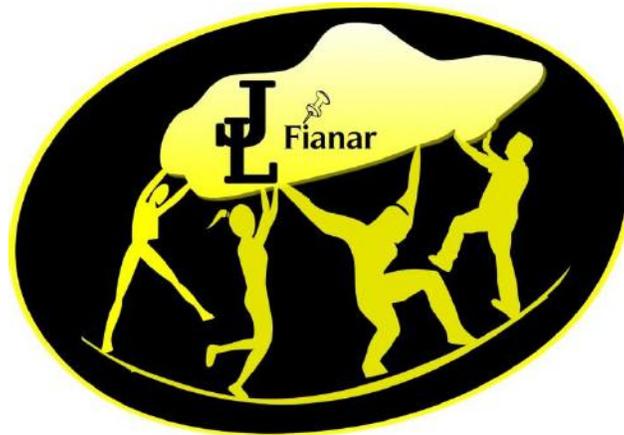


# PROJET JEUNE LEADER PILOT YEAR QUARTERLY REPORTS

2013 - 2014





***Projet Jeune Leader***

**Youth Leaders Project**

**First Quarter Report, September 2013**

**Fianarantsoa, Madagascar**

Maia FREUDENBERGER

Fabrice Anselme HASINIAINA

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## I) Project Overview

### 1. Project Summary

*Projet Jeune Leader* is a year-long project based in Fianarantsoa, Madagascar a city eight hours south of the capital city. Financed by the Ella Lyman Cabot Trust and the Sara Wish Foundation, the overarching goal of *Projet Jeune Leader* is to spread pre-teen health and leadership messages to middle school students to encourage behavior change, forge future leaders, and prevent teenage pregnancy and risky sexual behaviors. At the start of the program, *Projet Jeune Leader* will train Malagasy youth leaders (*Jeune Leaders*), aged 18-25, in communication, leadership, and health education. This will prepare them for their year-long fellowship in middle schools in Fianarantsoa, where they will serve as youth leaders and mentors. Specifically, these *Jeune Leaders* will organize daily leadership and health education sessions as well as after-school activities (sports, arts, music) that integrate pre-teen health and leadership messages adapted to the middle school students. In the middle of the year, the middle school students, with the help of their *Jeune Leaders*, will design, implement, and monitor a school improvement project, allowing them all to apply and enhance their leadership skills.

### 2. Staff

Maia Freudenberger, project manager, spent 11 consecutive years in Madagascar as a child. She returned to Madagascar in the summer of 2011 to implement her self-designed Art, Basketball, and Community Project, a reproductive health project, financed by the Davis Project for Peace, which focused on older adolescents. She received in May 2013 her Bachelors of Arts Degree in Urban Studies from Haverford College. Mr. Fabrice Anselme Hasiniaina is the project supervisor at *Projet Jeune Leader*. He has experience working on community development projects in Fianarantsoa and Antananarivo. Annika Freudenberger was a temporary staff member at *Projet Jeune Leader*. A former participant in youth leadership programs and a

youth leader in her community, she led the two-month leadership trainings for the *Jeune Leaders*. Maia continued the health training after her departure.



Annika, leading the training during her leadership training

### 3. Funding

*Projet Jeune Leader* is generously financed by the Ella Lyman Cabot Trust and the Sara Wish Foundation. The operating budget for this year-long project (all expenses included) is \$24,501.

## II. Project Background

### 1. The precarious situation of youth in Madagascar

Madagascar is one of the poorest countries in the world. It also has a young population:

and specifically, 24% are

<sup>1</sup> DHS-Madagascar, 2008-2009.

between the ages of 10 and 19 years old<sup>2</sup>. These adolescents are in a precarious situation. Indeed, statistics indicate that many youth in Madagascar have:

- Low levels of formal education: only 30% of Malagasy girls and 32% of Malagasy boys of high-school age are enrolled in a high school<sup>3</sup>.
- Unemployment or jobs that never foster professional growth.
- High rates of teenage pregnancy: slightly more than 4% of girls aged 10-15 report having had a child by age 15 and by age 18, 36% of Malagasy youth have given birth.
- Early marriage: 14% of women aged 20-24 were married by age 15<sup>4</sup>.
- Early sexual relations: 17% of 15-19 year old girls have had sex by the age of 15<sup>5</sup>.
- Risky sexual relations: only 3.9% of girls and 5.3% of boys aged 15-19 used a condom during their first sexual relation<sup>6</sup>.
- Insufficient reproductive health education: only 43% of women and 37% of men aged 15-19 know where they could get an HIV test and 44% of 15-19 year old men have never heard of sexually transmitted diseases<sup>7</sup>.

## 2. History of *Projet Jeune Leader*

In the summer of 2011, Maia received the Davis Project for Peace Award to implement her self-art, basketball and cinema project. Mr. Anselme Hasiniaina, hired a small team of youth educators who used arts and sports to disseminate reproductive health messages to teenagers in Tanàna Ambony, one of the poorest neighborhoods in Fianarantsoa.

During this project, we built strong relationships with Population Reference Bureau (PRB) and the Recreation Center funded by the Ministry of Youth and Recreation and UNICEF/UNFPA).

<sup>2</sup> UNICEF Madagascar, 2011.

<sup>3</sup> Population Reference Bureau, 2013.

<sup>4</sup> Population Reference Bureau, 2013

<sup>5</sup> DHS-Madagascar 2009-2009

<sup>6</sup> DHS-Madagascar 2009-2009

<sup>7</sup> DHS-Madagascar 2008-2009

## First Quarter Report Projet Jeune Leader

Both of these organizations have small networks of peer educators; however, we observed over that summer that our project and other organizations in Fianarantsoa are not sufficiently working with pre-teenagers. Indeed, two of the major reproductive health donors in Madagascar (USAID and PSI) focus their programs on 15-24 year olds even though, in Fianarantsoa, a number of teachers complained of losing students every year due to early pregnancy. In addition, during a workshop we initiated with local 5<sup>th</sup> graders in 2011, we were struck by their misinformation on puberty and fertility.

USAID/Madagascar Youth Programming and Recommendations for Future Action to reach young adolescents (aged 10-14) and increase their knowledge of puberty, fertility, the influence of gender norms, good communication and decision-making skills especially since all of these topics are not featured in the Malagasy school curriculum.

This project in 2011 made it clear that young adolescents in Fianarantsoa are not receiving sufficient pre-teen health education in or out of school. However, providing health information to middle school students is not enough to prevent risky behavior. How can students (and especially girls) make safe decisions in high school or later in life, if they do not have the confidence, self-esteem, or support to make strong life choices? Positive role models, leadership training and leadership experiences are crucial for a brighter transition to adulthood. In this context, *Projet Jeune Leader* was built on the belief that pre-teen leadership and health education must go hand in hand.

