Cycle awareness and basic period tracking
- Confidence, self-esteem, and speaking up
- When to seek help from a trusted adult, teacher, parent, or health professional

To keep the sessions interactive, PadHer used storytelling, comics, group discussions, demonstrations, call-and-response questions, peer learning, and safe Q&A moments. This helped the girls stay engaged and made the workshops feel less like a lecture and more like a conversation.

The comic-based model was especially effective because it allowed girls to see themselves in the stories. It made menstrual education feel familiar, visual, and easier to remember. Many girls who were initially shy became more open as the sessions progressed, especially during the myth-busting and Q&A segments.



Workshop Flow (Cont'd)

Role of Different Partnerships

The project also benefited from different types of partnerships. Grassroots partners such as Girls Club Ghana, Polaris Collective LBG, and EJY Foundation helped with community entry, school coordination, mobilization, and local trust-building. Their existing relationships with schools and communities made it easier to bring girls together and create safe spaces for learning.

Institutional partners such as the National Health Insurance Authority (NHIA) added credibility and helped strengthen the health education component of the workshops. Their involvement also helped reinforce the importance of menstrual health as part of girls' broader wellbeing.

These different partnerships allowed PadHer to implement the workshops more effectively. While PadHer led the core menstrual education model, comic-based learning, kit distribution, and facilitation approach, our partners helped ensure that each workshop was locally grounded, trusted, and well-coordinated.

Overall, the workshops combined education, dignity, practical support, and emotional reassurance. They were designed not just to teach girls about periods, but to help them feel confident, prepared, and supported in managing their periods without shame.

IMPLEMENTATION REPORT
FIRST HALF (CENTRAL & VOLTA REGION)



FIRST HALF

(CENTRAL & VOLTA REGIONS)



Summary:
In partnership with **five organizations**, PadHer successfully delivered seven cluster workshops **(Bringing multiple schools together for each workshop)** across the Central and Volta Regions of Ghana. These workshops reached a total of 1,750 girls, fully aligning with the First Half target.

7 Workshops Instead of the proposed 10
To ensure the budget remained effective and to maximize reach:

- Schools were grouped into clusters
- Transportation costs were reduced
- Larger community clusters allowed wider impact across more schools and communities

Despite conducting fewer workshops, the full target of 1,750 girls was achieved.



WHY THE FIRST HALF WAS IMPLEMENTED IN BOTH THE CENTRAL AND VOLTA REGIONS

While the project's original design for the first half focused solely on the Volta Region, implementation for this phase took place in both the Central and Volta Regions for **strong strategic reasons**. Our key partner, Girls Club Ghana, already operates a **well-established network of girls' clubs** in schools across both regions. These clubs serve as **trusted, school-based platforms for ongoing menstrual health education**, peer support, and long-term behavior reinforcement.

Beginning the first-half implementation in the Central Region allowed us to immediately **leverage this existing infrastructure**. At the same time, Girls Club Ghana's presence in the Volta Region enabled us to expand seamlessly and still reach the intended population there. This dual-region approach ensured continuity of learning and built-in sustainability, as the girls' clubs continue supporting learners long after each workshop.

By utilizing partner structures already rooted in both regions, PadHer was able to deliver the first half of the project effectively, reach the full first-half target of 1,750 girls, and **strengthen long-term impact** without compromising the project's geographic priorities.

FIRST-HALF EXPANDED IMPLEMENTATION PARTNERSHIPS

For the first half of the project, in addition to our long-standing collaboration with Girls Club Ghana, PadHer strengthened its implementation network across the Central and Volta Regions by partnering with **four additional organizations.** These institutions are highly trusted within their communities, and each brought unique expertise, credibility, and local reach that significantly enhanced the success of our first-half cluster workshops.

1. EJY Foundation

Workshops partnered: Workshop 3 and Workshop 6

EJY Foundation is a respected community-based organization known for its strong engagement with adolescents and families across the Volta Region. Their grassroots networks, experience in youth empowerment, and established trust within local communities made them an invaluable partner. They supported school mobilization, ensured high participation rates, and helped deliver sensitive content in ways that resonated with the girls.

2. National Health Insurance Authority (NHIA)

Workshops partnered: Workshop 4 and Workshop 5

PadHer partnered with NHIA to strengthen the health-literacy component of our workshops. NHIA officers were present during Workshops 4 and 5 to educate girls on health rights. Their involvement added institutional credibility and empowered girls with practical, actionable health information.



FIRST-HALF EXPANDED IMPLEMENTATION PARTNERSHIPS (CONT'D)

3. Keta Municipal Hospital

Workshop partnered: Workshop 7

For Workshop 7, PadHer collaborated with Keta Municipal Hospital, one of the most trusted health institutions in the region. Medical professionals from the hospital provided accurate menstrual health education, addressed myths and misconceptions, and created a safe space for girls to ask sensitive questions. Their presence reinforced clinical accuracy and strengthened community trust in the intervention.

4. Nkroful Health Center

Workshops partnered: Workshop 2

Nkroful Health Center played a pivotal role in Workshop 2. Their involvement was crucial for mobilizing girls from surrounding schools and supporting the delivery of health-focused components of the workshop. Their proximity to the community and close relationships with local families ensured a smooth workshop experience and boosted participation.





WORKSHOP DELIVERED (DETAILED BREAKDOWN)

Workshop 1

Location: Domenase, Central Region
Date: 24 September 2025
Girls Impacted: 482
Duration: 3hrs
Partner(s): Girls Club Ghana
Target Age: 10–14 years

Schools in Attendance:

- Nwianwia D/A Basic School
- Tumantu D/A Basic School
- Dominase Marfo Memorial Anglican Basic School
- Denkyira Dominase Methodist Basic School

Notes:
The workshop exceeded attendance expectations thanks to the strong mobilization efforts by Girls Club Ghana. The high participation from surrounding rural schools reaffirmed the value of using cluster workshops, which proved highly successful with a large turnout and strong engagement from all schools involved.



Workshop 1

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 2

Location: Domenase, Central Region
Date: 25 September 2025
Girls Impacted: 49
Duration: 3hrs
Partner(s): Girls Club Ghana & Nkroful Health Centre

School in Attendance:

- Nkroful Methodist Junior High School

Notes:
A smaller but highly interactive session that created space for deeper conversations around puberty, menstrual hygiene, and cultural myths. The intimate setting allowed for focused Q&A and effective myth-busting.


MAKING MENSTRUAL HEALTH EDUCATION FUN AGAIN!
COMIC BOOKS
OUR GOAL
GIRLS CLUB GHANA
...let our queen's shine
OBJECTIVES:


it's normal, period!





Workshop 2



WORKSHOP DELIVERED (DETAILED BREAKDOWN)

Workshop 3

Location: Dabala, Volta Region
Date: 8 October 2025
Girls Impacted: 296
Duration: 3hrs
Partner(s): Girls Club Ghana & EJY Foundation

Schools in Attendance:

- Dabala Junction Comboni
- Dabala Junction D/A Basic School
- Awuyakofe D/A Basic School
- Woena Preparatory School
- Rauch Hakmah Preparatory School
- Agorhome R/C Primary
- Alesikpe R/C Basic School

Notes:
Girls showed strong interest in our comic-based teaching approach, with many requesting follow-up sessions. We received strong support from community leaders, with even Queen Mothers in attendance—adding credibility and deepening community trust.


