

Project Safidy, Phase IV:

Summary of Findings: Scale of SRHR Delivery

Introduction

In January 2019, the Project Safidy team collaborated with the *Ministère de l'Education, de l'Enseignement Technique et Professionnel* (MENETP) and local partners to evaluate the integration of Sexual and Reproductive Health and Rights (SRHR) topics into Madagascar's national high school curriculum. Based on learnings from past pilots and projects, this integrated SRHR curriculum is being implemented in the first-year classes of 214 schools across the country's 22 regions. By 2021, this SRHR curriculum is intended to be launched in all three levels of high school, equipping Madagascar's young people with comprehensive, evidence-based, and culturally appropriate SRHR knowledge.

To inform ongoing support for SRHR education and monitor the implementation of the curriculum, the Project Safidy team and the MENETP have conducted endline surveys with first-year students, first-year teachers, and headmasters in 43 schools across 13 regions to assess the scale of curriculum implementation. This report presents and discusses findings from surveys with these three groups, which have analysed to examine the scale of full curriculum and SRHR delivery and implementation challenges. The following key findings have been highlighted:

- Headmasters reported significant challenges in implementing the full high school curriculum, including limited teaching staff and difficulties in time management.
- Although nearly all teachers had access to some form of the new high school curriculum, fewer than three-quarters had physical copies, which could limit usage in areas without computers or electricity.
- These challenges likely contributed to the low completion rate of the full high school curriculum, with both teachers and headmasters confirming that fewer than 40% of all teachers finished this entire programme.
- An estimated 265 teachers delivered lessons with SRHR topics to 8,369 first-year students in 43 schools. For certain schools, there were disparities in reported SRHR delivery by the three survey groups, highlighting the need for improved survey procedures.
- In particular, students reported higher rates of SRHR delivery than teachers and headmasters. Nearly all students reported being taught SRHR topics, yet just 71.7% of headmasters claimed that teachers in their schools delivered lessons with SRHR topics. Similarly, 75.8% of teachers with integrated SRHR classes reported delivering at least one of these topics.
- An average of 3.0 SRHR topics were delivered by teachers of integrated SRHR classes, with higher percentages of teachers delivering sexual and reproductive health topics than those focusing on rights or violence.
- Teachers predominantly relied on traditional educational methods, such as texts and lessons, to deliver SRHR topics.
- Findings with teachers showed a disparity between reported confidence and comprehension of SRHR topics, with a higher percentage of teachers expressing that they had confidence in delivering SRHR than they had comprehension of these topics.
- Although the majority of headmasters, students, and teachers with integrated SRHR classes expressed support for SRHR topics, higher percentages of both headmasters and students than teachers reported positive attitudes toward SRHR education. Substantial percentages of students also claimed to have adopted SRHR advocacy and practices.

1 Methodology

1.1 Survey development

Surveys for teachers, students, and headmasters were designed by the MENETP, with feedback from the Project Safidy team. In particular, the Project Safidy team developed additional SRHR questions, which were included in the survey. Surveys covered overall implementation of the wider high school curriculum, including perceived difficulties, and questions about specific topics, such as climate change and SRHR. Questions were different for teachers, students, and headmasters, limiting comparison across these three groups.

1.2 Location and participant selection

Surveys were conducted in a total of 43 high schools that were implementing the new high school curriculum across 13 regions (see Appendix One). Surveys with teachers, students, and headmasters were conducted in 24 of the schools, with combinations of these three groups surveyed in the remaining 19 schools. Schools participating in these surveys were selected based on logistic feasibility and geographic diversity. The survey used a convenience sampling to select participants, and selection criteria for teachers and students specified that they must either teach first-year classes or be registered as first-year students.

1.3 Survey procedures

MENETP staff delivered all surveys after receiving training from the Project Safidy team. Completed surveys were transferred to central MENETP staff for data entry.

1.4 Data processing and management

MENETP staff entered de-identified data into an Excel database, which was then sent electronically to the Project Safidy team for further examination. Additional analyses were conducted to summarise survey sections, such as the estimated number of students who received lessons with SRHR topics. For teachers, data was disaggregated to identify trends amongst teachers of integrated SRHR compared to the full sample.

2 Description of Results

2.1 Overview of sample

A total of 1,055 participants across 43 schools were surveyed. 11 of surveyed schools are private institutions, whilst the remaining 32 are public (Appendix One)¹. Students were the largest group of participants, with 553 surveyed in 34 schools. 456 teachers were surveyed in 37 schools, and 46 headmasters were surveyed in 35 schools, suggesting that multiple leaders at certain schools were surveyed.

Table 1 – Overview of sample population

| | Number of teachers | Number of students | Number of headmasters | Total |
|----------------------------------|---------------------------|---------------------------|------------------------------|--------------|
| Participants | 456 | 553 | 46 | 1,055 |
| Schools surveyed for this groups | 37 | 34 | 35 | 43 |

The highest percentage of teachers (13.8%) deliver history/geography as their primary class, followed by French (11.8%) and life and earth sciences (11.6%). Philosophy is the course delivered by the lowest percentage of teachers (2.0%).

¹ Although certain private schools were selected for the implementation of the first-year curriculum, these schools were not legally mandated to deliver this programme.

