

2024-2026



STRATEGIC PLAN

Contents

Introduction	p. 1
Harnessing the Power of Comprehensive Sexuality Education	p. 1
Our Mission and Vision	p. 3
Our Model	p. 5
Our Impact	p. 7
Our Successes: 2021-2023	p. 9
Our Future Goals and Priorities: 2024-2026	p. 17
SWOT Analysis	p. 23
Organizational Implications	p. 25
Human Resources	p. 25
Governance	p. 28
Operations	p. 29
Fundraising	p. 30
Annex A: Strategic Plan 1-Page Overview	p. 33



Introduction

Harnessing the Power of Comprehensive Sexuality Education in Madagascar

Comprehensive sexuality education (CSE) is a powerful, evidence-based investment to meaningfully improve health and gender equality. In countries where sexuality education is integrated into schools, evidence shows that young people wait until a later age for sexual experiences; have lower teenage pregnancy and abortion rates; have higher rates of contraceptive use; and report less gender-related discrimination.

Sexuality education is desperately needed in contexts like Madagascar, where one in five Malagasy girls experience sexual intercourse before the age of 15, and one in three become a mother before 18.¹

Projet Jeune Leader (PJL), a nongovernmental and nonprofit organization in Madagascar founded in 2013, has developed a pioneered model and is bringing high-quality and holistic comprehensive sexuality education to young adolescents across rural Madagascar, for the first time.

¹ 2021 Madagascar Demographic and Health Survey (DHS)



Our Mission

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

Our Vision

Every young person in Madagascar thrives during adolescence.



Our Model

We have pioneered a model to bring high-quality and holistic comprehensive sexuality education to adolescents, for the first time.

To date, we have focused on reaching young adolescents through the public school system, as school is where this age group spends most of their time. Our model is unique — for Madagascar and beyond — because it reimagines three core elements of comprehensive sexuality education: who delivers it, how it is delivered, and where it is delivered.



PJL Educator Naina on his way to Zanabahona middle school, 2022



PJL Educator Hary at Ilaka Centre middle school, 2022



A workshop with parents in 2022.



Villages surrounding our partner middle school Ankerana

REIMAGINING....

Who delivers CSE

We believe in the impact of the right Educator.

Our Educators are rigorously trained, supported, and paid to deliver a holistic program, which includes a stand-alone sexuality education course, in public schools. When they are not teaching, Educators offer a package of school-based services — filling roles as mentors, counselors, and healthcare liaisons to young adolescent students at the schools where they work.

REIMAGINING....

How it is delivered

We believe in trust-based, comprehensive sexuality education, challenging one-time, one-directional, and top-down approaches.

Our internationally recognized learning and constituent accountability approach that has helped us build community support and demand for sexuality education — efforts which are core to the success of our model, and have been recognized as critical contributions to the field of sexuality education more broadly.

REIMAGINING....

Where it is delivered

We believe that comprehensive sexuality education must reach adolescents in under-resourced, hard-to-reach communities.

Worldwide, we see that sexuality education in low-income countries has yet to reach adolescents who need it most. If they exist, programs stay in populous urban communities, or go digital under the guise of increasing reach and adoption. Yet, in Madagascar, the majority of the population lives in rural areas, most without access to internet or electricity. Our intentionally simple and lean model — driven by a single Educator — allows us to reach otherwise underserved communities in Madagascar at scale.

Our Impact

Since our founding in 2013, we have given over 150,000 young adolescents access to critical sexual and reproductive health information, life skills, and socio-emotional support services.

Students (~10-15 years old) who participated in PJL's comprehensive sexuality education program showed improved attitudes towards healthy relationships, while comparison students showed no change. PJL students also reported more gender-equitable beliefs towards gender roles and intimate relationships at the end of the school year than comparison students who did not participate in PJL's program.² After one year with Projet Jeune Leader, students were less likely to say they would be embarrassed to go to a health clinic about their sexual health,³ as well as more likely to know where to seek help if they experienced violence,⁴ while comparison students showed no change.



There are things I had never heard about before, like changes to your body and puberty. But thanks to the PJL Educator, I learned about it. I really like how he teaches. I hope to become a PJL Educator one day. I know a lot of other students who wish they were taught by a PJL Educator, and I hope they can have a PJL Educator in their school one day too.

Handwritten note from a middle schooler at PJL partner school Ankazoambo

² Quasi-experimental program outcome evaluation with a non-equivalent comparison group pretest-posttest design (n = 1,213), 2018-2019 school year

³ Quasi-experimental program outcome evaluation with a non-equivalent comparison group pretest-posttest design (n = 2,322), 2017-2018 school year

⁴ Quasi-experimental program outcome evaluation with a non-equivalent comparison group pretest-posttest design (n = 1,213), 2018-2019 school year



The impacts of PJL's program that we've talked about today are very real. This is not something we made up just because you're here from the capital. We are being completely sincere when we say that Projet Jeune Leader has transformed our schools.