### III. Project Implementation

#### 1. Timeline

Starting in June 2013, the eight selected *Jeune Leaders* [Youth Leaders] will receive three months of leadership and pre-teen health trainings. With these new skills in hand, the *Jeune Leaders* will be paired up and placed in four middle schools in Fianarantsoa. From

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September 2013 through the end of the school year, each *Jeune Leader* pair will organize fun daily activities (at recess and during lunch breaks) with a specific health or leadership message. To build a core group of middle-school leaders, the Youth Leaders will also organize weekly after-school activities (sports, art, music, theater, dance...) that creatively integrate pre-teen health and leadership messages. They may choose to work with already established groups (gardening clubs, French clubs, basketball clubs...), or start new organizations. Through this work, the *Jeune Leaders* will apply their communication, leadership, and health education skills while simultaneously mentoring their younger peers in these same skills. In December 2013, each pair of *Jeune Leaders* will develop, with their middle school student mentees, a \$500 mini-project to improve their respective school. Both groups will work together to design, implement, and monitor this culminating school improvement project; in doing so, they will develop different levels of project proposal, budgeting, and management skills. *Projet Jeune Leader* is projected to end in July 2014, coinciding with the end of the Malagasy school year.

### 2. Recruitment

We received 100 applicants for the *Jeune Leader* position. After a rigorous interview process, we selected four young men and four young women. In our selection process, we gave priority to those who had experience working with children or teenagers, had some sort of volunteer experience (many applicants had been boy/girl scouts), and could lead some sort of after-school activity (dance, art, sport, theater, music...). Our final group proved to be a diverse bunch: one had to quit school in 9<sup>th</sup> grade because of financial constraints, another worked on an anti-malaria project in rural Madagascar, another was in a hip-hop group in the Comores Islands, another has over five years of experience as a peer health educator and family planning counselor, another had collected data on youth behaviors in Fianarantsoa. Above all, we were drawn by their outgoingness and their eagerness to improve the conditions of youth in Fianarantsoa.

*Interview Q: "If you are selected as a Youth Leader, what would you like to do afterwards?"*

*A of an accepted candidate: "I've always wanted to be a judge and defend the rights of children".*



Left: The final group of *Jeune Leaders*

Right: Their self-designed T-shirts

### 3. Leadership Trainings

The leadership trainings, held daily for two months, were composed of fun but educational games, brainstorming sessions, group debates, and individual reflections. The training spanned a broad range of themes: icebreakers, team-building and working in pairs, leadership (including: different styles of leadership, the role of mentorship, the importance of role models),

*During the gender unit, it was fascinating that the girls were very much aware of the gender norms and expectations surrounding men and women in Madagascar. On their own initiative, they spent a long time convincing one of the male Jeune Leaders that “Women should stay virgins until marriage” is a gender-based stereotype and not a defined sexual characteristic. I also had the Jeune Leaders act out a scene in which a girl refuses to have sex with her boyfriend. The male Jeune Leaders played the girl in the scenario, and the female Jeune Leaders played the boy. The female Jeune Leaders acted out the insistent boyfriend with no difficulty; however, all of the male Jeune Leaders acted out a shy, timid, soft-spoken girlfriend. Without my intervention, the female Jeune Leaders loudly protested that the boys had to portray an assertive girlfriend – they couldn’t reinforce to middle school students the stereotype that all girls are timid and soft-spoken.*

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communication (including non-verbal versus verbal communication, passive, aggressive, and assertive communication), conflict mediation and negotiation, public speaking, good decision-making, and self-confidence. In addition, the training included a unit on

stereotypes and gender stereotypes, both new concepts for the *Jeune Leaders*.



During the leadership training, the *Jeune Leaders* brainstormed through drawing the qualities of a good leader.

The games and activities on these topics were compiled from a number of sources, including the Peace Corps Life Skills manual and the Youth Peer Education Network toolkits. However, all of the activities were adapted to the cultural context in Madagascar. Additionally, the trainings focused on ways in which to adapt games for middle school students and different ways to generate discussions on sensitive topics.

During the leadership training, “Jack and Jane” became “Tantely and Soa”; an “elevator speech” became a “speech during your run to the latrine over break”.

## First Quarter Report Projet Jeune Leader

For instance, during the gender unit, we used a simplified Rapid-Rural-Appraisal (RRA) tool in which the Youth Leaders placed beans on the gender inequality statements that they felt most strongly about. Some educational games that were particularly well appreciated were: the tarp game (holes are cut in all four corners of a plastic tarp; a ball is placed in the middle; and the team must work together to navigate the balls around the tarp without

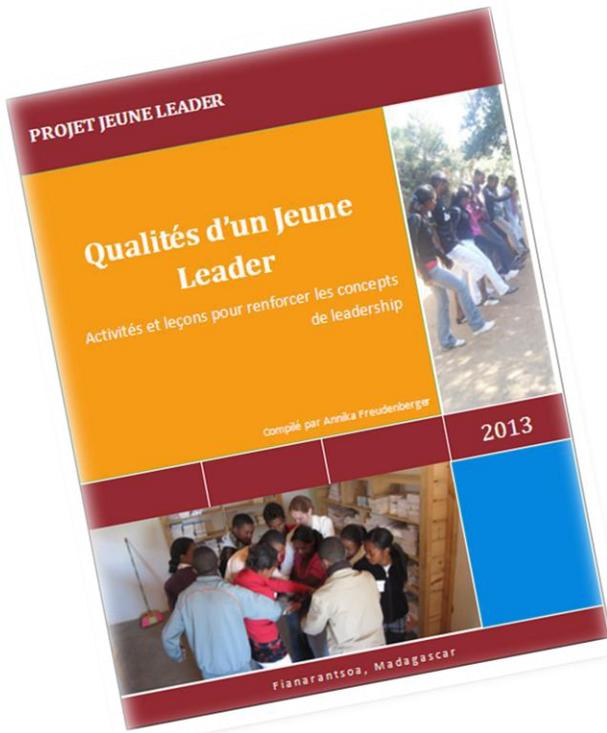


them falling to a hole), mine-field (to reinforce decision making skills), and scenarios on good and bad co-facilitation.

The *Jeune Leaders* have already used and adapted these games during their sessions with young teenagers.

**During the gender unit, *the Youth Leaders* placed beans on statements they most agree with.**

At the end of the training, Annika and her translator produced a 100 page manual (in French and Malagasy versions) detailing all of the activities that she used over the course of the two months. This manual will serve as a refresher for the *Jeune Leaders* during the school year, as well as a long-term resource for the staff and students in the middle school.



O u  
**Jeune Leader: Activités et leçons pour renforcer les concepts de leadership [French version].** Right: The table of contents of the /team-building

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Travail en Groupe 15

#### 4. Health Training

Health trainings began at the end of August, coinciding with the end of the leadership trainings. The emphasis thus far has been on puberty and basic anatomy adapted once again to the age of the middle school students. After discussion sessions and power-point presentations in the morning (using pre-written manuals by the International Youth Foundation, Hesperian, Family Health International (...)), the *Jeune Leaders* designed educational tools to prepare them for

*Some questions that came up during the training:*

*“So if a girl doesn’t bleed the first time she has sex, that means she’s definitely a virgin, right?”*

*Maia, how much information should we give these middle school students? What if we go into too much detail and they want to try everything...To what extent are we creating adults and at what point are we managing kids?”*

## First Quarter Report Projet Jeune Leader

their work in the middle schools. For instance, one afternoon, the *Jeune Leaders* went on a treasure hunt around Fianarantsoa, visiting and mapping out all the health centers, NGOs, and recreation facilities in the city. They compiled their information into a large map, complete with pictures of key areas and key people in the city. This will serve as an education tool in the middle school, as one of their main roles will be to refer middle students to youth centers, youth clinics, and youth-safe spaces in the city. Another afternoon, the Youth Leaders created a visual aid to explain the menstrual cycle (see below).



