



2022-2023

Annual Report



Foreword by our Executive Director

This past year, we took a leap of faith.

Yes, we had a decade of slow and steady growth, deep learning, and huge impact behind us. But the leap of scaling: *scaling up through government, scaling out to double our reach in 12 months...*

This 2022-2023 school year, we embarked on a groundbreaking partnership with Madagascar's National Ministry of Education. For the first time ever in Madagascar, government teacher-trainees became specialized CSE Educators. They delivered the exact same CSE program as our P JL-hired Educators, in 97 of the country's most rural public schools.

After years of grappling with how to mainstream CSE in Madagascar, we jumped headfirst into actually doing it. Along the way we brokered the first government commitment and action to implement CSE at scale in the country's public middle schools.

It was a huge risk and a massive new challenge. We put to the test, in new ways, all of the assumptions that had held true in our P JL-hired Educator model over the last decade.

The risk paid off. We saw — more strongly than ever — the power of CSE to change lives, communities, and entire education systems.



"I've already got parents of elementary school students telling me that they want their kids to enroll at my middle school. Before, their first choice would have been the private school. Now, for the first time, it's my public school that they want to come to."

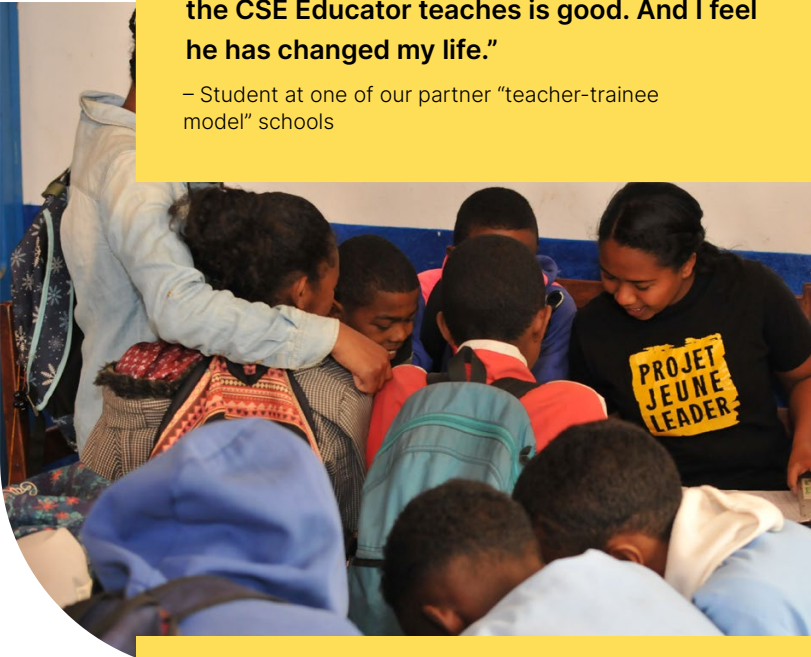
— School principal at one of our partner "teacher-trainee model" schools





“The CSE Educator really makes a difference in children’s lives. Things that happen in life should not worry or scare you. I’m excited to learn every day because what the CSE Educator teaches is good. And I feel he has changed my life.”

– Student at one of our partner “teacher-trainee model” schools



“The presence of the P JL program in public schools is so important because it helps young people discover themselves and care for themselves. It’s tough, going through puberty. We ask that P JL continue in this school because even though it’s only been a short time, we can see the real positive impact on the students.”

– Teacher at one of our partner “teacher-trainee model” schools

Through the pages of this 2022-2023 Annual Report, we share highlights of the extensive efforts that went into designing this new delivery model and applying the same standards of integrity, quality, and impact we’ve set over the past decade.

And while it’s hard to top the investment and pride involved in piloting the teacher-trainee model, that’s far from the only thing that kept us busy over the past year. We continued to support 56 P JL-hired CSE Educators across three regions of Madagascar, improve our programming, embark on new research and evaluation efforts, and contribute to global knowledge on the transformative power of CSE.

None of this would be possible without our tireless team who infuse joy and passion into every program and partnership. Our work also wouldn’t be possible without our dedicated financial and thought partners. Every one of you supported P JL to take the bold leaps necessary for achieving transformative impact. Thank you. We can’t wait to work together in the year to come.



Maia Ramarosandratana

Executive Director
Projet Jeune Leader

DIVE IN!

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About Projet Jeune Leader



Since 2013, we have pioneered a model to bring high-quality and holistic comprehensive sexuality education to young adolescents across rural Madagascar, for the first time.

OUR MISSION

We work to ensure that every adolescent in Madagascar has essential knowledge, skills, and support through comprehensive sexuality education (CSE).

OUR VISION

Every young person in Madagascar thrives through adolescence.

OUR MODEL

Our school-based CSE model is holistic yet lean, simple, and low-cost, adapted to the low-resource contexts where we work. Importantly, our program is embedded in school processes and structures, departing from short-term and top-down approaches to sexuality education.

At the core of this model are our Educators — agents of change empowering adolescents across rural Madagascar. They provide a package of essential services in public middle schools, including:



A gender-transformative, multi-year, 108-module sexuality education curriculum



Youth-friendly counseling services and referrals to healthcare providers



Workshops with parents on supporting adolescents and their development



2022-2023 in Numbers

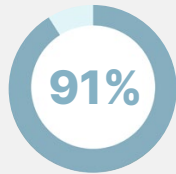
In 2022-2023:

56,020

young adolescents reached with holistic sexuality education information and services

148

public middle schools



of partner schools in rural communities



56

Projet Jeune Leader -hired CSE Educators

113

government teacher-trainees trained and specialized as CSE Educators



17,107

one-on-one counseling sessions held with adolescent students

3,103

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





A Groundbreaking Approach to Mainstream CSE in Madagascar

What would it mean if every young adolescent in Madagascar received high-quality CSE at school?

We gained glimpses into this vision this past 2022-2023 school year, piloting a new pathway to deliver our CSE model in direct collaboration with the Ministry of Education.

For the first time ever, 113 middle school teacher-trainees at the Haute Matsiatra region public teacher training institute became specialized CSE Educators. This cohort brought CSE to an additional 25,000 students this past year. **Along with our PJI-hired Educators, we reached 85% of public middle school students in Haute Matsiatra region in 2022-2023.**

This achievement was a long time in the making, directly and indirectly.

We've long had a vision of mainstreaming CSE in public education policies and structures. We know that scaling up through government has its challenges and risks, but it's also key to ensuring that every young Malagasy adolescent has the essential information, services, and support they need to thrive through adolescence.

