



Final Report

Madagascar Media Message THE **M3** Ainga Program

Associate Cooperative Agreement
No. 687-A-00-02-00077-00
Under
Leader Cooperative Agreement
No. GEG-A-00-01-00005-00

Date of Execution
May 2002 to December 2004



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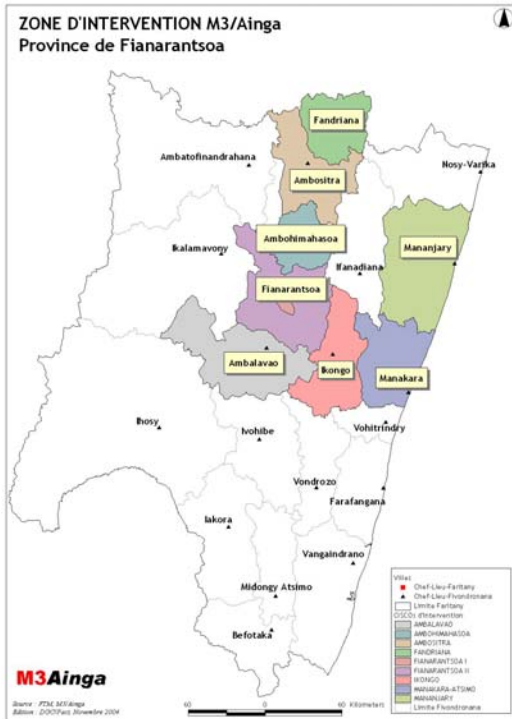
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Acronyms

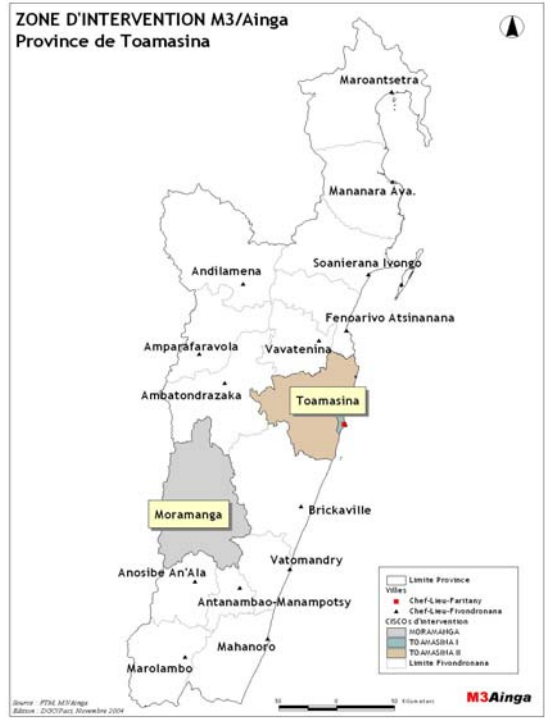
AIC	American Iranian Council
AMIN	Arabic Media Internet Network
ASF	Actions Sans Frontières
BEES	Black Entrepreneurship and Enterprise Support Program
CCE	Center for Civic Education
CEDII	Centre d'Echange et de Documentation Inter-Institutionnel
CEG	Collège d'Enseignement Général
CFNPP	Cornell's Food and Nutrition Policy Program
CICED	Centre for Indonesian Civic Education
CISCO	Circonscription Scolaire
CNE	Conseil National Electoral
CSO	Civil Society Organization
DEF2	Direction de l'Education Fondamentale Niveau 2
DGEFES	Direction Générale de l'Education Fondamentale et l'Enseignement Secondaire
DIRESEB	Direction de l'Enseignement de Base
DISCUSS	Democratic Initiative Through Sustainable Community Discussion
DREMC	Délégation Régionale de l'Education de Masse et du Civisme
EDDI	Education for Development and Democracy Initiative
ETS	Educational Testing Service
FCE	Ferroviaire Côte-Est
FFE	Fondation Friedrich Ebert
FFKM	Fiombonan'ny Fiangonana Kristianina eto Madagasikara
FIHEZAMA	Fitaizana Herin'ny Zatovo Malagasy
FNUAP	Fond des Nations Unies
GIPI	Global Internet Policy Initiative
HCC	Haute Court Constitutionnelle
HIV/AIDS	Human Immuno-deficiency Virus/Acquired Immuno-Depletion Syndrom
IRG/PAGE	International Ressources Group/Programme d'Appui à la Gestion Environnementale
JSI	John Snow Incorporated
KMF/CNOE	Komity Mpanaramaso ny Fifidianana/Comité National de l'Observation des Elections
LDI	Landscape Development Interventions
M&E	Monitoring and Evaluation
M3/AINGA	Madagascar – Media – Messsage
MBS	Malagasy Broadcasting System
MINESEB	Ministère de l'Enseignement secondaire et de l'Education de Base
NAT	National Association of TV and Radio Broadcasters
NOTICE	National Team for Indonesian Civic Education
OERI	Office of Educational Research and Improvement
PDI	Press Development Institute
PVO	Private Voluntary Organization
RESCUE	Reaching Street Children in Urban Environment
RNM	Radio Nationale Malagasy
RTA	Radio Télévision Analamanga
SEFAFI	Sehatra Fanaraha-maso ny Fiainam-pirenena
TOT	Training of Trainers
UERP	Unité d' Etudes et de Recherche Pédagogiques, Ministry of Basic Education
UNICEF	United Nations for International Children and Emergency Fund
UNTAET	United Nations Transitional Authority in East Timor
US	United States
USAID	United States Agency for International Development
WWF	World Wildlife Fund for Nature

