



# seed madagascar

sustainable environment, education & development

## Pilot report Project Safidy

Activities conducted from January to July, 2017



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### **SEED Madagascar**

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## 1. Pilot Structure

Sexual and Reproductive Health and Rights (SRHR) lessons were delivered alongside monitoring, evaluation, and learning (MEL) activities to students in 12 schools (six middle- [CEG] and six high- [Lycée]) across the Anosy and Androy regions in southeast Madagascar. The topics covered in this phase of the pilot lessons included:

- Puberty: information about basic physical and emotional changes that occur during puberty, including menstruation and menstrual hygiene
- Sexually Transmitted Infections (STIs) and HIV: designed to increase students' knowledge of common STIs, when and where to be tested, and the best ways to prevent contracting an infection, such as consistent condom use, regular testing, and honest communication between sexual partners
- Contraception: provided students with information on various methods of contraception, including hormonal and non-hormonal options, as well as instructions and a demonstration on condom use
- Consent: encouraged students to think critically about communication with potential or existing sexual partners, specifically regarding respecting boundaries relating to physical and sexual contact

Total Number of Students Receiving Each Lesson			
Puberty	Consent	Contraception	STIs
433	472	533	509
<b>Number of students receiving all 4 lessons: 281</b>			

## 2. Early Learning from the Pilot

To assess program efficacy, a baseline survey was administered to students before the start of the project, and an endline was administered after the delivery of all four lessons. Initial analysis of this data shows an increase in awareness of sexual rights, as well the need for SRHR programming in schools.

**34%** of CEG students and **55%** of lycée students reported ever having sex with someone.

**35%** of CEG students and **61%** of lycée students reported ever having a steady partner like a boyfriend or girlfriend.

When asked, "A person who is in a sexual relationship with a steady partner (like a boyfriend or girlfriend) should always have the right to..." the following percentages of students answered "agree" or "strongly agree":

	CEG Baseline	CEG Endline	Percentage Point Increase	Lycée Baseline	Lycée Endline	Percentage Point Increase
...say no to sex	42%	89%	<b>47</b>	34%	87%	<b>53</b>
... stop having sex at anytime	35%	88%	<b>53</b>	34%	83%	<b>49</b>
...say no to sexual things that make them uncomfortable	42%	82%	<b>40</b>	31%	86%	<b>55</b>
...refuse to have sex, without giving a reason why	46%	83%	<b>37</b>	29%	67%	<b>38</b>

Additionally, as demonstrated in the table below, when asked about rights more specific to sexual and reproductive health, the increases in rights awareness [measured by students who answered “agree” or “strongly agree”] were even more substantial.

“A person who is in a sexual relationship with a steady partner (like a boyfriend or girlfriend) should always have the right to...”

	CEG Baseline	CEG Endline	Percentage Point Increase	Lycée Baseline	Lycée Endline	Percentage Point Increase
...insist on using condoms or birth control	20%	89%	<b>69</b>	16%	86%	<b>70</b>
...insist that partner be tested for STIs and HIV	18%	90%	<b>72</b>	9%	88%	<b>79</b>

*At endline, there was a **47 percentage point** increase in CEG students and a **53 percentage point** increase in lycée students who answered “agree” or “strongly agree” to the statement, “If I want to, I know how to say ‘no’ to sex.”*

### **3. Next Steps Proposed by Project Safidy**

#### *Lesson Format*

Further aligning with international best practice, the current resource format should be refined to include at least 12 lessons, as recommended by the International Technical Guidance on Sexuality Education (UNESCO, 2009). Based on feedback from project CLOs, the ideal time for lessons should be approximately 30 minutes, but may take more or less time depending on which activities the teacher decides to deliver and the participation level of students.

Proposed format for next phase of Safidy:

- Puberty
  - The different changes girls and boys experience during puberty
  - Biology of menstruation and menstrual hygiene
- Consent
  - Defining and discussing consent and sexual rights
  - Role play activity to practice sex engagement and refusal communication skills
- Contraception
  - Technical information on different types of contraception, including advantages and disadvantages to each type
  - Condom demonstration
- Gender Equality
  - Exploring traditional gender roles, gender inequality, and discrimination based on sex
- Communication
  - Effective ways of communication in relationships, including family, friends, and boyfriends/girlfriends
- Advocacy Skills
  - Sharing SRHR knowledge with peers

#### *Further Refinement and Development*

In accordance with the method of curriculum development employed by the Ministry of Education, Safidy education resources can be re-formatted to include an objective and information students need to know on each topic. Safidy international specialists, with strong guidance from Malagasy staff members, as well as partners and stakeholders, will create a manual for educators which may include more detailed technical information on sexual and reproductive health, international best practice guidelines for presenting the lessons, and an appendix with games and interactive activities they may choose to use for each topic.

## 4. References

International Technical Guidance on Sexuality Education. (2009). Retrieved June 12, 2017, from <<http://unesdoc.unesco.org/images/0018/001832/183281e.pdf>>