



**PROJET
JEUNE
LEADER**

2017-2018 ANNUAL REPORT

**EMPOWERING YOUNG ADOLESCENTS TO MAKE HEALTHY AND INFORMED
SEXUAL HEALTH DECISIONS FROM PUBERTY INTO ADULTHOOD**

- JEUNE LEADER -

*Do you know the responsibility of a Jeune Leader?
Up until now they work in middle schools only
They provide pastimes through after-school programs
Especially meant for youth*

*They teach about leadership skills
So the youth will be deserving and ready to grow
And well-behaved, not easily pressured
Into early sexual intercourse they're not ready for*

*They teach about reproductive health
So youth will not be caught by early pregnancy
Because even nowadays
Those types of experiences are too common*

*Another goal is to lessen the number of youth
Who leave school during those middle school years
So that they always spend their time learning
And they can reap the benefits when they are older.*

- Poem written by a teacher at a PJJ partner school and presented during school spirit days 2018 (Translated from Malagasy)

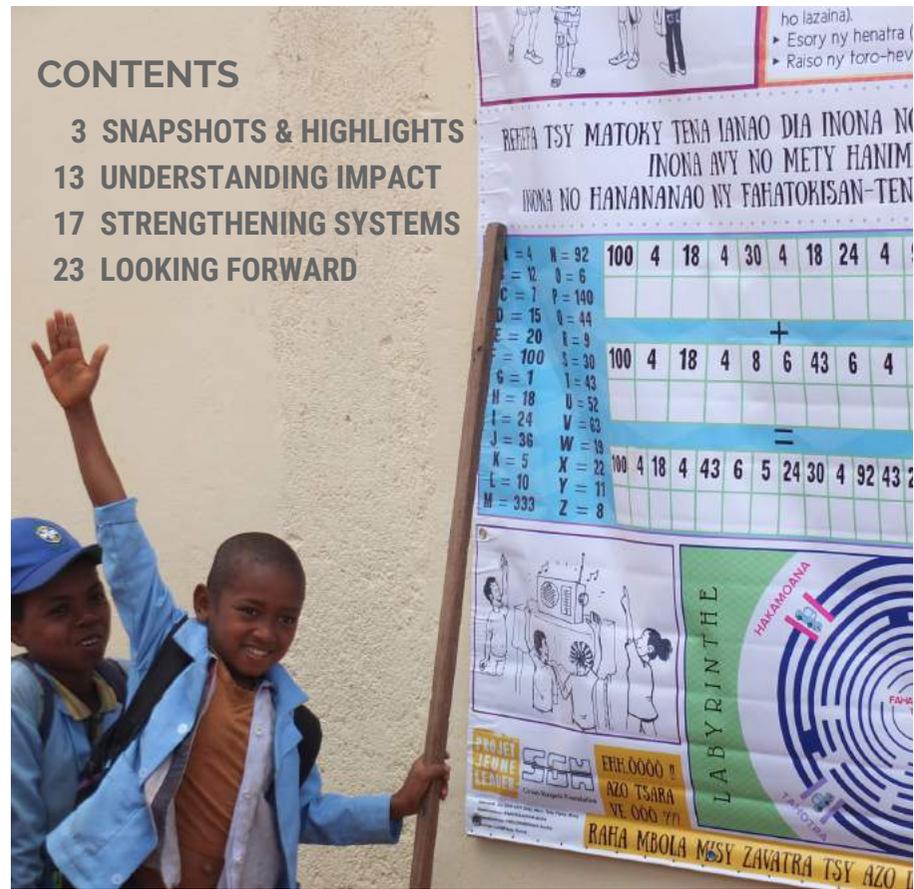


The future depends on young people's access to high-quality health and education services.

In Madagascar, Projet Jeune Leader supports young adolescents in realizing their sexual and reproductive health and rights with an innovative, integrated, and multi-component approach to comprehensive sexuality education.

We strongly hold that young Malagasy will shape the future of not only their own communities, but the entire country. This is why we invest in young people to directly deliver this model, placing two highly trained and supported young adults (ages 18-25) full-time in each of our partner public middle schools to teach our year-long curriculum. These young adults, referred to as "*Jeunes Leaders*", also provide counselling and medical referrals, run Youth-friendly spaces created by the Project, and conduct engaging and educational extracurricular activities for students throughout the school year. It's this holistic, comprehensive, and *fun* approach that makes Projet Jeune Leader deeply resonate with students and their communities.

