

Reimagining Comprehensive Sexuality Education

STRATEGIC PLAN 2021-2024



Madagascar

NATIONAL MINISTER OF EDUCATION

"We are happy to see youth and women take responsibility in [the field of] education. We hope that each of you will have a long life, that Projet Jeune Leader will have strength and vigor and be implemented long into the future, that it will continue to grow and develop, and that cooperation between the Ministry of Education and Projet Jeune Leader will also last."

REGIONAL EDUCATION AUTHORITY (Amaron'i Mania)

"The work of Projet Jeune Leader is very important in the Amaron'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 responsibility."

PARENT (Mahasoabe)

"We parents are completely convinced, and we are very happy to receive PJJ Educators. Our wish is that project will continue to expand."

STUDENT (Antsaharoa)

"It was wonderful for us to be with you, PJJ Educators. We will make efforts to be like you. And we hope that you will spread your project throughout the island."

TEACHER (Andranovorivato)

"The fact that the PJJ Educator takes on responsibility here at school is really helpful, and we hope it will always continue. The country needs young people like you so you should continue to grow."

SCHOOL DISTRICT SUPERINTENDENT (Vohibato)

"The expansion [of PJJ] is very necessary... when a teacher passes through a school where PJJ is present they genuinely ask, how did you get this, how do I apply to have this? Because they see the school has come a long way, that it has really developed. They see you... they see the work you do, and the people are genuinely shocked and say wow, such a thing exists in this area."

SCHOOL MONITOR (Ankaramena)

"All the students around want to move to a school with the PJJ educator. I have a child who goes to a private school, my child always asks me every day what is going on with PJJ. His friends always tell him what they do and learn with the PJJ educator. My son asks me everyday to transfer to the public middle school and I finally replied okay, next year I will put you in the school with the PJJ educator."



REIMAGINING COMPREHENSIVE SEXUALITY EDUCATION

OVERVIEW

Since Projet Jeune Leader began in 2013, the most common feedback we receive from the students, parents, and school administrations we serve is to expand Projet Jeune Leader to more communities in Madagascar, especially those in rural areas.

This locally-led demand drives **our vision** of bringing the highest quality, youth-led comprehensive sexuality education across the island.

The objective and scope of our 2021 - 2024 strategy is as follows:

Driven by a critical mass of community-led support, we will strengthen, scale, and sustain networks of highly-trained and supported young adult educators who bring holistic and high quality comprehensive sexuality education to Madagascar's most underserved schools and communities.

To fully acknowledge the challenge at hand, we need to **reckon with the status quo** in comprehensive sexuality education, especially from our viewpoint in Madagascar. Despite decades of research showing top-down, quick-fix approaches do not work, they are still the standard for sexuality education in low-income countries. The bias towards this status quo affects the conversations we are invited (and not invited) to, and the resources and tools we can access (or are denied). Much of Projet Jeune Leader's future depends on breaking through these assumptions and defaults with our **innovative, youth-led approach**.

In fact, there are not many programs like Projet Jeune Leader in the world. One of the most common things we hear from visitors is that you must see PJJL educators "in action" to understand why they are special. That is why in this strategy document we also zoom into one small, rural community to describe **how Projet Jeune Leader works on the ground**.

We then **reflect on our accomplishments and learnings** since publishing our last strategic plan in 2017. True to our past commitments, we have grown our team, our evidence base, and our reach. We talk about the unexpected ways in which we have grown, too, and how it has provided an exciting window of opportunity for the next three years.

Finally, we delve into our **strategic focus areas** that will shape our work and performance objectives for the next three years.

— *Expanding Impact*
Page 11

— *Innovation Where and When it is Needed Most*
Page 7

— *Demonstrating Innovation*
Page 6

— *A School Community, Reimagined*
Page 4

— *Accomplishments 2017-2020*
Page 12

— *Impact Roadmap 2021-2024*
Page 14

The core of Projet Jeune Leader's Reimagining Comprehensive Sexuality Education strategy is changing systems. Systems thinking distinguishes our work from charitable, project-based approaches to sexuality education. We are beyond "fixing the individual" – or only working towards knowledge and attitude change among young adolescents. Instead, we aim to shift the conditions of the systems surrounding middle school students in increasingly rural and underserved communities.