Words of a school principal who grabbed the microphone during an annual symposium with 50 other partner principals, and directly addressed the national Ministry of Education officials in attendance.

This impact extends beyond transforming the lives of individual students — also reaching young adolescents' families, teachers, and communities. Principals at our partner schools have observed that our Educators' work strengthens the communities and systems in which young adolescents live, learn, and grow.⁵

⁵ Qualitative evaluation employing human-centered design methodologies with principals of PJL's partner schools (n=90), 2020-2021 and 2021-2022 school years. Study led in collaboration with researchers from the University of Pittsburg School of Public Health.



PJL Educator Niaina at Ankaramena middle school, 2023

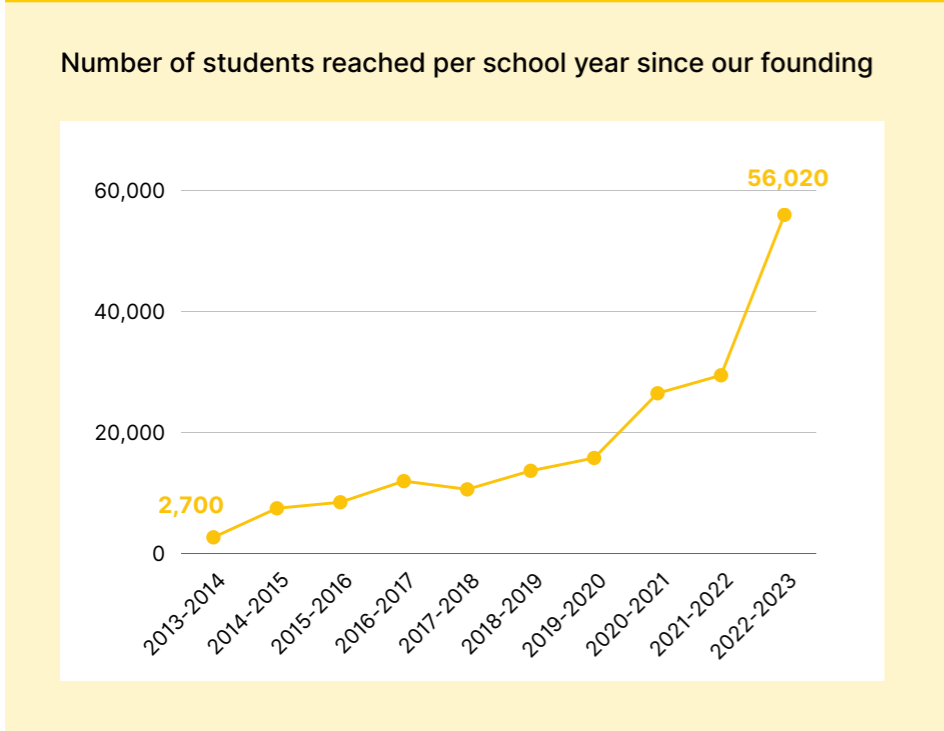
Our Successes

2021-2023

In our 2021-2023 Strategic Plan, we aimed to reach at least 50,000 of the most underserved Malagasy adolescents annually with our comprehensive sexuality education program and demonstrate that Projet Jeune Leader can improve conditions within the most difficult systems across rural Madagascar.

We surpassed this goal.

During the 2022-2023 school year, we reached 56,020 middle school students with our comprehensive sexuality education program, 80% of whom live in *rural* Madagascar where the health, protection, and education systems are weakest.



Beyond numbers alone, we achieved many of the milestones that we laid out as part of our 2021-2023 Strategic Plan priorities.

01



Elevate a systems change agent approach to CSE

We better understood the **full potential of our Educators as systems change agents** who improve not only young adolescents' wellbeing, but also the communities and systems that they grow up in. We discovered these findings through rigorous research and evaluation, notably:

- A qualitative retrospective study of our program which elucidated **longer-term, nuanced outcomes** among the adolescents we serve.
- A qualitative human-centered design study which brought to light the **multi-faceted and broad-reaching impacts** of our program from the viewpoints of school directors and administrators.
- A participatory research effort, using the collaborative filmmaking research methodology, which gathered insights from PJL Educators on how and why they are **so effective at influencing public attitudes** about comprehensive sexuality education.

02



Expand and institutionalize networks of highly trained PJL Educators in new and underserved communities

In 2022, we signed a breakthrough partnership agreement with the National Ministry of Education that established Projet Jeune Leader as the education system's lead technical partner on comprehensive sexuality education.


We also developed a new implementation pathway that can be institutionalized in the public school system — a momentous turning point in our growth.

Since 2013, PJL-hired Educators, recruited among the general young adult Malagasy population, have been implementing our program in public middle schools across three regions of Madagascar. This program-model can be *replicated* — we started with seven PJL Educators in 2013; we had 56 in 2022 — but it is challenging to scale up with and via the Ministry of Education as the program-model doesn't sufficiently leverage nor strengthen existing education system structures, particularly human resources.