Our vision is a country where all adolescents are empowered to make informed and healthy sexual health decisions from puberty into adulthood. As testament to the youth-led revolution, we continually strive to demonstrate that radical and innovative transformation of sexuality education is possible. We've summarized that effort during the past school year in the following annual report.



SNAPSHOTS & HIGHLIGHTS



Since 2013, Projet Jeune Leader has provided fun and comprehensive sexual health and leadership activities in our partner schools. Take a look at what made the 2017-2018 school year stand out from the rest.

2017-2018 BY THE NUMBERS

10,630

Young adolescents reached with comprehensive sexual health and leadership education

12

Partner schools

1,429

Hours of sexual-reproductive health and leadership classes taught

3,114

Counseling cases requested by students

821

Participating students in after-school activities

135

Parents trained in effectively communicating with their adolescent children regarding sexual health





LIVELIHOODS

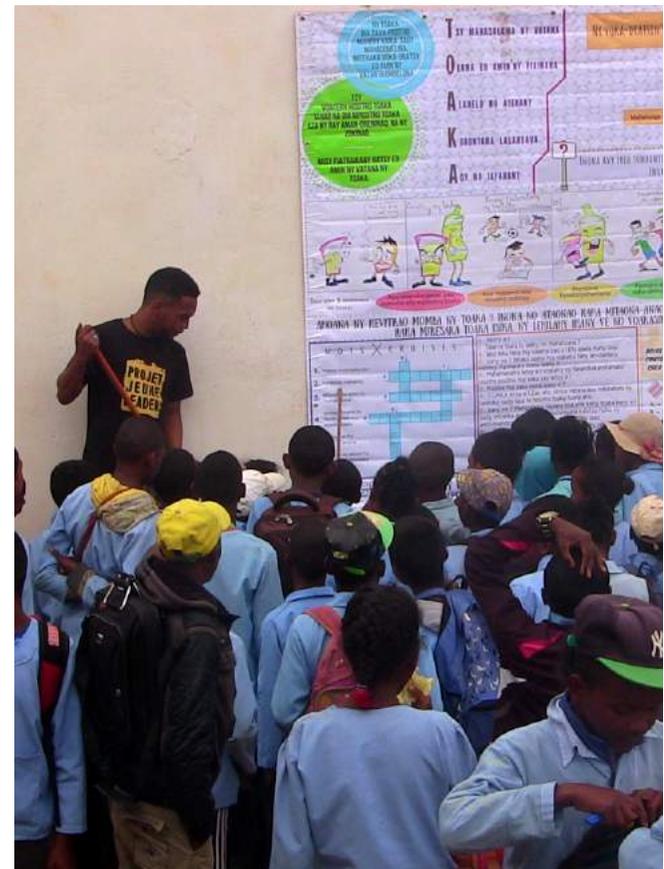
We employed a new high of **41** staff, 28 of whom were full-time educators ages 18-25 working directly in public middle schools.

ENABLING COMMUNITIES

Our team conducted four community-based events, directly engaging **6,773** people with essential messages on menstrual hygiene and gender-based violence.

CHALLENGES

The school year was cut drastically shorter due to plague season and political strikes, meaning that our educators only completed **43-64%** of the planned curriculum across different partner schools.



NEW PEDAGOGY

On the forefront of creating youth-friendly educational materials relevant to Malagasy context, we produced a series of outdoor teaching banners to transmit key messages through non-formal learning outside of the classroom, as well as a new edition of leadership and health magazines.

BOYS AS PART OF THE SOLUTION

To better address the lived realities of adolescent boys in our program, we created, piloted, and scaled a special boys' program on gender equity and violence prevention. The program, which can either be implemented during school vacation or as an after-school club, includes such themes as "New Types of Courage", "Healthy Expression of Emotions", "Taking Joint Responsibility for Teenage Pregnancy", and "Sexual Thoughts Vs. Sexual Acts", among many others. Program evaluations have revealed that boys become more equitable in their attitudes towards gender norms and sexual relationships after participating in the program.





“This is where we learned what is and isn’t violence. Like wow, to force your girlfriend to have sex is violence too... I was so surprised; my heart was really beating hard because I was surprised, and I hadn’t heard that before...”