Our strategy also focuses on shifting norms, which is closely intertwined with systems change work. Over the past eight years, we have seen that parents, teachers, and school administrations end up supporting sexuality education and demanding more of it after partnering with Projet Jeune Leader. Changing these mindsets is what drives the **scale and sustainability of our model**.

All of this – as ambitious as it may sound – is anchored in the power of our young adult educators. Dynamic, restless, and passionate young adults have always been the foundation of our program. To date, over 200 young adults have shown that they possess the capacities and motivation to act as change agents in Madagascar's challenging, resource-constrained public middle schools. We will continue to invest in them as the core of our model.

We believe that if we can fully harness the potential of Malagasy youth – an ever-growing demographic – to deliver comprehensive sexuality education across Madagascar, we can ensure an entire generation of young people reach their full health and leadership potential.

As young people ready for change, we are ready for the challenge. ■

— MAIA RAMAROSANDRATANA

Founder and Executive Director, Projet Jeune Leader

— Pathway to Sustainable Scale
Page 16

Comprehensive sexuality education, powered by young leaders.

OUR MISSION

Harness the power of young adults to transform schools and communities through comprehensive sexuality education, ensuring all Malagasy youth reach their full health and leadership potential.

OUR 2024 VISION

By demonstrating that Projet Jeune Leader can improve the conditions of the most difficult systems across Madagascar, we are striving for sustainable impact at scale. We aim to annually reach at least **50,000** of the most underserved Malagasy adolescents by 2024.





A SCHOOL COMMUNITY, REIMAGINED

HOW WE WORK

Maneva, Madagascar looks like many other rural towns in the highlands of Madagascar.

A bumpy dirt road seams off a poorly-paved national highway into the mountains, passing a scattering of rice paddies and stone tombs along the way. The road eventually leads to a row of a dozen or so houses, some of which double as makeshift épiceries selling packaged sweets and household essentials – salt, oil, cigarettes. Chickens roam, babies toddle back and forth across the road, grandparents sit on the side and greet the passersby.

Up the hill from this rural village still untouched by electricity lies the town's middle school. It serves 350 students – the children of local farmers, brickmakers, and charcoal producers from surrounding remote villages hidden further out in the mountain range.

Students at Maneva middle school spend their mornings doing rote memorization of basic mathematics, their afternoon copying line after line of French phrases from the chalkboards into their notebooks. We are not surprised by the strictly lecture-based teaching; it's likely no more than one teacher has a professional teaching diploma and classrooms are overflowing with 50 or more students. [1]

If we continue to assume Maneva is similar to schools across Madagascar, on any given day around six of the school's 18 teachers will be absent or leave early. [2] We guess (and then confirm) that only three of the school's teachers are contracted by the government – the rest receiving support from parents of students, who are among the 81% of Madagascar's population that live below the international poverty line. [3]

The worn-down classrooms with peeling paint, leaking roofs, and missing benches reflect how this public school has been neglected for some time.

These common school system conditions in Madagascar create chronic problems of academic underachievement. While students in their last year of middle school should be 14 years old, due to normalized grade repetition, we see mostly 16 and 17-year-olds at Maneva. But at least they are there: only one out of every four Malagasy children that start middle school will even finish. [4]

Poverty, societal norms, power imbalances, knowledge gaps, and embedded social narratives further hinder these students' rights to education and healthy, productive lives. Nearly half will be married as children. [5] And more than one in three girls will become unexpected mothers before they turn 18. [6]

Despite these complex issues, since 2016, Maneva middle school and its students have transformed.

Once a week, students attend a new, timetabled class. If you peek into the windows during this time, you will notice it is vastly different than the lecture-based, rote-memorization courses students attend during the rest of the week.

Students are smiling, excitedly raising their hands to participate. They sing and dance during icebreakers, they participate in oral and written brainstorming sessions, they make posters and diagrams and skits to present information to their peers. The lessons are led by a dynamic, confident, and informed young adult, who looks and acts much like their peers, and who is welcoming and available every day of the school year.

