

2018-2019

# ANNUAL REPORT



Comprehensive sexuality education **reimagined**

**PROJET  
JEUNE  
LEADER**

## Projet Jeune Leader was created as a challenge to the status quo.

Back in 2013, I connected vulnerable youth in Fianarantsoa, Madagascar with peer educators who provided basic sexual health education. I realized that this existing, standard practice of one-time and one-directional education was not enough. Youth had follow-up questions, and concerns related to their lived realities of violence, forced and early sexual experiences, and school underachievement – yet had no one trusted to turn to.

Over the next five years, we built a model of comprehensive sexuality education that disrupted this status quo in Madagascar. We recruited, trained, equipped, managed, and paid specialized Educators to deliver a stand-alone comprehensive sexuality education program in public middle schools. And because of this, we ensured that children have the sustained access to the essential information, resources, and support they need and deserve.

We created a model that reimagined the possibilities of comprehensive sexuality education not just in Madagascar, but across all corners of the globe. We figured out how to deliver **high-quality, truly comprehensive, and fun(!) sexuality education**. What's more, we created an approach that widely resonates with students, their parents, and our partner schools – AND which strengthens the larger educational systems in which we operate.

This past year, as one of just a handful partners of the global Resilient Roots initiative, we were able to widely document this meaningful engagement and boost it to new heights.



And, in our boldest move to-date, **Projet Jeune Leader expanded to a new region of Madagascar** – making tangible progress toward our vision of a country where all adolescents are empowered to make informed and healthy sexual health decisions from puberty into adulthood.

All of this is possible through the support of our friends and partners, like you. Thank you for standing with us as we reimagine a better future for Madagascar's youth.

■ Maia (Freudenberger) Ramarosandratana  
FOUNDER AND EXECUTIVE DIRECTOR, PROJET JEUNE LEADER

2018-2019

# BY THE NUMBERS

16

partner schools

51

different  
extracurricular clubs

5,910

one-on-one counseling  
cases requested by students

1,341

students in  
extracurricular clubs

4,858

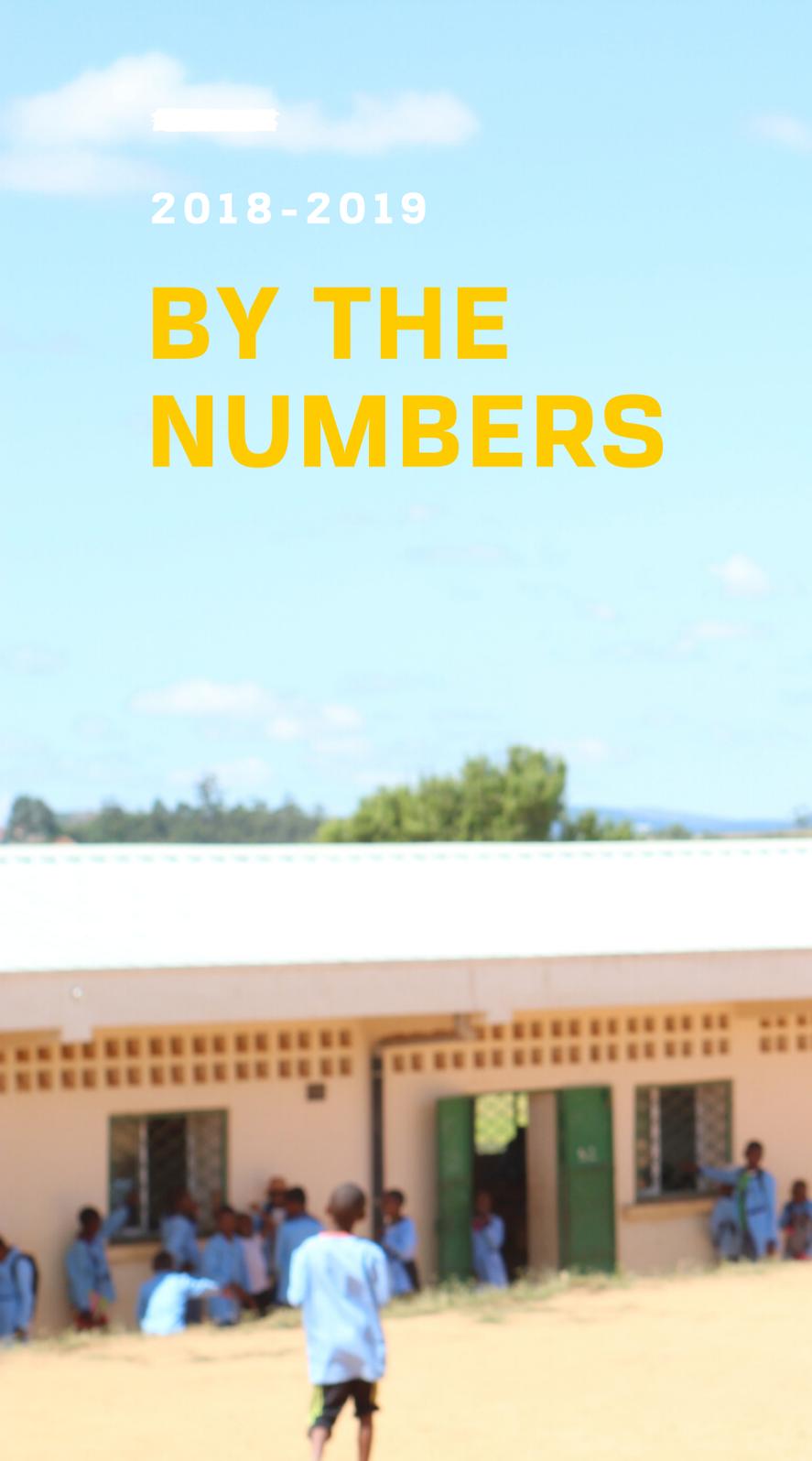
students received an entire  
school year of comprehensive  
sexuality education

