



# 2020-2021 Annual Report





## Message from our Executive Director

It's been another eventful year in Madagascar as the Covid-19 pandemic continues to disrupt healthcare, education, and the economy. Nevertheless, we've been busier than ever at Projet Jeune Leader. We continued implementing our in-school comprehensive sexuality program (a few periodic school closures notwithstanding) and significantly scaled up, **expanding our reach** from 20 to 45 partner schools, all in small, hard-to-reach rural communities. We critically re-envisioned aspects of our work and documented and shared our learnings in new ways.

Despite "social distancing" being a word of the year, 2020-2021 was all about community at Projet Jeune Leader.

At a top-line level, PJL's comprehensive sexuality education program rigorously recruits, trains, and equips dynamic Educators to bring critical knowledge and support services to young adolescents in partner public schools. But the impact of PJL's Educators reaches far beyond individual students: Educators also foster key linkages between youth, schools, families, and health services and strengthen broader education and health systems. We've increasingly seen how a single PJL Educator—a trusted and integrated member of local schools and communities—is uniquely transformative.

Grassroots support and demand for PJL are central to our vision. School administrators often contact us (some even bringing letters signed by students or parents) requesting an Educator be placed in their school. This grassroots support is central to our vision,

outlined in our **2021-2024 Strategic Plan**: high-quality, comprehensive sexuality education, brought to every adolescent across Madagascar, that is delivered by one intentionally selected and highly trained Educator and is driven by community demand.

As part of our focus on community-based advocacy and accountability over the past year, we have piloted and expanded programming for **parents** and for **teachers** in our partner schools. We have engaged school administrators and other stakeholders in new ways as partners in our expansion to new schools and regions. We captured our learnings and approaches in a new **actionable publication**, "CSE We Can Count On," which provides guidance to other organizations on how to build and harness community support for comprehensive sexuality education.

There's one more community that deserves mention: Projet Jeune Leader's team. Our revamped website has given us a way to spotlight our staff and Educators more prominently, but we also dedicate a few pages of this report to **introduce and celebrate** them.

As we continue to grow our programs, expand our reach, and build new partnerships, we hope you will continue remaining involved with Projet Jeune Leader or reach out to initiate a conversation. Our extended global community of champions are equally key to sustaining our work, and we remain deeply grateful for this support.

*- Maia Ramarosandratana*

26,494

adolescents had enhanced access to sexual and reproductive health information and resources

45

partner public middle schools

75%

of partner schools located in rural communities

50

full-time paid, highly trained, and specialized PJJ Educators

18,323

students received our year-long, timetabled, comprehensive sexuality education course

7,705

one-on-one counseling cases requested by students

2,405

hours of extracurricular enrichment activities for students

3,317

parents participated in workshops focused on how to effectively communicate with adolescent children about puberty and sexual health





# PROGRAM SPOTLIGHTS





“ One of the new things that I learned is about subjects supposedly considered taboo. Before I thought that a father can't talk about sex with his daughter but after training, I am convinced that this conversation can take place between me, my husband, and my daughter.

**Mother of a student at Mahasoabe middle school**

“ I am now ready to discuss puberty and sexuality with my children. In fact, after the training, I realized that the reason my older daughters might not be as successful in life is because they married too early. It's because I sent them to talk with their mother whenever they approached me to talk about these topics. I thought these topics were taboo and it was their mother's responsibility, not mine.

Now, I understand I have made a mistake: I am going to speak about puberty, menstruation, and the dangers of early sex with my youngest daughter.

**Father of a student at Ankaramena middle school**

# Engaging **teachers** in supporting **sexuality education**

I used to have doubts regarding the P JL Educators' work but now I am persuaded of their qualities, and I am certain that, when they teach students, they are even more professional and effective than they were during the workshop with teachers.

**Principal of Ambohimiadana middle school**

From our experience, teachers are the stakeholders least likely to understand or engage with Projet Jeune Leader's program. This year, P JL Educators piloted a two-hour session for teachers in their partner schools to present the themes in our curricula, simulate an example CSE lesson, and conduct a short training on communication techniques with adolescents.

Follow-up evaluations showed that teachers better understood Projet Jeune Leader after the session and demonstrated a new commitment to supporting the P JL Educator in their school.



**Read our lessons learned about the workshop**



# Doubling our school reach

We placed Educators in 45 partner schools during the 2020-2021 school year, up from 20 during the 2019-2020 school year. This significant growth was driven by grassroots word-of-mouth and our approach of “**advocacy-by-doing**”—demonstrating the effectiveness of our approach and building credibility from the bottom-up.