GIRLS CLUB GHANA
...let our queen's shine
MAKING MENSTRUAL HEALTH EDUCATION FUN AGAIN!
COMIC BOOKS
We make menstrual and sexual health education fun, relatable, and exciting through storytelling, vibrant visuals, and engaging formats like comic books.
OUR GOAL
When learning is fun, it sticks—what they learn in a playful way, they tend to never forget. Our goal is to turn these topics into something girls look forward to, not something they fear or avoid.
Before I forget Amanda, I wanted to let you know this
Many girls have cramps on their period, especially in the first few
If cramps bother you, you can try hot water bottle on the belly or lower
Okay, Big Sis, I am actually having pains in my lower abdomen
Bye!
Bye!
ON THE
Workshop 3

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 4

Location: Agotime-Kpetoe, Volta Region
Date: 28 October 2025
Girls Impacted: 312
Duration: 3hrs
Partner(s): Girls Club Ghana & NHIA

Schools in Attendance:

- CEPS Academy
- Kpetoe SDA Basic School
- Kpetoe R/C Primary School
- Evangelical Presbyterian Primary School
- Evangelical Presbyterian Junior High School
- Agotime Kpetoe R.C. 'A' JHS
- Agotime Agbesia D/A JHS
- St. Mark's Anglican Basic School

Notes:
Integrating the health-insurance partner (NHIA) strengthened parent and community engagement. NHIA also played a key role in supporting the community-entry process.






MAKING MENSTRUAL HEALTH EDUCATION FUN AGAIN!
COMIC BOOKS
OUR GOAL



Workshop 4



WORKSHOP DELIVERED (DETAILED BREAKDOWN)

Workshop 5

Location: Agotime-Ziope, Volta Region
Date: 28 October 2025
Girls Impacted: 274
Duration: 3hrs
Partner(s): Girls Club Ghana & NHIA

Schools in Attendance:

- Takuve D/A Basic School
- Ziope R.C. Primary/Junior High School
- Ziope D/A Primary/Junior High School

Notes:
High community attendance; notable interest in menstrual hygiene practices. A key workshop that helped amplify menstrual health awareness across border communities.



Workshop 5



WORKSHOP DELIVERED (DETAILED BREAKDOWN)

Workshop 6

Location: Dabala, Volta Region
Date: 12 November 2025
Girls Impacted: 157
Duration: 3hrs
Partner(s): Girls Club Ghana & EJY Foundation

Schools in Attendance:

- Xikpo D/A Basic School
- Tsavanya D/A Basic School
- Convenant Preparatory School
- Agbagorme Basic School

Notes:
This workshop featured an extended Q&A session due to girls' curiosity and limited prior exposure to SRHR information.



Workshop 6



WORKSHOP DELIVERED (DETAILED BREAKDOWN)

Workshop 7

Location: Keta, Volta Region
Date: 14 November 2025
Girls Impacted: 180
Duration: 3hrs
Partner(s): Girls Club Ghana & Keta Municipal Hospital

Schools in Attendance:

- Ketasco Basic School
- Keta R.C. Mixed Basic School
- Anlo-Afiadenyigba E.P. Basic School
- Keta AME Zion Basic School

Notes:
Strong attendance from coastal communities—where period stigma remains high—validated the need for continued SRHR interventions. The turnout reinforced the importance of follow-up sessions to address persistent menstrual stigma

Respecting Child Protection, Privacy, and Photography Consent

During the first half of the project, one important documentation lesson came from Workshop 7, where we were unable to take photographs. One of the participating schools, Keta AME Zion Basic School, required official parental consent forms before any photography could take place. Because of the tight implementation timeline and the need to complete the first half of the project on schedule, there was not enough time to distribute, collect, and process the required consent forms before the workshop date. As a result, the school declined photography for that session.

While this meant we could not visually document the workshop, the session itself was delivered successfully, and all planned learning outcomes were achieved. To ensure the workshop was still properly accounted for, we documented it through facilitator observations, attendance verification, and written reporting that captured the key activities, participation, and outcomes from the session.

This experience became an important learning moment for PadHer. It reinforced the need to engage schools earlier on photography expectations, consent requirements, and child protection procedures before each workshop.

For the second half of the project, PadHer applied this learning by providing parental consent forms well in advance of the workshops (at least one week before implementation). We also clarified photography permissions during the initial school engagement process, helping to avoid last-minute restrictions while ensuring that each school's child protection policies and the privacy choices of parents/guardians were fully respected.



We also appreciated the Chocolonely Foundation's thoughtful response to this situation. The Foundation emphasized that if children, guardians, or schools prefer not to have photos or videos taken, their privacy and decisions should be fully respected. This aligns strongly with PadHer's own commitment to child protection, dignity, and ethical storytelling. Where photography is not permitted, attendance records, facilitator notes, and detailed activity documentation will continue to serve as appropriate alternatives for accountability and reporting.

IMPLEMENTATION REPORT: WHAT WAS PLANNED VS EXECUTED

FIRST HALF

(CENTRAL & VOLTA REGIONS)

Activity	Planned	Executed	Notes
Identify implementation partners	Yes	Yes	Girls Club Ghana, EJY Foundation, NHIA, Nkroful Health Centre, Keta Municipal Hospital (Partnered to coordinate schools & logistics)
Reach & educate 1,750 girls	1,750	1,750	TOTAL GIRLS REACHED IN THE FIRST HALF: 📌 482 + 49 + 296 + 312 + 274 + 157 + 180 = 1,750 girls 🎉 Target achieved (100%)
Distribute reusable menstrual pad kits	1,750 kits	1,750 kits	Fully distributed
Facilitate interactive menstrual health workshops	Yes	Yes	All workshops completed to reach 1,750 girls
Community leader engagement	Yes	Yes	We received strong support from community leaders, with even Queen Mothers in attendance
Collect feedback/testimonials from girls & teachers	Yes	Yes	Qualitative and quantitative feedback gathered

FIRST HALF

(CENTRAL & VOLTA REGIONS)

What Was Not Planned But Executed

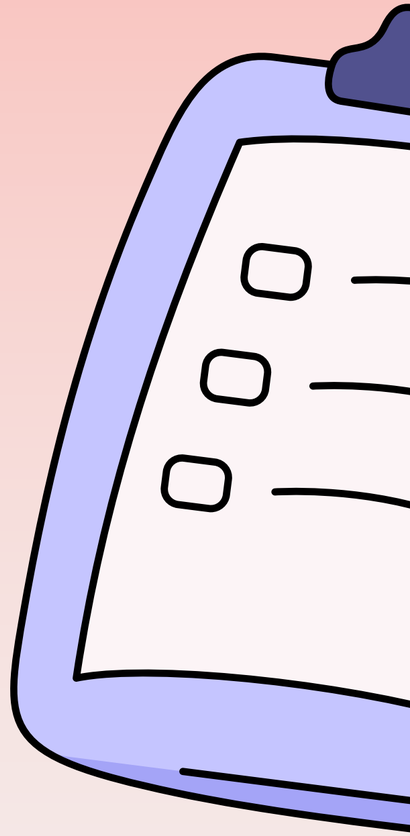
- Implementation covered both the Central and Volta Regions to leverage Girls Club Ghana's existing girls' clubs in both regions for stronger reach and impact.
- Added impromptu Q&A circles during the Keta workshop (Workshop 7) after realizing many girls held misconceptions about their periods and the use of reusable pads. This region showed significantly high levels of period stigma, reinforcing the need for continued SRHR interventions in Keta. Our partners, Girls Club Ghana & Keta Municipal Hospital, will be conducting follow-up sessions to help address this persistent stigma.