The class?

Comprehensive sexuality education with Projet Jeune Leader Educators.

Projet Jeune Leader (PJL) Educators' creative, participatory, and most importantly, fun courses are a simple enhancement to the public education system in Madagascar. They do not add to students' school days, but instead fill unsupervised hours resulting from the lack of available teachers and classrooms.

Interspersed with essential sexual and reproductive health topics – puberty, anatomy, menstruation, fertility, and sexuality – are leadership lessons. Students learn assertive communication skills, methods to resolve conflicts, how to manage emotions, the importance and how-to of setting goals, and how to think critically and solve the difficult problems they will face throughout their lives.

These leadership and health themes frequently interweave when PJL Educators guide students in examining substantial issues such as violence, healthy versus unhealthy relationships, human rights, and gender roles, stereotypes, and inequalities.

PJL Educators start reaching kids in the first year of middle school, when they are just 10 years old on the cusp of puberty. They teach an age-segmented curriculum of 27 weekly lessons to all students in every grade at the middle school, throughout the entire school year.

It doesn't end there.

PJL Educators organize extracurricular activities to provide students with safe recreational activities, like reading books and playing games, and a space and time to be kids and discover new passions. PJL Educators' counseling hours enable students to discuss personal problems and seek advice from a supportive young adult they trust. And direct healthcare referrals from PJL Educators allow students to access health care from PJL-trained providers whenever they need it.

Health teachers, guidance counselors, school nurses, librarians, gym teachers, and near-peer mentors are taken for granted in many school systems. In Madagascar – one of the poorest countries in world – students simply do not have access to these resources.



When schools like Maneva middle school introduce a PJL Educator – a single person who encompasses all these roles – students gain access to essential information and support they need to start on healthy and productive lives now and for the future.

Parents and teachers have recognized this, and they wholeheartedly support this model of comprehensive sexuality education in their children's school. They work closely with and learn from PJL Educators to improve their relationships with children. They grow their capacities to support children through the challenges of adolescence, too.

For students, parents, and the school administration, **sexuality education is now the new normal.** They come to expect that adolescents will learn about sexual and reproductive health and rights from the PJL educator during middle school. In fact, they demand that it continues, so that those students' younger siblings will have the same opportunity.

In the small, rural community of Maneva, Projet Jeune Leader is not just about helping adolescent students beat the odds stacked against them. **It is about changing their odds, by improving the conditions in which they live, learn, and grow.** ■

DEMONSTRATING INNOVATION



HIGH QUALITY, LOW COST

We ensure the highest quality in our approach by recruiting, training, equipping, managing, and paying **specialized young adult Educators** to deliver an integrated, stand-alone comprehensive sexuality education program in public middle schools. In addition to teaching a **year-long, gender-transformative curriculum** across multiple grades in partner schools, these full-time educators deliver a package of services to improve individual student empowerment, strengthen healthcare access, and create a more supportive environment for adolescents. At **a fraction of the cost** of alternative youth development programs, our lean model centers around educators' potential as system change agents in Madagascar's most underserved schools.



EFFECTIVE GOVERNMENT PARTNERSHIP

Our public-private partnership with the Ministry of Education of Madagascar at **all levels** (local-district-regional-national) enables us to build upon existing structures to scale. Our educators not only **fill critical gaps** in human capacity in the educational system, but also create more **dynamic, welcoming, safe, and locally-valued public schools**. We are the only organization in Madagascar with implementation capacity to fulfill the government's commitment of providing youth with reproductive health education.



POWER SHIFT IN ACCOUNTABILITY

Our youth-founded, youth-led, and youth-centered program inherently increases the "**reach, attractiveness, relevance, and effectiveness**" of comprehensive sexuality education. With our strong, mission-driven values, we continually refine a rigorous **monitoring and evaluation system** centered on principles of meaningful constituent engagement and accountability. This system not only enables us to ensure the quality of our work, but also build and harness **community support** for sexuality education. We are beginning to leverage this support from across hundreds of communities to institutionalize sexuality education for impact at scale.