We worked hard to restructure financial and administrative procedures during this period of growth, especially related to communication and workflow systems across our three regional “hubs,” as we recognize these are essential for a **scalable operating model**.

“Educating and guiding young men and women going through puberty is a great responsibility. We have seen in the school that **the presence of PJJ helps a lot** in this education and teaching of the students.”

Principal of Fiadanana middle school

“I see that the children have **really improved**, they have become polite, and I see that many children come to tell [PJJ Educator] Santatra about their problems. **Their problems are solved, and they understand very well why Santatra is there.** There are even teachers who come by asking her questions about pedagogy and discipline to better control their classrooms; I find that very good.”

Principal of Ivato Center middle school

“I am happy because [the PJJ Educator] helps me in my decision-making and my goals, protects me, and **treats me like a person on the same level as him.** And he provides great advice to us students. Even though I only recently learned about PJJ, **my desire is to become a PJJ Educator.** What is in their teaching and in our learning is both beneficial and enjoyable.”

Student at Ambohimanjaka middle school

“I love doing this [PJJ Educator’s CSE] class because what we do makes me happy. So I can’t wait to take this course.”

Student at Andrainjato middle school

“In general, talking about puberty with boys seems embarrassing, but **[the PJJ Educator] helped everyone overcome that idea that it should be embarrassing.** One sees how children already have changed the ways they behave, their sense of initiative, their ability to communicate assertively. We can say that the presence of **PJJ complements the world of education.**”

Principal of Sahamadio middle school

# OUR ROAD TO SCALE

**Our goal is not only to reach more schools in Madagascar, but to reach the schools that could benefit most from our program.**

These schools might be located hours away from our hub offices. Educators in these sites live full-time in their partner community, and only return to their nearest hub city about once a month. So, to ensure our Educators' work satisfaction and performance in these far-out schools, we needed to rethink aspects of our model.

One significant change: We replaced regular in-person supervisory visits with **structured monthly phone calls** to assess Educators' work satisfaction and troubleshoot challenges (which also helps us prioritize subsequent in-person site visits). Most notably, we also **engaged school principals**—who repeatedly told us they wanted to be more involved in our program—to become a part of supportive supervision. In addition to our regular check-ins with the Educator, we have a once-a-trimester phone call with the

principal. The Educators and the principal also regularly check-in, in person. This **distributed and triangular approach** has given us better real-time feedback, built stronger partnerships with a key local stakeholder, and given our Educators a colleague and mentor in their schools.

We have also refocused our in-person meetings with Educators at hub offices on **in-service trainings** that can help build Educators' agency in the field (for example: conflict mediation, leadership and communication styles, being advocates in the community). Educators have rated these trainings as one of the most valuable parts of the job.



# THE ROAD TO

📍 Antanetibe

The school year was about to start last October when we received a letter from the principal of Antanetibe middle school. The handwritten letter, signed by the principal and students from the school, asked whether we would consider placing a PJL Educator at Antanetibe. The principal had heard about our program from a neighboring school. She knew her school was small and hard to reach (only about 100 students, many of whom travel about 5 kilometers, or 3.1 miles, to get to school every day in this highly rural part of Madagascar), but that the need and demand for our program was high: the previous school year saw

13 school dropouts and one teenage pregnancy. Teachers and parents were highly motivated and excited to partner with PJL.

A few weeks later, PJL Educator Sitraka arrived for her first day of work at Antanetibe. This new partnership is a direct result of the investments we made to build a scalable model. A few years ago, we would not have had the nimbleness to respond this rapidly to community demand, nor the ability to assure the success of an Educator in such a small and rural site.



# THE ROAD TO

## Imito, Ambatomenaloha, & Zanabahona

Imito, Ambatomenaloha, and Zanabahona are a cluster of schools located about 35 kilometers (21.7 miles) from our hub office in Ambositra. It's a journey that takes about two and a half hours by car or bus, and the last 6 kilometers (3.7 miles) are only traversable by foot or bicycle. These schools pull in students from surrounding farms and rice fields. Because the schools aren't attached to their own local villages, the three Educators placed at these schools live together in the

commune village and bike to work every day. Combined, these three schools have a student body of 951—about the number of students we reach in one single urban school. But we know impact goes beyond numbers alone, and ultimately, we have found that the Educators and community partners in these sites are our most motivated and enthusiastic.