Towards this end, we've spent years refining our model to be relevant and impactful for schools in this underresourced system. We built meaningful grassroots support for our program amongst students, their parents, school principals, and local education



officials. We also signed a formal MOU with the national Ministry of Education in 2020 which opened the potential for national expansion.

So when the director of the Haute Matsiatra teacher training institute approached us about collaborating in late 2021, we jumped into high gear. We immediately recognized the potential. The government teacher training institutes are the primary pathway to becoming a government teacher in Madagascar. By training, supporting, and equipping government-recruited teacher-trainees to become specialized CSE Educators, we are directly leveraging human resources within the public education system. Our reach not only grows now, but also in the future once the teacher-trainees become public servants. And while we have always been reticent to train existing public school teachers as CSE Educators (entrenched values and differing priorities are challenging to overcome), we were a little more

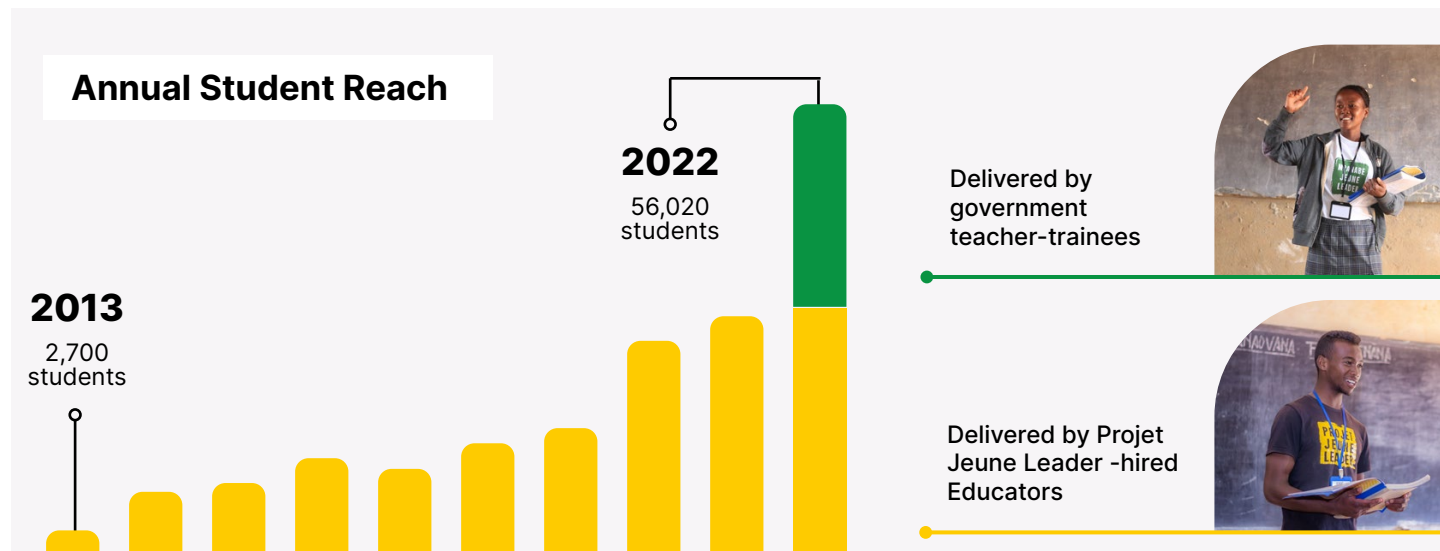
optimistic about trainees: young adults, at the start of the careers, not yet fully jaded by the constraints of the education system awaiting them.

This past year, under the scope of the partnership, **Projet Jeune Leader trained and supported the cohort of 113 teacher-trainees, who were placed in 97 rural public middle schools to deliver our full CSE program:** teaching a timetabled sexuality education course (following our curriculum), providing individual counseling and medical referral services to students, and facilitating workshops with parents on adolescent development.

We were stunned as results started pouring in. We quickly saw how teacher-trainees became more open-minded and motivated to help their students and serve their country with the transformative power of CSE. Parents and school

leaders welcomed trainees with open arms, in awe that their schools were suddenly more dynamic, more attractive, more effective. And most importantly, young adolescent students were... happy. Really happy. They had suddenly gained someone in their life to help them navigate puberty and succeed in school.

The national Ministry of Education's reaction to the pilot results were unmatched (even compared to our team's). Riding their waves of enthusiasm, we are now gearing up for a second year in Haute Matsiatra region and are actively charting replication of the model across other regions. With the Ministry at our side, our next ambitious goal is equipping 1,000 teacher-trainees to become CSE Educators within the next 5 years — accelerating towards our vision of reaching every adolescent across Madagascar.



“Dear Madam Minister,

It is very difficult to live and teach in rural areas, due to the lack of equipment, infrastructure, and the issue of teachers’ livelihoods. I would like to ask for improvement to the quality of teaching in the middle schools, especially the integration of the CSE program to make managing students easier. Since I have introduced the CSE program, I feel it is easier to lead my students; that is why I ask to spread sex education throughout the island. ‘Our homeland is sacred if we give value to education.’”



Extracts from “A letter to the Minister” participatory research activity we conducted with teacher-trainees three months into the school year



“To Madam Minister,

I am happy to tell you about my experience during training, but especially about bringing the CSE program to the school where I work. It is part of developing my knowledge and my relationship with my pupils and their parents. Having the PJJ program has really helped me and my trainee colleagues in managing our teaching responsibilities and I am very grateful to you for agreeing to cooperate with PJJ. We are asking for this CSE program to be spread throughout the island so that all Malagasy children can access it.”

“Hello Madam Minister,

In terms of education – which we are dedicating our lives to improve – we really see that children are motivated by the inclusion of this CSE program in the education system and that they need it for their lives. So we are very grateful to you.”

Bringing the Model to Life

Rethinking Who Delivers CSE

Since Projet Jeune Leader's founding, we've believed in critically rethinking who delivers CSE.

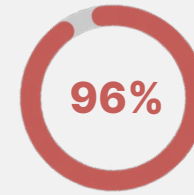
Far too many sexuality education programs fail because the sexuality educators are under-prepared and unsupported. We've been intentional that our program is delivered by **rigorously trained, compensated, well-supported, well-equipped Educators** — and as a result, we've seen PJJ Educators affect catalytic change at individual, school, and community levels.

The teacher-trainee pilot presented a new challenge, after long maintaining that “not just anyone” makes a good CSE Educator. Now, for the first time, we weren't engaging Educators specifically recruited for the role. We weren't sure to what extent the teacher-trainees would embrace their roles as CSE Educators — because of potential differences in values and attitudes, because of the challenging nature of the job, because the role asks them to build trusted

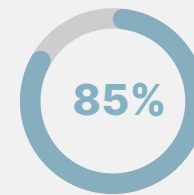
rapport with students that challenge the traditional teacher-student power dynamics in Malagasy schools.

