Puberty is a critical transition period bringing rapid and significant changes in the physical, biological, cognitive, and emotional domains of a young person’s life.

Intervening during early adolescence, when attitudes and behaviors are being formed, presents a unique opportunity to protect health early on, as well as prepare young adolescents in ways that will ultimately improve their well-being throughout their lives.

By providing young adolescents with comprehensive sexual-reproductive health education - starting as young as 10 years old – we are equipping them with life-long, life-saving information. Whether they are sexually active or not, middle school students in Projet Jeune Leader’s programming receive the information, skills, support, and access to reproductive health services they need to lead healthy and productive lives.

This document outlines the strategic steps we will take over the next three years to expand our work to new regions of Madagascar and scale our reach to tens of thousands of new students. We are ready to bring this innovative and successful model to schools across the island so that all Malagasy youth can take charge of their own sexual-reproductive health, both now and in their future.
WHO WE ARE

OUR MISSION
To empower young adolescents to make healthy and informed sexual health decisions from puberty into adulthood.

OUR VISION
Youth taking charge of their sexual-reproductive health.

OUR VALUES
Youthfulness. With our youthful spirit, imagination, vigor, and courage, we strongly believe in our power as youth and our potential as change-makers.

Fun. Kids are kids. Sex education should be fun for everyone involved.

Mentorship. Harness the potential of the Youth Educators. Ignite their spark. Train, mentor, promote.

OUR RECENT ACHIEVEMENTS

- Reached 12,000 young adolescents with our health and leadership curriculum in 2016-2017
- Expanded our programming to 5 rural schools for the first time
- Received recognition from the National Ministry of Health for our work in Malagasy public schools
- Created a national pre-service teacher training on menstrual health management reaching 300 teachers in 10 different regions
- Selected as a Top Model for Youth Leadership Programs
- Distributed over 800 re-usable sanitary pad kits to rural adolescent girls
PJL theorizes that young adolescents will be able to take charge of their sexual-reproductive health when they have the necessary capacities and capabilities, they secure access to essential care and information, and the environments in which they live are supportive and responsive to their rights and needs.

**OUR THEORY OF CHANGE**

1. **CAPACITY**
   - Knowledge
   - Leadership skills
   - Positive attitudes
   - Healthy relationships
   - Self-confidence

2. **ACCESS**
   - Youth-friendly medical care
   - Counseling services
   - SRH resources and information

3. **ENABLING ENVIRONMENTS**
   - Supportive schools
   - Youth Spaces
   - Youth-friendly health care
   - Positive parenting

**Activities**
- # of students reached
- # of partner schools
- # of class/ activity hours taught
- # of medical referrals
- # of parents reached
- # and type of counseling sessions
- # of health care providers trained

**Outputs**
- Increased SRH knowledge and skills
- Improved life and leadership skills
- Increased mentorship sources and access to SRH resources
- Improved skills and engagement of parents and local health care providers

**Intermediate outcomes**
- Increased average age of first intercourse
- Improved consistent and correct use of condoms
- Increased adolescent contraceptive use
- Improved capacity of local health providers and parents in adolescent SRH
- Increased use of health services among adolescents

**Impact**
- Reduction in teenage pregnancies
- Improved school attendance and performance
- Improved adolescent health and well-being

**CHANGE CATALYST**
- School-based health and leadership curriculum
- Counseling & medical referrals
- After-school programs & Youth Spaces
- Health care provider trainings
- Parent workshops
OUR AMBITIONS FOR 2020

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

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

SCALE
Bring our program to new regions of Madagascar
**Evaluate**

- Build local staff capacity in leadership, management, and program implementation
  - Staff participate in leadership, management, and program implementation trainings to prepare them for more responsibility and higher-level positions in the organization.
  - Staff improve their French and English writing and speaking skills.
  - Staff share their unique perspectives in workshops and conferences nationally and internationally.

- Restructure the organization
  - Create a new position: Hub supervisor.
  - Redefine the roles and responsibilities of current Project Coordinators.
  - Proportionally add support staff to set the foundation for a scaled program approach.
  - Dedicate a team member to training, advocacy, and partnership-building.
  - Dedicate a team member to monitoring and evaluation.

- Generate rigorous evidence of our impact for policy, advocacy, and donor engagement
  - Conduct an impact evaluation using a quasi-experimental study design with intervention and comparison groups to study the effectiveness of our school-based sexual-reproductive health and leadership curriculum in achieving program goals.
  - Secure funding to partner with youth-led consulting firm VeraSolutions to build a custom relational database for our M&E data.

**Build**

- Create hubs in new regions of Madagascar

**Scale**
SCALING UP: ATTRIBUTES OF SUCCESS

We have considered the key attributes that have been found to facilitate the scaling-up process (summarized below). We have applied this conceptual framework to our strategic plan for scaling up.

Attributes of the specific service being scaled up

**Simplicity.** We are scaling our school-based program only - keeping our practices and principles as straight-forward as possible - and transferring special programs to other organizations in Madagascar (e.g. re-usable sanitary pads, teacher trainings).

**Robust technical policies.** We will have trainings and monitoring procedures for every level of staff based on what we have learned the last four years. Our financial and human resources procedures are comprehensive and adhered to.

Socio-political context

**Political will and national policies.** The country of Madagascar is a commitment-maker for the FP2020 goals. The Ministry of Education has commended our work in public schools. We will maintain our current strong relationship with the Regional Ministry of Education; as we expand, we will sign new Regional partnership agreements.

**Country ownership.** Our staff is made up of 95% local Malagasy. With organizational capacity building activities, local staff will continue to lead the organization.