IMITO

Size of student body: 517

Average classroom size: 43

Success rate on 9th grade standardized exam ("BEPC"): 64%

"I am really thrilled to have PJJ in our school next year. Your program will help make education stronger and what you do is really critical for middle school students. I am sure that students will have healthier behaviors if they receive sexuality education."

The school's principal, at our initial meeting



"I am truly excited for this partnership because young middle school students are confronted with a lot of problems, like teenage pregnancy, early marriage, and having relationships too early."

The school's principal, at our initial meeting

Size of student body: 130  
Average classroom size: 33  
Success rate on 9th grade standardized exam ("BEPC"): 28%

AMBATOMENALOHA



ZANABAHONA

Size of student body: 304

Average classroom size: 37

Success rate on 9th grade standardized exam ("BEPC"): 33%

"I am very enthusiastic about this partnership because your program is a pillar for youth's successful futures."

The school's principal, at our initial meeting



# ORGANIZATIONAL SPOTLIGHTS

# A New Strategic Plan

We've always dreamed big. And with the 2021-2024 Strategic Plan we released this past year, we are getting closer to achieving our vision of bringing high-quality comprehensive sexuality education to every young adolescent in Madagascar.

Over the past few years, we have intentionally invested in:

- Creating a **high-quality, low-cost model** that can reach Madagascar's most underserved schools, matched with the backbone systems at an organizational level to sustain our expansion.
- Forming **effective partnerships with the Ministry of Education** of Madagascar at all levels (local, district, regional, national) to build upon existing structures to scale.
- Centering our work around **meaningful constituent engagement and accountability** to strengthen our effectiveness and build grassroots buy-in.

Successes in these foundational areas have enabled—and will continue to enable—our transition to scale. By 2024, we intend to reach at least 50,000 adolescents annually, the vast majority in rural partner schools, with comprehensive sexuality education delivered by 200 recruited, trained, equipped, supported, and professional full-time young adult Educators.



Read our latest Strategic Plan to learn more about how we are bringing comprehensive sexuality education to Madagascar's most underserved schools.



# “CSE We Can Count On:” Capturing and Amplifying Our Learnings

As Projet Jeune Leader has grown, we have focused on strengthening our transparency, responsiveness, and overall accountability to the youth and local partners we work with.

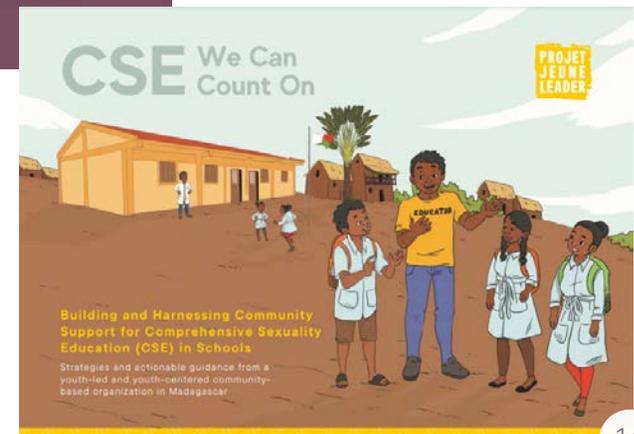


Dig into the publication and our virtual resource hub.

While developing and testing new approaches to community engagement, we reviewed every best practice toolkit and report looking for guidance on how to meaningfully build community support for comprehensive sexuality education. What we found was often vague and lacked practical, specific advice. So, we forged ahead with developing, testing, and refining our own innovations.

This past year, we were thrilled to receive support from WomenStrong International to share our learnings and contribute a stronger global knowledge base on how to build and harness community support for comprehensive sexuality education programs (or, for that matter, any program).

**Our resulting publication, “CSE We Can Count On,” is the first time we have comprehensively captured our strategies and lessons learned for an external audience.** In contrast to the general recommendations that had previously frustrated us, “CSE We Can Count On” drills into concrete actions and links to practical resources—tools, products, templates—that we use every day on the ground to address misunderstandings about our program and build grassroots support.



# External **Advocacy** **and Events** with Global Partners

## Events

### **International Youth Foundation (IYF) Virtual Summit “Our Future, Our Voices”**

Our Executive Director, Maia Ramarosandratana, was a speaker at a storytelling session on “Strengthening Youth-Led Organizations.”

OCTOBER 2020

### **American Evaluation Association’s 35th Conference**

In her session on equity in evaluation, our Program Director, Laura Leeson, discussed how we powerfully transformed our evaluation strategy to focus on how our students, their parents, and our partner schools—rather than external pressures—define success in our work.