We also weren't sure to what extent students would embrace their newest math or history teacher co-serving as a CSE Educator (and trusted mentor, role model, counselor, and everything else expected of the position). We intentionally recruit our PJJ-hired Educators, most between 18 and 25 years old, for their energy, confidence, approachability, and relatability. We had no guarantee that the teacher-trainees would demonstrate these same characteristics.

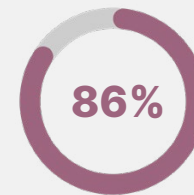
Given these concerns, we were surprised to find that **teacher-trainees were highly motivated to deliver the program, and students' positive perceptions of their CSE Educators were just as high in schools with teacher-trainees as in schools with PJJ-hired Educators** — a tremendous indicator of success for this new delivery pathway.



At the end of the school year, 96% of the cohort of teacher-trainees said **they would like to continue delivering the CSE program** when they graduate from the teacher training institute and become public servant teachers.



More than 85% of the students in teacher-trainees' schools reported that **their CSE lessons were “awesome” and “interesting”** — the same proportion as students in PJJ Educators' schools.



86% of students in **both** teacher-trainees' and PJJ Educators' schools reported that they were somewhat or very confident participating in their CSE classes. Nearly three-quarters of students from **both** models also said they would feel somewhat or very confident approaching their Educator if they had a problem in their lives.

A Package — and Journey — of “Implementation Supports”

We may have been surprised to see such encouraging results from the pilot year on key measures of adoption and acceptability — but this didn’t come about by accident. Months of intentional preparation and support went into designing and delivering this model.

Refining our curricula & streamlining materials

The sexuality education and life skills course — and the curriculum it’s built upon — is the core programmatic component of our CSE model. In recent years, to prepare for scale-up of our model, we overhauled the curriculum to comprise of fully scripted lesson plans (27 lesson plans per grade). This improves consistency of teaching and learning outcomes across our dispersed cohort of Educators, and the transparency helped us garner approval from the National Ministry of Education. We also eliminated the need for single-use or specialized materials, with the exception of a few key images printed on sturdy tarpaulin (intended to be reused for multiple years), to reduce costs. All participatory activities now rely at most on small chalkboards and chalk, materials already standard in rural public school classrooms.

73% teacher-trainees strongly agreed that the program was easy to deliver at the end of the school year, a nearly 20-point increase from the start of the school year.

Trainees’ pre-existing gender attitudes did not influence their students’ development. Even if trainees held negative attitudes towards gender roles or violence, if they followed PJJ’s scripted curriculum, their students’ gender attitudes improved.





Pre-service training

Prior to the start of the school year, Projet Jeune Leader staff led an intensive two-and-a-half-week training for the cohort (84 hours of training sessions in total). We used a combination of educational modules, skill-building sessions, and course simulations to build teacher-trainees' familiarity with the curriculum and their participatory pedagogy skills. We also included special workshops on community engagement and a site visit to overcome trainees' fears of community resistance to the CSE program — apprehension many expressed pre-training.

The pre-service training was a key turning point in building motivation. Prior to the training, 74% of teacher-trainees strongly agreed that the CSE program will improve students' lives. That jumped to 92% at the end of the training.

Pre-year orientation meeting with school principals

Since 2013, we had selected our partner schools based on interest and demand from the school principal. Now, for the first time, schools were assigned to receive a teacher-trainee by the Ministry of Education. At half-day meetings at the start of the school year bringing together school principals by district, our team led participatory activities to introduce the CSE program, delineate respective roles in the new partnership, share how to deal with common issues (e.g., hesitation from a parent), and brainstorm how principals can support and integrate their trainee into the school.

After spending the day together, just hours after meeting for the first time, we had principals' support. At the end of the orientation meeting, 92% of principals strongly agreed that the CSE program will improve students' lives.



In-service coaching and training

Ongoing technical and emotional support to CSE Educators is critical — particularly when they are working in fairly isolated settings, as is the case with teacher-trainees, and are new in their teaching careers. Our support team organized monthly in-person group coaching sessions, similar to a community of practice, to provide CSE Educators time and space away for their day-to-day work to regroup, reflect, and feel social cohesion, and learn from each other. These sessions usually included a training component (a refresher of pre-service training modules or additional modules based on feedback and challenges observed). Our team also provided on-demand and semi-structured calls to provide advice and encouragement to the teacher-trainees, and to check in with school principals.

Three months into the school year, 91% of trainees reported their relationship with the P JL support team was highly effective (giving scores of 9/10 and 10/10).



In-person supportive supervision

Mid-way through the school year, we collaborated with the trainers from the teacher training institute to conduct in-person site visits. Our team trained them in approaches to supportive supervision that we have honed with our P JL-hired Educators. Trainers also learned how to lead our participatory, student-centered evaluation mechanisms during visits. It was an eye-opening experience for the trainers, many of whom had never spent time in schools this rural and underresourced. The visits also increased their belief in the CSE program, having experienced it first-hand and seeing students' newfound enthusiasm for going to school. Finally, the visits were important for the teacher-trainees to troubleshoot issues and feel support from the institute.

The proportion of trainers who believed that the program would improve students' lives jumped from 56% before the visits to 100% after the visits.

The proportion of trainers who believed that delivering the CSE program would make teacher-trainees better educators in their core subjects improved from 44% before the in-person supervision visits to 76% after the visits.





Community engagement & accountability

We replicated many of our community engagement approaches with the teacher-trainee model, having seen their influence in building community support for CSE. This included our “EKO” printed magazines, which allow us to explain our program and address common misconceptions. Students can check out and bring home the magazines, which include blank pages for people to send us back questions and comments. Community members across the 97 communities where teacher-trainees were placed sent back thousands of handwritten notes, most of them sharing highly positive feedback for the teacher-trainees. Some also asked clarifying questions about the program, helpful for the teacher-trainees, school principal, and PJL to be aware of as we build out the model. Nearly all of the teacher-trainees also held a workshop with parents on adolescent development, a way to build this important relationship and give parents a glimpse into the teacher-trainees’ skills and dynamism.

End-of-year symposium with school principals

Near the end of the school year, we organized day-long symposia with partner school principals to explore their views on the effectiveness of the program, as well as brainstorm ways to maintain the program. The symposia allowed us to understand if, why, and how they valued our program. We found that even in schools where principals reported issues with the teacher-trainee’s skills or professionalism, they still believed in the CSE program and wanted it to be continued.

96% of the principals reported that they wanted the CSE program to be continued. 86% reported that they wanted to keep the same teacher-trainee.