Map of M3/Ainga Intervention Zones

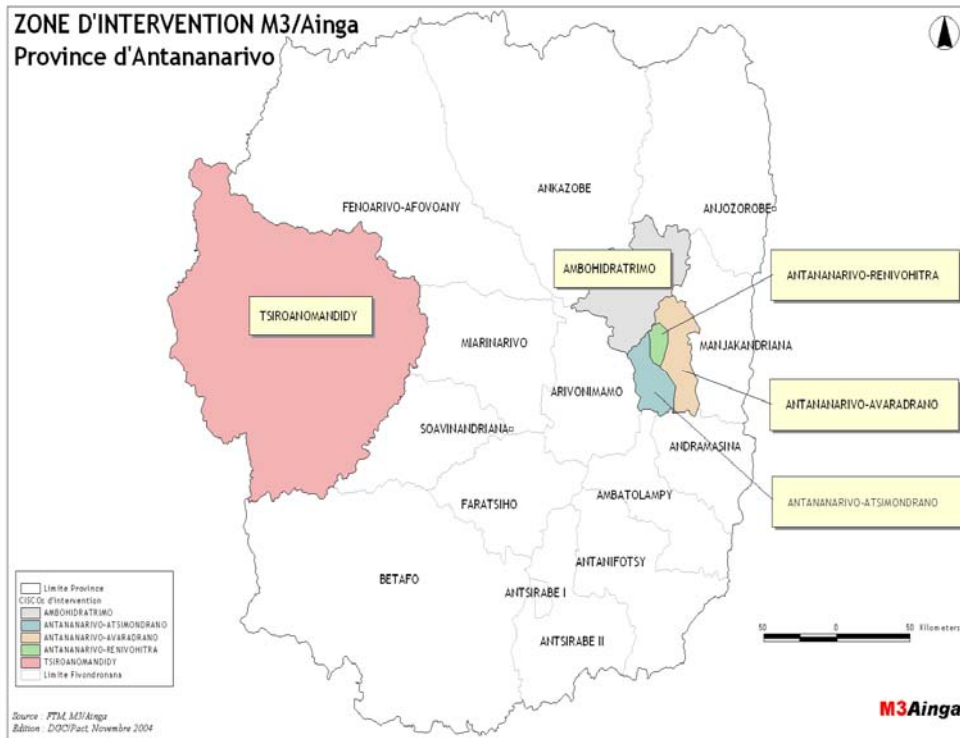
Province of Fianarantsoa



Province of Toamasina



Province of Antananarivo



1. INTRODUCTION

The Madagascar Media Message (M3 Ainga) Program was designed to enhance youth civic education in Madagascar among in- and out-of-school youth (ages 13-25) by improving civic issues, message identification and delivery through media, Civil Society Organization (CSO) and formal educational structures. The program began in May 2002 and, with an extension, carried on till December 2004.

