# Tips for developing a low-cost, participatory, CSE curriculum adapted for large class sizes

**ABOUT THIS RESOURCE**

We found best practice CSE curricula developed in high-income countries to be too expensive and impracticable for resource-constrained settings in Madagascar. We developed a few tips to mitigate this challenge, while keeping our curriculum fun and participatory for students.

**PROJET JEUNE LEADER**

## 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.

# Background

Classrooms in public schools in Madagascar overflow with over fifty students, crammed on simple wooden benches. Students spend their weekdays doing route memorization, listening to lectures, and copying from the chalk books into their notebooks.

Every week for the duration of the school year, students experience something different. They participate in Projet Jeune Leader's timetabled CSE course, led by highly trained and dynamic young Educators. The Educator leads them through games, skits, song, and dance icebreakers, and oral and written brainstorming activities. Students are encouraged to debate, share their ideas, and ask questions throughout the hour-long class.

In 2018, we overhauled our comprehensive sexuality education curriculum to make it lower-cost and easier to deploy at scale all while keeping the content participatory, creative, and adapted to large class sizes. We share here the strategies that we used in this process.

# Tips and Tricks

**Keep the list of teaching supplies short.**

The list of supplies required to teach our curriculum started off long: multicolored post-it notes, cardstock, colored and white A4 paper, colored pencils, … At small scale, it was possible to purchase these 'nice-to-have' supplies for our Educators. But these quickly became prohibitively expensive when purchased at scale.

Now, our Educators only need the following supplies to teach our curriculum:

- Chalk (one color)
- Masking tape
- Permanent markers (one color)
- Flipchart paper
- Pens (one color)

We assume that every student will have a ballpoint pen, but the PJL Educator brings a box of pens with him/her to every class in case a student's pen runs out of ink during class.

**Clearly specify the quantity of supplies required for each activity.**

We used to broadly list all the supplies required at the beginning of the curriculum: "*Rolls of flipchart paper, five reams of yellow A4 paper […]*" Our Educators would apply this literally and broadly and bring, indeed, *rolls* of flipchart paper to each class. With so many supplies on hand, it was too easy to hand each student a big piece of flipchart paper for an activity rather than, say, cut it into smaller pieces and share between multiple students. This led to a lot of wasted supplies.

We now have a dedicated supplies list at the beginning of the curriculum which specifies the quantity of supplies for each lesson, and if and how the Educators should prepare them in advance of the class. Here is an example:

> *Topic 6:*
> *25 medium-size pieces of flipchart paper (1 piece for 2 students) that you cut up in advance*
> *Topic 8:*
> *50 small pieces of flipchart paper (1 piece for each student) that you cut up in advance*
> *Topic 9:*
> *10 full-size pieces of flipchart paper (1 piece for 5 students)*

We clearly define in this supplies list what we mean by "medium" versus "small" size pieces and demonstrate this too during pre-service training:

> *When it says "small" pieces of flipchart paper, you should cut 1 flipchart paper into 50 pieces. Students can write on the front and the back of the paper if there is not enough space. When it says "medium" pieces of flipchart paper, you should cut 1 flipchart paper into 25 pieces.*

## Use the same teaching tools across multiple classes.

Most of the public schools where we work have multiple sections per grade and the PJL Educator teaches all the sections of the grade. We point out in the supplies list the materials that can be reused across multiple sections in the same grade. This avoids wasting supplies and saves the Educators a lot of time! Here is an example:

> *Before class, write on 1 full-size flipchart paper the list of all 27 topics that will be covered during the school year (reusable).*
> *Before class, copy Annex 1 on a full-size flipchart paper before class for Activity 3 (reusable).*

## Replace photocopies with handwritten handouts.

We used to include activities in our curriculum that required handouts / worksheets that students would complete individually or in groups. Here is an example:

> *TOPIC 18 Teasing and Bullying: Disrespectful and Hurtful Behaviors*
> *Activity 2 [excerpt]: Give each student a worksheet to complete. Tell them that they are to do it on their own. Hold up one of the worksheets to the class and explain: "I am going to give each of you a worksheet to complete on your own. The worksheet will have a list of behaviors. Please read each behavior in silence and decide if it is an acceptable behavior or unacceptable behavior based on what we talked about today. You will check the box either Acceptable or Unacceptable next to each sentence. I'll hand the worksheet out now and will walk around in case you have any questions as you complete it."*

We changed all the activities that required handouts (such as the one above) because it became impossible to photocopy tens of thousands of worksheets for our Educators at scale. Here is how we rewrote that same activity to no longer require a photocopied handout per student.

> *TOPIC 18 Teasing and Bullying: Disrespectful and Hurtful Behaviors*
> *Activity 2 [excerpt]: Put up the flipchart paper where you copied and wrote out (in advance) Annex 1. Give each student a small piece of flipchart paper that you cut up in advance and ask students to take out their pen. Explain: "You can see that here we have a list of behaviors. Please read each behavior in silence. Then*

*write on your paper the numbers 1 through 6. Do not recopy the full sentence on the board, just write 1 through 6. Next to each number, please draw either a small smiley face if you think the behavior is acceptable or draw a sad face if you think the behavior is not acceptable. Once everyone is done, we will talk about each sentence all together."*

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