NOVEMBER 2021

### **The Women and Girls Africa Summit**

Our Program Director, Laura Leeson, joined a panel to discuss the importance of giving girls sexual and reproductive health knowledge in early adolescence to protect their rights and improve their health and education outcomes.

NOVEMBER 2020

### **Virtual workshop co-organized by the Agence Française de Développement and F3E**

Our Regional Technical Manager, Hanitra Randriamadio, presented our approach to gender inclusion and how gender-transformative programming has strengthened our impact.

NOVEMBER 2021

“It’s always crucial to return to the question of who is defining impact. We, as an organization, want impact to mean that our program is truly responding to local communities’ needs and priorities.”

**Laura Leeson, PJI Program Director,  
at the “Talking About Life Skills, More  
Comprehensively” dialogue**

### **“Talking About Life Skills, More Comprehensively” Virtual Dialogue, hosted by AmplifyChange and CSO partners**

Projet Jeune Leader was a featured speaker during several events where we shared our approaches to life skills education, to putting communities first in our school-based work, and to changing how we evaluate impact.

NOVEMBER-DECEMBER 2021



## Media



### “Our share of bricks’ to prevent gender-based violence in Madagascar”

By Laura Lesson, PJJ Program Director. Published by WomenStrong International.  
DECEMBER 2020



### “Menstruation Should Not Be an Obstacle to Living Life”

About our Program Assistant Tahiry Anjarasoa’s passion for changing the narrative on menstruation. Published by WomenStrong International.  
MAY 2021



### “L’approche positive à la sexualité” (A positive approach to sexuality)

An interview with PJJ’s Lilie Randianasolo on The AmplifyChange Podcast.  
JUNE 2021