Table 2 – Distribution of teachers by primary class

| Primary class | Number | Percentage |
|--|--------|------------|
| History/geography | 63 | 13.8% |
| French* | 54 | 11.8% |
| Life and earth sciences* | 53 | 11.6% |
| Physics and chemistry | 55 | 12.1% |
| Malagasy* | 50 | 11.0% |
| English | 44 | 9.6% |
| Mathematics | 39 | 8.6% |
| Economics and social sciences | 35 | 7.7% |
| Citizenship education* | 30 | 6.6% |
| Information and communication technology for education | 17 | 3.7% |
| Sports and physical education* | 11 | 2.4% |
| Philosophy | 9 | 2.0% |

*SRHR topics were integrated into these classes. Teaching the assigned SRHR topics is optional for French classes but mandatory for the other classes (see Appendix Two).

2.2 Overall implementation of the high school curriculum

2.2.1 Headmaster responses

The majority of headmasters expressed difficulties in accessing copies of curriculum resources (60.9%) and in managing the timeframe for curriculum delivery (67.4%). Only 37.1% of headmasters reported that teachers in their schools finished delivering the entire curriculum. The most frequently cited difficulties in delivering the new curriculum were the limited number of teachers (74.3%), followed by the design of the curriculum timetable (60.0%) and school infrastructure (28.6%).

Table 3: Headmasters' perceptions regarding curriculum implementation and challenges

| | Number | Percentage |
|--|--------|------------|
| Headmasters reporting difficulties in accessing curriculum resources | 28 | 60.9% |
| Headmasters reporting difficulties in time management for the curriculum | 31 | 67.4% |
| Headmasters reporting that teachers finished the whole curriculum | 13 | 37.1% |
| Identified reasons for difficulty | | |
| Infrastructure | 10 | 28.6% |
| Number of teachers | 26 | 74.3% |
| Design of the timetable | 21 | 60.0% |

2.2.2 Teacher responses

Nearly all teachers (96.7%) reported having access to at least one form of the curriculum. However, only 73.9% of teachers reported having a physical copy, indicating that nearly a quarter of teachers rely on electronic copies, which can limit access in settings without reliable computers or electricity. Reflecting the responses of headmasters, only 35.5% of teachers reported finishing the entire curriculum, yet 72.8% believed that implementing the new curriculum is achievable.

Table 4: Teachers' curriculum access and perceptions regarding implementation

| Teachers who... | Number | Percentage |
|--|--------|------------|
| Have at least one form of the curriculum | 441 | 96.7% |
| Have a physical copy of the curriculum | 337 | 73.9% |
| Finished the whole curriculum | 162 | 35.5% |
| Think that the curriculum is achievable | 332 | 72.8% |

2.3 Overall delivery of SRHR topics

2.3.1 Headmaster responses

Whilst 93.5% of headmasters reported being aware of the integration of SRHR topics into the new curriculum, only 71.7% claimed that any teachers at their schools delivered these SRHR topics. Across all responses, headmasters reported that a total of 256 teachers at their schools had taught SRHR topics to 8,383 students. When responses from multiple headmasters from the same school were removed, a minimum of 188 teachers were estimated to have delivered SRHR topics, and at least 5,851 students were estimated to have received lessons with SRHR topics.

Table 5: Headmasters' reports of the delivery of SRHR topics at their schools

| | Number | Percentage |
|--|--------------|------------|
| Headmasters who were aware of SRHR integration | 43 | 93.5% |
| Schools where SRHR topics were taught | 25 | 71.4% |
| Reported that teachers taught SRHR topics | 33 | 71.7% |
| <i>Reported number of teachers who taught SRHR topics</i> | 256 | |
| <i>Reported number of students who were taught SRHR topics</i> | 8,383 | |
| Minimum number of teachers who taught SRHR topic | 188 | |
| Minimum number of students who were taught SRHR topic² | 5,851 | |

2.3.2 Teacher responses

Although at least one teacher in 36 of the 37 surveyed schools reported delivering at least one SRHR topic, only 36.6% of the total sample of teachers reported delivering at least one SRHR topic. However, this figure increased substantially amongst teachers whose main classes are mandated to integrate SRHR topics, with 75.8% of this group having delivered at least one SRHR topic. 17 teachers whose primary classes were not mandated to include SRHR topics reported delivering these topics, which is potentially due to these teachers leading additional integrated SRHR classes³.

In total, the teachers who delivered SRHR topics were responsible for 21,205 first-year students. When calculated, to avoid double counting students, an estimated minimum of 6,524 students reportedly received at least one SRHR topic.

² These minimum numbers in Tables 5 and 6 were calculated to avoid double counting the reported number of teachers and students either delivering or being taught SRHR topics. This was conducted because, for example, multiple teachers from the same school likely teach the same students. Based on teachers' reports, the minimum number of students who were taught SRHR topics was calculated by identifying the teachers who delivered at least one SRHR topic and then, amongst these teachers, disaggregating based on school to identify the first-year classes with the highest number of students per school to which teachers reported delivering SRHR topics. These classes were then summed, meaning that only one class per school was included in calculation. This calculation method avoids duplicate counting of students who might have been taught SRHR topics by multiple teachers who were surveyed but likely underestimates the number of students receiving SRHR topics due to the possibility of there being multiple first-year classes in each school.

³ Reports from these teachers whose primary classes were not mandated to include SRHR but still reported teaching SRHR were included in calculations regarding the estimated number of teachers delivering SRHR and the number of students receiving lessons with SRHR. However, these responses were not included in the disaggregated calculations regarding teachers of integrated SRHR classes.