- Participant of the Boys' Program during a focus group discussion



YOUTH SPACES

We built and rehabilitated Youth Spaces at two of our partner schools, providing over **1,200** middle school students with a new and essential classroom, counseling center, and recreational space on school grounds.

In 2018, we found that across 11 of our partner schools, representing a total student body size of about 9,000 students, there were anywhere from **2,700 to 4,800 visits** (30-50% of the target population) during a normal school week at PJL's Youth Space during "open hours" (a time to read, play games, study, or talk with our educators).





I had no idea about this so-called Projet Jeune Leader. But my daughter is a student here at Mahasoabe and she would talk to us every time she got home from the Youth Space about this or that. Finally, I realized that I should attend the parent's workshop that was held today. And it's been truly great what she has gained from you. At the beginning of the year, she wasn't all that successful in school. But after the second trimester, she is first in her class! Because now she is so motivated, even if it's just reading books in the Youth Space. And so this Projet Jeune Leader is very wonderful to us... Thank you!

- Madam Georgette, Parent of a student at Mahasoabe Middle School and participant at a parents' workshop



IN THE NEWS

Projet Jeune Leader's Founder and Executive Director, Maia, was named one of the **120 Under 40** winners of 2017, which recognizes 40 of the most accomplished young people working in family planning and sexual and reproductive health and rights worldwide.



PJL's image above of a young girl answering an educator's question at an event on gender-based violence was named a finalist in the Sexual and Reproductive Health Category of the 2018 Annual Photoshare Photo Contest.

Our opinion piece advocating for more innovative and youth-oriented approaches to comprehensive sexuality education was published on an international blog supported by USAID's Office of Population and Reproductive Health.



Topics Resources Stories Products Our Work About ▾

Home // Madagascar // Letting Go of Teacher-Taught Sexuality Education

Letting Go of Teacher-Taught Education

Community-Based Family Planning



Laura Leeson
Projet Jeune Leader | Program Manager



Maia Freudenberger
Projet Jeune Leader | Executive Director

We need innovation, not renovation, when it comes to providing youth with comprehensive

The investments and commitments that governments, multilateral organizations, foundation agencies have made during the past decade to provide adolescents and young people with education (CSE) are testaments to its value. And yet, there is comparatively little to show for

We have shown, however, that we already know a substantial impeding factor.

In their research reports, toolkits, and operational guidelines, UNFPA, UNICEF, UNESCO, US: Guttmacher Institute, independent researchers, and other leaders in the adolescent sexual rights (SRHR) field all concede the same thing: **Having teachers teach comprehensive sex working.**

The explanations given for this futility are consistent across contexts. Teachers lack the skills. Making sure teachers have the skills and training is really, really difficult.



For the first time, we examined outcomes among our students in relation to students who have never had Projet Jeune Leader. Here's what we learned.

UNDERSTANDING IMPACT

Past program evaluations have always suggested positive outcomes for Projet Jeune Leader's students. In 2017, after receiving PJL's year-long programming, adolescents reported more gender-equitable attitudes towards sex, more positive attitudes about condoms, and higher perceived vulnerability to early pregnancy.

To better understand if outcomes like these could be attributed to our program, for the 2017-2018 school year we conducted a more rigorous quasi-experimental program evaluation.

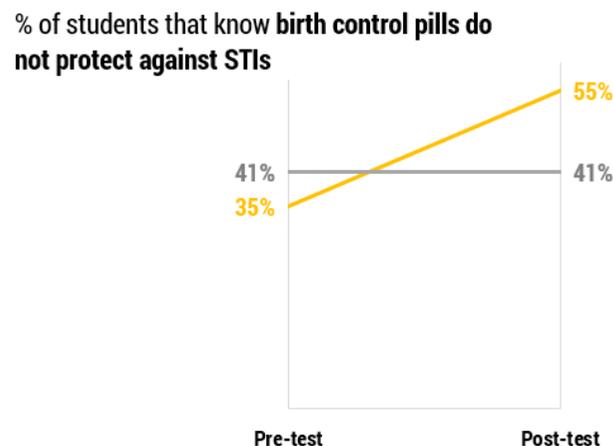
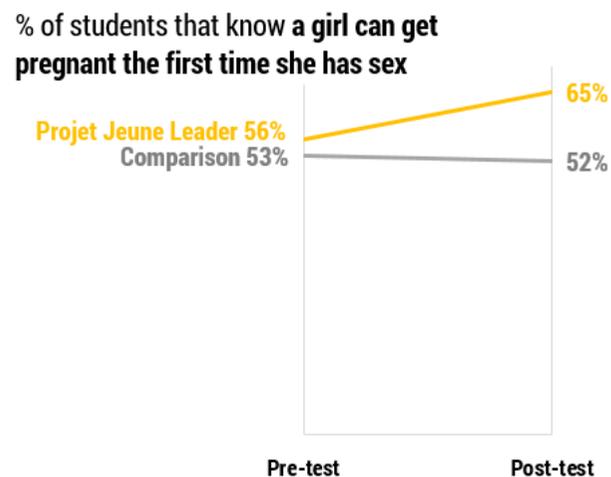
Students at PJL partner schools and matched comparison schools in a region five hours north completed surveys at the beginning and end of the school year.