We receive 12,000 handwritten notes from 97 communities through our EKO community accountability magazines.

97% of the more than 3,000 partners that joined trainees’ parent workshops said they believed it would help them navigate their relationships with their adolescent children.





The Ripple Effects of CSE

The Ripple Effects of CSE at

Iharanany Middle School

 21°31'43.6"S 47°05'42.7"E



Njara

CSE Educator and History, Geography, Physics Teacher-Trainee at Iharanany Middle School

“My life has changed a lot since I became a Mpanabe JL [CSE Educator]. I gained more confidence in myself. I stopped being shy in front of others. Now, I can share my ideas, I can speak up in public — even in front of my family. For example, my dad drinks, and it causes a lot of problems in my family. Before, I would just cry and not say anything. But now, I am brave to talk with him, to tell him that what he is doing is not okay — and I saw a change in him because of that.

As a Mpanabe JL, you build close relationships with students. I used to be a community-hired teacher before I became a government teacher-trainee and CSE Educator. Back then, I didn't encourage students to participate, to share their problems. If a student made a mistake, I would scold them.

But when I became a Mpanabe JL, I learned to do better. I changed the way that I teach and I talk to my students.

I worked slowly to build their confidence. And the students really changed. They begin to participate. They would come to the front of the class. And they would come ask me if they didn't understand something, or if they had a question about puberty or their reproductive health.

When the school year ended, we didn't know if I would come back. The students were so sad! One 6th grade student even cried. But now that I know I'm coming back for a second year I have even bigger hopes for my students. I hope their confidence continues to build, especially those at the end of middle school approaching exams. **Their newfound confidence to participate, be engaged, and ask questions is improving their learning.**”

Mr. ANDRIAMANOVOSOA Fidisoa Nérée Rostang

Principal, Iharanany Middle School

“The most important change I’ve seen is in students’ mindsets. They used to be embarrassed and shy, but now they are brave. They realized they shouldn’t be afraid to ask questions when there’s something they don’t understand. I was a teacher for eight years before becoming the principal, and not a single student ever came to ask me a question outside of class, whether about their lessons, or about their lives. That’s changed. The Mpanabe JL teaches them: don’t be afraid of your parents or your teachers, because they can help you.

I’ve seen the change in my own son, who was in JL Njara’s 8th grade class last year. He now talks to me and asks me all kinds of questions. He talks to me about his voice cracking, the hair growing on the new places on his body. He was really embarrassed when his voice started cracking, but once JL Njara taught about those things in class, he started to feel better and he even came to talk to me about it. He asked, “Dad, so that is natural? That’s what JL Njara told us.” And I said yes, that’s natural, and he was relieved. Now he talks to me about those types of things on his mind.

JL Njara’s classes are different than other teachers’ classes. Other teachers, well, they teach. But JL Njara **educates**, and she provides a holistic education for the body and mind. The activities open students’ minds. They are excited to come to school, but oh boy, especially when they have JL class! It’s planting something there, in students’ minds. It’s cultivating something, you know?

I was so happy when I heard JL Njara was coming back for another year. I didn’t tell the students right away, I just asked them, what do you think about JL Njara coming back in the 2023-2024 school year? And they responded right away, that would be wonderful! I was so happy when the Minister of Education approved sending the JL back.

I think that what students learn from the JL today, they will use in their own households when they are older. Maybe they will communicate with and treat their spouses and their children better. Maybe they will bring what they learned to their communities. **All of those changes at the household and community levels will add up to improve our country.** I have a lot of hopes for the country because of this program.”



Mr. RANDRIANANDRASANA Noël

Farmer, Pastor, and President of the Parents' Association at Iharany Middle School

"The JL education is really good, and really needed by the students. **The middle school exit exam results really improved this year, and that's because of JL Njara.** Only 30% of students passed the year before, but this year, we had a 64% pass rate — the highest we've ever had here. Now we see that more parents are sending their children to our school. Even if the school buildings haven't improved, they have seen that the results have improved."

Eliane

Student, 8th Grade, Iharany Middle School

"The most important change is learning how to talk with my parents and friends. For example, I asked my mom if I could go hang out with my friends, and at first she refused, but I explained calmly to her what we were going to do and then she agreed. Before, I wouldn't have done that."



Ms. RAZAFINDRAMASY Honorine

French Teacher at Iharany Middle School

"I've been at this school for the last 14 years. Because of their JL courses, the students are more comfortable and confident to ask questions, to go up and write on the blackboard. Even 6th grade students don't hesitate anymore to grab the chalk and participate. The confidence helps them improve in their studies. Myself, I've seen an improvement in their French lessons."

Marie Louise

Student, 8th Grade, Iharanany Middle School

“The most important change for me is that I’m no longer shy and embarrassed at school or at church. The JL gave me advice about it. And I got used to answering questions in class because the JL encourages us all to participate. And so I participate more than before. And now I do at church too, reading the scripture in front of the congregation.”



Below are a few extracts of the evaluation results from Iharanany middle school in 2022-2023.

QUIZ QUESTION:

“A woman should not bathe when she has her period.”

% of students that responded “Disagree” (the desired response)



QUIZ QUESTION:

“It is not a problem to sometimes force a partner (boyfriend/girlfriend) to have sex.”

% of students that responded “Disagree” (the desired response)



“If you have a private question or problem in your life, how confident are you that you can ask the Jeune Leader Educator for help?”