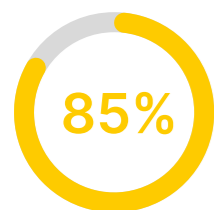
During the 2022-2023 school year, **we piloted a new implementation approach with endorsement from the national Ministry of Education and support from the Haute Matsiatra regional teacher training institute.** (In Madagascar, regional public teacher training institutes are the main way to become a government teacher.)

In the pilot year:

1. We rigorously trained the Institute's **113 middle school teacher-trainees** in sexuality education, adolescent socio-emotional development, and participatory pedagogy. Other CSE approaches around the world that train existing schoolteachers have been challenged by teachers' engrained attitudes and experience. Teacher-trainees, on the other hand, are young and we found that they are willing and able to adopt positive attitudes to deliver our CSE program.
2. We worked with the Ministry of Education to place these teacher-trainees in **97 rural schools** in the Haute Matsiatra region. Previously, most teacher-trainees in the region were placed in urban schools — not in rural schools where staff shortages are acute.
3. Throughout the school year, these teacher-trainees taught their regular subject (e.g., math) in addition to delivering our holistic program — including teaching our curriculum in full. We, Projet Jeune Leader, provided supportive supervision and in-service capacity building throughout the year, and we also trained the Institute's instructors in supportive supervision mechanisms.

 **26,530**
students reached

 **97**
public middle schools



of public middle school students in Haute Matsiatra region reached in 2022-2023 collectively by the teacher-trainees plus our PJJ-hired Educators in the region

113 of the **114**
teacher-trainees completed
the school year



The teacher-trainees taught **the same sexuality education and life skills curriculum** as our PJJ-hired Educators — a big win for maintaining adherence and integrity in the process of government adoption.



Teacher-trainee Sainthia at Ambalamitsinjony middle school, 2023



Teacher-trainee Anicet at Sahafy middle school, 2023

03



PJL staff during a team retreat in 2023

Invest in our financial systems and people to establish a scalable operating model

FINANCIAL SYSTEMS

Over these past three years, we strengthened our fiscal performance. We **increased our revenue by 86%** between FY2020 and FY2022, greatly surpassing our 30% target increase. **44% of this revenue was unrestricted** over that period. However, funding has become increasingly restricted over the years as we acquire more bilateral and multilateral funding (representing 40% of our total income over the past three years). We believe this type of funding is a testament to the credibility and strength of our approach to tackle some of Madagascar's most pressing issues, but it is highly restrictive and, paradoxically, is associated with higher administrative costs.

We also **strengthened a number of financial management systems and procedures:**

- We clarified or created new financial controls, procurement processes and procedures, and management reports.
- We set up a cashflow forecast looking 12 months into the future (previously, six months) and clarified our definition of overhead/indirect costs which led to a separate budget for these expenses.



The PJL Finance and Administration team during a 2023 staff retreat

- We developed a more rigorous and comprehensive Anti-Fraud and Anti-Corruption Policy.
- Our external audit report has been 'clean' since we began external auditing.

We **improved cost-effectiveness** — without sacrificing program quality — by removing many non-reusable teaching tools (e.g., markers, flipchart paper, photocopied paper materials) and replacing them with re-usable or low-cost non-reusable teaching tools.

Finally, in a significant and long-awaited milestone, **we secured 501(c)(3) status in the United States with an affiliated U.S. organization**, Friends of PJL Madagascar, making us eligible for new sources of funding.

PEOPLE

We created three new positions: Research, Learning and Accountability Coordinator, Head Office Finance and Administration Manager, and Data Entry Associate. We rolled out an electronic platform to store and analyze employee records, streamline hiring, and track employee time off.

Our Future Goals and Priorities

2024-2026

As we enter our second decade in Madagascar, we have a proven model for delivering high-quality comprehensive sexuality education to adolescents in Madagascar.

We are ready to move from being a **scalable organization** to a **scaling** one. Over the next three years, we will focus on fostering and harnessing government engagement to promote long-term financial sustainability and uptake of our program model in public schools across Madagascar, and explore a complementary pathway (social franchising) to effectively reach those young adolescents outside of the public school system.

Over the next three years, through these two scaling pathways, we aim to reach at least 140,000 young adolescents with our comprehensive sexuality education program.

Through this period of rapid growth, we will act and make decisions true to our organizational values and strategic anchors in the pursuit of this goal.



Our Three-Year Vision

By 2026, we will demonstrate the potential and power of our CSE program-model to transform lives, communities, and systems.

Priorities

Over the following pages, we detail the three **strategic priorities** and **supporting objectives** that are core to achieving this goal; they are interconnected and reinforcing.

01 Progressively institutionalize our CSE program-model in Madagascar's educational system to reach a large segment of young rural adolescents

02 Pilot social franchising as a pathway to bring our CSE program-model to the most vulnerable young Malagasy adolescents, including those out-of-school

03 Contribute to global thought leadership on transformational CSE in low-resource contexts



PJJ Educator Judite at Manandona middle school, 2022

Our Values

Drive

We're not content with the status quo. We constantly challenge ourselves to learn and to improve.