The visual aid created by the male # # to explain the menstrual cycle to middle school students

### **IV. *Projet Jeune Leader's* Major Accomplishments and Future Plans**

#### **1. Building bridges between partners**

Two of our main partners, PSI-Fianarantsoa and the Fianarantsoa Youth Center are sometimes at odds, as they run their peer education programs very differently: PSI pays their educators, the Fianarantsoa Youth Center works only with volunteers. It has always

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been our mission to bring together the health organizations in Fianarantsoa around a common cause, and create an effective and cohesive network of peer-educators that have their own specialties, target populations, and messages. To illustrate this commitment, we organized in July a Treasure Hunt with both organizations. Since that event, the other organizations have created their own team-building events.

### 2. Forging new relationships

Over these 3 months, *Projet Jeune Leader* has participated in and organized a number of health events to spread leadership messages. Among others, we are proud to have been involved in the following events and actions:

- World Population Day. This was the *Jeune Leader's* first public event. 150 teenagers and children from social centers and orphanages around Fianarantsoa attended an afternoon of activities focusing on preventing teenage pregnancy. We were asked to open the event and lead activities relating to self-confidence and decision-making. This event, organized by the Ministry of Population, received media coverage and the project was featured on the local news.



Left: Chrystian, applying his public speaking skills to present the project during the event. Right: ~~the~~ leading a game relating to self-confidence during the event.

## First Quarter Report Projet Jeune Leader

- The Association for Women and Girls in Distress. The Malagasy director of this small NGO asked us to lead leadership and health activities with the girls in the Center. This center is a house for 30 girls between the ages of 13 and 17, all of whom were involved in commercial sex work, often after the influence of their families. This center now offers these girls sewing, cooking, and gardening classes, as well as full-time education and support (though none has gone past 7<sup>th</sup> grade). We have been going to this Center on a weekly basis for the past month that we return as often as we can). We think this is an incredible opportunity to develop long-term mentor relationships with a small group of girls who have no recreation activities, let alone leadership and health education. The last doctor who came to talk to the girls came a year ago.



*The first time we went to the center, the girls were incredibly shy. They talked behind their hands, giggled at every word we said, and whispered their answers. By the end of the afternoon (which focused on building self-confidence) they were reading the results of their brainstorming session on “what is self-confidence?” to the entire group. At the end of her presentation, one girl says to the Jeune Leaders: “Guys, the topic today really spoke to me. As I live in a [charity] Center, people think I am one of those kids who digs through trash piles. I now know that I am so much more than that...”*

The # led an activity where each girl draws on a piece of paper a symbol that best represents # back, and their peers write secret compliments on their backs.

The goal of these sessions is multi-fold. For one, it has allowed us to create new partnerships with local NGOs in Fianarantsoa and raise awareness of our project. Second, it has provided our *Jeune Leaders* with practice before the start of the school year and gives us a means of evaluating the effect of our trainings thus far. Finally, it emphasizes to our

partners that we do not want to limit our work to middle school students; we also want to reach out-of-school youth and share our resources and trainings with other youth groups in Fianarantsoa.

### 3. The General Enthusiasm for this Project

#### The Jeune Leaders

After the leadership training, we asked the *Jeune Leaders* to fill out anonymous reviews of the trainings. Across the board, the training was extremely well received. Many of the *Jeune Leaders* had attended some sort of training in the past, but they explained to us that those training were never interactive, fun, and educational at the same time. Instead, most were lecture based and were compressed into a short amount of time. *Projet Jeune Leader* is now seeing the fruits of this leadership training. More and more, the *Jeune Leaders* are taking on responsibilities in the project. They fill out budget requests to buy the materials to create their educational tools; they run their own meetings; they join us on the visits to the middle schools; they love public speaking. In summary, they have gone far beyond our expectations for this First Quarter, and we look forward to supporting them in their upcoming work in the middle schools.

Overheard during the leadership training:

Hasina, a Jeune Leader, to her peers:

“Guys, when we go home, we are still Youth Leaders. On the bus, on the street, we are still Youth Leaders”.

#### The Middle Schools

Every middle school director we have visited has expressed overwhelming interest in this project. We envisioned that the *Jeune Leaders* would only lead activities at recess or after-school. However, *all* of the directors have insisted that they want to allocate our *Jeune Leaders* at least one hour per week per class to lead health and leadership classes.

Leadership and pre-teen health education are going to become an integral part of the

we had asked all schools to provide our *Jeune Leaders* with some small space (even outdoors) where they could have their own desk. Even the school in rural Fianarantsoa insisted that our youth have a real workspace, where they can have to enjoy year-round.

#### 4. Immediate Plan: Selecting the middle schools

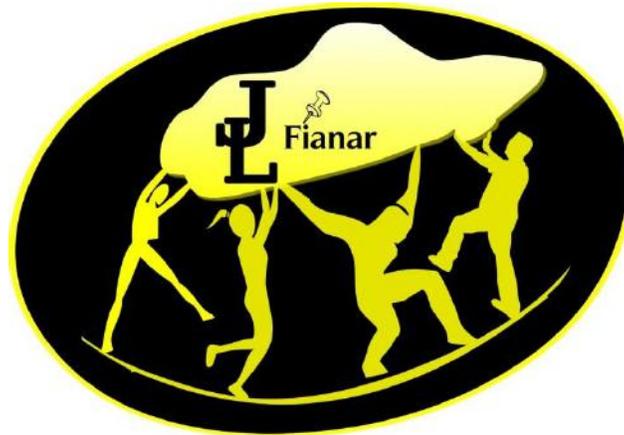
After an enthusiastic approval from the coordinator of the public schools in Fianarantsoa, we began visiting middle schools in and around Fianarantsoa. We are committed to working with a diverse group of schools. We plan on selecting two schools at the periphery of the city, as these schools have very limited resources and opportunities. To ensure a transparent selection process, we have visited more than four schools and will have a definite list of our selected schools by the end of September.



**Antsaharoa, a middle school of about 450 students. It is a peripheral school, located 4 miles outside of Fianarantsoa, of which about 3 miles are inaccessible by car. We plan on buying bikes for \$ at this school.**

#### 5. Long Term Plans

This project, created by youth and run by youth, is a culmination of two years of strategic planning and preparation. While this is still the beginning stage of the project, we are honored by the enthusiasm and support that *Projet Jeune Leader* has received in Fianarantsoa. In this exciting climate, we are already searching for ways to expand this project for a second year so that we can build off of the lessons and successes of this pilot year.



***Projet Jeune Leader***

**Youth Leaders Project**

**Second Quarter Report, December 2013**

**Fianarantsoa, Madagascar**

Maia FREUDENBERGER

Fabrice Anselme HASINIAINA

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## Project Description

*Projet Jeune Leader* is a year-long project based in Fianarantsoa, Madagascar – a city eight hours south of the country’s capital city. Financed by the Ella Lyman Cabot Trust and the Sara Wish Foundation, the overarching goal of *Projet Jeune Leader* is to provide Malagasy middle schoolers health and leadership education to increase school attendance, decrease early pregnancy, and improve health outcomes. We seek to reduce to near zero the number of middle schoolers afflicted by sexually transmitted disease or pregnancy by helping them understand the implications of their sexual choices, providing them with alternative recreational activities to sex, and connecting them to community health resources. We are deliberately implementing a new model of health education that combines leadership training and practice, positive role models, and comprehensive health information. Sustainable behavior change requires not only technical health information but also the skills and confidence to make good decisions and resist unhealthy influences. Even if a girl knows the dangers of unprotected sex, how can she negotiate safe sex if she does not have the assertiveness to negotiate with her partner?