336

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

13,340

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



## The core of Projet Jeune Leader are our Educators (“Jeunes Leaders”).

These dynamic young adults aged 18-25 are highly-trained and highly-supported as comprehensive sexuality educators. Every day, they also serve as mentors and counselors to young adolescent students at the schools where they work.

During the 2018-2019 school year, Projet Jeune Leader employed a record-high **37** educators full-time. **97%** stayed on with PJJ throughout the entire year.

“When I have a problem, I want to speak with the PJJ Educators because they don’t judge us, even about things that are embarrassing.”

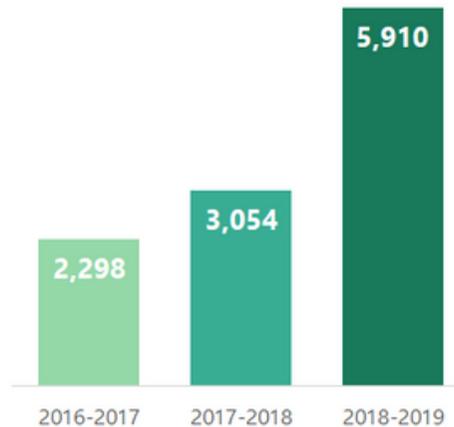




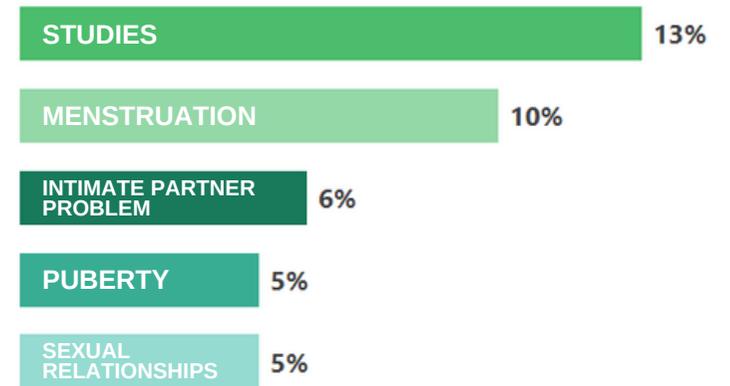
When our Educators are not teaching in the classroom, they are building trusting relationships with students to help them navigate challenges accompanying adolescence.

The impressive number of counseling cases we saw this past year – 5,910 to be exact – is a testament to our Educators’ hard work and unique position to support middle school students to make healthy and informed decisions.

### COUNSELING SESSIONS REQUESTED BY YOUTH



### MOST COMMONLY REQUESTED COUNSELING TOPICS



“The PJJ Educators encourage us in our studies, and teach us how to be good role-models.”

# ANDRY'S STORY

When he was in middle school, Andry had Projet Jeune Leader as a student. It was 2013: our first year in action. Andry's school was one of our four pilot sites.

Crediting his meaningful interactions with his PJJL Educator, five years later Andry returned to middle school – as a PJJL Educator.