Quality

As we grow, set new goals, and make complex decisions, we never sacrifice quality.

Partnership

We're motivated by meaningful relationships, shared ownership, and mutual exchange.

Cheer

We're energized by our mission — and by the fun, joy, and excitement involved in bringing it to life.

Our Strategic Anchors

Accountability:

Facilitating dialogue between our constituents (middle school students and local school leaders) and regional and national stakeholders; maintaining constituent feedback loops and acting on findings; prioritizing co-learning and participatory approaches.

Simplicity:

Building a program model that is scalable within the resource-constrained context in which we work.

01

Progressively institutionalize our CSE program-model in Madagascar's educational system to reach a large segment of young rural adolescents

Objective 1.1

Provide technical support to 420 public middle school teacher-trainees to deliver our CSE program to 20% of Madagascar's rural public middle schools (120,000 rural adolescent students reached).

Objective 1.2

Implicate local and regional-level public education actors to support monitoring of our CSE program at this larger scale.

Objective 1.3

Champion national and international-level financial commitments to scale-up in-school CSE in Madagascar.

02

Pilot social franchising as a pathway to bring our CSE program-model to the most vulnerable young Malagasy adolescents, including those out-of-school

Objective 2.1

Test a social franchising partnership model with non-governmental actors that allows them to replicate our CSE program-model with their young adolescent constituents.

Objective 2.2

Reach at least 20,000 young adolescents who wouldn't otherwise be reached through our in-school program with relevant, high-quality, and sustainable comprehensive sexuality education.

Objective 2.3

Document the challenges and opportunities of this social franchising pilot to inform future scale-up.

03

Contribute to global thought leadership on transformational CSE in low-resource contexts

Objective 3.1

Pilot programmatic innovations through our PJJL-hired Educator model (sustaining at current scale, i.e., 51 schools) with a focus on: 1) making this program model even more impactful without adding cost or complexity; and, 2) serving as a reference model for future adaptations, including the teacher-trainee Educator model.

Objective 3.2

Better understand the multi-faceted impact of our CSE program, notably its impact on interpersonal violence prevention.

In the rural areas where we work, many basic services — including violence prevention and response services — are barely functional or simply do not exist. Schools are often the only government “service” that do exist in these areas, meaning that schools can and should play a key role in preventing violence. We have quasi-experimental evaluation results that show the impact of our program on students' knowledge, attitudes, and behaviors related to violence. We aim to better understand how and why our program influences adolescents' experience of violence in multiple forms. Results from our action-oriented research could further support the scale-up of comprehensive sexuality education as a violence prevention intervention in Madagascar and beyond.

Objective 3.3

Research, document, and disseminate to national and international audiences the power of a CSE Educator to liaise between education, health, and protection services for young adolescents.

A detailed action plan with KPIs for each objective — which will be used for ongoing monitoring of progress towards this Strategic Plan — has been developed for internal purposes and can be shared upon request. The action plan will be regularly reviewed and updated as opportunities arise, while staying within the framework of these three-year priorities.

SWOT Analysis

We have identified these strengths, weaknesses, opportunities, and threats in relation to this three-year Strategic Plan. We believe that the achievement of our objectives will depend on how the identified strengths are enhanced, opportunities exploited, weaknesses managed, and external threats neutralized to the best of our ability.

STRENGTHS

- Very dedicated and mission-aligned staff who bring invaluable grounded experience, insight, and momentum to our program activities. Most are former P JL Educators, and they have fostered extensive brand power and credibility for our organization and what we do.
- Strong trusting partnerships with key decision-makers at all levels of the Ministry of Education and a successful local-to-national advocacy approach that we believe will withstand personnel and political changes within the government.
- Rigorous and comprehensive finance policies, procedures, and controls, comparable to organizations of much larger size.
- Diversified sources of grant funding and current donors who champion us.