The potential for Projet Jeune Leader's model to operate at a sustainable scale stems from our key innovations which disrupt the global status quo of comprehensive sexuality education delivery, especially in resource-poor settings.



INNOVATION WHEN AND WHERE IT IS NEEDED MOST

The future depends on promoting health, education, and gender equality among young people.

At the intersection of all three, comprehensive sexuality education is a powerful, evidence-based mechanism for ensuring youth's engagement in society and helping them achieve their potential, now and in the future.

Comprehensive sexuality education is especially needed in contexts where adolescents, and especially girls, face serious threats to their well-being from violence, childhood marriage, unintended pregnancies, and gender inequalities. Comprehensive sexuality education (CSE) equips young people with an understanding of their sexual and reproductive health and the tools needed for healthy relationships. [7,8] When age-appropriate CSE is provided with the right approach at the right dosage, it helps children form positive beliefs, values, and attitudes that promote gender equality, respect for others, awareness of rights, self-efficacy in decision-making, enhanced quality of interpersonal relationships, and freedom from discrimination, exclusion, and violence. [9,10]

Although there is clear evidence that comprehensive sexuality education can positively impact well-being, implementation of high-quality programs remains a significant challenge. Particularly in low- and middle-income countries, CSE is rarely institutionalized and there are few examples of scaled-up, sustainable programs. [11]

The more widespread comprehensive sexuality education programs that do exist in these contexts have historically used top-down approaches through

school systems, as schools are an ideal way to directly reach adolescents with curriculum-based programs and can be implemented at scale. [12] In fact, having teachers deliver CSE as part of the school curriculum is the most recognized model, especially in Sub-Saharan Africa. [13] CSE lessons are integrated into existing teachers' teaching timetables – often into carrier subjects – through top-down governance processes.

However, numerous studies have shown that these hierarchical, school-based delivery models face many barriers and often fail to make impact where it is needed most. [14] Regardless, a bias towards the status quo means these approaches continue to be implemented in places like Madagascar. [15,16]

THE CSE STATUS QUO IS UNRELIABLE FOR CHALLENGING CONTEXTS

Proponents of top-down, school-based, teacher-delivered approaches to CSE often fail to sufficiently recognize one key thing: The places where comprehensive sexuality education is most urgently needed are the same places where education systems are deeply dysfunctional.

In Madagascar, one in three girls becomes a mother before turning 18 – a tenacious social problem which has not improved despite decades of attention. [17] Numerous factors perpetuate the problem, including poverty, societal norms, power imbalances, knowledge gaps, embedded social narratives, and more.

Madagascar's education system is also plagued by its

own "wicked" problems. Poor training, retention, capacity, and incentives of teachers, inequitable use of public resources, obsolete syllabuses, and literal crumbling infrastructure are just a few of the tangible problems that persist beyond each period of sectorial reform.

These conditions of the system hold the problem of student underachievement in place. Arguably, one of the education system's most fundamental purposes is to teach children basic reading and math skills – yet, even in this regard, the system is deeply failing. [18] Currently, 97% of children cannot read and understand a simple story by the end of primary school. [19]

The issue with traditional approaches to implementing CSE through the existing education system (especially in challenging contexts, like Madagascar) can therefore be succinctly captured by this insight from the LankellyChase Foundation: "Each time we develop an intervention, we paper over the cracks and layer yet more complexity onto an already complicated and confused system." (p. 2) [20]

Despite good intentions, for years the status quo approach to delivering CSE in a dysfunctional educational system has not been "reflective and challenging of its own role and risks complicity in these dysfunctions" (p.3, LankellyChase Foundation).

CURRENT APPROACHES TO CSE IGNORE AND COMPLICATE SYSTEMS

Comprehensive sexuality education is an inherently complex intervention. Since it addresses one of the most sensitive aspects of the human experience – sexuality – it is permeated with the moral judgments of all those involved. Societal and political ambivalence and resistance to CSE have persisted across time and contexts for this reason. [21]

While other interventions may be suitable for hierarchical, linear implementation through the education system, this is an ill-fated approach for CSE because of its inherently sensitive nature.