I was in 8th grade when the PJJL Educators started at my school. I remember when I went to my first class with them; I was so happy to have them as “older siblings” there. I felt I could trust them to help me if I had a problem. They taught us with games that connected the students heart-to-heart with the educators – we were still children, after all.

I was really close to the Educator named Soilihi. I wanted to be just like him. During recess would offer to help. “Andry is in charge of organizing all the cards,” Soilihi declared to the other students. It was the first time I was given responsibility and felt confident in myself. That was what really made me to want to become a leader in other parts of my life – and led me to have the goal of becoming a PJJL Educator, too.

A few years later, after I graduated high school, I heard that Projet Jeune Leader was recruiting. It was finally my chance to be among the new cohort of just 15 “Jeunes Leaders”.

Over 400 young people showed up for the open recruitment. Instead of being discouraged, I used the leadership skills I had learned in the past and pushed through with the self-confidence I knew I had. I believe that my desire to continue with Soilihi's work shined through. And I made it!

My dream of becoming a “Jeune Leader” had come true – and what's more, I became an Educator at the very same school where my PJJL Educators had taught me.

My favorite part of the job is going around and visiting with students every morning before class – giving them fist pumps and seeing them happy. I like talking to the kids. I feel a sense of responsibility for them, especially since they trust me to help them if they have a problem. Whether it's just to chat, or to come ask for help, they know they can always talk to “Jeune Leader” Andry.

■ Andry

2018-2019 YOUTH EDUCATOR

# STAYING TRUE TO OUR ROOTS

Throughout the past year, we embarked on a journey to become more accountable and responsive to our roots – namely, the students, parents, and partner schools we exist to serve.

As part of the CIVICUS Resilient Roots initiative, we developed innovative accountability mechanisms to build trust, enhance dialogue, and strengthen relationships with our primary constituents. We now have a set of integrated and sustainable feedback mechanisms that have made us more transparent, responsive, and accountable in our work.

## 1 CONSTITUENT NEWS MAGAZINES



### What they are

Paper-based magazines that contain program news, testimonies from students, parents, and school staff, and interest articles about Projet Jeune Leader's work. Students can check out magazines to bring home and share with their parents, and a special place for feedback in the magazines enables any reader to send us their comments or suggestions.

We produced **6** monthly editions, printing **2,250** total copies, of which **2,108** were directly placed at our **16** different partner schools. The remaining went to partner organizations, such as local Ministries and health clinics.

### How they boost our accountability:

Magazine readers feel that they have appropriate access to relevant and clear information about P.J.L. The section for feedback creates a new line of dialogue – parents, especially, can communicate with us, and our answers in follow-up editions of the magazines helps our responsiveness.

We collected **776** comments from students, teachers, parents, and school administrators through a special feedback page in each magazine.

## “BEAN-VOTING” WITH STUDENTS



### What it is

A rapid appraisal technique that engages students to “vote” on key aspects of our performance and program. P JL staff conduct the activity with students after Educators’ courses. With the activity results, Educators later report back to students what they learned and how they will use the feedback to improve their work.

### How it boosts our accountability:

Students – our most important constituent group – have an opportunity to provide regular feedback on the core components of our program. They feel heard, and that their opinions can meaningfully improve their experience with P JL.