For the first 17 months of the M3 program, from May 2002 to September 2003, efforts were made to strengthen partners' capacity to identify civic issues, to strengthen their skills to address civic issues with youth, and to integrate a pilot civic education program into 50 middle schools in selected operational zones of Madagascar. During the extension period, from October 2003 to December 2004, the project continued to focus on core objectives while extending existing efforts to the province of Antananarivo, namely the capital and peripheral cities including two rural areas within the province.

The M3 program is part of USAID's Education Development for Democracy Institution (EDDI) program and supports the previous Mission's special objective: To improve the environment for private initiative by improving youth awareness of civic issues. M3 activities ultimately contributed to the Mission's SO4, Intermediate Result 3, which aims to improve governance issues in Madagascar.

The M3 pilot program has improved youth civic education and has facilitated youth participation in civic life in the regions of Fianarantsoa, Toamasina, and Antananarivo. The program has created great expectation from both teachers and youth. It was also considered as an "atout" to give a new impulse to education in general by the Ministry of Basic and Secondary Education. Furthermore, the ministry curriculum and Textbook Department (UERP) requested Pact's support to develop a similar program for Malagasy high schools.

Throughout the program, M3/Ainga focused on three interlocking components: 1) improving the civic education program in Madagascar; 2) increasing the skills and knowledge of educators, including teachers, civil society organizations (CSOs) and media; and 3) increasing the direct participation of youth in civic life and debate.

This final report covers activities from May 2002 to December 2004, presenting program highlights, achievements, and lessons learned throughout the life of the program.

2. BACKGROUND

Pact Madagascar assumed a principle role in spearheading and implementing the M3/Ainga Program to enhance and encourage youth civic education for in-and-out-of-school youth between the ages of 13 and 25. This program, funded by the United States Agency for International Development (USAID) as a pilot program, permitted youth to become responsible citizens by using three interlocking and mutually reinforcing approaches:

1. Improvement of civic education programs;
2. Media and Civil Society Organizations (CSOs) support in educating youth of civic responsibilities;
3. Youth conscious of concepts underpinning a responsible citizenry.

Broadly speaking, these three components were realized by enhancing the skills of college teachers (grades 6-8) and youth educators of CSOs (learning centers and associations). In addition, key civic issues were identified and disseminated through local, regional and national media channels (radio, TV, newspapers), reaching out and influencing youth to become responsible citizens both in and out of school.

M3/Ainga has effectively strengthened the capacity of technical partners (including the Ministry of Education and Scientific Research) to carry out and attain programmatic goals. It has also integrated a pilot civic education program into 50 pre-selected middle schools. To our surprise, M3/Ainga programmatic activities on the ground exceeded initial expectation and, as a result, over 179 schools at the middle school level were touched by the program.

There are three main components to M3/Ainga:

A training component

- In Fianarantsoa, Tamatave, and Antananarivo, designed to train new and old teachers on core civic issues, and on an innovative participatory teaching style that encourages students to raise questions and to think and respond creatively.
- Pedagogical counsellors and teachers trained in the pilot phase received in-service training so they could in turn train other teachers- 20 counselors and 5 teachers among the cohort were selected for training.

A formal, in-school component

- The quality of civic education in the classroom was improved by shifting the curriculum from a purely standard didactic, lecture format to an interactive one encouraging students to ask questions and to identify and resolve civic and public policy issues directly.

A media/CSO component

- Designed to work with partners to generate and reinforce a broad awareness of civic issues among youth at large, particularly youth (13-25) not enrolled in school.
- Trained journalists, television and radio personalities on more effective ways to identify and disseminate information on key civic issues to youth.
- Trained members of CSOs on content-development and programming capacity of media, and to encourage youth's feedback for broader discussion, policy dialogue and/or advocacy.

3. PERFORMANCE ANALYSES AND LESSONS LEARNED

The result went beyond expectation in term of Number of teachers trained during pilot phase, implication of partners in particular at the Ministry of education level. All expected results for that phase were obtained)

- The vision of what should be Civic Education had changed from a moral and theoretical concept to a process of education to citizenship, anchored in every day's life.
- In other classes, students are more demanding for pedagogical teaching methodologies that put them in the centre. They want to be active in the process of learning
- A more professionalism approach on key social issues of the young community radio journalists not only had enabled the station to ameliorate their program content; it also increased the interest of a larger listener, in particular youth.
- Audiovisual programs that respond to needs and preoccupation of youth are the one that satisfied their curiosity and brings them to have a better understanding of different situation, and that enable them to participate in debate within the family, with group of friends and in class. The success of such programs draw more sponsors either people that wants to promote their products or the development program that has a message to deliver.
- The Ministry of Education and Scientific Research had envisaged extending the approach proposed par M3 in teaching civic education to all middle school in Madagascar.
- All the pedagogical materials were produced in Malagasy and French. They were developed and tested with the students and the teachers. These documents were made available to the 179 middle schools touched by the program.

