

RESOURCE

Sample feedback mechanism: Youth-led rating tool

ABOUT THIS RESOURCE

In systematic and regular intervals, students give their feedback on our CSE course by "voting" with beans. This participatory research method is a fun alternative to more traditional tools such as interviews, focus groups, and surveys – and it provides “real-time” data to our educators and staff to serve students better. We have used this method to assess different dimensions of our accountability, such as students' trust in their educator, students' opinions on the quality of CSE courses, and if students feel the CSE program is relevant to their lived experiences.



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.

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

After recognizing that a common shortcoming of comprehensive sexuality education programs is their failure to listen to the voices of youth they are meant to serve, Projet Jeune Leader designed, tested, and integrated a rapid rural appraisal technique that enables students to frequently share their thoughts, opinions, and experiences with the CSE program.

In in systematic and regular intervals, students in our CSE courses give their feedback on different indicators by "voting" with beans.

With this, we have been able to look at different dimensions of our accountability, such as students' trust in their CSE educator, students' opinions on the quality of CSE courses, and if students feel the CSE program is relevant to their lived experiences.

The most important part is that we ensure students know how we are using their feedback to improve, so that they know their voices are heard and valued by the CSE program. By earnestly seeking and incorporating students' feedback, we are ensuring we remain learner- and youth-centered in our work in Madagascar's middle schools, as well as remaining accountable to the exact group it's our purpose to serve.



“Bean-voting”: An intentionally-designed feedback mechanism

Although unconventional, gathering feedback through our bean-voting mechanism still satisfies key design principles for evaluation measures.

- The mechanism is affordable, convenient for program staff, and can extend to large respondent groups (in this case, a classroom full of students!).
- The mechanism is unobjectionable and non-burdensome to the respondents (indeed, the enthusiasm – and smiles! – from the students while “voting” is the best part of the process).
- Questions use Likert scales that can be used over time and across educators to enable comparison and sense-making dialogues.
- Questions and response options are well-understood by students across schools in the local context.

- It provides right amount of data – enough to enlighten and spur further investigation from educators and staff, but not enough to overwhelm us from acting.

What It Looks Like

Supervising staff who already conduct regular in-person course observations at schools lead the activity after a course has finished. Educators leave the classroom, allowing students to answer anonymously.

The supervisor provides each student with a bean and reads a question. Then, all students cast their "vote" corresponding to their answer on a three-point scale. To help mitigate against social desirability, students cast their bean in a makeshift, confidential "voting booth" – either made of wood or fabric.



The voting mechanism has three "buckets" to enable us to ask students questions on a 3-point scale. For example, we have used the question "How well did you understand what your Educator taught today?" – with three possible responses: "I understood well", "I understood somewhat/so-so", "I didn't understand".



We also use a portable, low-cost fabric version of the three voting "buckets" that Supervisors can attach to the back of a chair – still enabling students a confidential, easily-understandable "voting booth" to provide their feedback.



Supervisors and educators can quickly tally the results after every student has confidentially "cast their bean".

After all students have voted, the supervisor can ask if anyone would like to share why they voted the way they did. This qualitative follow-up gives us more information about what is going well, and what needs to be improved. Students are often comfortable sharing their opinions (whether positive or negative) with a supervising staff member, especially if their educator is not in the room.

How It Improves Programming

Supervising staff triangulate results from the feedback mechanism, alongside their own observations and rubric evaluations, to provide immediate suggestions for improvement to Educators. Right away, Educators learn to make concrete and specific course corrections in their work, including their teaching techniques, classroom management, and use of participatory and interactive activities.

Results from the feedback mechanism also help us at the program and organizational levels. The results help us ensure our program is responding to students' needs and priorities over time and across schools.

How It Increases Accountability

Most importantly, staff and educators report back to students about what they learned and what changes they are making as a result of the students' feedback.

It's this "closing of the feedback loop" that helps students know that their opinions are valued by the CSE program.

A girl from 6th grade approached me in the street and she said, "It's been a while since I've seen you for bean-voting, when will you be around next?" She was completely serious when she said it. So, it is obvious that the bean-voting is very important for the students." – Projet Jeune Leader supervising staff

Educators also report that using youth input provides a better foundation for the constructive feedback from supervisors. They say it helps open a dialogue between them and their supervisors during the feedback exchange, instead of holding a one-sided

discussion. Importantly, educators also feel more validated and motivated when they see students give them positive ratings.

This accountability feedback mechanism is integrated into our organization's monitoring activities (we also use it with adults – often with low literacy levels – who participate in our parent workshop). Several results from the feedback mechanism can be found in our 2019-2020 Annual Report (found on our website). We also offer a detailed look at our process for developing the mechanism in this webinar hosted by Bridge-47: [“Collecting Evidence of the change you are making through Global Citizenship Education.”](#)



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