WEAKNESSES

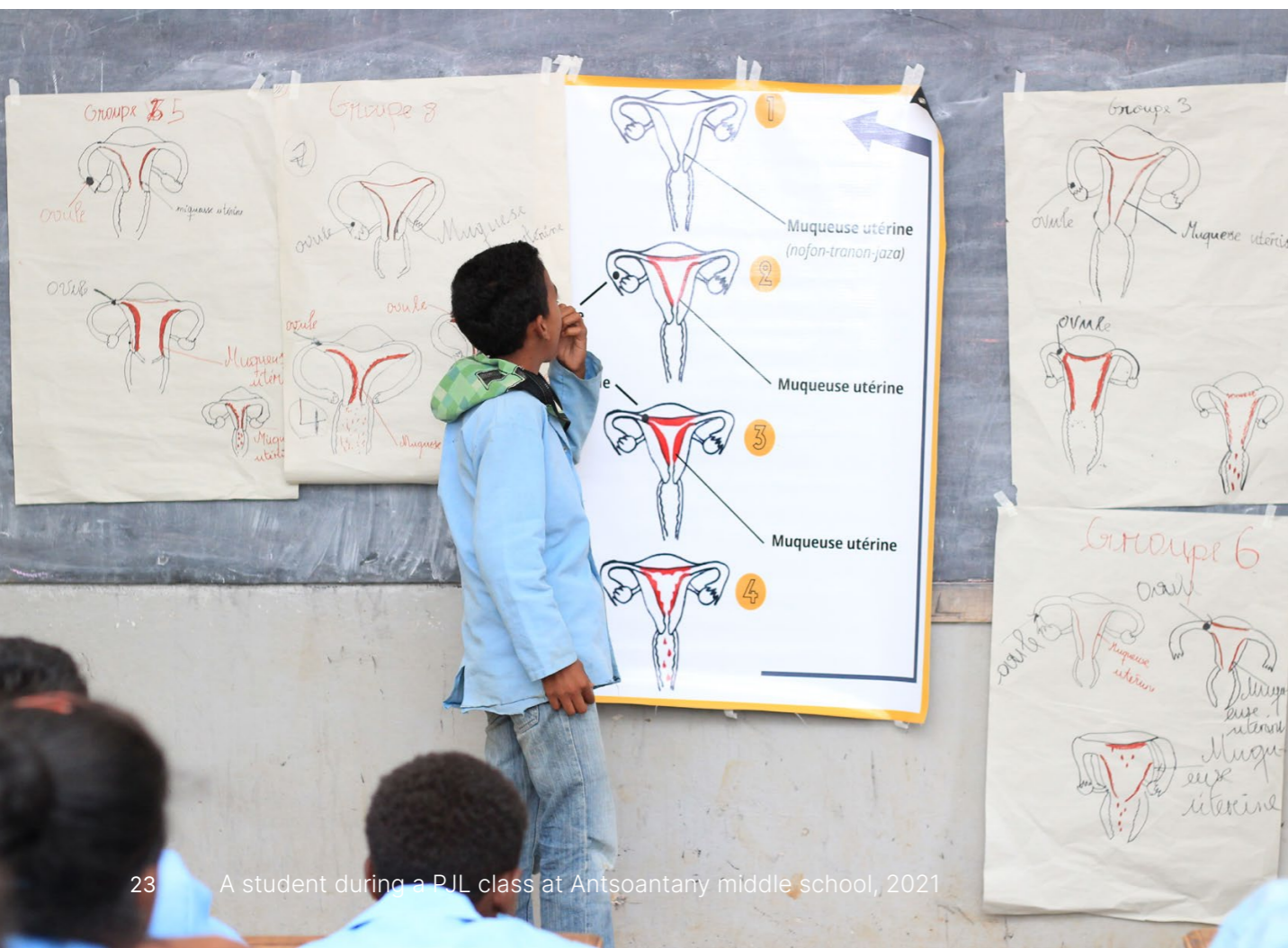
- Short-term grants (<2 years) limit long-term planning and require continuous fundraising.
- Limited funds to cover costs of participation in international networking opportunities compounded by very high air travel costs to and from Madagascar.
- Board members have limited capacity to contribute to our resource-mobilization and partnership-building efforts.

OPPORTUNITIES

- Unique service offering: no other organization or entity offers similar programming in Madagascar.
- Comprehensive sexuality education is on the agenda of many major development partners.
- Large geographic expansion opportunities.
- New sources of financing possible from foundations and high net worth individuals through the 501(c)(3) organization.
- Current window of opportunity for policy reform at Ministry of Education facilitating progressive institutionalization of our program.

THREATS

- Volatile national government (high risk of political and economic crises, turnover in certain government positions, etc.).
- Very high inflation affecting the price of supplies and materials.
- Competitive, siloed atmosphere within the Ministry of Education.
- Mentality of one-time, short-term interventions at the Ministry of Education, driven by funder priorities and incentives that have rewarded piecemeal quick wins, often at the expense of quality and sustained impact.
- Corruptive practices within the Ministry of Education.