## SYMPOSIA WITH PARTNER SCHOOL DIRECTORS



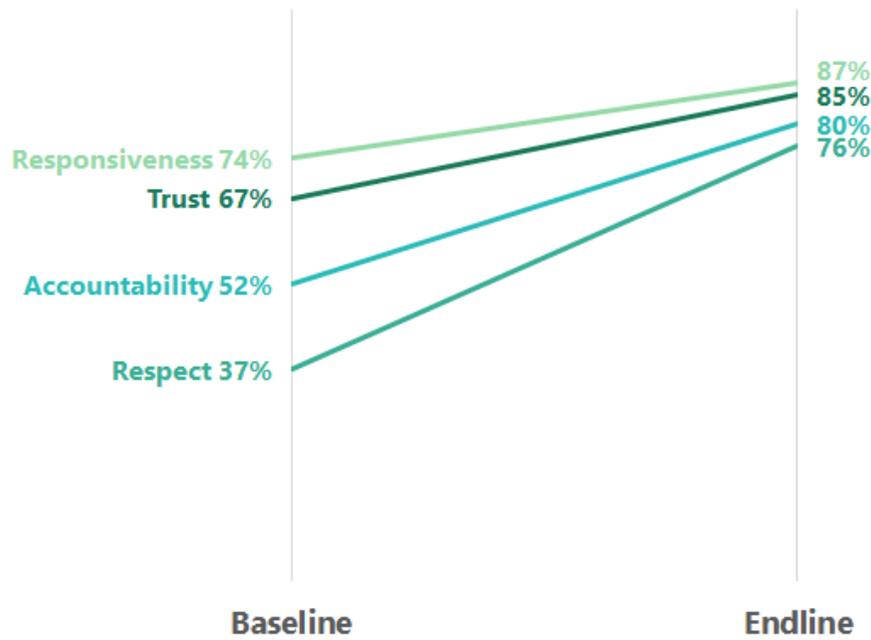
### What they are

Annual gatherings of our most important partners – the School Directors who create demand and are the main gatekeepers for our work in public schools. Participatory, interactive, and celebratory, these symposiums foster a sense of community and provide a space for meaningful dialogue and exchange.

### How they boost our accountability:

School Directors feel that their strengths, opportunities, and impacts are enhanced through collaboration with Projet Jeune Leader. We show Directors that their experiences and opinions are actively sought and valued in P JL’s programmatic decisions.

After nearly 18 months of our accountability experiment, a higher percentage of our students, parents, and partner schools highly rated (scores of 9/10 or 10/10) Projet Jeune Leader against the key characteristics we measured: responsiveness, trust, accountability, and respect.



\*Percentage of PROMOTERS (individuals who gave scores of 9 or 10 out of 10) from Net Promoter Score surveys conducted by Resilient Roots before (n=201) and after (n=174) the project



“It’s easy to see the impact of the PJL Educators at the school, and it’s wonderful for us parents. They show the children the path that they should take and what they should do for good behavior. Learning with the PJL Educators also leads the students to open their minds, and has a positive effect on their education.”

## We expanded and deepened our engagement with parents of our students this past year.

Across the world, opponents of sexuality education frequently cite “the rights of parents” in their arguments against this type of education in schools. Yet, in Projet Jeune Leader’s reimagined approach to sexuality education, **parents remain some of our biggest advocates.**

Whether it was the 336 parents who participated in our workshops on communicating effectively with adolescent children about their sexual health, or the hundreds who sent in comments through our paper news magazines, we showed that it is possible to garner support for school-based sexuality education at the household level.

“Since my child has started learning with Projet Jeune Leader their mind has become clearer and they have the confidence to speak their mind.”

“PJL prompts kids to think critically and understand the situations they are in.”

“I feel that my child’s life has completely changed since PJL; they’ve become motivated to take responsibility.”



The parent workshop with Projet Jeune Leader made a difference for me and my son. I feel that the parents’ workshop and what my children learn from the PJL Educators is very much linked; one’s mind becomes more open to communication at home. At first he didn’t dare talk to me because he thought I might punish him, but when he learned that I went to the PJL workshop, he became more and more bold about revealing and even talking about body parts that were embarrassing to him. My husband and I also made the first effort to talk with him, and he realized that if my parents were talking to me then I should not be ashamed to talk to my parents. I felt that the distance between me and my children is no longer there because of training. In the past it was difficult to talk to children about sexuality. But after learning how to handle it from PJL, it comes naturally.

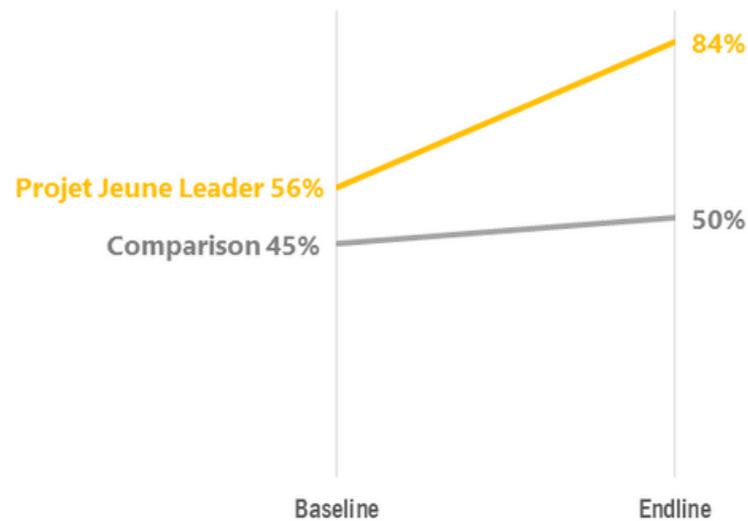
■ Mrs. ANDRIANAIVOSOA LALASOA  
PARENT

# UNDERSTANDING IMPACT

This past year we generated high-quality evidence that PJI improves essential knowledge and healthier attitudes among our adolescent students.