VERY CONFIDENT	SOMEWHAT CONFIDENT	NOT VERY CONFIDENT
88%	12%	0%



Other Program Spotlights

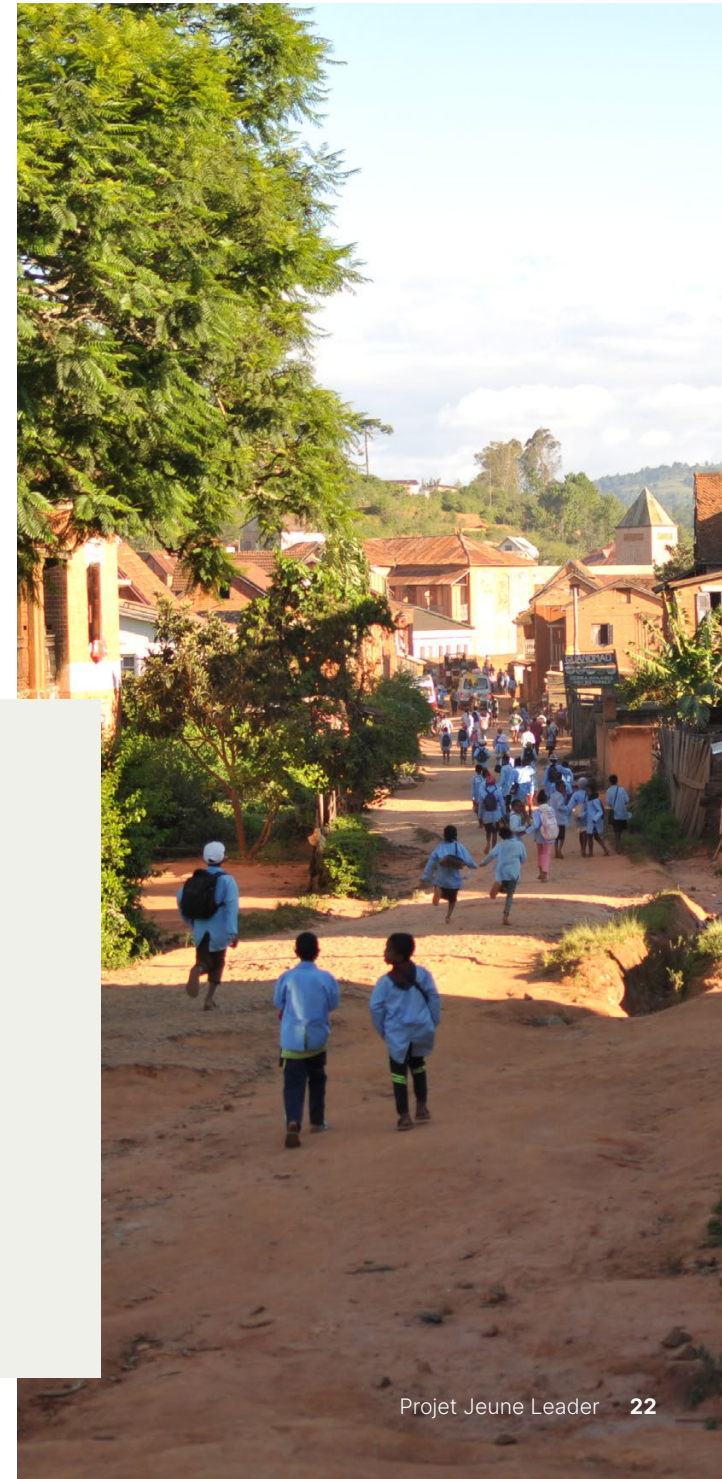
Rapid Study on Basic Health Services in Rural Madagascar

Our CSE Educators play an important role liaising between services for adolescents at the community level. This is why we have a formal referral system to health care services: when a student shares a medical concern with an Educator in a counseling session, the Educator can refer the student to the nearest public Basic Health Center (“Centre de Santé de Base”).

We wanted to better understand what those health services look like in the teacher-trainees’ communities — many of them more rural than we’ve ever worked in previously. We also wanted to facilitate stronger linkages between the teacher-trainees and the local health centers to improve the accessibility and youth-friendliness of their services.

Each teacher-trainee visited the health center nearest to them and filled out a questionnaire with staff of the health center. In total, we gathered data from 108 health centers across the rural Haute Matsiatra region. The data showed significant barriers in access and services (full summary [here](#)).

- One-third of the health centers surveyed were located more than 40 minutes’ walk from the school (up to two and a half hours of travel time in a handful of communities).
- Nearly half of the health centers lack an attending physician and are staffed only by a mix of nurses, midwives, and/or nurse’s aides, as well as volunteers and community workers.
- Only 69% of the health centers have electricity access, and only 68% have water access.
- While consultations are generally free (a mandate of all government health clinics), medications and treatment are not — even for youth.
- Encouragingly, 89% do not require parental consent to meet with minors (typically a major obstacle to youth seeking care despite its legal basis).





Qualitative Retrospective Study

For the first time, we conducted a qualitative retrospective study to explore how our program continued to influence adolescents' behaviors and attitudes in the years following their participation in our program. We conducted semi-structured interviews with 34 young adults who had participated in our program two to three years ago (when they were in middle school). We were particularly interested in how participants themselves assessed the program and its continued influence.

This revealed some unexpected but positive findings — notably, that **our program has had an impact far beyond just influencing sexual behaviors** (although that was also a clear impact identified by the participants). The study revealed multidimensional outcomes including:

- increased motivation to stay in school
- improved socio-emotional skills and self-esteem
- sense of agency and ability to make responsible and healthy decisions
- discouraged alcohol and drug use and improved resistance to peer pressure

The study was published as a peer reviewed article in the international journal *Sex Education* in January 2024. Read the full article [here](#), and a short summary of the study [here](#).

Optimism and Resilience: Keys to the Future in Madagascar?

Imagining Madagascar's Rural Education System in 2038

This past year, we decided to think more strategically about the future.

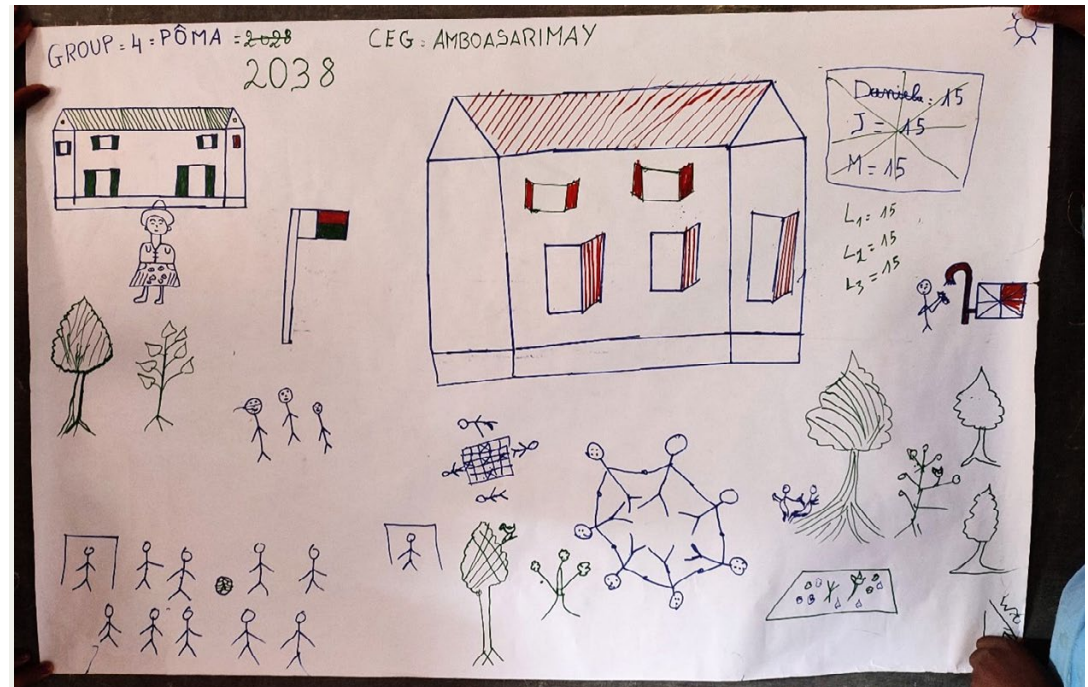
We met [Cecilia Brady](#), a [foresight practitioner](#) based in Washington D.C. who explained that while a foresight exercise can't predict what will happen in the future, it can be very useful for planning and preparing to meet a volatile, changing global environment. The OECD defines foresight (sometimes called futures work) this way: "Strategic foresight is a structured and systematic way of using ideas about the future to anticipate possible opportunities and challenges and better prepare for change."