Organizational Implications

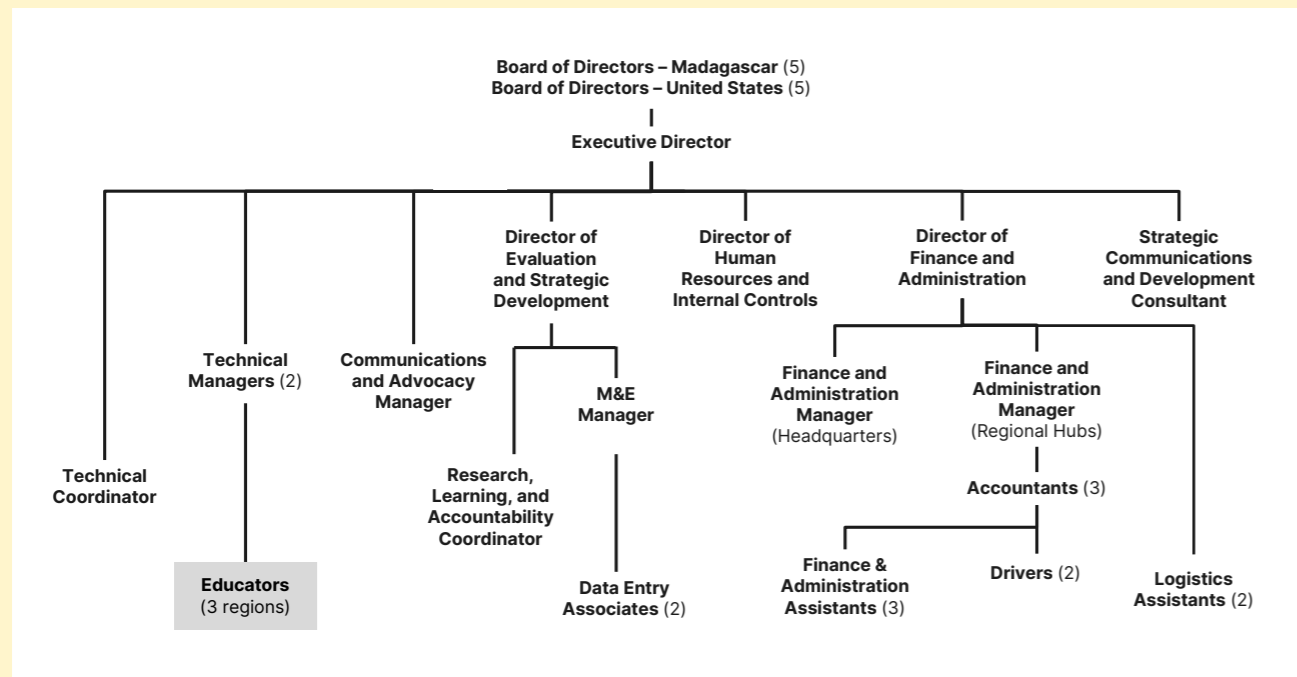
Human Resources

Two new senior positions — Programs Director and Operations Director — will be created. The Program Director will provide oversight over all aspects of program implementation and liaise directly with our Advocacy Manager and our three Technical Managers (one manages the P JL-hired Educator model, one the teacher-trainee Educator model, and the third — a new hire — the social franchising pilot program). The versatile Operations Director will provide administrative support to the Executive Director and multifaceted operational support to all other department heads. These changes will free the Executive Director to concentrate more on external-facing functions.

New, junior-level positions (Technical Coordinators and/or Assistants) will also be designed to support our Technical Managers who have invaluable technical knowledge after many years at Projet Jeune Leader but who risk being overwhelmed by routine, non-complex tasks as we grow. For these positions, we aim to promote internally (from our past cohorts of P JL-hired CSE Educators) rather than hire externally, even if that means spending more time training “in-house” for certain skills. We know that a deep understanding of and passion for our area of work trump all else.



Current (2023) organizational chart



Our team is one of our most valuable assets. To retain our in-house talent, we will focus on intrinsic and extrinsic motivators. These include:

- **Intrinsic:** Ensuring that staff appropriate our strategic priorities and objectives; making time and space for professional development, professional coaching, and ongoing learning; and curating opportunities for staff to participate in international and national conferences and workshops where they can share their expertise, learnings, and success stories with a broader community.
- **Extrinsic:** Paying attention to pay trends in our sector to remain competitive in the labor market; annually adjusting salaries to Madagascar's high level of inflation; offering benefits that exceed Madagascar's minimum labor regulations; and offering flexible work arrangements to promote work-life balance.

