

## RESOURCE

Participatory activities to co-design feedback mechanisms with key gatekeepers, and understand how they can and want to be engaged in the CSE program

### ABOUT THIS RESOURCE

Discover example activities Projet Jeune Leader used during partner school symposia to co-design clear and feasible feedback mechanisms with school principals as well as to shift more power to principals for integrating and managing CSE educators in their respective schools.



## About Projet Jeune Leader

PJL is a youth-founded, youth-led, and youth-centered nonprofit organization established in Fianarantsoa, Madagascar. Since 2013, Projet Jeune Leader has delivered comprehensive sexuality education to young and very young adolescents (ages 10-16) in Madagascar's public middle schools, partnering closely with schools and school districts. To do this, we recruit dynamic young adults (aged 18-25) for their positive gender attitudes and potential as role models, train them rigorously over two months, and hire them under a full-time, paid contract if they pass an end-of-training assessment. We then integrate each of them into a partner public school where they teach a year-long, time-tabled CSE course to multiple grades using our age-segmented, gender-transformative, 27-module curricula. When they are not teaching, educators provide a package of other essential services (enrichment activities, counseling, medical referrals, and programs for parents and teachers).

## About the Guidance Tool: *CSE We Can Count On*

Projet Jeune Leader has developed “CSE We Can Count On,” a publication sharing strategies, actionable guidance, and tools that we use in our work with tens of thousands of students, parents, teachers, and school officials in Madagascar to build and harness community support for in-school comprehensive sexuality education. This document, which accompanies the guidance tool, shares one of the resources that we use regularly.



Read “CSE We Can Count On” and accompanying resources at [www.projetjeuneleader.org/resources/community-support](http://www.projetjeuneleader.org/resources/community-support).

The uses and success of this resource are undeniably dependent on the context in which CSE is being delivered. Even so, we hope that it serves as a source of inspiration and creativity for others – civil society organizations, international non-governmental organizations, and even governments – committed to delivering in-school comprehensive sexuality education in their own contexts.

# Overview

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Trust and accountability are essential for any program – and especially CSE – to survive. To build trust and accountability, program implementers need to have meaningful interactions with key stakeholders. CSE programs should work closely with key stakeholders to understand how they want to be engaged and implement these ideas to maintain strong and trusting relationships. These example participatory activities are a start to meaningful dialogue about how to best design, implement, and assess the CSE program with key stakeholders.

## Activity Descriptions

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### #1. Co-designing feedback mechanisms

Start with an oral brainstorming activity with a group of the stakeholders you are designing the feedback mechanism for (such as, youth, principals, parents, etc.). The facilitator of the activity should explain to participants that there are no right or wrong answers during the brainstorming – the group is trying to come up with as many ideas as possible. For that reason, they should defer judgment and try build on the ideas of others.

Ask the group for ideas on ways the CSE program can seek *and* respond to their feedback on a regular basis. The facilitator can write the ideas sharing during oral brainstorming on a flipchart at the front of the room. The brainstorming can end when no new ideas are shared.

Then, cut the flipcharts so that a single idea is on a single piece of paper. Line the pieces of paper in a circle in the center of the room. Give each participant something to vote with (for example, beans or post-it notes). Each participant can have three “votes.” Ask the participants to walk around the circle silently and read all the ideas. Then, they can place their “vote” on their top three preferences for the feedback mechanism. Remind the participants to consider the mechanisms that are most convenient and reliable for them.

Once the “votes” are in, the facilitator can tally up the most popular feedback mechanisms. They can then summarize the results to the group. They should seek further clarification

about how and why the feedback mechanisms are preferable, and any additional details about how they will be implemented in practice.



*Projet Jeune Leader's partner school principals voted on regular phone calls and annual symposium as their preferred ways to give feedback to and get responses from the CSE program. CSE programs should employ feedback mechanisms that are "accessible, easy to understand, have a clear and explained purpose, use nontechnical language, meet their stakeholders where they are, and happen at eye level in a mutual partnership."*

After the CSE program has co-designed and implemented the feedback mechanism, they should continually review and assess its usefulness and appropriateness. Adjusting feedback mechanisms as needed will ensure stakeholders are always comfortable and motivated to provide their opinions, thoughts, and experiences with the CSE program.