Cecilia led us through a scenario planning exercise which encouraged us to think creatively about the future, imagine a variety of plausible future scenarios, and explore how PJJ could prepare for change, no matter what might actually happen.

To start, we had to decide the core question we wanted to explore through the whole process. As [Cecilia explained](#): "The first question we considered was the future for PJJ's programs. But when we went a level higher, we realized that looking at the future of the entire sector would probably identify a more complete and useful picture. In other words: the

possible events and important trends that will shape the context in which PJJ will have to function and who PJJ will serve."

That's why we decided to ask our constituents to imagine **what rural education in Madagascar might look like in 15 years**. We work in a system, after all — and an adaptive and complex one at that. And why 15 years? Because in 15 years, our young adolescent students — the people PJJ exists to serve — will be among the next generation of dutybearers for the country. They are the future.



Drawing and explanation by a group of 15-year-old girls at Amboasarimay Middle School: "Here, in 2038, there is a new classroom. And the number of students [attending school] increase. There the students are playing. Here, they are washing their hands. And there is the PJJ Educator."

We conducted paper surveys with 89 school principals and teachers. In addition, we asked our students to draw what their schools looked like today, and how they imagine their school could look like in 2038. Cecilia then conducted interviews with a variety of experts on Madagascar.

Through analysis of the rich set of survey, interview, and student data, a variety of fundamental issues were identified. A subset of the survey respondents then reviewed those issues and ranked them in terms of impact, uncertainty, and other issues. Two critical



drivers emerged: **climate change** and the **health of the rural economy**. These two drivers are likely to significantly shape the environment in 2038 for Madagascar's rural education sector. Based on those two drivers, Cecilia drafted four descriptive scenarios, each a realistic and data-informed visualization of rural life and rural education in Madagascar 15 years into the future, based on whether these two critical factors evolve in positive or negative directions. Throughout every step, she incorporated our team's ideas and feedback as she drafted and re-drafted the scenarios.

The scenarios identified significant challenges that may arise in the future. At the same time, the student drawings of the future were overwhelmingly positive and optimistic. These young adolescents expressed a sense of optimism and a strong belief in positive change at the community level. Though global data on the opinions of young people often emphasizes more negative views of the future, the student drawings we gathered told a different story.

The process was revealing, thought-provoking, and emotional. The scenario planning process forced us to confront our work in bigger, more substantial ways than we had formally done before. Cecilia had drafted fully-plausible scenarios, and in doing so, put words to our deepest fears. Here is an excerpt from one scenario, in which both climate change and the rural economy trend negative:

"Multiple, chronic and overlapping crises have left the education sector struggling to function in 2038.

The acceleration of climate change has battered Madagascar, causing regular (and sometimes simultaneous) crises of security, food, disease and migration. Global increases in sea level, which began to accelerate quickly in 2026 with significant melting of the Greenland and Antarctic ice sheets, have left parts of the island's former coastline underwater. Many communities resisted relocation until it was almost too late.

The resulting, chaotic internal migration exacerbated food insecurity, disease and rising rates of criminal behavior across the island; the situation remains in flux and the constant pace of change, across all areas of life, is relentless. Against this backdrop, the education sector has struggled with even the most basic issues: hiring and deploying teachers; ensuring that school buildings remain standing and are safe to use; and keeping some semblance of a school calendar that is relevant to students and families."

While scenarios of the future often point out important risks, ideally they should also identify opportunities and ways in which organizations can take steps toward the future they want to see. Cecilia's scenarios gave us goosebumps, but her final analysis brought tears to our eyes.

Despite all of the reasons for feeling anxious about the possible futures facing rural education and PJL's programs, the scenarios also created an unexpected sense of hope.

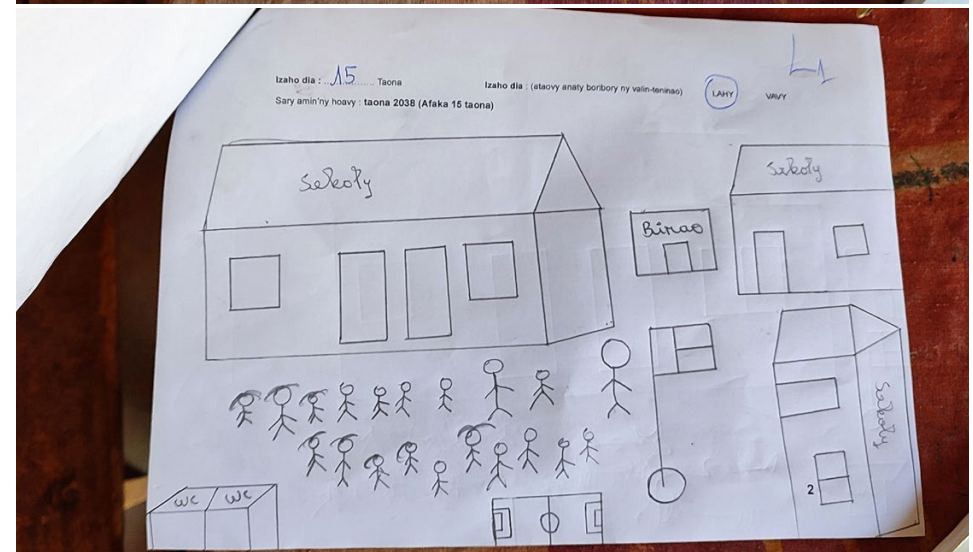
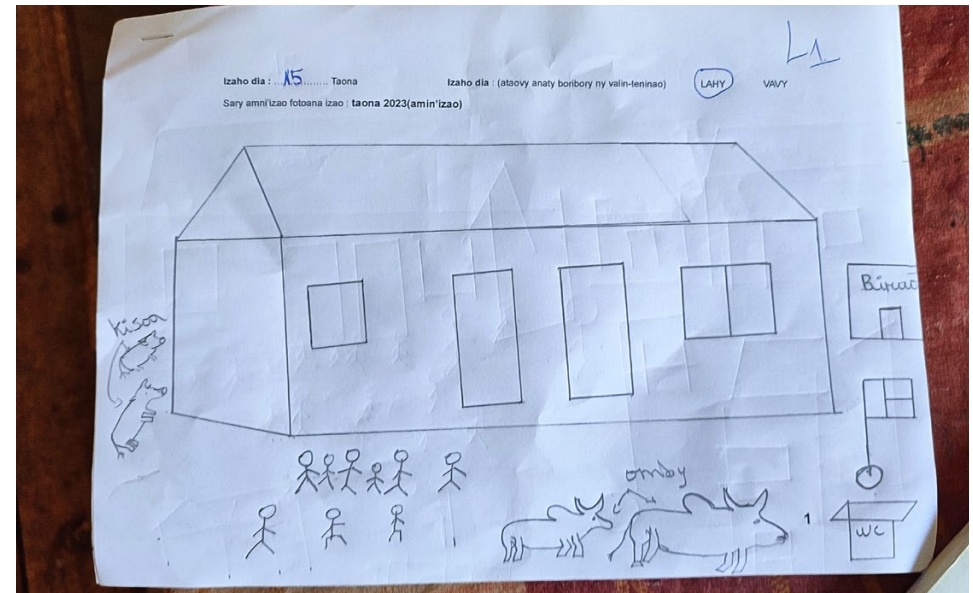
Cecilia linked PJL's work to broader challenges of resiliency that emerged in the future scenarios we created, and in doing so, illuminated why we can and should remain optimistic about our programs, and the students and communities we serve.