What Was Planned But Not Executed

- Photography for Workshop 7 could not be executed because the school required parental consent forms, which could not be collected within the available timeframe.
- Filming a short community impact documentary (scheduled for the next half).

Other Remarks / Key Learnings

- Demand for reusable pads is extremely high; many girls asked for extra kits for siblings.
- A need to adapt our comic book into local languages, as the language diversity in Volta requires simplified communication approaches. Fortunately, our comics already use simplified English and rely heavily on visual storytelling, but adapting them into local languages would further strengthen comprehension and impact.
- Importance of multi-partner involvement for scale



KPI OVERVIEW (FIRST HALF)

FIRST HALF

(CENTRAL & VOLTA REGIONS)

KPI	Definition	Measurement	Target	Achieved	Notes
Number of Girls Reached	The total number of girls who directly participated in and completed our workshops.	Count of girls who attended each workshop, verified through attendance sheets and partner-confirmed registers.	1,750 girls	1,750 girls	Target met (100%)
Number of Schools Engaged	Measures reach and institutional participation	Count of participating schools	10 schools	31 schools	Target exceeded through the successful rollout of cluster workshops.
Improvement in Menstrual Health Knowledge	The improvement in girls' understanding of menstrual health knowledge	Measured by comparing girls' answers to the same questions before and after the workshop.	70–80% knowledge increase	82%	Target exceeded
Distribution of Reusable Pads	Number of Padher kits distributed	Number of reusable pads distributed / Number of girls receiving kits	1,750	1,750	Fully distributed (Includes pads + educational comic book)

KPI OVERVIEW (Cont'd)

FIRST HALF

(CENTRAL & VOLTA REGIONS)

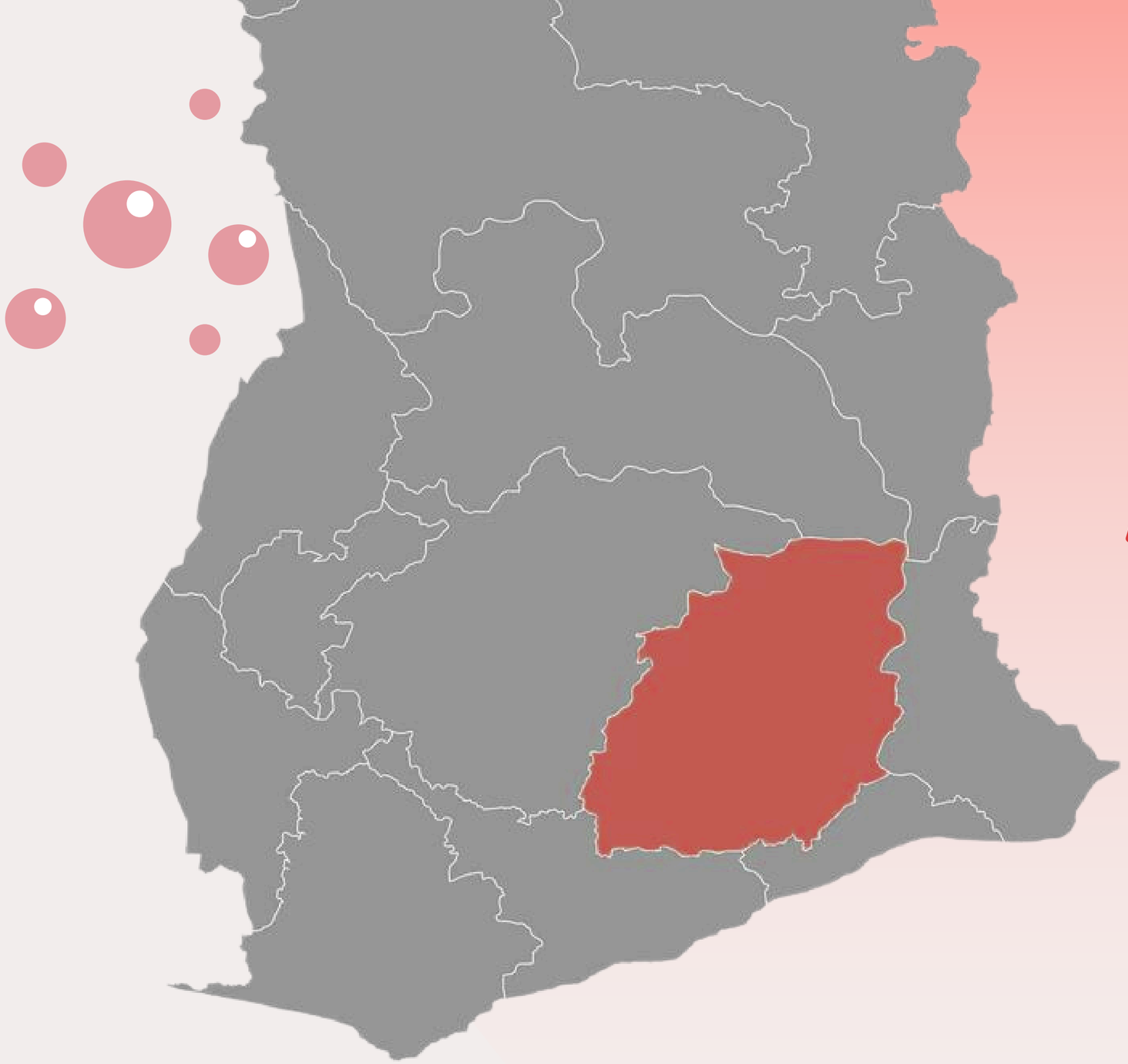
KPI	Definition	Measurement	Target	Achieved	Notes
Number of Workshops Delivered	Total number of workshops delivered	Measured by the total number of workshops successfully delivered within the reporting period.	10	7	The cluster workshop strategy enabled us to reach more schools with fewer sessions while still achieving full target reach.
Confidence Score Boost	The observed increase in girls' confidence in discussing periods before and after the workshop.	Measured the increase in girls' confidence scores using an observation checklist that assesses participation, willingness to speak, comfort with menstrual terms, body language, and overall engagement from the start to the end of the workshop.	At least 75% of girls show a noticeable increase in confidence discussing periods by the end of the workshop	87%	Achieved 87% of girls showing a significant increase in confidence discussing periods, surpassing the 75% target.
Reusable Pad Use & Care Knowledge	The understanding of proper reusable pad use and care	Measured by girls' ability to correctly explain how to use and maintain reusable pads after the workshop.	At least 85% of girls correctly demonstrate how to use and maintain reusable pads	96%	Surpassed target, with 96% of girls correctly demonstrating proper pad use and maintenance.
Partner Engagement and Support	Collaboration with more local NGOs and community partners	Measured by the number of active partners and the quality of support provided during implementation.	5+	5	Target met. Added EJY Foundation, NHIA, Keta Municipal Hospital, and Nkroful Health Center

Media & Documentation

This section provides a visual overview of our workshop activities across the Central and Volta Regions of Ghana. QR codes have been included for easy access

Visual Highlights from Our First-Half Workshops

Scan Me!