Table 6: Teachers' delivery of SRHR topics

| | Number | Percentage |
|---|--------------|------------|
| Schools where at least one SRHR topic was delivered | 36 | 97.3% |
| All teachers who reportedly taught at least one SRHR topic | 167 | 36.6% |
| Total students in classes where teachers taught at least one SRHR topic | 21,205 | 34.9% |
| Teachers of integrated SRHR classes ⁴ | 198 | 43.4% |
| Teachers who reportedly taught at least one SRHR topics, amongst those with integrated SRHR classes | 150 | 75.8% |
| Minimum number of students who were taught at least one SRHR topic | 6,524 | |

Amongst all surveyed teachers, an average 1.4 SRHR topics were delivered, with an average of 3.0 topics delivered by teachers whose primary classes are mandated to include SRHR topics. Although substantially higher percentages of teachers of integrated SRHR classes than those of non-integrated classes delivered these topics, the order of topics taught most frequently were the same across the two groups. Early pregnancy was taught by 25.8% of teachers of integrated SRHR classes, the highest proportion of respondents amongst this sub-group. This was followed by menstrual hygiene (24.7%) and menstruation (24.7%). Although sexual and reproductive rights was a mandatory topic in the integrated curriculum, it was taught by the lowest percentage of teachers of integrated SRHR classes (2.0%). Of the 11 SRHR topics that were mandated to be taught in the SRHR curriculum, only four were reportedly delivered by over 20% of teachers, whilst violence, the most frequently taught of the optional topics, was only delivered by 17.2% of teachers of integrated SRHR classes.

Table 7: SRHR topics delivered by teachers

| SRHR topic | All teachers ⁵ | | Teachers of integrated SRHR classes | |
|---|---------------------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Early pregnancy* | 53 | 11.62% | 51 | 25.8% |
| Menstrual hygiene* | 50 | 10.96% | 49 | 24.7% |
| Menstruation* | 50 | 10.96% | 49 | 24.7% |
| Puberty* | 49 | 10.75% | 48 | 24.2% |
| Early/child marriage* | 39 | 8.55% | 38 | 19.2% |
| Violence | 36 | 7.89% | 34 | 17.2% |
| Communication* | 32 | 7.02% | 31 | 15.7% |
| Rights* | 30 | 6.58% | 27 | 13.6% |
| Sexual abuse* | 25 | 5.48% | 23 | 11.6% |
| Gender | 22 | 4.82% | 21 | 10.6% |
| HIV/AIDS | 20 | 4.39% | 19 | 9.6% |
| Advocacy* | 18 | 3.95% | 16 | 8.1% |
| Gender-based violence* | 17 | 3.73% | 7 | 3.5% |
| Consent | 16 | 3.51% | 14 | 7.1% |
| Sexually Transmitted Infections (STIs) | 15 | 3.29% | 14 | 7.1% |
| Sexual and reproductive rights* | 13 | 2.85% | 4 | 2.0% |
| Average number of topics delivered by all teachers | 1.4 | | 3.0 | |

* Each of these listed topics were mandated to be included in the high school curriculum. Violence, gender, STIs, HIV/AIDS, and consent were optional topics (see Appendix Two).

⁴ For the first-year curriculum, the classes mandated to include SRHR topics are French, Malagasy, citizenship education, sports and physical education, and life and earth sciences.

⁵ Although questions about SRHR delivery were open to both teachers of integrated SRHR classes and those of non-integrated classes, substantially fewer of the latter sub-group answered these questions. Results from the full sample of teachers and those of non-integrated classes were both included in this report to support comparison of delivery and attitudes.

2.3.3 Student responses

Students from each of the 34 schools where they were surveyed received SRHR topics in at least one of their classes, with nearly all (98.2%) students reportedly being taught an SRHR topic. Life and earth sciences was the class for which the highest percentage of students (92.8%) were taught SRHR topics. Substantially lower percentages of students received SRHR topics in other classes, including French (35.3%) and Malagasy (33.3%). The lower percentage of students (4.3%) were reportedly taught SRHR topics in mathematics classes. Relatively high percentage of students reported receiving SRHR topics in classes that were not mandated to include these themes, including history/geography (31.3%) and English (17.7%).

Table 8: Students' reports of overall SRHR delivery

| | Number | Percentage |
|--|--------|------------|
| Schools where SRHR topics were delivered in at least one class | 34 | 100% |
| Students who were taught at least one SRHR topic | 543 | 98.2% |

Table 9: Students' reports of school subjects with integrated SRHR topics

| | Number | Percentage |
|--|--------|------------|
| Life and earth sciences* | 513 | 92.8% |
| French* | 195 | 35.3% |
| Malagasy* | 184 | 33.3% |
| History/geography | 173 | 31.3% |
| Sports and physical education* | 169 | 30.6% |
| Citizenship education* | 161 | 29.1% |
| English | 98 | 17.7% |
| Economic and social sciences | 92 | 16.6% |
| Physics and chemistry | 54 | 9.8% |
| Information and communication technology for education | 32 | 5.8% |
| Mathematics | 24 | 4.3% |

*SRHR topics were integrated into these classes. Teaching the assigned SRHR topics is optional for French classes but mandatory for the other classes (see Appendix Two).

2.3.4 Estimated scale of SRHR delivery

Based on findings from these three groups, an estimated 265 teachers delivered lessons with SRHR topics to 8,369 first-year students in 43 schools (see Appendix One)⁶.