We train Malagasy youth leaders (*Jeune Leaders*), aged 18-25, in communication, leadership, and health education. They then work, in pairs, in one our four partner public middle schools where they organize a number of new activities. Typically, the schools invite them to teach one hour per grade per week. Additionally, the *Jeunes Leaders* organize after-school activities that cultivate close relationships with students and reinforce leadership and health education messages presented in the classroom. They create a Youth-Space in each school, transforming classrooms into welcoming spaces where kids feel safe discussing sensitive topics and have access to reading and recreational materials. Finally, to help both *Jeunes Leaders* and students develop practical leadership skills and build confidence, we offer mini-grants for student-led school improvement projects. The children work with their “Fellows” to imagine, plan, write project proposals, and implement their self-designed intervention

## I) Set-up in the schools

### 1. School Selection

After visiting schools across Fianarantsoa, the following four public middle schools were selected:

- ❖ CEG Mahazengy :  $\approx$  800 students
- ❖ CEG Ambatovory:  $\approx$  1,000 students
- ❖ CEG Idanda:  $\approx$  300 students
- ❖ CEG Antsaharoa:  $\approx$  350 students

CEG Antsaharoa is located on the periphery of Fianarantsoa. Approximately 3 miles are not accessible car; the two *Jeunes Leaders* in this school bike to work every day. The school year began on October 7th and all of the *Jeunes Leaders* were warmly welcomed by the administration and students.



**Julie, a *Jeune Leader*, presenting the project at her school's assembly on the first day.**

## 2. Setting up a Youth Space (“Coin Jeune”) in each school

The *Jeunes Leaders* have created a Youth Space (“Coin Jeune”) in their respective school, transforming an unused classroom into a welcoming space where kids feel safe discussing sensitive topics and have access to reading and recreational materials. After their opening, all of the “Youth Spaces” have been actively used; on a daily basis, there are at least 20 students enjoying the games, reading materials, and *Jeunes Leaders*’ company.



(above) The transformed Youth Space at the Mahazengy middle school.

(left) Girls at the Idanda middle school reading during recess in their school’s new Youth Space.



### 3. Baseline survey of students

We distributed 249 surveys (10% of students in each school) to gauge students' baseline reproductive health knowledge. These surveys confirmed students' high level of misinformation on reproductive health topics.

Among 6<sup>th</sup> and 7<sup>th</sup> graders, the most worrisome results are as follows:

- ❖ 54% of students think that HIV can be transmitted by sharing the same fork
- ❖ 39% of students do not think that pregnancy at 15 is dangerous because a girl's body at that age is already like that of a woman
- ❖ 47% of students think that only prostitutes get HIV/AIDS
- ❖ 67% of students think that HIV/AIDS can be cured
- ❖ 80% of students do not know where the youth health center is located in Fianarantsoa

Among 8<sup>th</sup> and 9<sup>th</sup> graders, the most worrisome results are as follows:

- ❖ 46% of students think that HIV can be transmitted by sharing the same fork
- ❖ 65% of students think that in a relationship the boy should decide when he wants to have sex for the first time with his girlfriend
- ❖ 45% of students think it is not necessary to use a condom the first time you have sex
- ❖ 85% of students do not know where the youth health center is located in Fianarantsoa.

## II) Daily activities in the middle schools

### 1. Classroom activities

Initially, the *Jeunes Leaders* were to run afterschool programs, create a Youth Space, and organize recess activities to impart health and leadership messages to their middle school students. However, the director of each school also invited the *Jeunes Leaders* to teach one hour per grade per week in a classroom setting. Due to a lack of teachers in the public

## Second Quarter Report Projet Jeune Leader

school system in Fianarantsoa, all students had free hours in the middle of the school day. The *Jeunes Leaders* fill the gaps in these students' school day with their health and leadership curriculum. Following the leadership and health manual, the *Jeunes Leaders* introduce each week a new health or leadership theme. They began with leadership activities and are currently transitioning into health messages.

Their activities are participatory and interactive, thereby offering students a different education model from the one they are used to. In addition, the curriculum is flexible and all the themes are deliberately linked. For instance, during the "self confidence unit", the *Jeunes Leaders* at the Antsaharoa School noticed that in conversations with students, boys were always described as the confident group and girls as the timid one - the consequence being that boys were seen as influencing girls' decision making. As one female student said to Julie (the *Jeune Leader* at this school) "I don't understand why boys always want to have the last word. Once they realize that we are love with them, they take advantage." To which a boy answered, "It is because you are too easy; you have the right to refuse us but you don't". The *Jeunes Leaders* used the participatory research methods used during their training to dig deeper into the students' perceived stereotypes and to slowly combat the engrained stereotypes in this middle-school.



**The *Jeunes Leaders* lead interactive, creative, and participatory classes that are very different from the students' other classes.**



Leadership and health education are integrated into the students' weekly schedule

## 2. After school activities

In each school, the *Jeunes Leaders* organize afterschool activities one afternoon per week based on their talents and the students' interests. This semester, the *Jeunes Leaders* have started journalism (to create a school newspaper), theater/communication, dance, soccer, basketball, and volley-ball clubs. We anticipated approximately 20 students in each club, but all of the clubs were oversubscribed. At the Antsaharoa middle school, of the total 350 students in the school, 293 signed up to participate in the *Jeunes Leaders'* after school activities. The dance club (with ribbons) ended up attracting 100 participants every Wednesday afternoon!

These after-school activities are a means of cultivating close relationships with students and reinforcing leadership and health education messages presented in the classroom. For instance, in the dance clubs, the *Jeunes Leaders* have the students create their own choreographies so as to develop their leadership and team-building skills.



The dance clubs at the Mahazengy middle school and the Antsaharoa middle school. The *Jeune Leader* at the Antsaharoa school (right) specializes in dance with ribbons.

### 3. Counseling

One role of the *Jeunes Leaders* is to provide support and advice to their students and, if needed, refer them to the city's youth health center. Students can book a meeting over recess or in their free time to meet with a *Jeune Leader* and talk about any personal or health issues they are encountering.

*This week at the Idanda middle school:*

*In one week alone, 6 girls in 8<sup>th</sup> grade (aged 14-15) requested to meet with Hortencia, the female Jeune Leader at the school. All of these 8<sup>th</sup> grade girls are sexually active and came to Hortencia for advice. Of the six, four of them specifically inquired about using the [unreliable!] "counting days" method as contraception. Per protocol, Hortencia discussed negotiation skills, the high risk of unplanned pregnancy, more reliable contraceptive methods, and the free youth health clinic (we distribute reference tickets to the center to expedite students' visits). Hortencia is following up with the girls next week.*

### III) Successes and Challenges

In addition to the middle school students' enthusiasm in the *Jeune Leaders'* classes, after school activities, and "Youth Space", Projet Jeune Leader received support this quarter from the following entities.