THE SHIFT

ALIGNMENT WITH TOC PRIORITY ZONES

ending exploitation in cocoa together

TONY'S OPEN CHAIN

Tony's Chocolonely

ADJUSTED IMPLEMENTATION PLAN FOR THE SECOND HALF (EASTERN REGION)

Why the Shift? (Alignment With TOC Priority Zones)

The shift from the Volta Region to the Eastern Region is a direct result of the alignment discussions held with the Chocolonely Foundation team following their internal review.

Although the Volta Region communities we initially identified reflect similar needs, vulnerabilities, and demographic characteristics to those within the TOC cocoa communities, the Foundation clarified that Volta lies outside their usual geographic scope of support. The Foundation expressed appreciation for the work already carried out in the Volta Region but emphasized the importance of ensuring the project is implemented within TOC priority zones moving forward, in order to maintain alignment with their strategic and funding framework.

To honour this requirement, ensure continued alignment with the Foundation's mandate, and maintain project continuity without disruption, the **remaining 1,750 girls** were reached in the **Eastern Region**, which falls fully within **TOC's recognized zones**.

This shift strengthens the project's strategic fit, supports closer alignment with TOC cocoa-growing communities, and ensures that the impact delivered by PadHer aligns directly with the Foundation's geographic priorities.



IMPLEMENTATION REPORT

SECOND HALF (EASTERN REGION)





SECOND HALF (EASTERN REGION)

In partnership with The Polaris Collective LBG, PadHer successfully delivered seven cluster workshops across the Eastern Region of Ghana. Rather than working with one school at a time, the cluster model brought multiple schools together for each workshop, allowing PadHer to reach more girls across different communities in a more efficient and cost-effective way.

Through this approach, PadHer reached a total of **1,750 girls across 46 schools**, fully meeting the Second Half implementation target for the Eastern Region.

Although the original plan proposed ten workshops, seven workshops were ultimately conducted. This adjustment was made to ensure that the budget remained effective while still maximizing reach and impact. Schools were grouped into larger community clusters, which helped reduce transportation and logistics costs while allowing more schools and communities to benefit from each session.

Despite conducting fewer workshops than initially proposed, the full target of 1,750 girls was achieved. This shows that the cluster workshop model was an effective implementation strategy, helping PadHer reach more schools and communities, while maintaining quality, reducing costs, and reaching the intended number of girls within the project period.

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 8

Location: Okere District, Eastern Region, **Date:** 12 March 2026, **Duration:** 2hrs
Girls Impacted: 401, **Partner(s):** Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- AWUKUGUA UNITED JHS, GHANA
- AWUKUGUA S.D.A. JHS, GHANA
- R.G. ADU-MANTE JHS, GHANA
- DAWU-AWUKUGUA PRESBYTERIAN PRIMARY/KG, GHANA
- NANA AWUKU BRAM I METHODIST BASIC SCHOOL, GHANA
- ASASEKORKOR D/A BASIC SCHOOL, GHANA
- BAWARE D/A BASIC SCHOOL, GHANA
- DAWU PRESBYTERIAN JHS, GHANA
- ABIRIW PRESBYTERIAN JHS, GHANA
- ABIRIW SDA BASIC SCHOOL, GHANA
- ABIRIW PRESBYTERIAN PRIMARY A, GHANA

Notes:
The workshop exceeded attendance expectations, supported by strong mobilization from The Polaris Collective LBG. The high participation from surrounding schools reaffirmed the effectiveness of the cluster workshop model, which helped PadHer reach more girls efficiently while maintaining strong engagement.









Workshop 8

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 9

Location: Okere District, Eastern Region, **Date:** 12 March 2026, **Duration:** 2hrs
Girls Impacted: 483, **Partner(s):** Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- ADUKROM RESETTLEMENT PRESBYTERIAN BASIC SCHOOL, GHANA
- ADUKROM METHODIST UNIT FOR SPECIAL NEEDS CHILDREN, GHANA
- ADUKROM BETHEL PRESBYTERIAN JHS, GHANA
- ADUKROM COMMUNITY JHS, GHANA
- GLORIA BOATEMA DADEY-NIFA BASIC SCHOOL, GHANA
- APIREDE METHODIST BASIC SCHOOL, GHANA
- APIREDE PRESBYTERIAN BASIC SCHOOL, GHANA
- KWAMANTENG D/A BASIC SCHOOL, GHANA
- ADUKROM PRESBYTERIAN PRIMARY SCHOOL, GHANA

Notes:
This was one of the larger Eastern Region cluster workshops, bringing together 483 girls from nine schools across Adukrom, Apirede, and Kwamanteng communities. The inclusion of the Adukrom Methodist Unit for Special Needs Children made the session especially meaningful, as it reinforced the importance of making menstrual health education accessible to all girls.


CELEBRATING OUR HERITAGE:
Building On The Foundation Already Laid
MAKING MENSTRUAL HEALTH EDUCATION FUN AGAIN!
COMIC BOOKS
OUR GOAL
padher.org

Workshop 9

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 10

Location: Okere District, Eastern Region, **Date:** 12 March 2026
Duration: 2hrs, **Girls Impacted:** 84
Partner(s): Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- ASESEESO PRESBY JHS, GHANA
- ABONSE PRESBY BASIC SCHOOL, GHANA
- AKODE D/A BASIC SCHOOL, GHANA

Notes:
This was a smaller but focused cluster workshop, bringing together 84 girls from Aseseeso, Abonse, and Akode communities. The intimate size created room for more direct engagement, allowing girls to ask questions freely and participate more confidently in discussions around puberty, menstrual hygiene, reusable pad care, and common period myths. The session also helped extend PadHer's reach into smaller communities within the Okere District.






in the CHURCH TODAY...


There is someone at the door, and I think it is mum. Go open. I know you have a thousand questions popping in your head right now. Let's talk about it later
KNOCK KNOCK
We're home!
Mom! Mom! What's a period?
So, how was my day, my daughter?

Workshop 10

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 11

Location: Okere District, Eastern Region, **Date:** 18 March 2026, **Duration:** 2hrs
Girls Impacted: 325, **Partner(s):** Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- BEPOASE METHODIST PRIMARY SCHOOL, GHANA
- ASENEMA D/A BASIC JHS, GHANA
- MINTAKROM D/A BASIC SCHOOL, GHANA
- OKRAKWADWO D/A JHS, GHANA
- AMANFRO D/A JHS, GHANA
- NSUTAM D/A BASIC SCHOOL, GHANA
- KOBOKOBO R/C BASIC SCHOOL, GHANA
- NYAMEBEKYERE D/A JHS, GHANA

Notes:
This cluster workshop reached 325 girls from eight schools across several smaller communities within the Okere District. The spread of schools reflected The Polaris Collective LBG's strong local coordination and helped PadHer extend menstrual health education beyond the larger town clusters into more dispersed communities. The session reinforced the value of cluster workshops as an efficient way to reach girls from multiple schools while still maintaining strong participation and engagement.