Imagine a hypothetical program which aims to instill learner-centered teaching methods among teachers. An accepted approach may involve the Ministry of Education using existing system structures and pathways to develop the training resource package, establish a train-the-trainer dissemination method, and roll out a top-down delivery of the intervention.

In this example, we might see some challenges in adoption of the intervention due to different capacities at all levels of implementation (for example, a less effective trainer at one of the regional levels, or low baseline knowledge or skills levels among a subset of implementing teachers).

However, it is unlikely that trainers and implementers would have deep-seated discomforts, biases, and objections about the purpose and content of the intervention. We cannot hold this same assumption for an intervention that entails concepts of sexuality.

Social actors in CSE have long ignored this "technicality" and consequently, a mounting body of evidence has shown that when existing teachers are expected to deliver CSE, their own attitudes, including biases about gender norms and their comfort levels around discussing difficult topics, often convey a message that conflicts with the content of CSE curriculum. [22,23]

In fact, one of the most common barriers to CSE implementation is that teachers do not, will not, or cannot teach what is expected in participatory, gender-responsive, and rights-based curricula. [24,25,26]

Time after time, recommendations are made to enhance training and provide more guidance for teachers who implement CSE. Yet, with these recommendations, we once again fail to recognize the realities of the systems in which teachers are recruited, trained, and work.

A lack of processes and infrastructure for pre-service and in-service teacher training in Madagascar is one of the largest structural barriers in the country's education system. Less than 40% of primary school teachers are professionally trained [27] and only 3% have a professional teaching diploma. [28] The



national and regional teacher training institutes only have the capacity to train around 2,000 student-teachers per year – and yet these training programs do not match the needs of the two-thirds of teachers that are community-hired with limited skills. [29]

Another challenge is the lack of a coherent teacher support system. School inspectors have practically disappeared and the ratio of pedagogical counselors to teachers is low across school districts (1:173). [30] Despite sectorial reforms and numerous interventions from multilateral organizations, teachers still struggle to use participatory, learner-centered techniques that are important to facilitate learning. Moreover, classes are large (average class size is about 50 students, but some have as many as 100) [31] and teaching often reverts to lecturing and rote learning.

Expecting teachers to take on additional work and training to integrate CSE into their lessons also hinges on distributive injustice when only 20% are salaried civil servants. [32] The 80% of teachers that are community hired are not guaranteed a salary. Many communities pay their contract teachers in kind with rice or farm labor. [33]

Population Council's Nicole Haberland has corroborated that structural change is desperately needed to deliver high-quality CSE at scale:

“Transforming teaching methods for CSE, however, requires more than one-shot preservice training and in-service workshops. Rather, it has bold implications for pedagogy more broadly and thus for education reform. At the global policy level, CSE—especially a model that engages young people in thinking critically about gender and rights—cannot advance in the public sector without a major investment in strengthening teacher skill. **How to tackle this challenge is a considerable dilemma.**”

(P. S19; EMPHASIS ADDED) [34]

VESTED INTERESTS MAINTAIN THE STATUS QUO IN DYSFUNCTIONAL SYSTEMS

Like other countries in Eastern and Southern Africa, Madagascar has made commitments to larger international entities to deliver CSE. [35] However, these commitments are far from being meaningfully operationalized. [36]

Over the past decade, consistent, top-down financial incentives have lead Madagascar's national Ministry of Education to pursue ad-hoc, piecemeal, project-based approaches to implement the CSE status quo. [37,38]

In this case, the Ministry's limited operational capacity to roll-out their projects [39] (alongside teachers' unwillingness to teach) [40,41] is not the worst case scenario. Not only does their framework

“not deal with all the problems linked to adolescent and youth sexual and reproductive health encountered by schoolchildren, including means of prevention and contraception in the face of early sexual intercourse and early pregnancy” [42] but it also “directly contradicts the rights-centred tenants” of CSE. [43] One example is the curriculum's take on sexual abuse, “as blame for sexual assault and responsibility for preventing future sexual violence are placed on the victim instead of the perpetrator” and “style of dress, ways of talking, and accepting gifts from men as reasons one may be raped.” [44]