In 11 schools, there were disparate accounts regarding whether SRHR topics were taught. In all except one of these cases, the headmasters reported that lessons with SRHR topics were not delivered, whilst teachers and/or students claimed that they had, indicating that headmasters might not have been fully aware of class content. Since this disparity was reported in 36.4% of private schools, compared to just 21.9% of public schools, this gap could also extend from conflicting directives from school management and government authorities. Methods of delivering SRHR topics

2.3.5 Headmaster responses

65.2% of headmasters reported holding activities to promote SRHR activities in schools. These activities, which were written into surveys by respondents, included sensitisation events held by organisations such as Marie Stopes Madagascar and Population Services International, debates, theatre, and conferences.

⁶ This figure for teachers represents the sum of teachers who were reported to have delivered SRHR subjects at each school, with the highest number selected when groups reported different numbers of teachers. The figure for students represents the sum of students per school who were reported to have received lessons with SRHR topics. In cases where multiple teachers from the same school reported delivering lessons with SRHR topics to students, the highest number of students was selected to minimise double-counting.

Table 10: Headmasters' responses about SRHR activities organised at schools

| | Number | Percentage |
|--------------------------------------|--------|------------|
| Organised activities to promote SRHR | 30 | 65.2% |

2.3.6 Teacher responses

Debate was the method cited by the highest percentage of the entire sample of teachers (29.6%) and those with integrated SRHR classes (56.1%). Amongst teachers of integrated SRHR classes, relatively high percentages of teachers also reported using lessons (42.9%) and texts (25.3%). The lowest percentage of these teachers claimed to have conducted demonstrations (6.6%) and role plays (5.6%) to deliver SRHR topics.

Table 11: Methods used by teachers to deliver SRHR topics

| | All teachers | | Teachers of integrated SRHR classes | |
|-------------------|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Debate | 135 | 29.6% | 111 | 56.1% |
| Lesson | 101 | 22.1% | 85 | 42.9% |
| Texts | 65 | 14.3% | 50 | 25.3% |
| Oral presentation | 44 | 9.6% | 37 | 18.7% |
| Case studies | 26 | 5.7% | 22 | 11.1% |
| Speeches/poems | 22 | 4.8% | 20 | 10.1% |
| Audio/visual | 18 | 3.9% | 13 | 6.6% |
| Role play | 15 | 3.3% | 11 | 5.6% |
| Demonstration | 15 | 3.3% | 13 | 6.6% |

2.4 Confidence and challenges in delivering SRHR topics

Amongst the entire sample of teachers and those with integrated SRHR classes, the highest percentage expressed confidence in delivering the topic of equality (30.7% and 57.6%, respectively). Consent was the topic for which the lowest percentage of the full sample (25.7%) and sub-group (48.0%) expressed confidence.

Table 12: Teachers' confidence in delivering SRHR topics

| Teachers feeling confident/very confident in delivering SRHR topics | All teachers | | Teachers of integrated SRHR classes | |
|---|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Equality | 140 | 30.7% | 114 | 57.6% |
| Contraception | 133 | 29.2% | 103 | 52.0% |
| Consent | 117 | 25.7% | 95 | 48.0% |

Amongst the full sample of teachers, no more than 30.3% expressed good or very good comprehension of any SRHR topics, whilst over half of teachers of integrated SRHR classes expressed good or very good comprehension of early pregnancy (59.6%) and early/child marriage (50.5%). In contrast, only 13.2% of the full sample and 24.2% of those with integrated SRHR classes stated that they had good or very good comprehension of advocacy and gender-based violence. Although 57.6% of teachers of integrated SRHR classes expressed confidence in teaching gender, only 31.8% claimed to have good or very good comprehension of this topic. This trend was similar with consent, with 48.0% of teachers of integrated SRHR classes expressing confidence in delivering this topic, compared to just 23.7% who expressed comprehension.

Table 13: Teachers' comprehension of SRHR topics

| Teachers having good/very good comprehension of SRHR topics | All teachers | | Teachers of integrated SRHR classes | |
|---|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Early pregnancy | 138 | 30.3% | 118 | 59.6% |
| Early/child marriage | 120 | 26.3% | 100 | 50.5% |
| Puberty | 114 | 25.0% | 93 | 47.0% |
| Menstruation | 111 | 24.3% | 93 | 47.0% |
| HIV/AIDS | 101 | 22.1% | 78 | 39.4% |
| STIs | 96 | 21.1% | 77 | 38.9% |
| Menstrual hygiene management | 94 | 20.6% | 84 | 42.4% |
| Communication | 89 | 19.5% | 73 | 36.9% |
| Violence | 89 | 19.5% | 68 | 34.3% |
| Sexual abuse | 87 | 19.1% | 69 | 34.8% |
| Gender | 82 | 18.0% | 63 | 31.8% |
| Rights | 69 | 15.1% | 59 | 29.8% |
| Sexual and reproductive rights | 68 | 14.9% | 57 | 28.8% |
| Consent | 61 | 13.4% | 47 | 23.7% |
| Advocacy | 60 | 13.2% | 51 | 25.8% |
| Gender-based violence | 60 | 13.2% | 48 | 24.2% |

The highest percentage of the full sample of teachers (23.2%) and those with integrated SRHR classes (36.9%) cited not having enough time as a challenge in delivering the SRHR curriculum, which was followed by not having enough materials (16.0% and 30.3%, respectively). Despite low reported comprehension in delivering certain SRHR topics, only seven teachers (1.5%), all of whom deliver integrated SRHR classes, identified difficult content as a challenge.