PRESBYTERIAN CHURCH OF GHANA
Annual Harvest
& THANKSGIVING SREVICE 2025
padh
MAKING MENSTRUAL HEALTH EDUCATION FUN AGAIN!
COMIC BOOKS
OUR GOAL
padher.org







Workshop 11

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 12

Location: Okere District, Eastern Region, **Date:** 18 March 2026
Duration: 2hrs, **Girls Impacted:** 160
Partner(s): Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- AMAHI D/A BASIC SCHOOL, GHANA
- TWUMGUASO M/A BASIC SCHOOL, GHANA
- SANFO SALVATION ARMY BASIC SCHOOL, GHANA
- NKYENOA D/A PRIMARY SCHOOL, GHANA
- NKYENOA D/A BASIC SCHOOL, GHANA
- DEVEME D/A BASIC SCHOOL, GHANA

Notes:

This cluster workshop reached 160 girls from six schools across smaller communities in the Okere District. The session created space for more focused engagement, especially around menstrual hygiene, reusable pad care, and questions girls may not usually feel comfortable asking openly. The participation from multiple nearby communities also reflected the value of The Polaris Collective LBG's local coordination in helping PadHer extend support beyond larger school clusters.


Worship with Us
THE CHURCH OF PENTECOST
AMANFRO DISTRICT
REV. ADU GYAMFI
MEMORIAL TEMPLE
padher
it's normal, Period!

Workshop 12

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 13

Location: Okere District, Eastern Region, **Date:** 18 March 2026
Duration: 2hrs, **Girls Impacted:** 275
Partner(s): Polaris Collective LBG, **Target Age:** 10–14 years

Schools in Attendance:

- ASAMAN D/A JHS, GHANA
- AKYEREMATENG D/A BASIC SCHOOL, GHANA
- NANA BANIN-SIKOKO PRESBYTERIAN BASIC SCHOOL, GHANA
- KWESI DIAKA D/A BASIC SCHOOL, GHANA
- ASIFAW D/A BASIC SCHOOL, GHANA
- LAKPA D/A JHS, GHANA
- ASUOKOR D/A BASIC SCHOOL, GHANA
- KYEKYEKU D/A PRIMARY SCHOOL, GHANA

Notes:
The participation of schools from communities such as Akyerematenng, Lakpa, Asifaw, Asuokor, and Kwesi Diaka showed the importance of taking menstrual health education beyond central town areas and into harder-to-reach school communities. The session also reinforced the strength of The Polaris Collective LBG's local mobilization.



Workshop 13

WORKSHOP DELIVERED (DETAILED BREAKDOWN)



Workshop 14

Location: Okere District, Eastern Region, **Date:** 18 March 2026
Duration: 2hrs, **Girls Impacted:** 22
Partner(s): Polaris Collective LBG, **Target Age:** 10–14 years

School in Attendance:

- DAWU SARFO D/A BASIC SCHOOL

Notes:

This was a small but highly focused school-based session, reaching 22 girls at Dawu Sarfo D/A Basic School. The smaller attendance created room for deeper interaction, more personal questions, and clearer guidance on menstrual hygiene, reusable pad care, and period myths. The session was important in ensuring that girls from smaller school communities were not left out of the wider Eastern Region implementation.


it's normal, Period!™

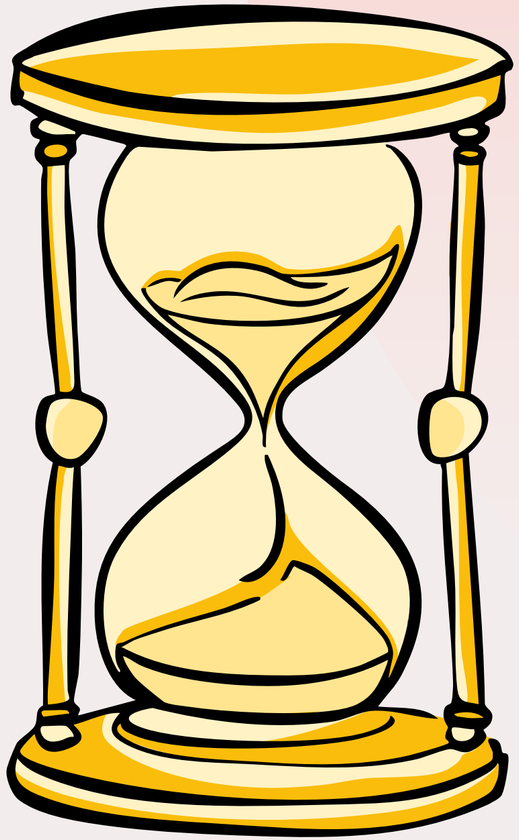



s normal, eriod!™


COMIC BOOKS
We make menstrual and sexual health education fun, relatable, and exciting through storytelling, vibrant visuals, and engaging formats like comic books.
OUR GOAL

Workshop 14

Why Second-Half Workshops Were Implemented Within a Concentrated Timeline



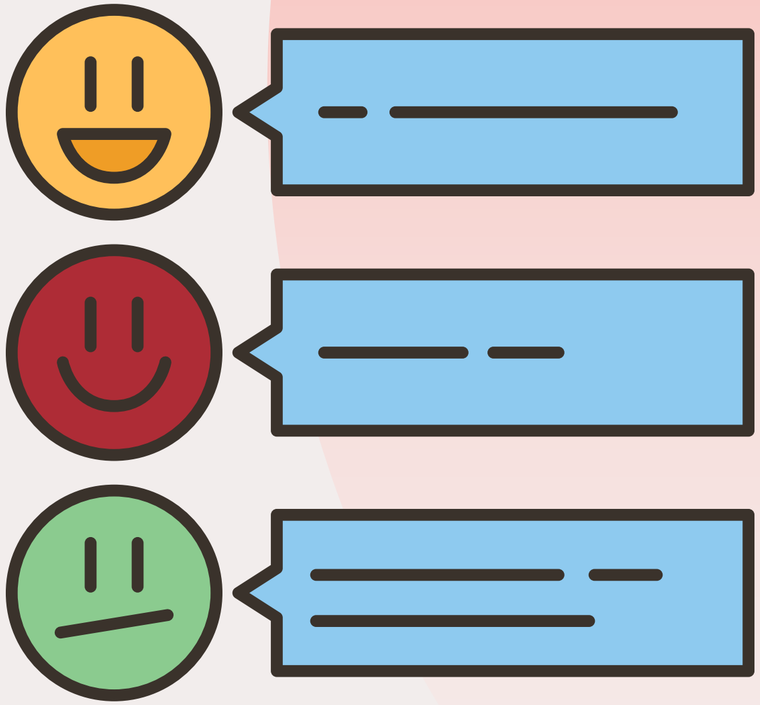
The second-half workshops were implemented within a close date range, between **12 and 18 March 2026**. This was a deliberate implementation decision based on the academic calendar of schools in Ghana.

At the time of planning, many of the girls were preparing to write their BECE examinations, which were scheduled to begin on 4 May 2026. Because of this, PadHer and our implementation partners had to move quickly to ensure that the workshops were completed early enough, without interfering with the girls' study period, school revision activities, or examination preparation.

To avoid clashing with this important academic timeline, the workshops were organized in a clustered format, with three to four workshops taking place on the same day. This allowed PadHer to reach the full second-half target while still respecting the schools' academic priorities and giving the girls enough time to focus on their examinations afterward.

Although the timeline was tight, the clustered approach was carefully coordinated with school leaders and local partners to ensure smooth delivery. It also helped reduce travel time, maximize facilitator availability, and ensure that the project stayed on schedule without compromising the quality of the sessions.

This approach reflected PadHer's commitment to implementing menstrual health education in a way that supports, rather than disrupts, girls' education. By completing the workshops ahead of the examination period, we were able to deliver the project successfully while protecting the girls' time to prepare for one of the most important academic milestones in their school year.