#### 1. Parents' support of the project

Two of the four schools have already held parent-teacher meetings and invited the *Jeunes Leaders* to present their work. The parents were overwhelmingly supportive of the project and the *Jeunes Leaders'* work to date. At the Antsaharoa semi-rural school, a number of parents came up the *Jeunes Leaders* after their presentation to personally thank them for their work in the school. They emphasized that they have already seen positive changes in their children who are more excited to go to school and to take initiative. Their children especially love the after-school activities, and cannot wait for their turn to lead their peers in the ribbon dance. At the Idanda middle school, 34 parents visited the "Youth Space" after the parent-teacher meeting and asked many questions about the project. For instance, they asked how to best emphasize the *Jeunes Leaders'* messages in the home setting. The parents also thanked the *Jeunes Leaders* for addressing sensitive topics since they do not know how to confidently do so with their children.

*One mother of a child at the Idanda middle school specifically asked if she can write a letter of support for the project in the hope that it will continue for another year.*

Following the success of these meetings, we plan to organize further meetings between the parents and the *Jeunes Leaders* and lead discussions for interested parents on ways to discuss sensitive topics with young adolescents.

## 2. The Head of the Public Schools' support of the project

The Head of the Fianarantsoa Public Schools is an ardent supporter of Projet Jeune Leader, as he expressed during a meeting in October. He explained how “This project helps youth gain creativity and an entrepreneurial spirit. Youth these days have the tendency to sit back and wait for social change” [...] He dreams of reforming education in Madagascar, “We have to orient education in such a way that youth have the practical skills to find work and create their own jobs. We have to put education in relation with our socio-economic context.” He thinks that Projet Jeune Leader, with its emphasis on leadership education and practice, is one step in this direction, and encouraged us to expand to the three other public schools under his jurisdiction.

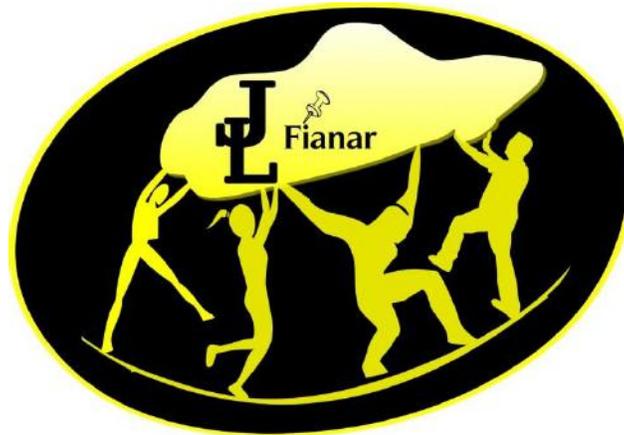
## 3. Difficult school settings

In the two schools with over 500 students, there are at least 50 students in each classroom. One 6<sup>th</sup> grade class has 80 students. It is challenging for only two *Jeunes Leaders* to lead interactive activities with so many students. If Projet Jeune Leader continues another year, it would be beneficial to add more *Jeunes Leaders* in these large schools. The second problem is in the semi-rural school where the majority of the students come from farming families. This is the hungry season and the *Jeunes Leaders* have a hard time teaching or leading after-school activities as some students lack energy. The Project is going to meet with a nutrition NGO and inquire about starting a subsidized school lunch program in this school.

## IV) Future Plans

Beginning in January, the *Jeunes Leaders* and the middle school students will begin planning their mini school improvement project. In addition, the Project decided to offer a mini-grant to the Fianarantsoa Youth Center, a dynamic but financially struggling recreation center. The *Jeunes Leaders* are working with the Center's youth educators from October to January to envision and implement their self-designed mini-project. This project gives the *Jeunes Leaders* practice before beginning their mini-projects in the middle schools.

Third Quarter Report Projet Jeune Leader



***Projet Jeune Leader***

**Youth Leaders Project**

**Third Quarter Report, March 2014**

**Fianarantsoa, Madagascar**

Maia FREUDENBERGER

Fabrice Anselme HASINIAINA

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## Project Description

*Projet Jeune Leader* is a year-long project based in Fianarantsoa, Madagascar – a city eight hours south of the country’s capital city. Financed by the Ella Lyman Cabot Trust and the Sara Wish Foundation, the overarching goal of *Projet Jeune Leader* is to provide Malagasy middle schoolers health and leadership education to increase school attendance, decrease early pregnancy, and improve health outcomes. We seek to reduce to near zero the number of middle schoolers afflicted by sexually transmitted disease or pregnancy by helping them understand the implications of their sexual choices, providing them with alternative recreational activities to sex, and connecting them to community health resources. We are deliberately implementing a new model of health education that combines leadership training and practice, positive role models, and comprehensive health information. Sustainable behavior change requires not only technical health information but also the skills and confidence to make good decisions and resist unhealthy influences. Even if a girl knows the dangers of unprotected sex, how can she negotiate safe sex if she does not have the assertiveness to negotiate with her partner?

We train Malagasy youth leaders (*Jeune Leaders*), aged 18-25, in communication, leadership, and health education. They then work, in pairs, in one our four partner public middle schools where they organize a number of new activities. Typically, the schools invite them to teach one hour per grade per week. Additionally, the *Jeunes Leaders* organize after-school activities that cultivate close relationships with students and reinforce leadership and health education messages presented in the classroom. They create a Youth-Space in each school, transforming classrooms into welcoming spaces where kids feel safe discussing sensitive topics and have access to reading and recreational materials. Finally, to help both *Jeunes Leaders* and students develop practical leadership skills and build confidence, we offer mini-grants for student-led school improvement projects. The children work with their “Fellows” to imagine, plan, write project proposals, and implement their self-designed intervention.

## I) Updates from our middle schools

### 1. Counseling

To date, 91 students have requested to talk one-on-one with the Youth Leader(s) at their school. Most are sexually active and want to talk about contraception and their relationship with their partner.

*Two 9<sup>th</sup> grade girls came with the following problem... They are both dating men more than 10 years older than themselves and for the past month, the men are asking them to have sex, saying that if they accept this demand, it proves that the girls really love them. The girls asked their Youth Leader: "Is it true that sex is the greatest proof of love?" By the end of the conversation, the girls came to their own conclusion that they were not in healthy relationships and that they were not ready to have sex.*

### 2. Health and Leadership classes

This quarter, the Youth Leaders focused their classes on health messages. They brought up topics ranging from puberty, to alcohol/drugs/cigarettes, to teenage pregnancy.



**Students from a 9<sup>th</sup> grade class presenting, on a tree, their ideas on the cause and consequences of teenage pregnancy.**

### Third Quarter Report Projet Jeune Leader

Among many others, the students asked the following questions:

“Can women get pregnant their whole life?”

“Does not having sex make you go crazy?”

“Are the changes that occur during puberty natural or caused by our environment?”

“Can you get pregnant before having your first period?”

“Why are boys not happy when they are only dating one girl ...? Is that a normal thing?”

“My period lasts 7 days, even though my friends’ ones only last 4 days. Should I be worried?”

“Does a girl going through puberty have sexual thoughts like boys do?”