Table 14: Teachers' challenges in delivering SRHR topics

| Challenge identified by teachers | All teachers | | Teachers of integrated SRHR classes | |
|----------------------------------|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Not enough time | 106 | 23.2% | 73 | 36.9% |
| Not enough material | 73 | 16.0% | 60 | 30.3% |
| Difficult content | 7 | 1.5% | 7 | 3.5% |

2.5 Attitudes toward SRHR topics

2.5.1 Headmaster responses

93.5% of headmasters affirmed that SRHR is important, whilst 87.0% upheld that students and teachers in their schools support the integration of SRHR topics into the curriculum.

Table 15: Headmasters' attitudes toward SRHR delivery

| Headmasters who believe that... | Number | Percentage |
|---|--------|------------|
| SRHR is important/very important | 43 | 93.5% |
| Students and teachers are enthusiastic/favourable of SRHR integration | 40 | 87.0% |

2.5.2 Teacher responses

In contrast to the positive responses of headmasters, only 36.8% of the full sample of teachers and 62.1% of those with integrated SRHR classes agreed that incorporating SRHR into the high school curriculum is pertinent. Amongst those delivering integrated SRHR classes, 68.7% of teachers affirmed that their students are interested in SRHR topics, whilst 56.1% reported that students are capable of leading SRHR sensitisation activities.

Table 16: Teachers' attitudes toward SRHR delivery

| Teachers agreeing that... | All teachers | | Teachers of integrated SRHR classes | |
|---|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Integrating SRHR into the curriculum is pertinent | 168 | 36.8% | 123 | 62.1% |
| Students are interested/very interested in SRHR topics | 175 | 38.4% | 136 | 68.7% |
| Students are capable of leading SRHR sensitisation activities | 132 | 28.9% | 111 | 56.1% |

2.5.3 Student responses

Over 70% of students expressed that each of the 13 listed SRHR topics were important. The highest percentage of students (90.4%) affirmed that puberty was important, followed by communication (85.9%) and STIs/AIDS (85.5%). In contrast, the lowest percentage of students (71.2%) stated that sexual abuse was important. Although 74.9% of students affirmed that consent is important, only 57.7% agreed that people should always have the right to stop sex at any time, for any reason.

Table 17: Students reporting that SRHR topics are important/very important

| SRHR topics | Number | Percentage |
|---|--------|------------|
| Puberty | 500 | 90.4% |
| Communication | 475 | 85.9% |
| STIs/AIDS | 473 | 85.5% |
| Hygiene and menstruation | 458 | 82.8% |
| Non-sexually transmitted genital infections | 443 | 80.1% |
| Early marriage | 428 | 77.4% |
| Cervical cancer | 427 | 77.2% |
| Early pregnancy | 425 | 76.9% |
| Advocacy | 420 | 75.9% |
| Consent | 414 | 74.9% |
| Gender equality | 413 | 74.7% |
| Vagina fistula | 398 | 72.0% |
| Sexual abuse | 394 | 71.2% |

Table 18: Students' attitudes toward sexual consent

| Students agreeing that a person always... | Number | Percentage |
|---|--------|------------|
| Has the right to stop sex at any moment, for any reason | 319 | 57.7% |

2.6 SRHR practices

2.6.1 Teacher responses

30.5% of the full sample of teachers and 59.6% of those with integrated SRHR classes reported that students have changed significantly in support of SRHR, whilst slightly lower percentages (28.9% and 52.0%, respectively) affirmed that students have shown examples of SRHR in their behaviours. Amongst teachers of integrated SRHR classes, 43.4% reported that students have engaged in debates about SRHR.

Table 19: Teachers' percentages of the SRHR practices of students

| Teachers who believe that... | All teachers | | Teachers of integrated SRHR classes | |
|--|--------------|------------|-------------------------------------|------------|
| | Number | Percentage | Number | Percentage |
| Students have changed significantly/very significantly in favour of SRHR | 139 | 30.5% | 118 | 59.6% |
| Students have shown examples of SRHR in their behaviour | 132 | 28.9% | 103 | 52.0% |
| Students have engaged in debates about SRHR | 114 | 25.0% | 86 | 43.4% |

2.6.2 Student responses

In contrast to the responses of teachers, nearly all students reported that they debated SRHR topics with their classmates, friends, teachers, parents, or sexual partners. The highest percentage of students (97.8%) affirmed that they have debated about preventing early pregnancy. This was followed by 96.9% of students who debated about preventing early marriage and 96.7% who debated about STIs and AIDS. The lowest percentage of students (87.7%) reported engaging in debates about vagina fistula.