Adapting Workshops to Community Contexts and Responding to Feedback

PadHer's workshops are not delivered as a one-size-fits-all model. While the core curriculum remains consistent, covering puberty, menstruation, menstrual hygiene, reusable pad use, period myths, confidence, and stigma reduction, the way each session is delivered is adapted to reflect the realities of each community.

In some communities, girls are more open and willing to ask questions publicly. In others, cultural norms, shyness, fear of judgment, or limited prior exposure to SRHR education mean that girls feel safer asking questions privately.

To respond to this, PadHer uses flexible engagement methods, including:

- anonymous question-writing on pieces of paper passed around;
- myth-busting conversations;
- practical demonstrations; and
- smaller group discussions, breaking the girls into more comfortable circles or clusters, often based on age range or confidence level, so they can speak more freely with a facilitator or mentor.

Facilitators also adjust the tone, examples, and discussion style depending on the age group, school environment, community sensitivity, and level of prior menstrual health knowledge.



Adapting Workshops to Community Contexts and Responding to Feedback (Cont'd)

Feedback is also a central part of how PadHer improves its work. During and after workshops, facilitators pay attention not only to what girls share during and after the workshop, but also to feedback from teachers, school leaders, community partners, parents/guardians, and local stakeholders.

This includes:

- recurring questions often asked by girls;
- cultural concerns surrounding periods;
- myths that need more attention;
- logistical challenges, meaning practical issues that can affect how well a workshop is delivered, such as school timetables, venue size, class groupings, language barriers, availability of teachers, consent requirements, photography restrictions, transport to rural schools, or the number of girls that can be reached in one session; and
- suggestions on how the sessions can be made more effective.

These insights help PadHer refine its content, improve facilitation methods, adapt future workshops, and respond more directly to the needs of each community.

Mentorship and Ongoing Support Data

Mentorship Indicator	Measurement	Result
Facilitators/mentors involved	Number of facilitators and mentors actively involved in post-workshop follow-up mentorship.	21
Follow-up support channels used	Types of follow-up support channels made available to girls after the workshops	Girls were provided with post-workshop support through WhatsApp mentors, Ask Dr. Joy for instant responses, and occasional Zoom-based mentorship sessions where more direct support was needed.
Girls provided with access to post-workshop mentorship support	Number of girls given access to post-workshop mentorship support after the workshops.	1,750 girls were provided with access to post-workshop support, with **984 girls actively** using the support channel so far.
Number of questions/messages received	Total number of questions or messages received so far through the post-workshop support channels.	**~29,000** questions/messages received so far
Most common support topics	Topic categorization of questions/messages received through the post-workshop support channels, based on the most frequently mentioned themes.	The most common support topics were period pain, period stains, reusable pad use and care, puberty and body changes, and period myths or misconceptions.
Average mentor response time, where available	Average time taken to respond to girls' questions/messages through each available support channel, where response data was available.	**WhatsApp Mentors:** Response time varied depending on mentor availability and the nature of the question, but responses were typically provided within an hour. **Ask Dr. Joy:** Instant response.

IMPLEMENTATION REPORT: WHAT WAS PLANNED VS EXECUTED

SECOND HALF

EASTERN REGION

Activity	Planned	Executed	Notes
Identify implementation partners	Yes	Yes	YAM was initially considered as the implementation partner for the second half of the project, but PadHer later proceeded with Polaris Collective LBG for implementation in the Eastern Region.
Reach & educate 1,750 girls	1,750	1,750	TOTAL GIRLS REACHED IN THE SECOND HALF: 📌 401 + 483 + 84 + 325 + 160 + 275 + 22 = 1,750 girls 🎉 Target achieved (100%)
Distribute reusable menstrual pad kits	1,750 kits	1,750 kits	Fully distributed
Facilitate interactive menstrual health workshops	Yes	Yes	All workshops completed to reach 1,750 girls
Community leader engagement	Yes	Yes	The second-half implementation received strong support from the **District Girls' Education Officer in the Okere District**, who helped strengthen school engagement, local coordination, and acceptance of the workshops.
Collect feedback/testimonials from girls & teachers	Yes	Yes	Qualitative and quantitative feedback gathered

SECOND HALF

EASTERN REGION

What Was Not Planned But Executed

- PadHer initially considered **YAM** as the implementation partner for the second half, but later proceeded with **Polaris Collective LBG**, whose local presence and coordination capacity helped strengthen school engagement, logistics, and workshop delivery in the **Okere District of the Eastern Region**.
- The second-half workshops were delivered within a concentrated timeline, between **12 and 18 March 2026**, with multiple workshops held on the same day. This was done to avoid clashing with the girls' preparation for their **BECE examinations**, which began on **4 May 2026**.
- During the second half, PadHer also introduced **Ask Dr. Joy** in the Eastern Region as an additional post-workshop mentorship support tool. This was not part of the original field workshop plan, but became important after observing that many girls still had private questions about periods, puberty, reusable pad care, pain, stains, myths, and growing up after the sessions.

What Was Planned But Not Executed

- No major planned activity was left unexecuted during the second half of the project. All planned workshops, PadHer Kit distributions, menstrual health education sessions, partner coordination, community engagement, photography documentation, and monitoring activities were completed successfully.
- Lessons from the first half, especially around photography consent, were applied during the second-half implementation. Parental consent and photography permissions were clarified earlier with schools, helping avoid the documentation gaps experienced during Workshop 7 in the first half.



SECOND HALF

EASTERN REGION

Other Remarks / Key Learnings

- Demand for reusable pads and menstrual health education remained high. The second half reinforced the importance of aligning implementation with school academic calendars, working through trusted local partners, and providing continued post-workshop mentorship through tools like Ask Dr. Joy. Support from Polaris Collective LBG and the District Girls' Education Officer in Okere District helped strengthen school coordination and smooth delivery.



SECOND HALF
EASTERN REGION



PadHer's MEL approach

PadHer's MEL approach for the Ghana expansion went beyond tracking workshop attendance and product distribution. The evaluation focused on whether girls gained practical menstrual health knowledge, improved confidence, reduced shame, understood how to use and care for reusable pads, and had access to continued support after the workshops.

For the second-half implementation, the **evaluation took place in the Eastern Region of Ghana**. Data were collected through attendance records, pre- and post-workshop surveys, facilitator observations, partner feedback, school-level reflections, endline responses, and follow-up mentorship interactions. This allowed PadHer to assess not only how many girls were reached, but also what changed for them as a result of the intervention.

The endline focused on early behavioral shifts and leading indicators linked to school participation. These included girls' confidence managing their periods at school, reduced fear of staining, reusable pad use and care knowledge, and preparedness to respond to period-related challenges while in school.

The results show that the project strengthened the practical and emotional conditions that make school attendance during menstruation more possible. Girls reported increased confidence, better knowledge of what to do if they stain themselves, and greater preparedness to manage their periods while at school.