Due to two major disruptions, plague outbreak at the beginning of the year and teachers' strikes at the end of the year, the school year was cut significantly short and PJL Educators were unable to complete all planned lessons in schools. Our monitoring data indicates that between 43% to 64% of the curriculum was completed at each PJL partner school included in the study sample. A number of the survey questions were based on key concepts that were not covered.

Despite these challenges, which prevented us from examining the effectiveness of Projet Jeune Leader during this evaluation, we can still point towards positive trends. Lessons learned during this process will also aid us designing and implementing even more rigorous program evaluations in the coming school years.

One promising finding was that results on most indicators tended to correspond to whether PJL Educators covered the related lesson or not during the school year.

WHEN THE CORRESPONDING LESSON HAD BEEN COVERED, PROJET JEUNE LEADER STUDENTS SHOWED IMPROVEMENT ON KNOWLEDGE ITEMS AFTER THE SCHOOL YEAR, WHILE COMPARISON STUDENTS REMAINED THE SAME

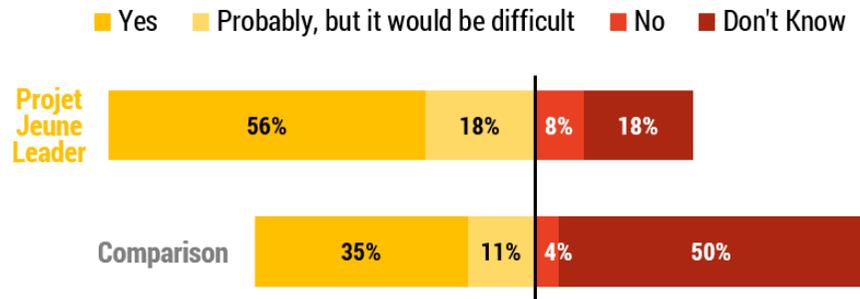




Additionally, there were several instances where PJP students scored consistently better than comparison students, which is reasonably due to the fact that some students participated in Projet Jeune Leader prior to the study period.

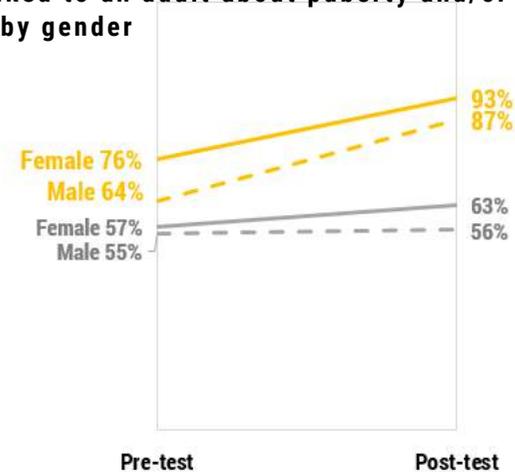
FEMALE STUDENTS FROM PROJET JEUNE LEADER SHOWED MORE SELF-EFFICACY IN NEGOTIATING CONDOM USE THAN FEMALE COMPARISON STUDENTS AT THE END OF THE YEAR.

Female students' responses to the question "*Could you convince your partner to use a condom?*"



ALMOST ALL **FEMALE PJP STUDENTS** HAD TALKED TO AN ADULT ABOUT SEXUAL HEALTH BY THE END OF THE SCHOOL YEAR. IN CONTRAST, NEARLY HALF OF MALE STUDENTS FROM COMPARISON SCHOOLS HAD STILL NEVER DONE SO.