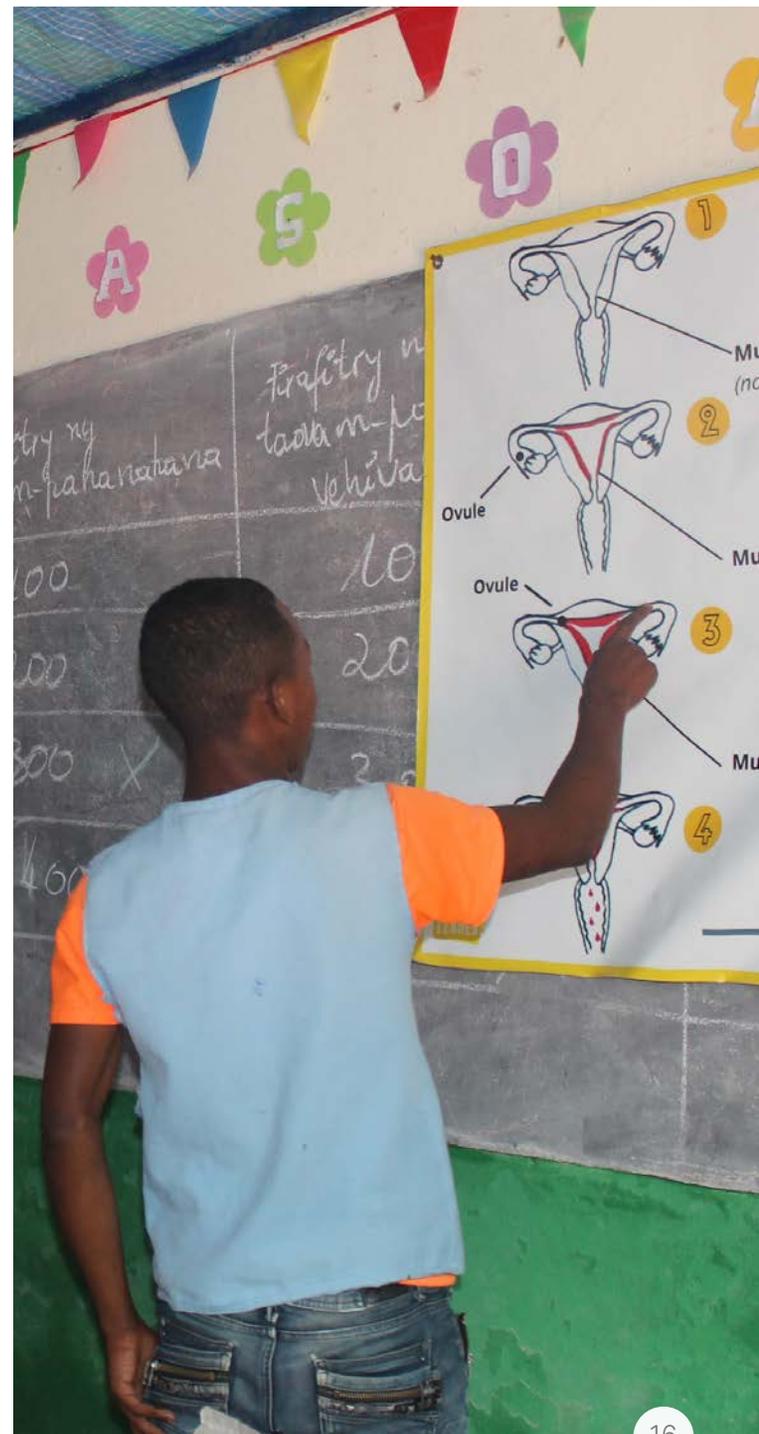
## Recognition

### In the past year, our founder Maia Ramarosandratana...

...was named [an awardee](#) of the International Youth Foundation’s Global Youth Resiliency Fund. The award is being used to bring 10 new PJJ Educators to 10 new partner schools in rural areas during the 2021-2022 school year.

...was selected as a 2021 [Gratitude Fellow](#). As one of just 33 innovative social entrepreneurs selected in 2021, Maia joined the Gratitude Network’s virtual leadership development program to hone her leadership skills, explore ways to work with her teams more effectively, and accelerate PJJ’s growth and impact.

...was selected as a 2021 Ingenuity Fund [winner](#) (a fund by the Gates Institute, Pathfinder International, and Bayer), which will support a new PJJ project on collaborative filmmaking to engage communities in understanding and expanding support for comprehensive sexuality education in Madagascar.





# TEAM SPOTLIGHTS

# Our Staff

Our staff power everything we do, whether they are coordinating logistics and designing curricula from our three hub offices or travelling on hours of muddy roads to check in on our Educators in our farthest sites.

**70%**  
of our staff  
is female

**75%**  
of our staff is under  
35 years old

**Every member**  
of our technical team  
is a former Educator

## Meet Liliane



Many Malagasy youth, due to various challenges they face, would not articulate or think about a life for themselves that is different from the traditions and conditions they have grown up with—a life in which they are informed, empowered, in harmony with their families and other community members, and well-poised to envision and actively pursue their dreams. Yet in my work, **I have observed so many young students revel in the knowledge, new opportunities, and better relationships that their PJJ Educator facilitates for them.** For me, that captures the magic that is Projet Jeune Leader.

Liliane has forged a number of our local and national strategic advocacy efforts. She helped us craft our approach of “advocacy-by-doing” that is directly informed by and directly benefits our local constituents, and that is giving us a voice in national decision-making on comprehensive sexuality education in Madagascar.



Joining Projet Jeune Leader as a CSE educator jumpstarted a fulfilling journey that has not ceased to encourage me to continue learning and growing as a young professional. **Seeing the concrete, positive changes that Projet Jeune Leader makes in students' lives motivates me daily.** In my current role, I can not only identify issues, but also see them as opportunities to innovate our programs and approaches, all while I continue augmenting my skills and possibilities for myself. Projet Jeune Leader has taught me to **always value curiosity, knowledge, and learning**, which are integral to my everyday work.

## Meet Mihaja

Mihaja—who first joined Projet Jeune Leader as an Educator in 2015-2016—had to learn a challenging skillset from scratch when we onboarded him to our monitoring and evaluation team. He hasn't just learned QGIS and KoboToolbox; he has contributed to nearly every part of the organization by capturing key data on our programs that helps us design evidence-informed improvements.

# Meet Mamisoa

**“One of the most gratifying aspects of my job is being on-the-ground, in the field.** There, I can see and hear our overwhelming impact with my own eyes and ears: **the passion of our Educators, the tangible effects of their instruction and presence on the young students, and the praise and feedback from parents, school directors, and other community members.** The meaningful connections and encounters that P JL facilitates make its impact overwhelming: I train and support dynamic and motivated Educators, who in turn are able to reach and empower so many students, some of whom have even gone on to become P JL Educators themselves!



Mamisoa was a standout P JL Educator from 2016 to 2018. Now, a few years later, she oversees all 20 Educators in the Matsiatra Ambony region, and leads the charge on pedagogical improvements and new partnerships alongside her counterparts in Vakinankaratra and Amoron'i Mania regions.