SECOND HALF

EASTERN REGION

MEL SUMMARY DASHBOARD (SECOND HALF)

KPI	Definition	Measurement	Target	Achieved	Notes
Number of Girls Reached	The total number of girls who directly participated in and completed our workshops.	Count of girls who attended each workshop, verified through attendance sheets and partner-confirmed registers.	1,750 girls	1,750 girls	Target met (100% Achieved)
Number of Schools Engaged	Measures reach and institutional participation	Count of participating schools	10 schools	46 schools	Target achieved through the successful implementation of cluster workshops.
Number of Workshops Delivered	Total number of workshops delivered	Measured by the total number of workshops successfully delivered within the reporting period.	10 proposed	7 cluster workshops	The cluster workshop strategy enabled us to reach more schools with fewer sessions while still achieving full target reach.
Distribution of Reusable Pads	Number of Padher kits distributed	Number of reusable pads distributed / Number of girls receiving kits	1,750	1,750	Fully distributed (Includes pads + educational comic book)

MEL Summary Dashboard (Cont'd)

KPI	Definition	Measurement	Target	Achieved	Notes
Partner engaged	Tracks whether an implementation partner was engaged for the second half.	Number of partners engaged and active in delivery.	1 implementation partner	1 implementation partner	Achieved
Improvement in Menstrual Health Knowledge	Improvement in girls' understanding of menstrual health knowledge	Measured through pre-workshop, post-workshop, and endline survey responses, comparing girls' answers to the same questions before, immediately after, and one month after the workshops.	70–80% of girls demonstrate improved menstrual health knowledge	~89%	Target exceeded
Reusable Pad Use & Care Knowledge	Understanding of proper reusable pad use and care	Measured through pre-workshop, post-workshop, and endline survey responses assessing girls' knowledge of how to use, wash, dry, store, and care for reusable pads.	At least 85% of girls correctly demonstrate how to use and maintain reusable pads	~95%	Surpassed target, with approximately 95% of girls correctly demonstrating proper pad use and maintenance.
Mentorship support introduced	Tracks whether girls received continued support beyond the physical workshops	Availability of mentorship support through PadHer mentors and Ask Dr. Joy after the workshops.	Yes	Yes — Mentors + Ask Dr. Joy	Achieved. Mentorship support was introduced to provide girls with continued, private, and age-appropriate guidance after the workshops. Ask Dr. Joy helped answer common questions instantly, while mentors remained available for follow-up support where human guidance was needed.

SECOND HALF

EASTERN REGION

MEL Summary Dashboard (Cont'd)

KPI	Definition	Measurement	Target	Achieved	Notes
Confidence Score Boost	The increase in girls' confidence discussing periods before the workshop, immediately after the workshop, and one month later, through the endline survey.	Measured the increase in girls' confidence scores using both workshop observation checklists and endline survey responses. This assessed participation, willingness to speak, comfort with menstrual terms, body language, overall engagement during the workshop, and self-reported confidence one month after the sessions.	At least 75% of girls show a noticeable increase in confidence discussing periods by the end of the workshop, with confidence sustained or further improved one month after the workshop based on endline survey responses.	86%	Achieved 86% of girls showing a significant increase in confidence discussing periods, surpassing the 75% target.

SECOND HALF

EASTERN REGION

overview

1

1,750
Girls Reached

2

46
Schools Reached

3

7
Cluster Workshops Conducted

4

1,750
Reusable Pad Kits Distributed

5

1
Implementation Partner Engaged

6

~89%
Demonstrated Improved Menstrual Health Knowledge

7

~95%
Correctly Demonstrated Reusable Pad Use & Care

8

Mentorship Support Available
PadHer Mentors + Ask Dr. Joy

9

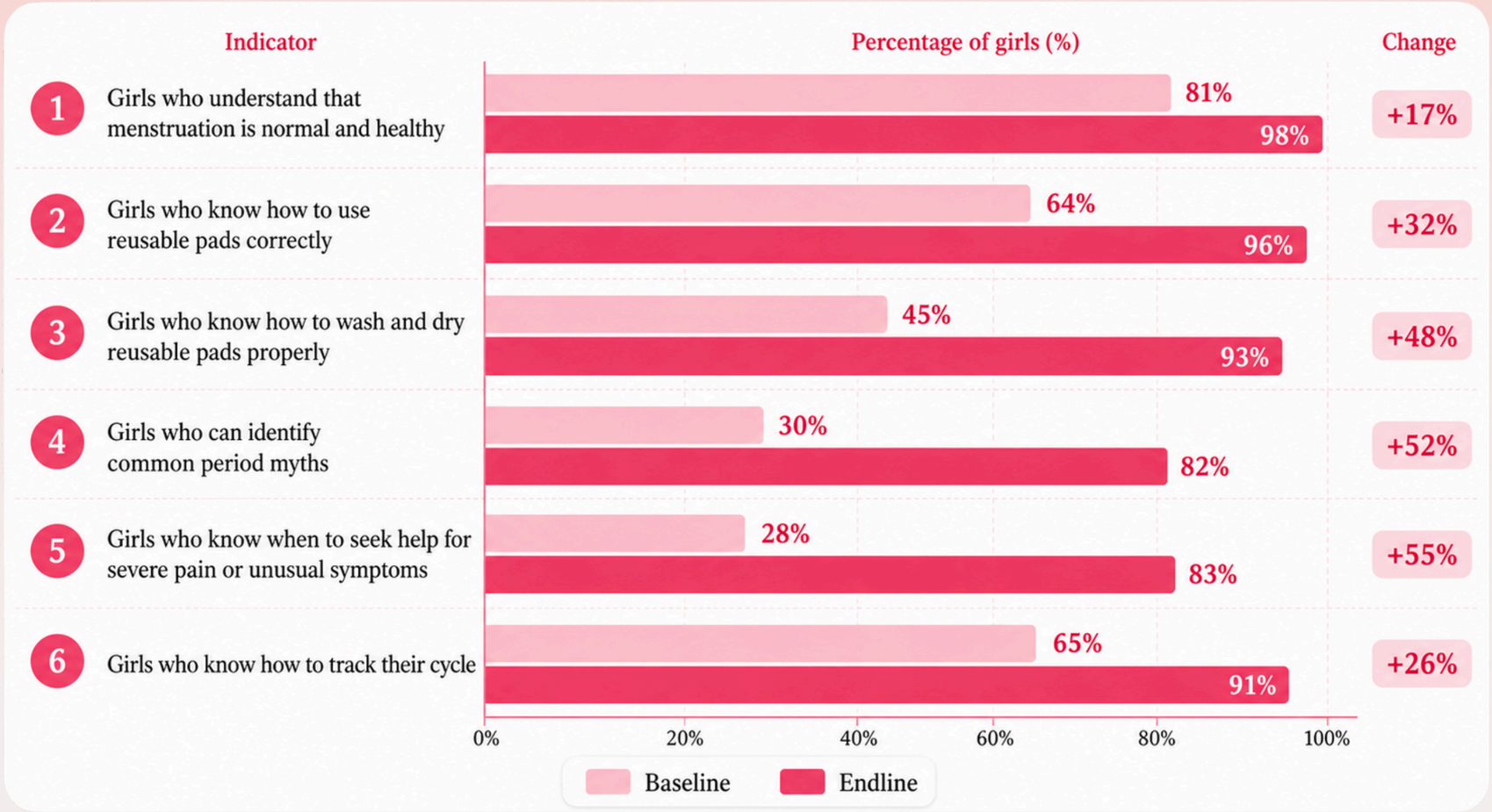
86%
Showed a Significant Increase in Confidence Discussing Periods