Table 20: Students' involvement in debates about SRHR topics

| SRHR topics that students debated SRHR topics with others | Number | Percentage |
|---|--------|------------|
| Prevention of early pregnancy | 541 | 97.8% |
| Prevention of early marriage | 536 | 96.9% |
| STIs and AIDS | 535 | 96.7% |
| Puberty | 526 | 95.1% |
| Menstruation and hygiene | 524 | 94.8% |
| Combatting sexual abuse | 523 | 94.6% |
| Gender equality | 506 | 91.5% |
| Genital infections | 499 | 90.2% |
| Cervical cancer | 495 | 89.5% |
| Vagina fistula | 485 | 87.7% |

Despite the high percentage of students who reportedly engaged in debates about reproductive health topics such as early pregnancy, the people with whom students discussed using contraception varied widely. The highest percentage of students (85.0%) stated that they discussed using contraception with teachers, which was followed by classmates (74.5%). Nearly half of students (49.5%) reported having these discussions with parents. The lowest percentage of students (29.3%) reported discussing contraception with their girlfriends or boyfriends.

Table 21: Students' discussions of contraception usage

| People with whom students discussed using contraception | Number | Percentage |
|---|--------|------------|
| Teachers | 470 | 85.0% |
| Classmates | 412 | 74.5% |
| Parents | 274 | 49.5% |
| Friends | 176 | 31.8% |
| Boyfriends and girlfriends | 162 | 29.3% |

86.4% of students reported practicing personal hygiene at least two times daily outside of menstruation periods. Although a lower percentage (61.7%) reported practicing hygiene daily during menstruation, this decrease could be due to this question being open to answers from both male and female students.

Table 22: Students' personal hygiene practices

| Students who practice personal hygiene at least daily | Number | Percentage |
|---|--------|------------|
| Outside of menstruation periods | 478 | 86.4% |
| During menstruation | 341 | 61.7% |

3 Discussion of Results

Results indicate that, whilst progress in delivering the integrated SRHR curriculum has been achieved, there are still substantial gaps in sustainably implementing these SRHR topics, along with the wider high school curriculum, in schools. Headmasters highlighted challenges in instituting the full high school curriculum, including limited teaching staff and difficulties in time management, which could also impede the delivery of SRHR topics. Likewise, inadequate access to physical copies of the high school curriculum could prevent teachers from accurately including SRHR topics into their lessons. Although a lower percentage of teachers identified difficult content as a challenge compared to resource and time deficits, fewer than one-third of teachers expressed that they had good comprehension of any of the SRHR topics, suggesting crucial knowledge gaps.

These challenges likely contributed to both the low completion rate of the full high school curriculum and gaps in the delivery of SRHR topics. Both teachers and headmasters confirmed that fewer than 40% of all teachers finished this entire high school programme. When responses of the three surveyed groups are examined together, an estimated minimum of 265 teachers delivered lessons with at least one SRHR topic to 8,369 first-year students in all 43 schools, yet there were disparities in reported SRHR delivery by these groups. Nearly all students reported being taught SRHR topics, whilst SRHR delivery was reported by approximately 70% of headmasters and 76% of teachers of integrated SRHR classes. Likewise, relatively high percentages of students reported receiving SRHR topics in classes that were not included in the integrated SRHR curriculum. These inconsistencies highlight the need for improved monitoring procedures and capacity-building to support headmasters and teachers in implementing the integrated SRHR curriculum.

Although SRHR topics were delivered in each school, the scope of these topics is likely limited, with an average of three SRHR topics delivered by teachers of integrated SRHR classes. Higher rates of sexual and reproductive health topics than potentially more complex topics such as consent, rights, and sexual abuse were delivered, likely due to the higher teaching of SRHR education in life and earth sciences than other classes. This disparity emphasises the need for further support to ensure that the integrated SRHR curriculum is comprehensively implemented. Similarly, the majority of headmasters reported hosting SRHR events, such as activities led by external SRHR organisations, that complement curriculum implementation, yet teachers' reliance on traditional

educational methods, rather than more dynamic and practical activities such as condom demonstrations, likely limits student engagement with SRHR topics.

Whilst the majority of headmasters and students expressed positive attitudes toward the integrated SRHR curriculum, support from both the full sample of teachers and those of integrated SRHR classes was substantially lower. Similar to the delivery of SRHR topics, students showed the highest support for sexual and reproductive health content, such as STIs and AIDs, with lower support for topics such as gender equality and consent. Whilst the majority of students also reported practicing proper personal hygiene, a lower percentage expressed supportive attitudes toward consent, emphasising the need to focus on potentially more challenging components of SRHR. Nearly all students claimed to have engaged in SRHR advocacy through the debate of topics such as early pregnancy. However, the targets of this advocacy varied significantly, with teachers and classmates identified as the most common groups engaged in discussions about contraception. Particularly alarming, the lowest percentage of students reported discussing contraception with their boyfriends or girlfriends, highlighting the importance of ensuring that SRHR advocacy reaches the most at-risk groups.

4 Conclusion and Implications for Project Safidy

These high-level endline surveys indicate key successes and challenges in delivering the integrated SRHR curriculum. Results highlight the following points for future monitoring and capacity-building:

- Teachers must be equipped with contextually appropriate resources to deliver SRHR topics. In particular, all teachers should be provided with accessible physical copies of the wider high school curriculum. Additional tools, such as SRHR dialogues and guides for demonstrations, could help teachers to adopt interactive educational methods, promoting long-term retention of SRHR knowledge amongst students.
- Curriculum development and training should focus on complex or unfamiliar SRHR topics, such as consent or sexual abuse. In comparison to rights-focused topics such as consent, higher percentages of teachers indicated comprehension of sexual and reproductive health topics such as early pregnancy, with substantial student support for such topics. These disparities suggest that future teacher capacity-building and curriculum develop should reinforce the full range of SRHR components.
- Both teachers of integrated SRHR classes and non-integrated classes should be targeted to build support for SRHR education. Likewise, private schools must receive additional focus to ensure that SRHR topics are effectively delivered and school management is conducive to these efforts. This comprehensive support is important for promoting buy-in at the institutional level, whilst creating an enabling environment for SRHR across all classrooms.
- Future surveys should be standardised to facilitate comparisons across responses from teachers, students, and headmasters. Enumerators must ensure that participants understand and complete the full survey when possible. In particular, enumerators must emphasise that all teachers should complete the SRHR section to support a full comparison of SRHR knowledge and attitudes.
- Due to their overall positive attitudes toward SRHR education, students and headmasters should be supported in becoming advocates for SRHR in their institutions. Future efforts should ensure that these groups are equipped with adequate information about the integrated SRHR curriculum, enabling them to hold teachers accountable in delivering high-quality SRHR information.
- Wider advocacy amongst students must be encouraged to ensure that SRHR information reaches the most at-risk populations. In particular, students must be equipped with practical skills to discuss topics such as contraception and consent with their sexual partners.

Appendix One: SRHR delivery across schools, as reported by headmasters, students, and teachers



= School was not surveyed for this group



= Surveyed group did not report SRHR delivery

| | Region | District | Name | School status | Survey groups | Number of teachers delivering, and students receiving delivery of, SRHR topics, as reported by sub-groups | | | | | | |
|---|----------------|----------------|-------------------------|---------------|-------------------------------------|---|----------|----------|----------|----------|--------------------------------|----------|
| | | | | | | Headmasters | | Students | Teachers | | Scale of delivery ⁷ | |
| | | | | | | Teachers | Students | Students | Teachers | Students | Teachers | Students |
| 1 | Diana | Ambanja | Lycée Mixte Ambanja | Public | Teachers, students, and headmasters | 7 | 300 | 16 | 4 | 210 | 7 | 300 |
| 2 | Diana | Ambilobe | Ambilobe | Public | Teachers, students, and headmasters | 5 | 100 | 25 | 3 | 400 | 5 | 100 |
| 3 | Analamanga | Ambohidratrimo | Ambohidratrimo | Public | Teachers, students, and headmasters | 7 | 516 | 16 | 6 | 181 | 7 | 516 |
| 4 | Amoron'i Mania | Ambositra | Fitsimbinana Advantista | Private | Students and headmasters | | | 16 | | | | 16 |
| 5 | Amoron'i Mania | Ambositra | Lycée Rakotoarisoa | Public | Students and headmasters | 2 | 2 | 14 | | | 2 | 14 |
| 6 | Androy | Ambovombe | Lycée Ambovombe | Private | Students and headmasters | 19 | 480 | 16 | | | 19 | 16 |
| 7 | Androy | Ambovombe | LP Sacre Cœur | Private | Teachers, students, and headmasters | | | 16 | | | | 16 |

⁷ The highest number of teachers delivering SRHR topics and students receiving SRHR topics across reported sub-groups was used for calculating the scale of delivery.

| | | | | | | | | | | | | |
|----|----------------|---------------|---------------------------|---------|-------------------------------------|----|-----|----|---|-----|----|-----|
| 8 | Analamanga | Andramasina | Lycée Andramasina | Public | Teachers, students, and headmasters | 26 | 120 | 17 | 7 | 207 | 26 | 207 |
| 9 | Analamanga | Anjozorobe | Anjozorobe | Public | Teachers and students | | | 17 | 5 | 225 | 5 | 225 |
| 10 | Analamanga | Ankazobe | Lycée Lovasoa Ankazobe | Public | Students and headmasters | 2 | 120 | 16 | | | 2 | 120 |
| 11 | Vakinankaratra | Antsirabe I | Andre Resampa | Public | Teachers and headmasters | 31 | 950 | | 5 | 159 | 31 | 950 |
| 12 | Vakinankaratra | Antsirabe I | Mandaniresaka | Public | Teachers | | | | 2 | 93 | 2 | 93 |
| 13 | Vakinankaratra | Antsirabe I | P. Lutherien Mangarivotra | Private | Teachers | | | | 3 | 70 | 3 | 70 |
| 14 | Diana | Antsiranana I | Zafy Albert | Public | Students | | | 16 | | | | 16 |
| 15 | Diana | Antsiranana I | LP Advantiste | Private | Teachers, students, and headmasters | 3 | 50 | 16 | 2 | 50 | 3 | 50 |
| 16 | Diana | Antsiranana I | Lycée Mixte | Public | Teachers and headmasters | | | | 8 | 158 | 8 | 158 |
| 17 | Diana | Antsiranana I | Fivoarana | Private | Teachers, students, and headmasters | 1 | 58 | 16 | 4 | 75 | 4 | 75 |
| 18 | Diana | Antsiranana I | Annexe Antsiranana | Public | Teachers and students | | | 8 | 2 | 208 | 2 | 208 |
| 19 | Analamanga | Atsimondrano | Andoharanofotsy | Public | Teachers, students, and headmasters | 5 | 300 | 17 | 6 | 300 | 6 | 300 |
| 20 | Analamanga | Avaradrano | Sabotsy Namehana | Public | Teachers, students, and headmasters | 11 | 336 | 17 | 9 | 291 | 11 | 336 |
| 21 | Analanjirofo | Fenerive Est | Rainisoalambo | Public | Teachers, students, and headmasters | 2 | 99 | 16 | 1 | 56 | 2 | 99 |
| 22 | Analanjirofo | Fenerive Est | FJKM | Private | Teachers, students, and headmasters | 4 | 25 | 16 | 3 | 25 | 4 | 25 |
| 23 | Anosy | Fort Dauphin | Ampasy Nahampoana | Public | Teachers, students, and headmasters | 2 | 40 | 16 | 1 | 45 | 2 | 45 |