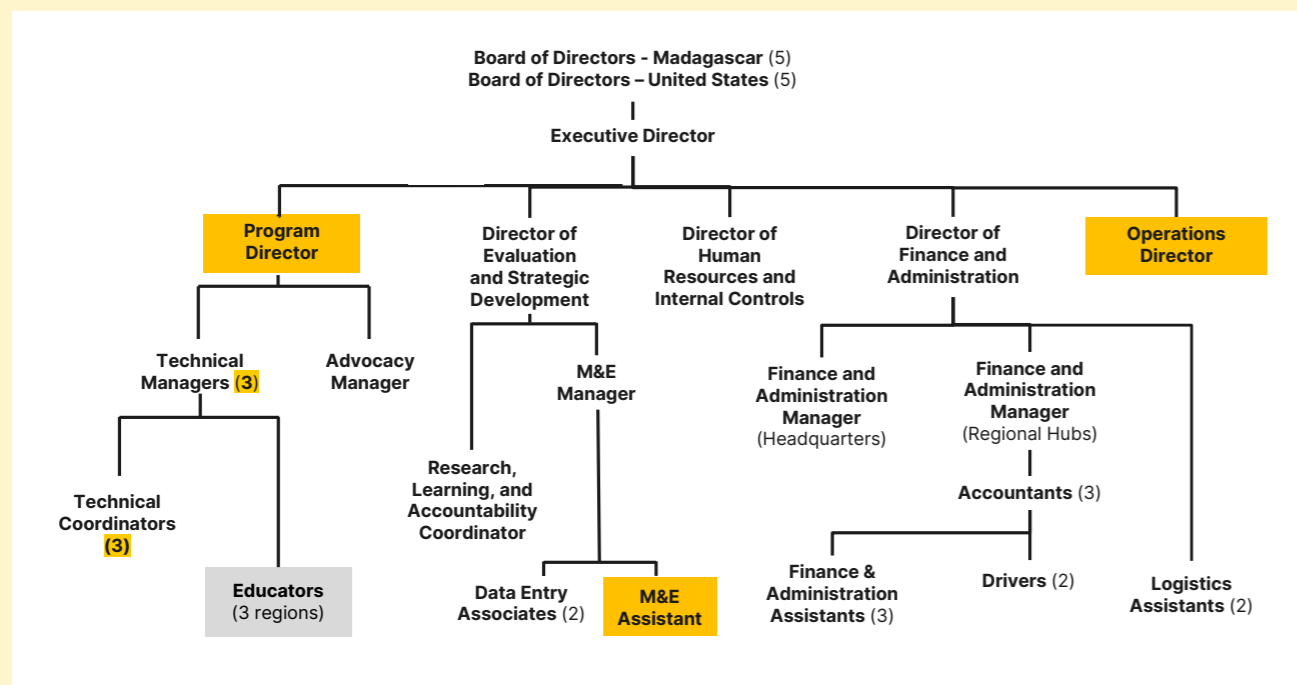
Governance

To date, our Board of Directors has been comprised of five young adults, all former CSE Educators at Projet Jeune Leader. Their commitment to our mission and understanding of our programs (particularly at the local level) has been an invaluable asset.

However, over the next three years, we will shift our governance structures to enhance our capacity to reach our new strategic goals and meet the needs of our growing organization:

1. We will continue to gather input and insights from our current and former CSE Educators through one or more Educator-led accountability and advisory committees.
2. We will reconstitute our Board of Directors, so that its membership augments our current talent and provides broader reaching oversight and advisory support in the areas of internal affairs, external affairs, and governance.
3. We will clarify the roles and responsibilities of the United States-registered 501(c)(3) organization Friends of P JL Madagascar, knowing that Friends of P JL Madagascar was created to open new networks and funding channels for Projet Jeune Leader Madagascar. Its Board of

Projected (by 2026) organizational chart, with changes highlighted in yellow.



Directors provides support in the areas of international networking and resource mobilization, and less on strategy and program oversight (role of the Madagascar Board of Directors).

4. We will build in new opportunities for collaboration between the American Board of Directors and the Madagascar Board of Directors with Projet Jeune Leader's Executive Director acting as a liaison between both entities.

Operations

During this next phase of growth, we will work to consolidate key program implementation monitoring data in a project management software, so that our programs team can generate a consolidated view of the information they need to make decisions effectively. We will test technology solutions to execute recurring administrative tasks, with the goal of improving efficiency and streamlining processes that are now done manually. Finally, we will introduce new staff-wide communication solutions for more consistent communications across all departments — particularly, to bridge communication gaps between finance and program teams.



PJL staff during a team retreat in 2023

Fundraising

Implementation of this 2024-2026 Strategic Plan will require a total investment of US\$3,850,000 total over this three-year period.

This necessitates increasing our income by about 50% per year, as our FY2023 operating budget was approximately US\$835,000. Nevertheless, out of this total investment, we have already raised 30%. We also aim to broaden our foundation, family, and individual donor base to make up at least 50% of total donations, which we hope will be facilitated by our recent registration as a 501(c)(3) organization. We will strive for a 1:1 restricted to unrestricted income ratio so that we can invest in all three of our strategic priorities and in the organizational backbone (staff, systems strengthening, governance) needed to achieve them. We hope to reduce single-donor dependency; our goal is that the largest contribution from a single donor represents no more than 30% of our operating budget and that we maintain 8-10 different donors at any given time. Funds raised will be strategically allocated across our three priorities.

PRIORITY 1 (Progressively institutionalize our CSE program-model in Madagascar's educational system to reach a large segment of young rural adolescents)

This priority will primarily be funded by restricted funding (government and bilateral commitments). This will finance the stipends of the Educators to deliver the CSE program, their teaching materials and supplies, their pre-service and in-service training, basic monitoring activities by our team and decentralized Ministry of Education partners, and learning and reflection workshops with Ministry of Education stakeholders from the local (school principals) to the national level. Additional support from unrestricted philanthropic funding will allow us to make organizational adaptations — ensuring rigor, integrity, and quality of implementation during this important growth phase.

PRIORITY 2 (Pilot social franchising as a potentially viable pathway to bring our CSE program-model to the most vulnerable young Malagasy adolescents, including those out-of-school)

This priority will primarily be funded by philanthropic funding, which gives us maximum flexibility to develop, test, and iterate on this program pilot.