The M3/Ainga program introduced a certain number of concepts and pedagogical approach linked to innovative and internationally well-known civic education practice. These concepts and approaches were adapted to the Malagasy context.

Initially, conceived as a pilot project, the process adopted within the project from now one must be seen in a long-term perspective.

Pact considers that M3/Ainga has done a very important job during the last two and half years. However, because of some constraints and if one refers to the diagnostic made in June 2002, there are still work to do in term of teachers training on innovative techniques and to assure the sustainability of the program.

Therefore, It's important to make sure that:

- **Teachers** that had shown so much enthusiasm do not return to traditional frontal teaching practices because they are no more supported.
- **Kids** and **youth** for whom M3 had open a window will continue to look at themselves proudly as the future leaders of Madagascar.
- **Human** and **Financial investment** will not be lost after the close out of the project.

3.1. Activity Level

3.1.1. Improvement of civic education program

Strengthen capacity and skills of Malagasy schools (CEG), education institutions (UERP, CISCO), Media and CSO to deliver civic awareness

Civic education is an essential cornerstone supporting good governance and democracy. Recognizing this, the Government of Madagascar (GoM) has taken it upon them to ensure that young Malagasies receive the necessary education and training needed to practice and perpetuate in their daily lives important civic responsibilities and duties. Institutionally, the government designated an office for Mass Education and Civics, which is directly attached to the Ministry's cabinet. This office promotes, monitors and evaluates civic behaviour throughout key mechanisms in Madagascar. Pact M3/Ainga has worked very closely with the office particularly with its delegation in Fianarantsoa to undertake this component of the M3 program.

Pact M3/Ainga assumed a principal role in supporting the government's strategy to promote civic education by strengthening three divisions of the Ministry of Secondary and Basic Education: UERP, training division and DIRESEB. Because teaching styles and curriculum content in both public and private school systems usually emphasize the lecture format and memorization system, the Ministry of Education felt that— after a long, rigorous debate— the role of education should provide students and youth out of school the knowledge and competency to face day-to-day life. The strategy and student-centered, community-based methodology was implemented by the M3 program in strategically selected areas and schools of operational sites, with the support of the Center for Civic Education (CCE).

During the pilot phase, 252 schools at the middle school level were reached by the M3 program and 179 teachers and 20 pedagogical counsellors were trained; a cohort of 5 teacher trainers were able to train other teachers; Eight individuals from the Ministry of Education were offered training as well. The purpose was to train these individuals so they could in turn train their peers.

Key Results

- 43,837 students reached at the middle school level.
- Pedagogical methodology was tested in 50 CEGs, but, in the end, the program touched 272 middle schools. During these evaluations, the education expert accompanied by one or two agents of the DIRESEB supported teachers and provided in-classroom assistance.
- 252 teachers trained and 5 teacher trainers able to train other teachers.
- 100% of youth reached (in and out of school) are able to cite at least one civic issue.
- 20 pedagogical counsellors trained to improve their skills in student support/follow-up 6 audio-visual documents (films) were developed.
- 2 pedagogical guides and 2 student booklets were produced and made available for 179 schools in Fianarantsoa, Tamatave and Antananarivo, and one book "le quotidien du citoyen" was translated into Malagasy, produced and then made available to participating middle schools.
- 6 comic books on civic issues were produced and made available to participating schools and civil society organizations for educational purposes.
- Translation of « Foundation for Democracy » which is a text produced by the Center for Civic Education. UERP worked closely with the translator to review the translation, ensuring that the vocabulary was appropriate for students. This document was used as a reference document for secondary and high school students.
- Methodological documents to support civic education were created and produced in both French and Malagasy.
- "Éducation Civique au Collège" was revised and translated into Malagasy. This is a comprehensive book that is used by most grade levels. Experts recommendations were taken into consideration during the revision. The Director of Basic and Secondary Education and acting Director of UERP, M. Louis LAI SENG, signed the preface of the book and gave PACT/M3 Ainga the authorisation to print the book.
- The methodological approach on civic education in school was tested and analyzed.
- Two consultants from the Center for Civic Education (CCE) supported three workshops that were organized at the end of March and the beginning of April.
 - First Workshop: Three days workshop on "Foundation of Democracy" with 17 participants (teachers and pedagogic counsellors).
 - Second Workshop: Two days workshop on "Taxonomy of Civic Education Objectives" with 14 participants (teachers, Pedagogic counsellors and curricular writers).
 - Third Workshop: Three days workshop for pedagogical counsellors on "Monitoring and Follow-up" as well as strategies to apply the methodology with Civic Education teachers, with 13 participants (Pedagogic counsellors).
- The UERP team completed the draft version of the civic education program Matrix for the "high school". The Ministry had asked the Direction of Mass and Civic education to develop the content and test it starting September 2006.