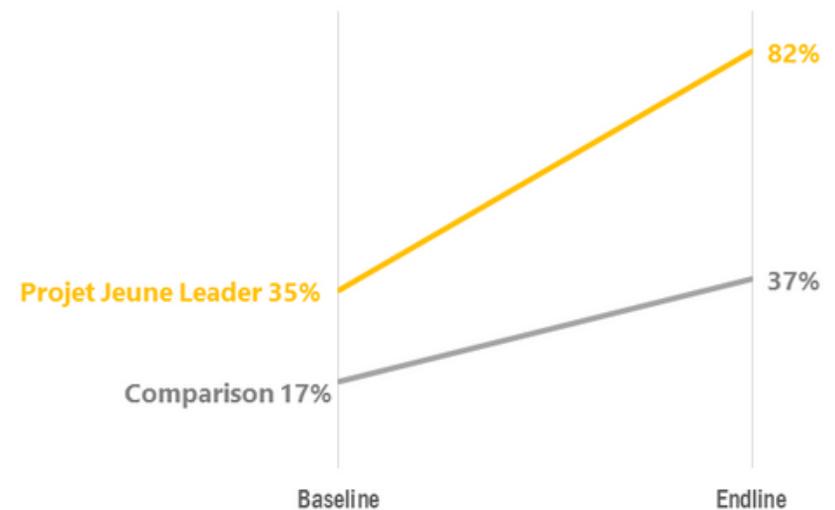
As part of a program outcome evaluation we used a quasi-experimental study with a non-equivalent comparison group pretest-posttest design. At the beginning and end of the school year, students from two new PJI partner schools (n = 705) and two matched comparison schools (n = 508) completed self-report surveys in Malagasy.

Both younger and older PJI students who received weekly courses showed improved knowledge on several core sexual and reproductive health and rights topics when compared to students at schools without Projet Jeune Leader.



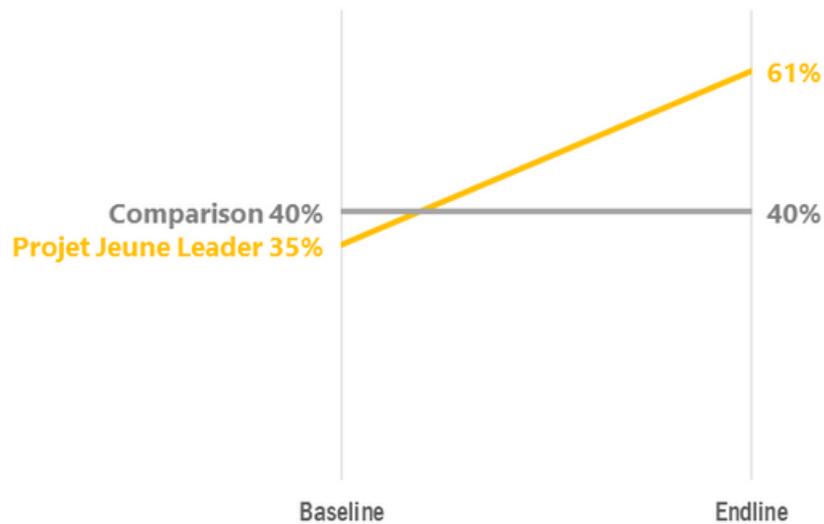
% of older students that know a girl can become pregnant the first time she has sex

PJI students also reported more gender-equitable beliefs after the school year than comparison students.