Furthermore, the unidirectional nature of funding streams has preserved single-component interventions within the highly donor-dependent Ministry of Education, rather than fostering multicomponent approaches that involve coordination with Ministries of Health and Social Services. Not linking school-based CSE to health and social services is not only unethical, but it also greatly hinders the effectiveness of CSE. [45,46]

This key failure to recognize and address the larger systems that influence individual outcomes among adolescents is one of the biggest limiting factors of the CSE status quo in challenging contexts. [47,48]



INNOVATION AND SYSTEMS CHANGE: THE WAY FORWARD WITH PROJET JEUNE LEADER

In 2017 Projet Jeune Leader argued that the world needs innovation, not renovation, when it comes to providing youth with comprehensive sexuality education. [49] The need for CSE is too great, and we already know what is not working.

At that time, we knew our educators – young adults recruited for their positive social attitudes and potential as role models, counselors, and effective teachers – were undeniably the most important and innovative part of Projet Jeune Leader. Unlike the status quo in CSE, our educators could effectively deliver CSE in Madagascar's dysfunctional school system.

Over the past three years, we also began to realize that their work was beyond addressing adolescents' immediate needs for essential information and support – it was leading to real transformation of the systems in which students live and learn.

In other words, in their day-to-day work, Projet Jeune Leader educators are working as systems change agents. Because they are young adults themselves, these educators humanize their young adolescent students in ways that other adults do not and acknowledge young people's lived realities. They understand the gaps in the systems in which they work and can find and test flex points. They create conducive structures and improved pathways to support positive outcomes for their individual students – an important, if not essential, part of meaningful and sustainable change.

Just as exciting, we are seeing that by disrupting the CSE status quo with our dynamic, highly-skilled educators, we are opening space for CSE to take root. Our innovative approach deeply resonates with communities who have never seen or experienced anything like it. This positive change in mindsets about sexuality education is what will propel our scale and sustainability in Madagascar.

Developing and implementing CSE is clearly a job never done – the challenge is determining how to use resources effectively to create significant social impact where it is most needed. In our radical departure from the status quo, we have decided that our best, most valuable resource is young people, themselves. Because the future depends on it, we will continue to harness the power of young adults to transform schools and communities through comprehensive sexuality education, ensuring all Malagasy youth reach their full health and leadership potential. ■



EXPANDING IMPACT

2013

WHERE WE
STARTED

2021

WHERE
WE ARE

2024

WHERE WE
WANT TO BE

of recruited, trained, equipped, supported, and paid full-time young adult educators

7

50

200

partner schools located in rural areas

0%

75%

90%

adolescents reached annually with holistic, year-long, gender-transformative comprehensive sexuality education

2,700

21,500

50,000



WHAT WE HAVE ACCOMPLISHED

2017-2020

STRATEGIC OBJECTIVES 2017-2020

RESULTS

EVALUATE

Generate evidence that shows our model is successful and cost-effective.

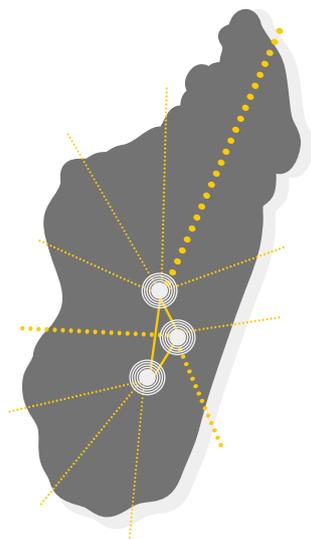
- Quasi-experimental studies showed Projet Jeune Leader has a positive effect on adolescent students' knowledge, attitudes, self-efficacy, and behavioral intentions related to Sexual and Reproductive Health and Rights (SRHR) and gender equality.
- A core component analysis enabled us to cut activity-based costs by 85% while still achieving intended program outcomes.
- Community-based participatory research revealed that Projet Jeune Leader enhances adolescent-adult communication and relationships, improves students' connectedness to school and motivation to study, and boosts adolescents' self-confidence.
- Systematic feedback mechanisms with parents of students revealed three key themes: 1) Parents believe PJL has a positive effect on their children; 2) Parents think PJL helps them with raising their children; and 3) Parents want PJL to be continued and expanded because it is so beneficial.