- A workshop was organized to help the DIRESEB to better understand its duties. Nine agents of DREMC1 in Fianarantsoa participated. The themes were:
 1. Mandate of DREMC in respect of its environment: mission and responsibilities.
 2. Development of tools to do efficient work with OSC and medias
 3. Formulation of a sensitization strategy and a mass communication plan on civism.
- Two civic education forums on “Human rights” and “Youth participation” were organized in Ambositra and Manakara. At least 400 people took part in each forum, and most participants were government staff members of local communes, teachers and students from the CEGs, parents and out of school youth.
- A training session to train trainers was held in mid- July 2003 in collaboration with CCE. Pact/M3 Ainga sent invitations to twenty individuals and 50% of them were already trained on the methodology of teaching civic education in middle school.
- A Civic Education textbook “Le Quotidien du Citoyen” was translated from French to Malagasy and distributed to students in 179 schools.
- A teachers’ monitoring tool was developed to help them track their performance, which ultimately determined whether teachers were benefiting from the new M3 model.
- Group of core trainers conducted in-class monitoring sessions for each teacher selected by the trainers.
- A workshop was conducted to review the methodological approach “For a responsible citizen”.
- Educational materials were delivered to middle schools in Fianarantsoa and Antananarivo. Each school received at least 30 books.
- Teachers and civil society organizations were trained on “Foundations of Democracy”.
- A regional civics event was held in Antananarivo to address some civic issues in Madagascar.

Lessons Learned

Follow-up and supervision of programmatic activities by local partners were an on-going challenge in part because they lacked the capacity to undertake their programmatic responsibilities. Moreover, weak material and financial means deterred local partners from adequate follow-up of teaching performance and evaluation of the efficacy of education materials. The pact/M3 Ainga team ultimately spent a significant amount of time offering technical and organizational support to local partners, which significantly halted M3 activities on the ground.

Another considerable problem was the development of the educational curriculum for middle and high schools. The UERP group encountered some difficulties in adapting the CCE’s materials in French and Malagasy. They discovered that the original materials were too advanced for them and thus they needed more time to adapt to the philosophy and techniques in order to efficiently translate the materials. This also halted M3 activities on the ground.

3. 1. 2. Media and CSO support

Encourage greater direct participation of youth in civic life and debate through media and CSOs

Media faces several constraints in Madagascar, notably the capacity to create attractive educational programs for youth. Media often caters to commercial interests that appeal to youth as opposed to useful educational programs promoting civic awareness. Another problem taken into consideration was that many civil society partners lack important skills and the technical (and perhaps organizational) capacity to assume a central role in the mobilization of youth in and out of school.

To this end, there were two primary objectives to this component of the program. First, it was designed to ensure that media (print and broadcast) and key civil society groups (civic and neighbourhood associations) were actively involved in promoting youth civic awareness throughout selected zones in Madagascar. Second, it offered much-needed technical and organizational support to civil society partners, particularly in reassuring that they had the necessary tools to address civic issues with out-of-school youth.

With the support of Internews and ASF, different programmatic steps were taken to increase the capacity of media partners to address youth civic issues. Pact M3 Ainga supported eight media partners and among this group, four partners (from Fianarantsoa) conducted formal training sessions, in training service and development of program content, competitions on civic issues. Substantial support was also given to CSO's to strengthen and reinforce their capacity to facilitate discussion and interaction for youth.