Attributes of the “adopting” community

**An engaged, “activated” community.** Our model benefits from engaging school administrators, teachers, parents, local health care providers, and students. Our program enthuses many key players in the community.

Delivery strategy

**Applying diffusion of innovation theory.** Our program is based on sound evidence, which is observable to users (students, teachers, parents). It is relevant for addressing persistent problems in Madagascar, and has a relative advantage over existing SRH education practices for youth. The program and its purpose is easy to understand and the curriculum is compatible with Malagasy values, norms, and facilities.

**Cascade and phased approaches to scale-up.** We began with a pilot program in urban Fianarantsoa schools (2013-2016), followed by a program in rural Fianarantsoa schools (2016-2017). Our next phase would add Regional hubs serving urban and rural students (2018-2020). Regional Coordinators would supervise Hub Supervisors, who in turn train and support Youth Educators. The lessons learned along the way will help refine further hub expansion.

**Tailoring scale-up to the local situation, and decentralizing delivery.** Hubs allow for decentralized delivery in a decentralized country. They also allow for the recruitment and training of local youth as Youth Educators, ensuring local staff are concordant to local adolescents.

**Adopting an integrated approach to scale-up.** Our model perfectly integrates into existing school systems and schedules.

**Attributes of the implementers**

**Strong leadership and governance.** We have committed leadership to scaling up at every level of the organization. Staff are ready to take on more responsibility.

**Engaged local implementers and other stakeholders.** Our multiple local stakeholders, including youth educators, students, parents, and school officials, have all requested that we expand our programming.

Using both state and non-state actors as implementers. We work collaboratively with key government partners in the Ministry of Education at all levels. We have done this from the beginning. Only with this partnership could we exist and expand.
Our plan to scale up includes the creation of **Hubs**, or decentralized offices in regional cities outside of the Haute Matsiatra Region. Each hub will serve approximately 6 middle schools, and employ 12 Youth Educators (recruited and trained locally). The Youth Educators will be supervised by a dedicated Hub Supervisor, who is him/herself an exceptional ex-Youth Educator. The hubs will be supported by the Project Coordinators based in Fianarantsoa (PJL main office).

The benefits of this Hub Model are:

- Closely monitor the quality of the Youth Educators’ work.
- Reach a large number of students for very little cost in a feasible approach.
- Scale up horizontally through a phased, participatory, and locally-led approach.
### Example Hub Cost of Adding a Hub

<table>
<thead>
<tr>
<th>Item</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Space Construction, Equipment, &amp; Maintenance</td>
<td>$26,000</td>
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<td>$300</td>
</tr>
<tr>
<td>Hub Supervisor</td>
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<td>$3,200</td>
<td>$3,200</td>
</tr>
<tr>
<td>Hub Logistics &amp; Admin Support Staff</td>
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<tr>
<td>Recruitment &amp; Training</td>
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<tr>
<td>Youth Educator Salaries</td>
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<tr>
<td>Programming supplies &amp; materials</td>
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<tr>
<td>Bicycles</td>
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<td>$0</td>
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<tr>
<td>Administrative Costs</td>
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<tr>
<td>M&amp;E</td>
<td>$2,700</td>
<td>$2,700</td>
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<tr>
<td><strong>Total</strong></td>
<td>$53,334</td>
<td>$27,034</td>
<td>$27,034</td>
</tr>
</tbody>
</table>

**Average Cost per Student per Year:**

- **Year 1:** $15.24
- **Year 2:** $7.72
- **Year 3:** $7.72

### Cost of Adding a Hub

**Region: Amoron’i Mania**

- **6 partner schools:** 3 urban, 3 rural
- **10,500 students:** 3,500 students per year
- **14-person team:** 12 Youth Educators (recruited from the region and trained at the regional office), 1 Youth Educator supervisor, and 1 administrative and logistical support staff.
- **1 small office:** Based in the regional capital of Ambositra, located 3 hours from PJL’s central office in Fianarantsoa.
- **$107,402:** Funds needed to support this hub over 3 years.

*Note:* As we scale to new hubs, it will be important to proportionally build the capacity of the main office in Fianarantsoa. This includes adding new staff members, creating new positions, increasing monitoring and evaluation, and more. We estimate this will increase our budget by $10,000-$15,000 per year.
In preparing for our scaled approach, we need to redefine roles and responsibilities of our current staff, as well as create new positions to support our increased reach.

CURRENT SITUATION
2016-2017 SCHOOL YEAR

YEAR 1
2017-2018 SCHOOL YEAR
Restructuring our Organization, Continued

Year 2
2018-2019 School Year

New positions related to adding 1 hub

Year 3
2019-2020 School Year

New positions related to adding 2 additional hubs
As we continue to expand, it will be important to closely monitor the Youth Educators' work to ensure the quality and fidelity of the services offered in the middle schools. This work will be primarily carried out by the Youth Educator Supervisor stationed at each hub.

Monitoring the Youth Educators' Progress
- End of training exam
- Mid-term evaluation
- End-of service survey
- Exit interviews

Monitoring the quality of the Youth Educators' classes
- Weekly reports
- Weekly planning
- In-person lesson evaluations
- Questionnaire for school administrators
- Questionnaire for students

Monitoring the counseling service and medical referrals
- Counseling database
- Medical referral ticket stubs
While we have always evaluated our work, now is the time to use a rigorous impact evaluation to drive continuous learning and improvement of our scaled approach.

Using a QUASI-EXPERIMENTAL STUDY DESIGN, we will use the Difference-in-differences (DID), also known as the ‘double difference’ method, to compare changes in outcomes over time within and between students at PJL partner schools and students at comparison schools.