% of **Projet Jeune Leader** and comparison students who have talked to an adult about puberty and/or sexual health, by gender



Despite its limitations, this quasi-experimental evaluation **increased our young team's capacity** to design and conduct a large-scale study in not only our partner schools, but also comparison schools in which we have never worked.

To our knowledge, this study was also the **first of its kind** in generating data about the knowledge, attitudes, and behavioral intentions related to sexual and reproductive health and gender norms among a large sample of young adolescents in Madagascar.

The current and continued evaluations of Projet Jeune Leader are important as **more evidence is needed on innovations in youth-oriented delivery approaches to comprehensive sexuality education.** Understanding what works and why is essential for providing adolescents with the knowledge, attitudes, and skills they need to realize their health, well being, and rights to live safe, healthy, and productive lives.

The complete Evaluation Report can be accessed on our website.





STRENGTHENING SYSTEMS

Whether it was empowering teachers to tackle menstrual hygiene in their classrooms, helping those in charge of health clinics more effectively communicate with adolescents, or improving school environments to enable more quality learning, PJI has been systematically enhancing the systems in which we work during the past year.



With our integrated and multi-component approach to sexuality education, Projet Jeune Leader goes beyond serving individual students to influencing the educational systems in which they learn. Interviews conducted with over 70 parents and teachers corroborated that Projet Jeune Leader fills critical gaps in schools' services by introducing fun extracurricular activities for students, providing accessible libraries and safe spaces, and staffing educators that are effectively able to relate to adolescent students and their learning needs. Both parents and teachers noted that students are less shy, more well-behaved, and more eager to learn and participate because of the program. As one parent said, "The [Projet Jeune Leader] space that is unique to the students really touches and motivates kids... The project gives students a platform to give their all." Teachers are quick to agree. "It really helps the school instill important life skills in our students, as well as lets them learn in an interactive way," shared one teacher. "[PJL's] educators help us teachers to better relate to our students. [The project] really is a benefit for us as well."



I am a math teacher at the Mahasoabe middle school. I feel that since Projet Jeune Leader began to work here the kids have changed. They've begun to improve their behavior. They are motivated to participate in class and don't hesitate at all to raise their hands.

- Mr. Ruphin, 43 years old, statement made to P JL staff during a community event in Mahasoabe



MENSTRUAL HEALTH AND HYGIENE EDUCATION IN PRIMARY SCHOOLS

Since our start in 2013, we found that too many Malagasy girls were entering puberty and first menarche uninformed, embarrassed, and scared. Although included in the primary education curricula, teachers readily admitted that they lacked the knowledge, attitudes, and confidence to effectively teach about menstrual health and hygiene to their students.

Between 2017 and 2018 we implemented a special program to train **320** primary school teachers from 8 different regions in Madagascar on integrating menstrual health and hygiene into their yearly lesson plans. The fact-based, stigma-free, and participatory curriculum was a stark departure from how teachers had previously covered menstruation in their classrooms. To aid them further, we provided new teaching resources, including 50 copies of Madagascar's first puberty book for girls produced by Projet Jeune Leader in 2016.

Teachers reported that their knowledge and confidence teaching about menstrual health improved because of the training and teaching resources. Follow-up monitoring suggested that 93% of teachers had taught their students what they had learned from Projet Jeune Leader.

Most importantly, a project evaluation showed that students of teachers who had received training were significantly more likely to have basic knowledge of menstruation and menstrual hygiene than comparison students whose teachers had never been trained.



"I really see that this [menstrual health training] is needed in the education sector. Before, it was somewhat difficult to explain the subject to the kids because there were so many things that we [teachers] didn't know. However, we received that knowledge during this training."

- Female primary school teacher from Soavinandriana



"It was easy to tell that it was not the same as last [school] year... it was easy for kids to understand... the way to teach the lesson was perfect for us in the rural area... the parents thanked us when we told them... [the students] became comfortable talking about it."

- Female primary school teacher from Vakinakaratra



TRAINING HEALTH CARE PROVIDERS IN SERVING ADOLESCENT CLIENTS

Linking students with sexual and reproductive health care is an essential part of our multi-component programming.

As adolescent sexual and reproductive health specialists do not exist in rural areas, we work with local providers from public health clinics to build their capacity in serving adolescents. Through a participatory workshop we strengthen providers' communication skills and ability to counsel young clients, and ensure their services are youth-friendly.

In 2018, we trained ten health care providers from our partner schools' communities.