The Youth Leaders were amazed by the students’ openness to discuss sensitive topics. The Youth Leaders attributed this to the fact that over the past few months, they have emphasized self-confidence and other leadership messages which created the foundation for a safe and trusting relationship with their students. The Youth Leaders also realized that most kids had a very basic understanding of puberty and anatomy after science classes, but that students never had a chance to ask questions. As one student commented after a health & leadership class:

“ We talked about some of this in 7<sup>th</sup> grade but my teacher would have yelled at me if I asked these questions. Plus, the teacher only explained the bare minimum. ”



Students from an 8<sup>th</sup> grade class distinguishing risk and non-risk behaviors that can lead to HIV/AIDS

### 3. After school activities

The after school activities have been an ideal way for the Youth Leaders to develop close relationships with a limited number of students. All of the Youth Leaders incorporate health messages during their after school sessions. For instance, the Youth Leader at the Mahazengy middle school spends the first 20 minutes of her dance club recapping with her students what did in the health & leadership class that week. The students greatly appreciate the extra time to ask questions. The Youth Leaders also take this opportunity to invite special guests, show movies, and organize supplemental health activities that they could not do with 50+ students in a classroom. At the Mahazengy school, the Youth Leader invited a doctor, specialized in youth reproductive health and a close partner of the project, to visit her club and answer students' specific questions.



**Doctor Berthine (right) visited the dance and theater clubs at the Mahazengy middle school. She answered students' questions and spread the word about the youth health center in downtown Fianarantsoa.**

#### 4. Mini school development projects

To improve the middle schools' infrastructure, give responsibility to students, and provide project management skills to the Youth Leaders, Projet Jeune Leader provides each school with a \$500 mini grant. The Youth Leaders work with their students to identify a project and write a formal grant request. The Youth Leaders manage the entirety of the funds, following strict project protocols.

*The Youth Leaders at the Idanda middle school asked all of the students what project they would put in place. The answer of 10% of the student body?  
"Continue Projet Jeune Leader for another year."*

The mini-projects are currently being approved, and the Youth Leaders will begin construction by the end of this month. Their proposed projects are:

- Building a basketball court
- Building toilets
- Building benches
- Building an outdoor Malagasy game space

All of these projects respond to schools' pressing needs, as identified by the students themselves through school-wide surveys. At the Antsaharoa School, the students in the journalism after-school club surveyed their peers.

In addition, the Youth Leaders request that the schools' parents association and the students contribute in some way to the mini-project so as to increase their ownership of it. For instance, at the Antsaharoa middle school, the students carried the bricks for the toilet and the parents dug the hole. At the Idanda middle school, the students will paint the benches.

## II) Supplemental activities

In addition to our daily activities in the middle schools, Projet Jeune Leader has been actively involved in the following events:

### 1. School spirit day

In February, public schools across Madagascar organize a school spirit day or week to celebrate the school's achievements. This year, our partner middle schools gave the Youth Leaders a chance to organize school-wide activities to reinforce their health and leadership messages.

At the Antsaharoa middle school, the Youth Leaders organized their day around the theme of violence, as many students had come to the Youth Leader at the school, with reports of violence in their homes. The Youth Leaders brought in a specialist on children's rights and violence and organized a fascinating round-table discussion with interested students' parents on the subject. The Youth Leaders also hired a generator and showed a movie to the entire school on the theme of the day. This day was also an opportunity for the Youth Leaders to showcase their after-school clubs.



The theater and dance club shows at the Antsaharoa middle school during their school spirit week

### Third Quarter Report Projet Jeune Leader

At the Mahazengy middle school, the Youth Leaders also organized a full day of activities, complete with a health and leadership treasure hunt, dance shows, and miss/mister election. At this school, the dance and theater after school clubs showcased their leadership skills by running the majority of the activities with the help of their Jeune Leader.



The Youth Leaders at the Mahazengy middle school organized a treasure hunt, incorporating activities to review their health and leadership messages. At left, a team of participants.



The Youth Leaders at Mahazengy organized a “Jeune Leader” miss/mister competition and a giant “Question pour un Champion” [the French version of Jeopardy] with health and leadership questions

## 2. Women's day: March 8<sup>th</sup>

Projet Jeune Leader was invited to participate in the celebration of Women's Day. We ran a two day exposition on our chosen theme: Gender Stereotypes, a novel concept for most Malagasies. Unlike any of the other participants at the event, we had two interactive activities to generate discussions on the theme. In just two days, we received 280 visitors to our stand who participated in our activities and often stayed for 10-15 minutes chatting with our Youth Leaders who lead the activities.



(Left): Our exposition space, complete with the photo explanation of the project and the two participatory activities on gender stereotypes. (Right) A visitor voting for the gender stereotype that they hear the most around them in Fianarantsoa or that they are most concerned about. (Below) Young visitors placing images or words somewhere on the “women” “men” spectrum. The point was to distinguish gender and sex; some words were “pregnant”, “breasts” (sexual characteristics) and others were “cheater”, “cooks”, “soccer” (attributed to men or women). The discussion revolved around the importance of placing the non sexual characteristic words in the middle of the spectrum, rather than attributing them to a “woman” or “man”.

### 3. Health Promotion Day

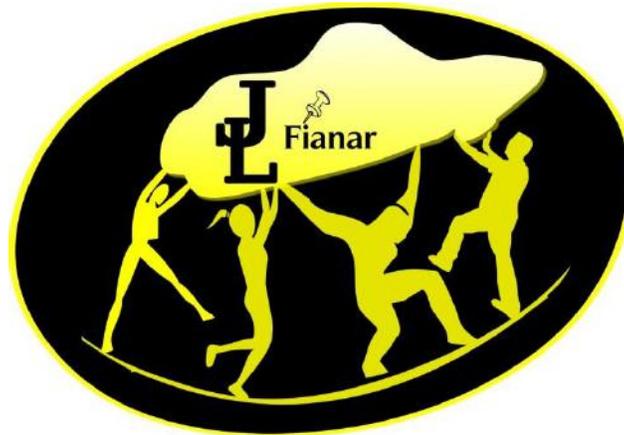
With our health partners, we organized an event to promote the youth health services in Fianarantsoa. We had a number of interactive activities, including the tree on the cause/consequence of teenage pregnancy and a health/leadership adaptation of “Jeopardy”. The event was a great success, and we forged stronger relationships between the public and private health entities in Fianarantsoa.



(Above) The Jeopardy playing board with health & leadership questions

(Below) The exposition tents for the Health Promotion Day organized by Projet Jeune Leader.





***Projet Jeune Leader***

**Youth Leaders Project**

**Final Quarter Report, June 2014**

**Fianarantsoa, Madagascar**

Maia FREUDENBERGER

Fabrice Anselme HASINIAINA

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## Project Description

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## I) Updates from the middle schools

### 1. Mini school improvement projects

By the end of May, all of the Youth Leaders completed their mini-projects in their respective middle schools.



At the Idanda middle school, the children requested benches and outdoor Malagasy game tables



The Antsaharoa middle school had no school latrine

## Final Quarter Report Projet Jeune Leader



During surveys to determine their mini project, the Youth Leaders found that the overwhelming majority of students requested a latrine for their school.