Throughout the program, 19 Media and CSO partners received grants up to USD 150,483 to develop actions for youth. The fund was used to promote civic discussion, attitude and engagement of youth out of school. In the Fianarantsoa region, young peasants and youth from high school and University played a great role in participating in activities such as mobilizing the community to have drinking water in one suburb, to have a clean city, to discuss about youth unemployment and security etc.

Key Results

- 10 civic education events have been held and publicized including one national event at the National Assembly of Madagascar.
- Polemical exchanges were engaged and encouraged by youth, media, school/teachers and CSOs.
- Journalists (print and broadcast) and, 70 civic educators have been trained on messages relating to civic issues. These messages were designed by media (radio and TV) and were heard by 80% of the people living in the province of Fianarantsoa, and among this population, 50% were youth.

- The communication/sensitisation strategy among media partners became more consistent. ASF assisted all rural radio stations in designing a special program for youth on civic education (Radio soleil et radio Sambatra Mananjary, radio Ravinala Manakara, RNM Fianar, RNM Tana, MBS Fianar, Radio Mampita, Radio évangélique Fianar, Radio Fm 104 feon'I mania Ambositra). Several program were subsequently aired by sub-grantees.
- Fifty-four (54) TV spotlights were aired – 5 daily – through the national station TVM, and at TV F+ a private television station in Fianarantsoa. Specific themes were: youth's place in the community, institutions of the Republic, elections, citizen rights, respect of public goods, citizen participation through community meeting, community assembly, solidarity in the community and international solidarity. In each, the main message was “if you dream for a better life in your community, you should make that dream come true”.
- A radio sketch (or, radio theatre) was held in key regions. Sketches presented possible, realistic scenarios confronted by ordinary citizens at school, home, and in the community, and it made suggestions on how to act or react to various problems.
- The diffusion of the first film. Support was given to all the media or communication structure implicated in this communication strategy on: content, presentation to be attractive for youth. The visioning committee met several times to examine every production before being released. This committee was composed of Journalists, communication specialists, educators, and civic education teachers.
- Pact M3/Ainga revised and updated the CNOE information kit on decentralization, civil society, the commune, and guide on how to use the book " the Commune", laws and every days life (1 and 2), in order to give participating schools and CSO partners documentation to support youth work.
- Two (2) civic events took place, one in Ambositra and another in Manakara. Two officials from the DIRESEB and the division of inspection were present at the Manakara event. In each site, approximately 400 youth from 20 schools and 3 CSOs presented 20 portfolios on Public interest issues. Some issues presented were:
 - Famine
 - Lack of drinking water.
 - Lack of material in school
 - No respect for public goods.
 - School Drop out and poverty
 - Lack of good road
- Workshops for 42 animators of CEDII's associations were held on “participative approach for a responsible citizen”.
- Partnerships were built with the regional department of the Ministry of Youth and Sports (DRJSL) in Fianarantsoa. Training on “Associative life” was given to the DRJSL in Fianarantsoa, regions I and II.
- 50 books were delivered to civic associations assisting out-of-school youth in Fianarantsoa.
- Training sessions were held for radio journalists in collaboration with Internews in April 2004.

- Training sessions were held for 50 CSOs affiliated with CEDII in Fianaratsoa on “for a responsible citizen”
- In collaboration with Medialab, six audiovisual documents (films) were developed that addressed important civic issues targeted at youth.

Lessons Learned

Some difficulties were met in finalizing curricular materials for media and civil society organizations primarily because local partners oversold themselves during the selection process, and, in the end, lacked the capacity to carry out their portion of the project. As a result, Pact M3 focused a great deal of time providing organizational and technical support to these local partners, which ultimately interfered with the pace and direction of our assignment.

3. 1. 3. Youth are conscious of concepts underpinning a responsible citizenry

Enhance youth awareness of and participation in civic life

Teachers participating in the M3 program began teaching courses in civic education on October 2, 2002 when classes resumed for the academic school year. The pedagogical method developed by the M3 team was not however implemented until the third week of October, after which a “pre-test” model was achieved. During this “pre-test”, 4,326 students were asked to answer Pact M3-administered questionnaires, and among this cohort, 326 individuals were members of the Civil Society Organizations (CSO). Eleven schools were targeted for questionnaire purposes, in addition to a number of civil society organizations.