Reach and Coverage

Workshop	Date	District	Communities	Girls Reached	Schools Reached	Notes
Workshop 8	Mar 12, 2026	Okere District	Awukugua, Dawu, and Abiriw	401	11	Large multi-school cluster
Workshop 9	Mar 12, 2026	Okere District	Adukrom, Apirede, and Kwamanteng	483	9	Included special needs school
Workshop 10	Mar 12, 2026	Okere District	Aseseeso, Abonse, and Akode	84	3	Smaller focused session
Workshop 11	Mar 18, 2026	Okere District	Bepoase, Asenema, and Okrakwadwo	325	8	Reached dispersed communities
Workshop 12	Mar 18, 2026	Okere District	Nkyenoa, Twumguaso, and Sanfo	160	6	Focused rural community reach
Workshop 13	Mar 18, 2026	Okere District	Asaman, Akyerematenq, and Lakpa	275	8	Reached harder-to-access schools
Workshop 14	Mar 18, 2026	Okere District	Dawu-Sanfo	22	1	Small school-based session
Total		**Eastern Region**		**1,750**	**46**	

Implementation Partner: The Polaris Collective LBG

Baseline vs Endline Knowledge Improvement



In addition, 95% of girls understood when a reusable pad needs repair or replacement, including signs such as thinning fabric, broken snaps, or fasteners. 90% of girls also said they were willing to continue using reusable pads after the workshops, while about 10% explained that washing and drying remain difficult or risky for them, mainly because they lack private drying spaces or reliable access to water at home.

Confidence and Stigma Reduction

Indicator	Definition	Baseline	Endline	Change
Girls who feel periods are nothing to be ashamed of	Measures the extent to which girls understand that menstruation is normal, healthy, and nothing to be ashamed of.	30%	82%	+52%
Girls who know what to do if they stain themselves	Measures girls' knowledge of what to do if they stain themselves, leak through their pad, or start their period unexpectedly while at school.	48%	96%	+48%
Girls who are less afraid of staining themselves	Percentage of girls who report reduced fear of staining their clothes or school uniform during their periods.	23%	85%	+62%
Girls who feel comfortable asking a trusted adult for help	Measures girls' willingness and confidence to seek support from a trusted adult, such as a teacher, parent, guardian, health worker, or mentor.	36%	78%	+42%
Girls who feel embarrassed discussing periods	Measures the percentage of girls who feel shy, ashamed, or uncomfortable talking about menstruation with peers, teachers, parents, guardians, or mentors.	58%	17%	-41%
Girls who feel confident and prepared to manage their periods at school	Measures the percentage of girls who report feeling confident and prepared to manage their period at school, including participating in class while menstruating.	25%	88%	+63%

School WASH and Menstrual Support Environment

School Environment Indicator	Number of Schools	% of Schools
Schools with girls' toilets	37	80%
Schools with water available	32	70%
Schools with soap/handwashing access	42	91%
Schools with private changing space	14	30%
Schools with disposal bins	18	39%
Schools with a teacher girls can approach for period support	35	76%
Schools requesting follow-up menstrual health support	46	100%

Although the project provides and promotes reusable pads, some girls may still use disposable products, and as such, schools still need safe ways to manage menstrual waste and wrappers, which is why we took data on schools with disposal bins. However, for reusable pad adoption, the most critical environmental factors remain water access, soap availability, privacy for changing, and safe drying conditions.



Qualitative Evidence and Stories

Voice of the Girls

“I used to stay home on my period to avoid staining my uniform, but now I no longer do that. I learned to cover myself with a sweater, be ready with my pad in my bag or talk to a friend or teacher if I do not have one, and to clean myself properly.”

“Seeing that Amanda asked her older sister for help in the comic book taught me to not stay silent when I need help during my period. I learned that I should always talk to someone when I need help.”

“I liked that we could ask questions on paper without saying our names. I used to be shy asking questions but this helped me get answers to all my questions without feeling shy.”

Observations from Teachers and the Field

"Shifting from the theoretical lectures to the comic-based storytelling workshops is a very good idea. For the first time, I saw these young girls get interested in learning about periods and their bodies." — *District Girls' Education Officer, Okere District*

“It was beautiful seeing the girls ask questions they usually do not ask in class.”
— Local SHEP Teacher

"Bringing multiple schools together really helped reach more girls within a very short time.”
— Project Field Officer



Learning, Adaptation, and Next Steps

- The project showed that girls need more than a **one-time menstrual health education**; they also need private, safe ways to ask questions after workshops. Anonymous Q&A sessions, WhatsApp and Zoom follow-up support, and the high volume of post-workshop questions confirmed that many girls still need reassurance on periods, puberty, reusable pad care, pain, stains, myths, and body changes. In response, PadHer strengthened its mentorship model by combining human mentor support with Ask Dr. Joy, allowing girls to receive instant, age-appropriate answers while mentors focus on sensitive or complex cases requiring human follow-up.
- The project also reinforced the value of cluster workshops as a cost-effective and scalable model. Through seven second-half cluster workshops, PadHer reached 1,750 girls across 46 schools, while still creating space for practical demonstrations, myth-busting, and confidence-building conversations. We also learned that reusable pads require hands-on guidance, not just distribution, so demonstrations on use, washing, drying, storage, and replacement remain central to our workshop model. At the same time, school environment data showed that water access, soap availability, privacy for changing, and safe drying conditions remain critical for long-term reusable pad adoption.
- Looking ahead, PadHer will continue building on these lessons by strengthening post-workshop mentorship, expanding Ask Dr. Joy, and integrating Boys Too into future programming. Girls and teachers reminded us that boys also influence period stigma through teasing, silence, or misunderstanding, which is why Boys Too will be important as PadHer expands into more underserved communities. Beyond the grant, the project's sustainability pathway remains clear: workshops build knowledge, PadHer Kits provide practical support, demonstrations build skills, mentorship and Ask Dr. Joy provide follow-up, and together these help girls grow in long-term confidence, dignity, and school participation.

Media & Documentation

This section provides a visual overview of our workshop activities across the Eastern Region of Ghana. A QR code has been included for easy access



Visual Highlights from Our Second-Half Workshops

Conclusion

PadHer has successfully completed both phases of the project, reaching 3,500 girls with menstrual health and sexual and reproductive health and rights (SRHR) education across multiple regions in Ghana. The experience and insights gained throughout implementation have provided valuable lessons to guide future expansion.

Building on this foundation, we plan to extend our approach to more underserved communities through **localized partnerships, regional adaptation, data-informed targeting, and community-led engagement.** This process will involve identifying strong, youth-led local partners, gathering relevant community data, and adapting our educational resources to the linguistic, cultural, and social contexts of each community.

Our experience in Ghana demonstrates the potential of this model for replication in other communities. As we expand, PadHer remains committed to **ensuring that no girl is left behind**, guided by our mission to equip adolescent girls with the knowledge, resources, and confidence to manage their periods with dignity and make informed decisions about their reproductive health.





This Project Was Featured in the News!

PadHer expands menstrual health education in Ghana with $140,000 grant

Coverage by The Guardian, highlighting PadHer's Ghana project launch, planned regional impact, and funding support of approximately €120,000.

🔗 *https://guardian.ng/news/padher-expands-menstrual-health-education-in-ghana-with-140000-grant/*

PadHer named among the world's 100 most impactful education solutions

Coverage by The Nation announcing PadHer's third recognition by HundrED.org for its global impact and scalability, while also highlighting its recent achievements in Ghana.

🔗 *https://thenationonlineng.net/padher-named-among-worlds-100-most-impactful-education-solutions/*

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THANK YOU!

for your continued trust and support!