At left, the finished school latrine and its inauguration



The \$500 mini-grant at this school was not enough to build multiple toilets. However, we put the school in contact with the NGO Ny Tanintsika / Feedback Madagascar who is going to build another set of latrines for this school in July. This demonstrates how Projet Jeune Leader can be an intermediary between public schools and other NGOs in the region who otherwise may not be in contact.

## **II) End of year project evaluation**

### **1. Quantitative assessment of the project in the middle schools**

As a pilot project, Projet Jeune Leader is committed to collecting data to determine the project's effectiveness in transmitting health and leadership messages to middle school students in Fianarantsoa. We submitted pre and post project surveys to 10% of the student body in each of our partner middle schools to determine their knowledge on reproductive health topics. The survey questions differed between 6-7<sup>th</sup> graders and 8-9<sup>th</sup> graders.

The trends are as follows:

- Across the board, all students (6<sup>th</sup>-9<sup>th</sup> grade) have increased knowledge of reproductive health topics.
- In pre-project surveys, 56% of 6-7<sup>th</sup> graders responded correctly to the survey questions. In post-project surveys, 64% did so.
- In pre-project surveys, 61% of 8-9<sup>th</sup> graders responded correctly to the survey questions. In post-project surveys, 73% did so.
- 8<sup>th</sup>-9<sup>th</sup> graders increased their knowledge on reproductive health topics more than 6-7<sup>th</sup> graders. This may be due to the fact that 6-7<sup>th</sup> graders need more time to assimilate information or that they have trouble understanding the survey questions. The positive side is that next year, these students will still benefit from the Youth Leaders' health and leadership classes and can deepen their understanding of these topics.

## Final Quarter Report Projet Jeune Leader

- The smallest school, the Idanda middle school, saw the strongest increase in students' reproductive health knowledge. This is probably explained by the fact that a typical classroom only has 25-30 kids, unlike the other public middle schools where the project works. This allows for more interactive activities.

### Questions with the strongest knowledge increase

November 2013-May 2014

6<sup>th</sup>-7<sup>th</sup> graders N=99

Question	% answering correctly: pre-project	% answering correctly: post-project
Pregnancy at the age of 15 is not dangerous because a girls' body at that age is like that of a woman	61%	76%
HIV can be transmitted by sharing the same fork	46%	62%
What is the surest way of knowing one's HIV status? [HIV test]	44%	62%
AIDS can be cured	33%	53%
Women have their period their whole lives	53%	71%
<b>Total correct answers</b>	<b>56%</b>	<b>64%</b>

Final Quarter Report Projet Jeune Leader

Questions with the strongest knowledge increase

November 2013-May 2014

7<sup>th</sup>-8<sup>th</sup> graders N=150

<b>Question</b>	<b>% answering correctly: pre-project</b>	<b>% answering correctly: post-project</b>
Pregnancy at the age of 15 is not dangerous because a girls' body at that age is like that of a woman	67%	85%
As soon as a boy begins to ejaculate, he must have sex or he will go crazy	53%	87%
During puberty, it is normal if a girl's period is not regular	69%	85%
What are estrogen and progesterone?	34%	74%
It is not necessary to use a condom the first time one has sex	55%	77%
When a boy/man has a wet dream, that means he has to start having sex	39%	76%
The blood when a girl has her period comes from .....	26%	59%
<b>Total correct answers</b>	<b>61%</b>	<b>73%</b>

## 2. Quantitative assessment of the Youth Leaders' year at the project

To improve Projet Jeune Leader for the following years, the project organized focus group discussions as well as quantitative surveys with this year's Youth Leaders. The surveys used a 1-5 point scale, and the questions ranged from the Youth Leaders' opinion of their project supervisors to their ease of teaching sensitive subjects in the schools.

The main findings from the surveys are:

- Out of the 51 survey questions posed to the Youth Leaders concerning their year at Projet Jeune Leader, their average satisfaction score was **4.40/5**

### General observations:

In general, did you enjoy your year at Projet Jeune Leader?	4.75
If you could, would you continue another year with the project?	4.63
After this year at the Project, could you give (simplified) leadership trainings to youth educators?	4.50
Do you think that the project's design and your work succeeded in achieving the goals of the project?	4.75
Would you like to continue working in the field of development/education/social services?	4.88
Do you think that this year at Projet Jeune Leader will help you find work?	4.38

### Concerning the various trainings:

Did you like the leadership trainings?	4.63
Did the leadership trainings sufficiently prepare you for your work in the middle schools?	4.75
After this year at the Project, could you give (simplified) leadership trainings to youth educators?	4.50
Did you like the health trainings?	5.00

## Final Quarter Report Projet Jeune Leader

Did the health trainings sufficiently prepare you for your work in the middle schools?	4.38
Did you like the trainings on project management and budgeting?	4.50
Did the project management and budgeting trainings sufficiently prepare you for your work in the middle schools?	4.63
Did you like the trainings provided by non-project personnel? [this year, they were from a trainer at Population Services International and a coordinator at the Ministry of Population and Social Services]	4.75

### Concerning the relationships with staff / fellow youth leaders:

Do the project supervisors provide support when you need their help?	4.88		
Do the project supervisors let you take initiative?	4.75		
Do you find that the project supervisors give you enough decision-making power?	4.00		
Do the project supervisors listen and respond well to your ideas and critiques on the project?	4.63		
Do you get along well with the project supervisors?	4.88		
Do you understand what the project supervisors expect of you in the middle schools?	4.88		
Were you able to develop personal relationships of trust with the project supervisors?	4.63		
Were the project supervisors too demanding of you? (*)	Yes	No	Fine as it is
	1	3	4
Did you like working with your fellow Youth Leader in your middle school?	4.63		
Do you get along well with the other Youth Leaders	5		
Did you like the exchanges with other youth educators in Fianarantsoa? (PSI's, Youth Fianarantsoa Health Center)	4.75		

(\*) Score out of 8 youth leaders

### Concerning the youth leaders' work in the middle schools

Did you enjoy working in your middle school?	4.63
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## Final Quarter Report Projet Jeune Leader

Do you feel like you developed trusting relationships with your students?	4.75			
This year, the project supervisors assigned you to a middle school. Would you have preferred have a say in your placement?	Yes	No	Doesn't matter	
	1	2	6	
Among these activities, which did you prefer doing in the middle school?	Classes	After-school	Counseling	Mini-project
	5	3	0	0
Did you find the weekly activity reports useful?	4.75			
Do you find it useful to spend every Tuesday at the office?	4.63			
Was it difficult to manage your budget in the middle schools?	4.50			

From these surveys, we have determined some areas for improvement:

1) Better integrate the youth leaders into the school staff :

In the question, “Do you feel encouraged and supported by the administrators and teachers at your school?”, the average level of satisfaction was 3.75/5. Indeed, more work needs to be done next year on the project’s side and the school’s side to integrate the youth leaders into the middle school’s staff. In all of the schools, the youth leaders seemed to have found 2-3 teachers that strongly support their work, but the rest seem neutral or indifferent to the youth leaders’ work.

2) Change the youth leaders’ placement after 1 year:

When asked, 7 out of 8 youth leaders said that if they stay with the project, they would want to change middle schools. The downside to this is that they will lose the close relationships with the students, but from a professional standpoint, it is understandable that they would want new experiences and challenges.