| | | | | | | | | | | | | |
|----|---------------------|-------------------|-------------------------|---------|-------------------------------------|---|-----|----|----|-----|----|-----|
| 24 | Anosy | Fort Dauphin | Lycée Pôle Fort Dauphin | Public | Teachers, students, and headmasters | | | 16 | 1 | 292 | 1 | 292 |
| 25 | Anosy | Fort Dauphin | Lycée qualité Manambaro | Public | Teachers, students, and headmasters | | | 17 | 1 | 62 | 1 | 62 |
| 26 | Boeny | Mahajanga I | Philibert Tsiranana | Public | Teachers and headmasters | | | | 16 | 199 | 16 | 199 |
| 27 | Boeny | Mahajanga I | FJKM Mangarivitra | Private | Teachers and headmasters | 2 | 55 | | 2 | 150 | 2 | 150 |
| 28 | Boeny | Mahajanga I | Lycée Privé Nicoletta | Private | Teachers and headmasters | | | | 3 | 160 | 3 | 160 |
| 29 | Vatovavy Fitovinany | Manakara | Sileny Paul | Public | Teachers, students, and headmasters | 7 | 360 | 18 | 6 | 500 | 6 | 500 |
| 30 | Vakinankaratra | Mandoto | Mandoto | Public | Teachers | | | | 1 | 219 | 1 | 219 |
| 31 | Analamanga | Manjakandriana | Manjakandriana | Public | Teachers, students, and headmasters | 2 | 200 | 15 | 6 | 250 | 6 | 250 |
| 32 | Boeny | Marovoay | Marovoay | Public | Teachers, students, and headmasters | 4 | 142 | 15 | 4 | 180 | 4 | 180 |
| 33 | Itasy | Miarinarivo | Lycée Miarinarivo | Public | Teachers, students, and headmasters | 5 | 220 | 14 | 6 | 220 | 6 | 220 |
| 34 | Atsimo Andrefana | Sakaraha | Lycée Privée Soa | Private | Teachers, students, and headmasters | | | 14 | 4 | 56 | 4 | 56 |
| 35 | Atsimo Andrefana | Sakaraha | Lycée Sakaraha | Public | Teachers, students, and headmasters | 4 | 50 | 16 | 4 | 185 | 4 | 185 |
| 36 | Analanjirofo | Soanierana Ivongo | Lycée Soanierana Ivongo | Public | Teachers, students, and headmasters | 9 | 432 | 16 | 7 | 248 | 9 | 432 |
| 37 | Toamasina | Tamatave 9 | Lycée J. Rabemananjara | Public | Teachers, students, and headmasters | | | 16 | 4 | 272 | 4 | 272 |
| 38 | Analamanga | Tana ville | Jules Ferry | Public | Teachers and students | | | 16 | 5 | 116 | 5 | 116 |

| | | | | | | | | | | | | |
|----|------------------|-----------------|-------------------------|---------|-------------------------------------|------------|--------------|------------|------------|--------------|------------|--------------|
| 39 | Atsimo Andrefana | Toliara I | Lutherien Tanambao | Public | Teachers and headmasters | 1 | 10 | | 2 | 80 | 2 | 80 |
| 40 | Atsimo Andrefana | Toliara I | Houssen Memorial School | Private | Students and headmasters | 7 | 96 | 16 | | | 7 | 96 |
| 41 | Atsimo Andrefana | Toliara I | Laurent Botokeky | Public | Teachers, students, and headmasters | | | 18 | 13 | 155 | 13 | 155 |
| 42 | Androy | Tsihombe | Lycée Mixte Tsihombe | Public | Teachers, students, and headmasters | 9 | 240 | 13 | 2 | 227 | 9 | 240 |
| 43 | Bongolava | Tsiroanomandidy | Lycée Tsiroanomandidy | Public | Teachers, students, and headmasters | 11 | 550 | 16 | 9 | 200 | 11 | 550 |
| | | Totals | | | | 188 | 5,851 | 543 | 167 | 6,524 | 265 | 8,369 |

Appendix Two: SRHR topics integrated into high school classes

| | |
|--|------------------------------------|
| | = Teaching SRHR topic is mandatory |
| | = Teaching SRHR topic is optional |

| <i>Carrier Subject</i> | <i>SRHR Topic</i> |
|------------------------------|--------------------------------|
| Citizenship education | Sexual and reproductive rights |
| | Gender-based violence |
| Sport and physical education | Puberty |
| | Menstrual hygiene management |
| | Gender equality |
| Malagasy | Rights |
| | Early marriage |
| | Early pregnancy |
| | Communication |
| | Advocacy |
| | Sexual abuse |
| Life and earth sciences | Puberty |
| | Menstruation |
| | Menstrual hygiene management |
| | Early pregnancy |
| French | Violence |
| | Early pregnancy |
| | Early marriage |
| | Menstrual hygiene management |
| | Gender |
| | STIs |
| | HIV/AIDS |
| | Consent |