PRIORITY 3 (Contribute to global thought leadership on transformational CSE in low resource contexts)

This priority will be primarily funded by unrestricted or restricted research-development-evaluation focused grants. This will allow us to invest in our research and evaluation but also disseminate our learnings in international and national fora and engage with international think-tanks, research institutions, and technical experts to supplement our in-house expertise.

Annexes



2024-2026 Strategic Plan Overview

A strategy to bring us closer to ensuring that every young adolescent in Madagascar receives comprehensive sexuality education.

Who We Are

Our Mission: We work to ensure that every adolescent in Madagascar has essential knowledge, skills, and support through comprehensive sexuality education.

Our Target Group: Young adolescents (10-15 years old).

What We Do:

- Train, equip and support specialized Educators to deliver our holistic CSE model.
- Build momentum for CSE, from the grassroots to the national levels.
- Explore and illuminate the transformative power of CSE.

Our Strategic and Unique Advantage

1. We have a school-based CSE delivery model that is holistic YET is lean, simple, and low-cost. It is adapted to the low-resource contexts where we work.
2. We are embedded in school processes and structures.
3. No other organization or entity offers similar programming in Madagascar. We have the only nationally approved in-school CSE curriculum for young adolescents in Madagascar.
4. We don't face backlash. We carefully and deliberately build and harness community support for sexuality education through meaningful community engagement and accountability tools.

Where We Are Going

Our 3-year goal: By 2026, we will demonstrate the potential and the power of our CSE program-model to transform lives, communities, and systems.

How We Are Going to Get There

01 Progressively institutionalize our CSE program-model in Madagascar's educational system to reach a large segment of young rural adolescents.

- 1.1 Provide technical support to 420 public middle school teacher-trainees to deliver our CSE program to 20% of Madagascar's rural public middle schools (120,000 rural adolescent students reached).
- 1.2 Implicate local and regional-level public education actors to support monitoring of our CSE program at this larger scale.
- 1.3 Champion national and international-level financial commitments to scale-up in-school CSE in Madagascar.

02 Pilot social franchising as a pathway to bring our CSE program-model to the most vulnerable young Malagasy adolescents, including those out-of-school.

- 2.1 Test a social franchising partnership model with non-governmental actors that allows them to replicate our CSE program-model with their young adolescent constituents.
- 2.2 Reach at least 20,000 young adolescents who wouldn't otherwise be reached through our in-school program with relevant, high-quality, and sustainable comprehensive sexuality education.
- 2.3 Document the challenges and opportunities of this social franchising pilot to inform future scale-up.

03 Contribute to global thought leadership on transformational CSE in low-resource contexts

- 3.1 Pilot programmatic innovations through our PJL-hired Educator model (sustaining at current scale, i.e., 51 schools) with a focus on: 1) making this program model even more impactful without adding cost or complexity; and, 2) serving as a reference model for future adaptations, including the teacher-trainee Educator model.
- 3.2 Better understand the multi-faceted impact of our CSE program, notably its impact on interpersonal violence prevention.
- 3.3 Research, document, and disseminate to national and international audiences the power of a CSE Educator to liaise between education, health, and protection services for young adolescents.

Organizational Changes and Capabilities

Human Resources: Hire for two new senior positions: an Operations Director and a Programs Director to support the Executive Director and design new, junior-level positions to support mid-level managers.

Governance: Reconstitute our Madagascar Board of Directors, so that its membership supplements our current talent and provides broad reaching oversight and advisory support in the areas of internal affairs, external affairs, and governance.

Finance and Operations: Increase and diversify our funding base. Consolidate key monitoring data. Test technology solutions to execute recurring administrative tasks and limit paper dependency. Introduce new inter-department communication solutions.

Financial Investment Investment of **US\$3,850,000** over three years.

Implementation Opportunities

- Strong, trusting partnerships with key decision-makers at all levels of the Ministry of Education (local to national) and a proven, successful, 'bottom-up' advocacy approach.
- Mission-driven and passionate team, grounded in local context of work.
- Windows of policy reform at Ministry of Education facilitating progressive institutionalization of our program.
- Consistent, documented, and growing community support for our CSE program model.

Implementation Threats

- Highly volatile political context (high risk of political and economic crises, soaring inflation, school shutdown, turnover in key government positions and more).
- Challenging ratio of restricted/unrestricted funding.
- Senior programs staff spread too thin, limiting ability to focus on some areas of strategic growth.
- Siloed government programs and little willingness of Ministry of Education to engage other sectors.

Our Vision

Every young person in Madagascar thrives during adolescence.

PROJET JEUNE LEADER



www.projetjeuneleader.org

in

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Front Cover: PJL Educator Toky at Idanda middle school, 2023
Back Cover: PJL Educator Garcia at Andrainjato middle school, 2022

All photos taken by Marc Negane and MNat.