During my doctorate, I found it was a major problem for young people to talk to and approach a doctor. So, it's our responsibility as physicians to give them confidence and satisfaction so they can approach a doctor. And this training is part of that.

- Rural doctor and training participant

LOOKING FORWARD



Through large-scale systems change, Projet Jeune Leader has a vision to provide all young adolescents in Madagascar's public middle schools with access to comprehensive sexuality education. Here's a brief look at why, how, and when.

PROJET JEUNE LEADER IS A SCALABLE INNOVATION

Integrated into existing systems | Schools, where young adolescents already spend the majority of their time, provide a replicable means to directly reach a large number of adolescents. School-based programs are a cost-effective way to provide sexual health information and resources in a structured learning environment.

Relative advantage over existing approaches | Not dependent on existing teachers, who are ill-equipped in numerous respects as service providers of sexual health information in schools. More effective than peer education which lacks breadth and depth in interactions with adolescents to positively change attitudes and behaviors.

High demand from schools, parents, and students | Has been shown to deeply resonate with communities and is relevant for addressing persistent problems in Madagascar. The impact is easily observable to users.

Addresses a huge gap in early adolescent programming | Reaches adolescents at the right stage to impart essential and lasting changes in gender norms and sexual health knowledge, attitudes, and behaviors. Sole program to work with this group in Madagascar despite increasing recognition of importance of starting interventions in early adolescence.



STRATEGY TO SCALE



2019-2022

We seek to rigorously document and disseminate our experience scaling our model, as well as generate evidence for an effective and cost-effective way to increase young and very young adolescents' access to sexual health information and services through this model of comprehensive sexuality education.



2022-2024

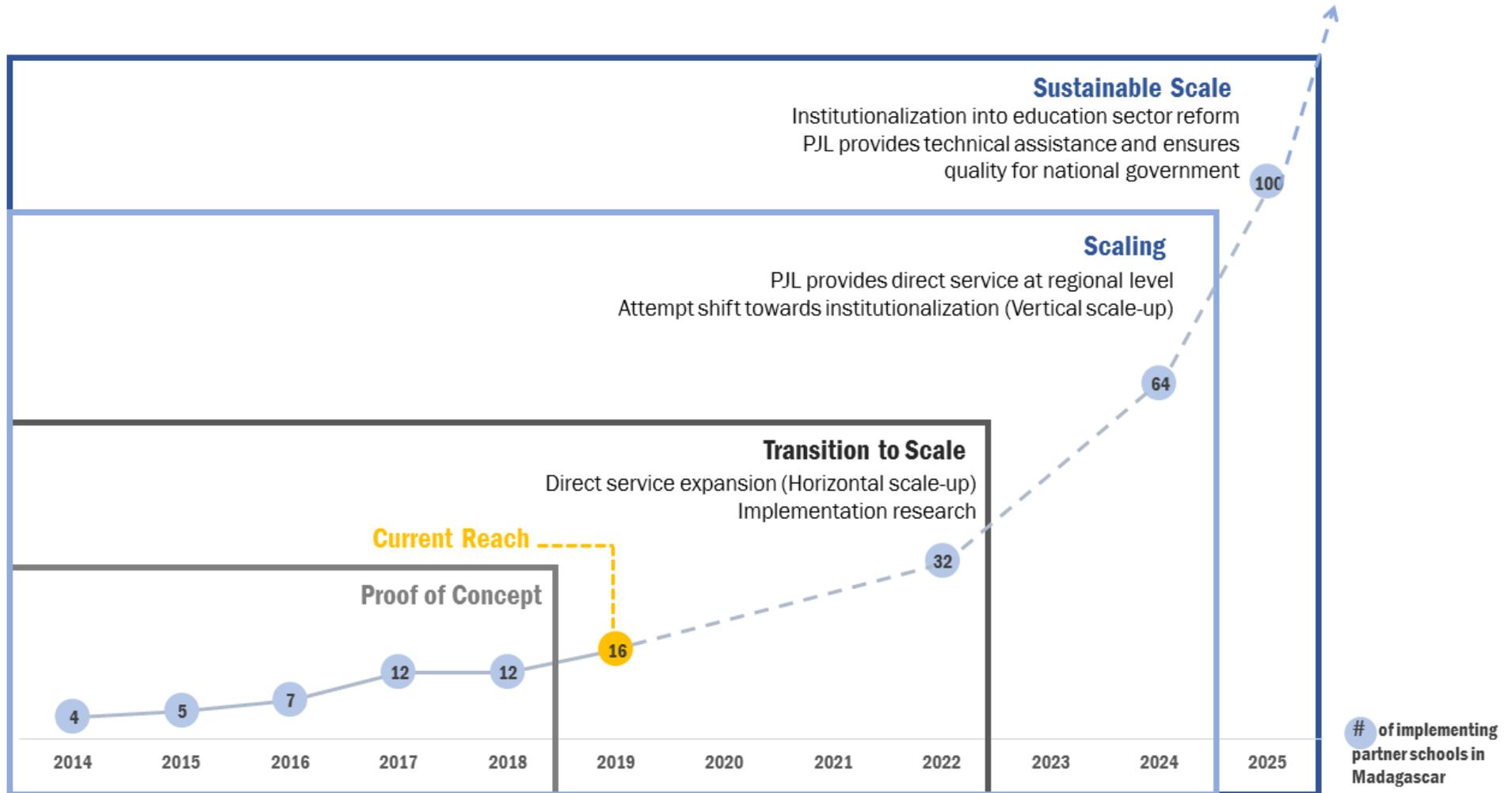
We then aim to use this evidence to advocate for and introduce our approach to comprehensive sexuality education at the national level in Madagascar, as well as increase exposure to our work externally and advocate for this improved and innovative approach to major players (e.g. UNESCO, UNFPA, USAID, WHO, UNICEF) at the international level. We will continue scaling at the decentralized level for transformational impact.