3) Ensure that the youth leaders’ schedules are manageable and consistent across the schools:

## Final Quarter Report Projet Jeune Leader

When asked, 5 out of 8 youth leaders said that their schedule in the middle school was too busy. Indeed, this year, there are days when the youth leaders teach 4-5 health & leadership classes per day. This demands a lot of preparation on their part and can become repetitive.

### 4) Invite more guest speakers to the youth leaders' classes:

The youth leaders requested that our partner doctors and NGOs intervene more often in their middle schools. This is another way of breaking the youth leaders' routine.

### 5) Adjust the content of some of the trainings

Based on the youth leaders' feedback and the issues that children brought up in counseling sessions and small-group discussions, the following topics should be further integrated into the project's curriculum:

- Violence against children, and children's rights (with trainings from the Ministry of Population and Social Services)
- The dangers of relationships with older men, "sugar daddies"
- The importance of respectful relationships

In addition, the project supervisors should spend more time training the youth leaders, at the beginning of the project, on activity planning with a focus on how to formulate a clear message, manage time, and lead group discussions.

## **3. Quantitative assessment of the Youth Leaders' success in the middle schools**

- ❖ In providing one-on-one advice to students: 231 students requested to meet and chat with the Youth Leader at their school
- ❖ In organizing after-school activities: 342 students participate in weekly after school activities

## Final Quarter Report Projet Jeune Leader

- ❖ In coordinating with parents, health services, and school administrators: 4 meetings were organized with parents, 9 meetings with teachers/school staff; and 6 specialists in youth health were invited to speak at the school
- ❖ In leading creative and interactive health & leadership classes: the Youth Leaders cumulatively led 1,872 hours of health & leadership classes during the 2013-2014 school year (8-12 hours/week/school)
- ❖ In implementing a mini-school improvement project: 4 mini-school improvement projects were implemented during the 2013-2014 school year

Additionally, the Project has produced detailed leadership and reproductive health training manuals in French and Malagasy.

### III) Scaling up

The head of the Fianarantsoa school system affirmed his support for the continuation of Projet Jeune Leader in the following letter. We also had meetings and have the support of the Regional Director of National Education.

REPOBLIKAN' I MADAGASIKARA  
*Fitiavana- Tanindrazana-Fandrosoana*

COMMUNICATION REGIONALE DE  
EDUCATION NATIONALE  
ROUTE MATSIATRA

Fianarantsoa ,Le 15 Novembre 2013

Le Chef de la Circonscription Scolaire,

ANCIENNE CIRCSCRIPTION SCOLAIRE  
DE FIANARANTSOA

A

904 -CISCO /F/SP. DESTINATAIRES LINE FINE

Objet : Lettre de soutien pour l'expansion du Projet Jeune Leader à Fianarantsoa

Au début du mois de Juin de cette année, j'ai été constaté par les responsables du Projet Leader Fianarantsoa, Ceci était dans le but de nous informer et solliciter une nouvelle initiative, dénommée « Projet Jeune Leader », qui vise l'amélioration de la santé des jeunes et la population du Leadership, mais surtout de demander la permission au CISCO de pouvoir visiter des collèges d'enseignement public à Fianarantsoa afin de sélectionner quatre ( 04 ) d'entre eux pour leur projet pilote.

Au départ, ce projet était censé profiter seulement des heures libres et des temps libres des collégiens pour faire passer les messages de leadership et de leadership à la santé des jeunes à travers des jeux interactifs et des activités périscolaires. Mais les intérêts manifestés par les responsables des collèges à ce projet, ils ont demandé au projet de prendre des heures de cours officielles des collégiens. Ils ont accordé une place pour un « coin jeune » qui sert comme point de counseling, de jeux, et de réunion pour les jeunes Leaders et leurs collégiens. Je suis conscient de l'importance de ces décisions et je suis derrière les responsables des collèges pour soutenir leur initiative.

Ce projet tombe au bon moment vu la situation actuelle des jeunes et des problèmes des collèges à Fianarantsoa : insuffisance des nombres des enseignants, défaillances des infrastructures, manque des activités parascolaires, l'abandon précoce, l'abandon scolaire..... De plus, jusque-là aucune autre organisation des activités pédagogiques ordinaires ne fonctionne en permanence dans les collèges à Fianarantsoa. Du point de vue personnel, je suis très confiant que ce projet va apporter une grande contribution pour faire face à ces problèmes.

Mon souci se repose surtout sur le fait que ce projet n'est qu'un projet pilote, et sa continuité pour une deuxième année n'est pas encore assurée. Vu son importance et sa nouvelle approche, j'imagine déjà ce projet d'étendre dans les collèges de la Circonscription Scolaire et je m'engage à apporter mon soutien, dans la mesure du possible, dans leur travail futur.

Avec l'espoir d'une continuation de ce projet, je vous remercie de considérer cette lettre comme témoignage de mon soutien et d'un partenariat continu.

  
RAVOAVY Jean Fidèle

SUBJECT: Support letter for the expansion of Projet Jeune Leader in Fianarantsoa

At the beginning of the month of June this year, I was contacted by the directors of Projet Jeune Leader Fianarantsoa, this being with the intent of informing us and explaining a new initiative, called "Projet Jeune Leader", that seeks to improve youth's health and leadership, and also to seek the Fianarantsoa public school system's approval to visit all of its public middle schools in Fianarantsoa so as to choose four (04) of them for their pilot project.

At the beginning, this project was only supposed to take advantage of the students' free time and hours to impart leadership and health messages via interactive games and after school activities. But given the interest of the school directors in this project, they asked the Project to teach classes during the students' official class time. They gave the project a room to turn into a "youth space" that serves as a counseling, game, and meeting space for the Jeunes Leaders and the middle school students. I am aware of the importance of these decisions and I am behind the school directors to support their initiatives.

This project falls at the right moment given the current situation of youth and the problems of the middle schools in Fianarantsoa: insufficient teachers, deteriorating infrastructure, insufficient after school activities, teenage pregnancy, school abandonment... In addition, until now, no other organization other than ordinary after school activities works in permanence in middle schools here in Fianarantsoa. From a personal standpoint, I am very confident that this project will bring a huge contribution to address these problems. My worry is especially that this project is only a pilot project, and its continuation for a second year is not yet assured. Given its importance and its new approach, I already imagine this Project spreading to all the schools in my public school system and I affirm my support, as possible, in their future work.

With the hope of a continuation of this project, I thank you for considering my letter as a statement of my support and continued partnership. *RAVOAVY Jean Fidèle*, Head of the public school system of Fianarantsoa

## Final Quarter Report Projet Jeune Leader

Following the strong support from students, school directors, the head of the public school system, and the Youth Leaders, **Projet Jeune Leader applied for and received a €25,000 grant from the Monaco-Madagascar Development Fund.** The Project will begin operating with these funds in July 2014. The grant will cover a full year of activities, with the potential for future support.

This grant will allow the project to:

- Expand its activities from 4 to 6 public middle schools in Fianarantsoa
- Hire 15, rather than 8, Youth Leaders for a year-long fellowship
- Hire a project assistant from among this year's cohort of Youth Leaders
- Provide health education and leadership practice to approximately 6,000, rather than 2,700, middle school students