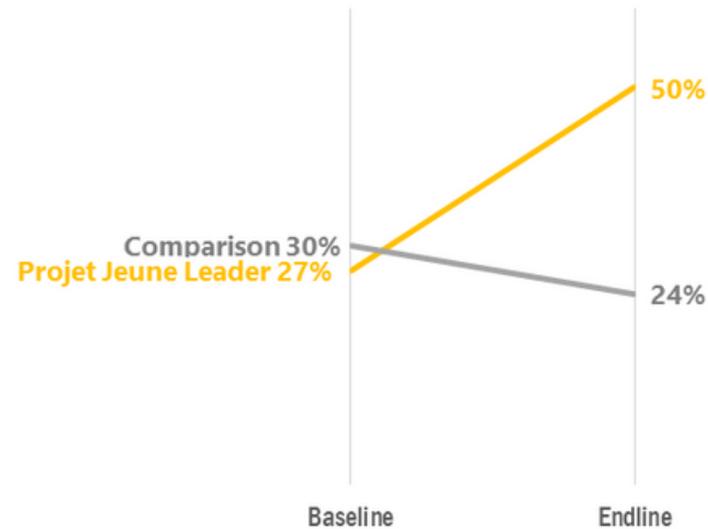


% of younger students that scored 'high' on a gender roles index

For older students in PJL's programming, there were also significant improvements in knowledge, perceived access, self-efficacy, and behavioral intentions towards condoms and condom use – outcomes which were not seen among students at comparison schools.



% of older students that believe they could convince their partner to use a condom



% of older students that have thought about using a condom if they have sex in the future





## GLIMPSES OF OUR VISION

In our boldest move to-date, Projet Jeune Leader expanded to a new region of Madagascar for the 2018-2019 school year.

We created a decentralized office “hub” in Ambositra (the regional capital of Amoron'i Mania) to house one technical and one finance-administration staff member. Together, they oversaw five P JL Educators' work in two public middle schools. Over 1,800 students received enhanced access to sexual and reproductive health information and resources through this expanded reach.

Coupled with rigorous program monitoring and a focus on adaptative management methods, this initial phase of expansion greatly improved our team's capacity and informed our scale-up strategy.

Most importantly, the community's response to Projet Jeune Leader was outright exceptional, and has set the foundation for our continued expansion in 2020 and beyond.

We continue to be unwavering in our passion and drive. The past year's learnings, experiences, and achievements have positioned us to continue towards transformational impact – where all adolescents are enabled to make healthy and informed sexual health decisions from puberty into adulthood throughout Madagascar.



“Putting PjL Educators here at Ambalamahaso middle school really helps us teachers take care of youth, especially with regards to understanding the behavior and lives of kids today, and enabling us to take into account their ways of thinking... I feel that speaking as a parent as well. I would like the Project to continue because it complements our work.”

“The work of Projet Jeune Leader is very important in the Amoron'i Mania region right now. They are greatly helping our social development, especially in the education sector. We feel that their work is complementary to our areas of responsibilities.”

REGIONAL CHIEF OF SERVICE FOR  
SECONDARY EDUCATION

“The arrival of Projet Jeune Leader makes us leaders of the government very happy. The organization is clearly affecting the lives of young people, in addition to the parents and community.”

DEPUTY DISTRICT PREFECT



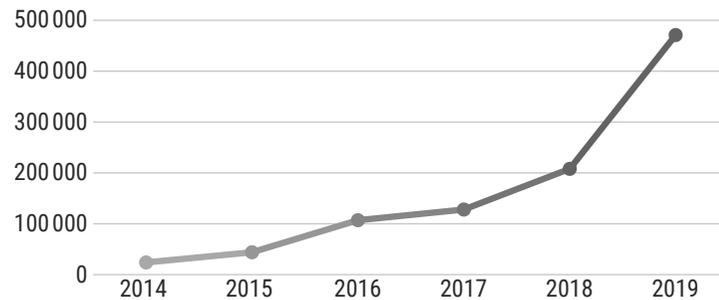
# DONORS & PARTNERS

- AmplifyChange
- Coopération monégasque au développement - Principauté de Monaco
- Positive Action for Girls and Women
- Sarah and Mike Dutton
- Segal Family Foundation
- Groot Haspels Foundation
- Canada Fund for Local Initiatives – Government of Canada
- CIVICUS - Resilient Roots
- Direct Aid Program – Australian Government

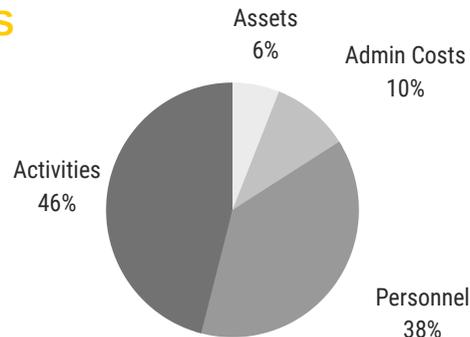
# INCOME & EXPENSES

## REVENUE

in USD



## EXPENDITURES



“For us parents, the presence of Projet Jeune Leader is wonderful. What you teach improves youth’s physical and mental development, and is something that they are able to use throughout their lives. Because of this, we ask that Projet Jeune Leader is brought to every educational space across the island.”