2025...

We are ultimately striving for a government partnership whereby the National Ministry of Education 'outsources' the provision of comprehensive sexuality education to Projet Jeune Leader. We will provide this service at national scale through government contract and by leveraging government resources and infrastructure.

We are intentionally taking a gradual, phased approach to scale-up to incorporate learning and program iterations of Projet Jeune Leader at scale.



Our vision is a country where all adolescents are empowered to make informed and healthy sexual health decisions from puberty into adulthood.

Thank you to our partners who made the
2017-2018 school year possible.

AMPLIFYCHANGE

MONACO DEPARTMENT OF INTERNATIONAL COOPERATION

POSITIVE ACTION FOR GIRLS AND WOMEN

SARAH AND MIKE DUTTON

SEGAL FAMILY FOUNDATION

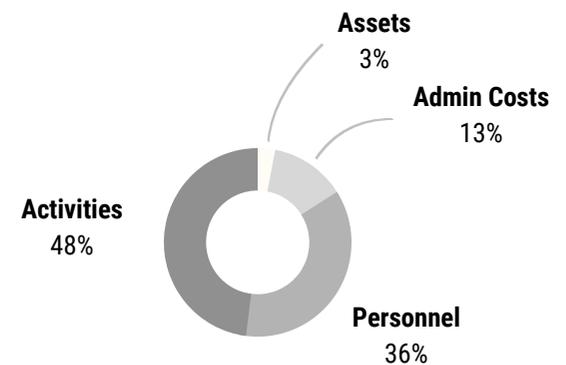
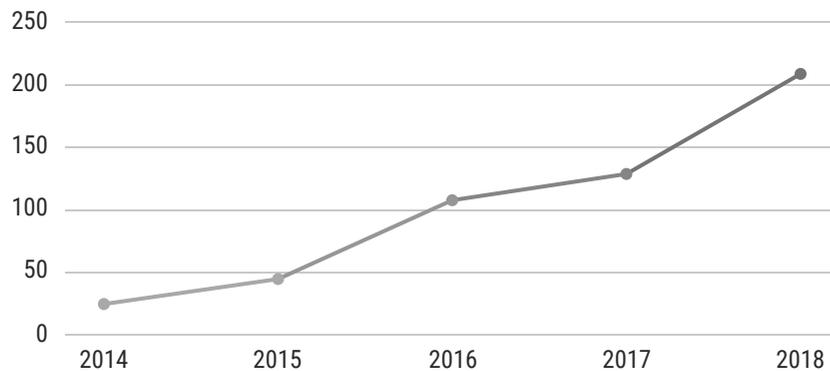
STICHTING GROOT HASPELS FOUNDATION

A special thank-you to our local board and international advisory
committee for their continued support of our mission.





REVENUE in thousands \$



EXPENDITURES