Age range for test subjects varied. For students in school, the average age was fourteen; the youngest was nine; and the oldest 20. The questionnaire also suggested that 62% of students’ parents completed their education at the secondary level. Thus, there is reason to believe that the M3 approach can also be useful to parents.

Given various feedbacks from youth and teachers, it is safe to assume that students participating in the pilot program are beginning to enjoy learning through active participation, which is an essential component of the new teaching model. In some areas, parents and administrators also provided positive feedback on this newfound participatory approach, suggesting that their kids are becoming more vocal about their civic responsibilities.

Overall, approximately 45,000 students are experiencing the new teaching approach in civic education, particularly regarding citizen’s role and participation. The lessons learned workshop conducted by Pact in September 2003 indicated :

- Youth are becoming more expressive and more engaged in their school work;
- Youth and adults are learning that can use their rights as citizens to influence public policy;

- Links between schools and local communities can and must be achieved in order to provide a voice for young Malagasies; and
- Through youth adult can also learn.

Key Results

- Pact/M3 Ainga recruited professionals from DREMC3 to support teachers with follow-up, monitoring and support of in-class programmatic activities.
- Pact M3/Ainga offered technical support to 25 classes that were selected to present their positions at the National Assembly in May and June 2004.
- Eighteen sub grants were signed that amounted to USD 151,753 by the end of June 2003.
- AGECO, one of Pact sub grantees, conducted “theatre de marionettes” in 15 villages to facilitate discussion on civic issues.
- Another sub grantee, FTMTK, initiated discussion with out-of-school youth on “responsible citizenry”, using the approach proposed by M3.
- The M3 team conducted 15 field surveys to determine the effectiveness of the M3 model.
- Youth were encouraged by radio and TV stations to participate in a question and answer series by mailing in their responses to participating stations. Prizes were awarded to winners.

Lessons Learned

Some major issues confronted were the lack of trust and confidence in school administrators. This was in no small part caused by the fear of breaking tradition in the way kids were learned in school. Specifically, some middle school directors were reluctant about giving students time off from school to conduct research for M3 assignments. Directors were also afraid about upsetting parents.

Pact discussed this problem with the Ministry and a workshop was subsequently held in Fianarantsoa and Antananarivo, in which Pact presented the methodology and results from the pilot phase. The purpose of this was to allow directors to understand the effectiveness and utility of the M3 approach. In the end, Pact found that including directors in the process assisted and, to a certain degree, sped up program activities on the ground.

3. 2. SUB-LEVEL RESULT

3. 2. 1. Teachers and students are becoming increasingly supportive of the learning through interaction, debate and discussion method.

Students and teachers are increasingly demanding change in teaching style. This call for change expresses their enthusiasm to learning through participatory methods, and not so much on the standard didactic form of regurgitation and memorization.

3. 2. 2. Media (broadcast and print) and civil society organizations have received training on building organizational and technical capacity.

Technical partners (TV, radio) have created programs to embrace the importance of addressing civic issues to youth.

3. 2. 3. Youth (in- and out-of-school) are utilizing their civic rights by demanding a better quality of life from teachers, parents and local authorities.

1) Students have invited local representatives to participate in civic events at the communal level, and suggestions made to local authorities by students are actually being implemented; 2) Parent Associations in intervention zones are more effectively mobilized to address issues close to home and important to their kids; and 3) Parents are also building linkages with teachers, and are becoming more active in the academic life of their kids.

4. Program Implementation and Coordination

4. 1. Management Plan

4. 1. 1. M3 Organizational and Management Structure

Under the leadership of the Chief of Party (COP), Pact's M3 team operated in regular consultation with the Democracy and Governance Strategic Objective team at USAID/Madagascar. The USAID Mission was not however responsible for approving small grant recipients and annual plans for implementing, monitoring and evaluating (M&E) M3 activities.

Stakeholders in Madagascar outside of USAID fell into three primary groupings: (1) the Ministry of Education and the 252 teachers involved in the benefits/value of enhanced civic education for youth; (2) decision-makers in media, journalists/media experts and civil society organizations (CSO) staff interested in the practical aspects of engaging youth in a quality civic education; and (3) the youth themselves, of which 43,837 were middle school students.