BUILD

Grow our financial, technical, and human resources, along with the capability (the skills) and capacity (the ability for volume) for a larger-scale response.

- As part of the Resilient Roots Initiative with CIVICUS and Ford Foundation, we created and institutionalized innovative feedback mechanisms to systematically make program improvements, as well as build and harness support from students, parents, and Ministry of Education officials.
- Our executive team restructured financial and administrative procedures, especially related to regional hub management, and implemented new communication and workflow systems across regions.
- We simplified and standardized the essential elements of our intervention, enabling us to expand into increasingly difficult contexts quickly and efficiently.
- We established a dedicated monitoring, evaluation, accountability, and learning team and hired a communications and advocacy manager – all previous PJL educators.

STRATEGIC OBJECTIVES 2017-2020	RESULTS
	<ul style="list-style-type: none"> — We created a new position of Regional Technical Manager. Three managers (one per hub) ensure quality of program operations for all schools in their region. This shifted power to our local team – all previous PJL educators who have grown with the organization and who have the soft and hard skills needed to drive our mission in Madagascar. — Our M&E team developed an innovative, milestone-based MEAL plan – integrated into the day-to-day jobs of the Regional Technical Managers – to assess and document if we are maintaining quality at scale. — We diversified our donor portfolio, gaining 7 new funding partners. — Our team gained experience with national and international opportunities, including 2017 recognition for “120 under 40”: New Generation of Family Planning Leader, selection as a Youth Leader and Young Researcher for the 2018 International Conference on Family Planning, and acceptance into the 2020 WomenStrong International Learning Lab and 2021 Gratitude Network Fellow Cohort.
<p>SCALE</p> <p>Bring our program to new regions of Madagascar.</p>	<ul style="list-style-type: none"> — We created two new decentralized program hubs in the Amoron'i Mania and Vakinankaratra regions of Madagascar, each with technical and financial teams. Our locally-recruited educators are now serving adolescents across three regions, and 75% are located in rural areas.



2017-2020 UNEXPECTED RESULTS

SUSTAINABILITY

Throughout the past three years we have collected evidence that Projet Jeune Leader is positively shifting norms and attitudes towards sexuality education at various levels (for example, among district officials, teachers, parents, youth, and healthcare providers). These shifts in mental models and this critical mass of support can bring about the systemic change needed to scale and sustain sexuality education for widespread impact.

In fact, in December 2020, we leveraged this support to secure an unprecedented partnership agreement with the national Ministry of Education, clearing a path to deliver our program in any public school across the island. This type of partnership at the national level is rare, given the sensitivity and resistance surrounding sexuality education.

However, by demonstrating the quality and impact of our model, as well as showcasing how our approach deeply resonates with communities, we are working towards national institutionalization of sexuality education by harnessing the collective power of a network of P JL educators, from grassroots up.

IMPACT ROADMAP

2020-2021

FOCUS AREAS	OBJECTIVES
<p>CHANGE SYSTEMS</p> <p>Elevate a systems-change agent approach to comprehensive sexuality education.</p>	<ul style="list-style-type: none"> — Run iterative innovation hubs to integrate P JL educators into fragile, rural schools with <100 students. <ul style="list-style-type: none"> • Identify, test, and strengthen intervention leverage and flex points within the wider school community. — Employ mixed methods research to 1) explore how P JL Educators and program components interact and impact people, structures, and systems; and 2) strengthen P JL educator leverage points and positive influence on well-being, health, and educational outcomes for students, schools, families, and communities. <ul style="list-style-type: none"> • Published case study in peer-reviewed journal.
<p>SHIFT NORMS</p> <p>Expand and institutionalize networks of highly-trained P JL Educators in new and underserved communities.</p>	<ul style="list-style-type: none"> — Strengthen partnership with local, regional, and national Ministry of Education to replicate program through the government school system. <ul style="list-style-type: none"> • Partnerships with 90% of districts within three program regions by 2024. • Renewed national partnership agreement. — Initiate a Collective Impact partnership with Madagascar's vibrant, but neglected, civil society to reach out-of-school and vulnerable youth. <ul style="list-style-type: none"> • Key program components tested and collaboratively packaged. • Robust narrative strategy and infrastructure outlined and built on a resource & learning page of P JL website.