"In environments of increased fragility and scarcity, PJL programs strengthen abilities that could make the difference between chaos and resiliency in rural areas. [...] In uncertain and challenging times, communities need role models who can not only solve problems but who can also engage, motivate, and bring their neighbors together."

"The optimism emerging from student drawings of the future is a precious commodity. Combined with increased problem-solving ability, it could make the difference when the environment becomes challenging."

- Excerpts from Cecilia's analysis

We continue to use the scenarios internally and with our government partners to shape a more impactful, more resilient model. A heartfelt thanks to Cecilia for leading us on this journey into the future.



Drawings (top, 2023; bottom, 2038) and explanation by a group of 15-year-old boys at Andohasana Middle School: "Today's classrooms are still very dirty. Cows and pigs enter. We have few latrines. There aren't many students. But when we look at 15 years from now, we'll see that the school will progress. Because students' parents and the government will try to make a plan to improve education. There will be a new school, and a place to play, and latrines. And more students will come to school."



Partnerships

Omena: Breaking the Cycle of Emotional Abuse in Madagascar

While PJL Educators help their students with many different aspects of their lives — their studies, their friendships, their health — one issue has always been difficult to address: emotional abuse. Over the past year, we partnered with [Omena](#), an organization in Madagascar with a mission to tackle this issue. We collaborated on in-depth training with our Educators on recognizing emotional abuse and offering youth appropriate socio-emotional support. Omena also facilitated a community of practice to help our Educators process their experiences in a safe and supportive setting. Finally, we incorporated two new modules in our 9th grade curriculum around emotional abuse and respecting personal boundaries. Read more about the partnership [here](#).



Issroff Family Foundation Collaborative Learning Initiative

Our Executive Director Maia Ramarosandratana was selected for the 2023 Cohort of the Issroff Family Foundation's Collaborative Learning Initiative. She and an inspiring community of social impact leaders met weekly over 12 months for a rigorous course covering the ins-and-outs of organizational management and strategic development.

Rutgers International

We were so grateful to enlist the help of CSE and scaling experts at Rutgers International for the first time last year. They were critical sounding boards as we designed, implemented, and evaluated our government teacher-trainee scaling pathway for the first time. Not only that, but we had the chance to help them develop the first costing tool for CSE scale up. Check it out [here](#).

On the Global Stage

Our travels usually take us into Madagascar's countryside on hardy "taxi-brousse" busses and motorbikes. But over the past year, we've spread our wings! For four of our colleagues, these international events were their first times travelling on an airplane, and leaving Madagascar.

WomenStrong Learning Lab on Monitoring and Evaluation

📍 **Amsterdam, The Netherlands – November 2022**

One of the greatest benefits of being a partner of WomenStrong International has been the chance to participate in their Learning Labs — a peer learning and capacity building community between local women-led organizations. Our colleagues Laura Leeson and Mihaja Raonivololona lived out their nerdiest fantasies at this Learning Lab retreat focused on monitoring and evaluation.

International Conference on Family Planning (ICFP)

📍 **Pattaya, Thailand – November 2022**

We presented two posters at the ICFP spotlighting our approaches to community-grounded, community-driven CSE. We shared findings from our collaborative filmmaking participatory research effort (on how our Educators influence public perceptions of CSE) and presented on our constituent accountability tools, including our Constituent Voice Magazines and stakeholder workshops.

International Conference on Gender-Based Violence

📍 **Kinshasa, Democratic Republic of the Congo – June 2023**

Our Executive Director Maia Ramarosandratana was invited to share Projet Jeune Leader's perspective on the role of multi-sectoral approaches to combat gender-based violence at this World Bank-organized conference. She spoke about how our CSE program is tackling drivers of gender-based violence and how we have built a strong partnership with Madagascar's National Ministry of Education to scale up CSE.

"Development Methodologies" Summer School

📍 **Rabat, Morocco – July 2023**

Our two M&E leads Laura and Mihaja were generously hosted by our partner Fonds d'Innovation pour le Développement for a week of learning and sharing on development and impact evaluation with 100 program leaders and researchers from across the African continent.



Mihaja and Laura at the "Development Methodologies" summer school in Rabat.

Segal Family Foundation Annual Meeting

📍 Kigali, Rwanda – July 2023

The Segal Family Foundation has been one of our strongest champions since our early days (they were our third funder, back when we had a staff of just three!). It was a joy for our Executive Director Maia to participate in their Annual Meeting and reconnect with partners and friends we had not met in-person since before the Covid-19 pandemic (or ever!).