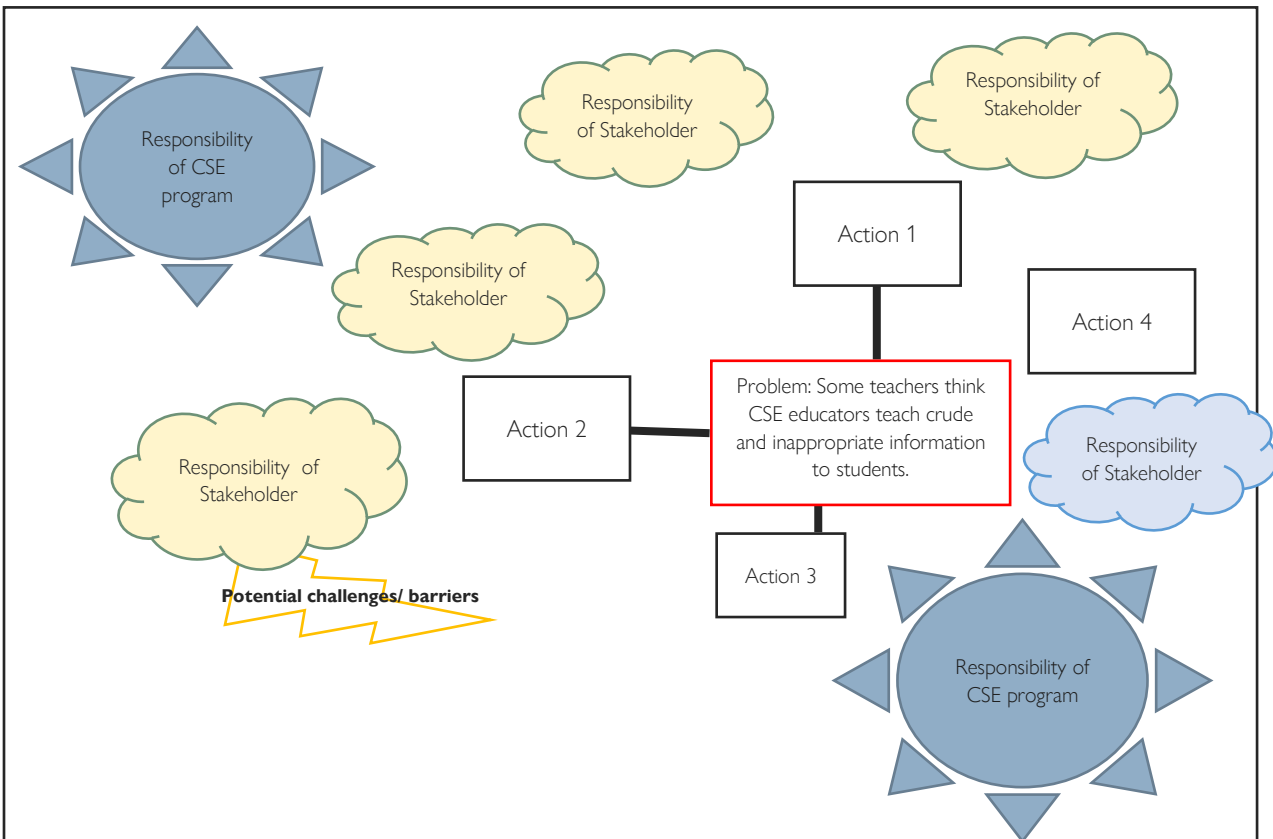
## **#2. Sharing ideas and responsibility to solve common problems**

Stakeholders often have relevant and innovative ideas to solve problems in the local context of the CSE program. This participatory activity helps generate those ideas, while also considering the roles and responsibilities of each partner in realizing them.

- This activity needs a large white board (you could also use a large piece of fabric secured to a wall and use pre-cut paper into the Cloud, Sun, and Lightning strike shapes needed).
- In the middle of the board, write the problem to be discussed. For example:

**Some teachers think CSE educators teach crude and inappropriate information to students.**

- Ask the stakeholders (in Projet Jeune Leader’s case, school principals) for ideas on concrete, feasible activities/actions that could be done to address this problem this school year. As the participants decide on actions, write them surrounding the problem, with space in between each idea.
- After the participants have thought of at least four actions, ask what the stakeholder is going to do to complete each activity. What is their responsibility for realizing the action? Progressively note this in **Cloud** shapes around the actions.
- When the facilitators (or participants) see that one of the suggested activities could cause problems for X reason, they should draw a **Lightning strike** and write the problem inside. Be sure to explain why there might be a problem (for example, lack of resources, too difficult), and discuss if there are any possible solutions.
- If something is required of the CSE program to realize an action, the facilitator should note it in a **Sun** shape.



This activity helps identify initial collaborative actions to solve the problems identified with the CSE program.



After using this activity with partner school principals, Projet Jeune Leader made small, feasible changes in the working relationships with these key stakeholders. Now, we are shifting more power to partner school principals – meaning we alleviate some of the CSE program staffs’ workload as well as create more collaborative, impactful, and sustainable support systems at the school level.



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