Meet the rest of our phenomenal team on our newly-redesigned website.

# Our Educators

We know the tremendous impact that our PJJ Educators have on the lives of students. At the end of the 2020-2021 school year, though, we did a participatory activity with our Educators that revealed how PJJ has impacted **their** lives.

Our 50 young adult Educators told us that their time as a PJJ Educator has nurtured their personal engagement within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; it has recognized, utilized, and enhanced their strengths; and it has promoted positive outcomes by providing them opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths.

"Projet Jeune Leader has done so much good for me (becoming responsible, learning more, gaining confidence, communicating better with others, becoming independent). It gave me the opportunity to continue paying for my education."

"Projet Jeune Leader changed my life... I gained confidence and love of caring for others. I now believe I can help improve my community, and they also have more trust in me."

"The training, especially the mini-trainings that we do every month, has really helped me a lot. I feel more courageous and optimistic about life. I'm more open-minded."

"I learned a lot in this job. I can better manage my emotions and respect the opinions of others. I believe even my own children one day will benefit from the skills I learned."

"You taught me good communication skills, self-confidence, emotional maturity and balance..."

"You have brought out the best in me."

"Projet Jeune Leader taught me a lot, especially to be more outgoing and self-confident. I've stopped perpetuating stereotypes, too, and have taken charge of my life."

"Being with Projet Jeune Leader has changed me. I have been able to interact with so many people. I learned about different ways of life (in rural areas). I have gained a lot of experience, like management skills with money or being on time. You were my first job."



# DONORS & FINANCES

# Donors and Partners

## Supporting Us in 2020-2021

### Donor Spotlights

- AmplifyChange
- FANAINGA : Fonds commun multi-bailleurs d'appui à la société civile à Madagascar
- Girls Rights Project
- International Youth Foundation
- Positive Action for Girls & Women
- Principauté de Monaco - Coopération Monégasque au Développement
- Sarah and Mike Dutton
- Segal Family Foundation
- WomenStrong International

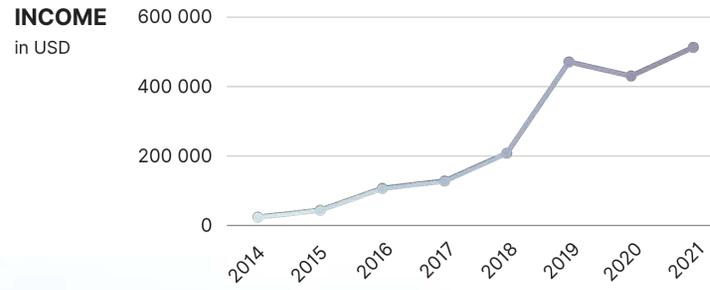
Since 2015, Projet Jeune Leader has been a repeat grantee of **AmplifyChange**, using their support to build a stronger and more resilient program and organization. During the 2020-2021 school year, AmplifyChange supported us in developing and testing new approaches to community engagement, including a special teachers' program to enhance school-based support for sexuality. AmplifyChange also helped bring our team together for several strategic planning sessions throughout the year, enabling us to get closer to achieving our vision of bringing high-quality comprehensive sexuality education to every young adolescent in Madagascar.

The **Principality of Monaco's Coopération Monégasque au Développement** is our longest-standing donor, supporting Projet Jeune Leader since 2014. Their funding has sustained our programs in urban areas and they funded some of our earliest rural partner sites. Their early investments in Projet Jeune Leader have been instrumental in our growth.

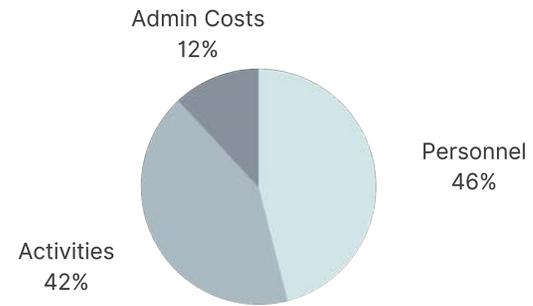
The **Segal Family Foundation** has been one of our most committed funders and partners. Amongst other contributions, their backbone support to Projet Jeune Leader has allowed us to invest in staff capacity-building, instrumental systems strengthening, and programmatic improvements such as the upgrade of our CSE curricula.



# Income



# Expenses





  
[www.projetjeuneleader.org](http://www.projetjeuneleader.org)

  
Projet Jeune Leader

  
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Projet Jeune Leader



Photos by Marc Negane, former PJL Educator