WomenStrong Learning Lab Retreat

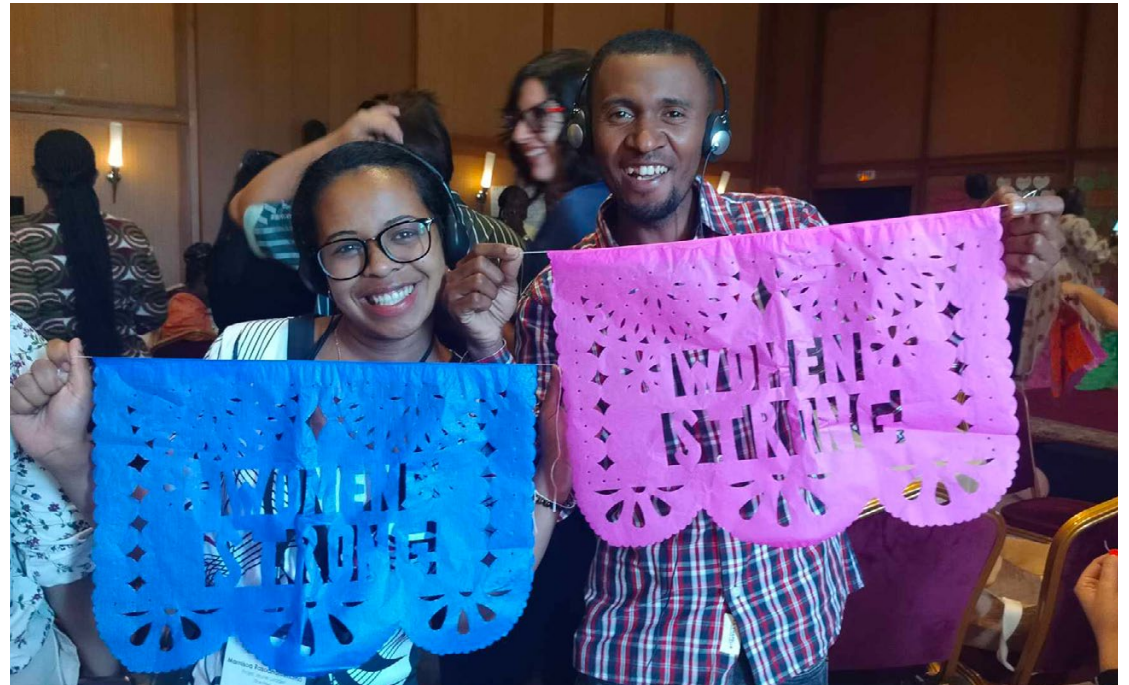
📍 Marrakech, Morocco – September 2023

Our Technical Managers Chrystian Sitrakiniaina and Mamisoa Rasoanantenaina joined 27 partners from 14 WomenStrong International grantee organizations for a transformative week of learning, with sessions ranging from advocacy to storytelling to M&E to self-care. We were particularly grateful for WomenStrong's focus on language justice, meaning interpretation was provided all week, including during amazing visits to Marrakech's historic sites.

Youth Drive Change Summit

📍 Accra, Ghana – September 2023

Our Monitoring and Evaluation Manager Mihaja represented us at IREX and Youth Excel's conference bringing together youth-driven and youth-serving organizations from across the globe. He led a session for conference participants on "What we've learned about effectively serving rural youth."

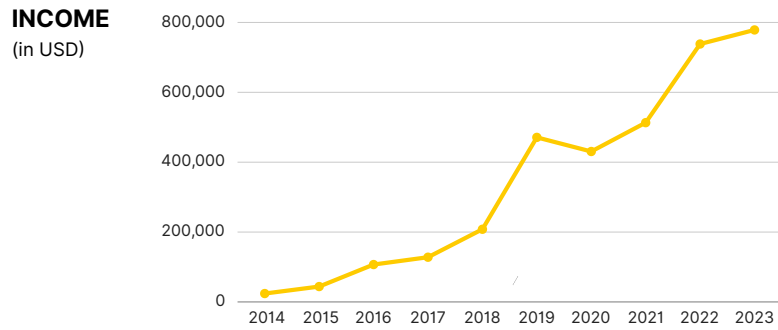


Top: Mamisoa and Chrystian are all smiles at WomenStrong International's Learning Lab Retreat. Bottom left: Chrystian enjoys the sights of Marrakech. Bottom right: Mihaja in Accra for the Youth Drive Change Summit.

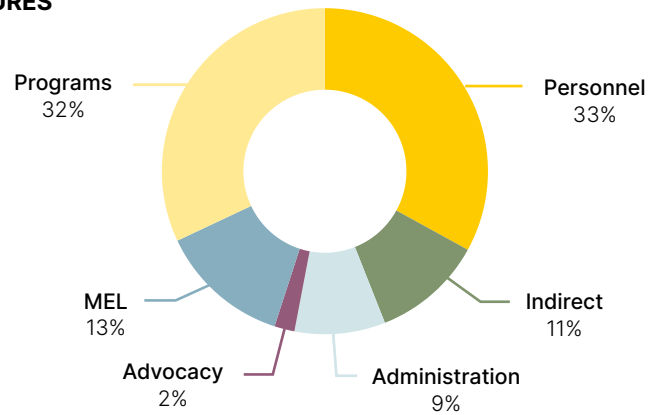


Donors and Finances

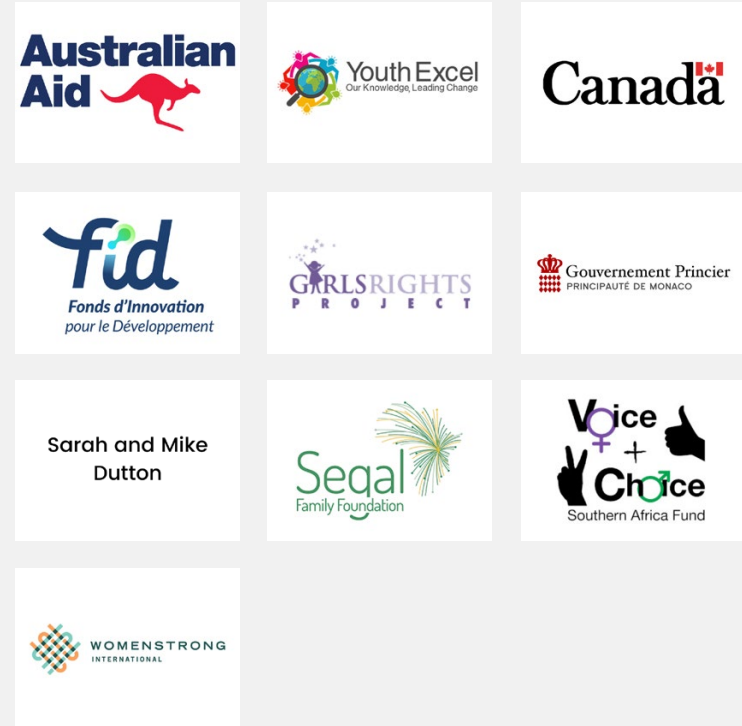
Financial Snapshot



EXPENDITURES
(2022-2023)



We are deeply grateful for the donors who supported our work in 2022-2023:





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