FOCUS AREAS	OBJECTIVES
<p>BUILD CAPACITY</p> <p>Invest in our people and systems to establish a scalable operating model.</p>	<ul style="list-style-type: none">— Strengthen fiscal performance.<ul style="list-style-type: none">• Improve cost-effectiveness by 20% and publish cost analysis study.• Secure 501©3 status.• Increase revenue by 30%.• Secure 2 additional core program donors (unrestricted funding).— Invest in our young workforce to drive our organization's mission.<ul style="list-style-type: none">• 90% educator retention rate.• Systemize organization-wide approach to coaching and check-ins.• Develop leadership transition and succession planning strategy for all senior technical and financial-administrative roles within organization.— Build the internal infrastructure needed to support high-performance operations at scale.<ul style="list-style-type: none">• Integrate technology solutions for educator-supportive supervision.• Strengthen finance and administrations to manage million dollar operating budgets.



PATHWAY TO SUSTAINABLE SCALE

IMPACT

Household, school, and community systems promote the sustained health, education, and gender equality of youth across Madagascar.

OUTCOMES

Adolescents access high-quality services and support now, and are more likely to access them in the future.

Adolescents grow up in schools and communities responsive to their needs and rights.

CHANGE

PJL EDUCATOR AS CATALYST

Adolescents gain positive a role model and mentor.

Adolescents have a platform to build and practice confidence, self-efficacy, and leadership.

Adolescents have revitalized, welcoming, safe schools.

PJL EDUCATOR AS RESOURCE LINKER

Adolescents build essential knowledge and competencies.

Adolescents learn and make best use of education, healthcare, and social service.

PJL EDUCATOR AS RELATOR

Adolescents experience improved social capital at school, at home, and in local healthcare.

Adolescents have improved relationships with teachers, parents, healthcare providers.

INTERVENTION

Projet Jeune Leader trains, mentors, and nurtures dynamic young adult educators to deliver holistic, high-quality comprehensive sexuality education. By sustaining and scaling this model through community-led demand, our young adult educators are living and working with increasingly rural and underserved communities.

ISSUE

Young, Malagasy adolescents are extremely vulnerable to child marriage, early pregnancy, gender-based violence, and school dropout due to the environmental and social conditions in which they live and learn. This is exacerbated by a lack of reliable information and support from health, education, and protection systems in Madagascar.

SUPPORTING OUR PATHWAY TO SUSTAINABLE SCALE

As the only organization – public or private – that delivers comprehensive sexuality education in Madagascar, we are looking for new strategic partners to support the growth and development of a more resilient, cost-effective, and equitable Projet Jeune Leader model.



GROWTH: Income and Adolescents Served, 2013-2020



"I believe that an investment in Projet Jeune Leader's work will result not just in acute, positive change, but also in a longer-term, sustainable shift in the safety and sexual health of Malagasy youth.

As part of my role at WomenStrong, I reviewed a set of comments submitted by youth, teachers, and parents who had encountered Projet Jeune Leader's programming. I saw reflected in those comments the extreme care the staff at Projet Jeune Leader had taken when engaging new communities in this challenging work. It is clear that they prioritize the longevity of and buy-in to their transformative approaches over quick fixes that might otherwise engender apathy, at best, or backlash, at worst, once their program is complete."

— MARA STEINHAUS, Senior Research & Learning Specialist, WomenStrong International



Photos by [MARC NEGANE](#), Previous PJJ Educator

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Projet Jeune Leader



LEARN MORE

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