Pact, as the prime implementer, led the program in terms of reaching out to relevant program stakeholders. The COP, with support from key technical advisors from US and local partners, was responsible for M3's technical content, and the appropriate matching of stakeholder needs with technical interventions. Key technical areas included identification/verification of civic issues, delivery of civic issues inside and outside the formal school system. Interventions ranged from support in market research and M&E to capacity building through training of teachers, training of trainers, technical assistance, and, funds permitting, study visits/exposure tours to other countries.

A core management/implementation team housed in the M3 program office and led by the COP handled the day-to-day implementation of M3 activities. Working under the COP, the core team coordinated the inputs of the US and local partners both within and across program components. The team was comprised of an education specialist, a media specialist, and a youth specialist. The

education specialist served as the national coordinator for inputs from the US-based civic education partner, CCE. The media specialist had the same responsibilities with respect to the US-based media partner, InterNews. Local consultants and partners through delivery-oriented subcontracts, fixed-obligation subgrants and standard subgrants provided additional technical/training expertise. Such arrangements covered focus groups, baseline studies, and media programming development and use. Pact's in-country collective administrative, finance and grants management unit supported M3's core management team on all administrative, financial and grant management matters.

Pact had ultimate technical, financial and administrative responsibility for M3 program implementation. To ensure minimal costs expenditure, the M3 project office remained in the Pact premises in Immeuble Ramaroson, and had immediate, direct support from Pact's local administrative, finance and computer/network support staff. Satellite office remained in Fianarantsoa, in existing Pact premises.

4. 1. 2. Key Personnel

The key person on Pact's M3 team was Marie José Surpris, the Chief of Party, with overall responsibility for successful M3 program implementation, timely program reporting and liaison functions with USAID and lead stakeholders in the education, media and civil society sectors.

Mrs. Marie José Surpris is a versatile and skilled program manager, with considerable experience in program management. For more than 18 years, she has held positions of increasing responsibility within NGOs concerned with individual and community empowerment and action. She has a master's degree in community education (Popular education and a diploma in International Development. She worked for FAO, Oxfam Québec, UNICEF, CIDA (Canada) either as program manager, Chief Technical Advisor, or assists as freelance consultant. During the pilot phase, Mrs. Surpris was able to establish a continued dialogue among collaborating partners in relation to improved methods and techniques in civic education training especially with the program and the key actors at the Ministry of Basic and Secondary Education. As a result, the program has been accepted and integrated in the ministry's education strategy.

4. 1. 3. Other Members of the Core Management/Implementation Team

Pact also identified two other members of the core management team: Mr. Yvon Rakotonarivo, as education specialist and in-country coordinator of in-school civic education activities; and Mr. Frédéric Raktotovoavy, as media specialist and in-country coordinator of media strengthening activities. Both men have been heavily involved in the development of this proposal.

Mr. Rakotonarivo—the education specialist—has more than 20 years of experience as a teacher, high-school principal and consultant on education, training and awareness programs in Madagascar. In recent years, he has worked with Pact on ILO and RARY, where he supported public-private dialogues—on such issues as taxation and urban services—through information/knowledge management, strategic planning, arbitration and facilitation. He also helped to train journalists on coverage of local issues, as well as trained NGOs and neighborhood associations on conceptualizing and launching advocacy campaigns. Earlier, he served on education/information dissemination programs regarding health and community development. Mr. Rakotonarivo is familiar with attitudes and trends prevailing in local communities and urban centers, as well as directly knowledgeable with scholastic goals, curriculum contents, teaching styles of schools around the country. He also understands the interface between in-school training and mass media.

On several occasions, he has been responsible for discrete program activities and components, involving a high level of management and interfacing with a variety of stakeholders. He is fluent in French and reads well in English. He holds several degrees in history, geography and pedagogical training from the University of Madagascar.

Mr. Raktotoavoavy—the media specialist—has more than 10 years of experience as a media trainer, media producer and media campaign designer. He has worked closely with journalists—and is knowledgeable about broadcast networks—at the national and local levels. At the national level, he has covered a range of topics, running from privatization and the fight against poverty to national elections. At the local level, the topics have dealt with issues of concern to local communities. At the start of his career, Mr. Raktotoavoavy was for 4 years the producer of regular radio show for youth called Fiharin-karena tsy efanirery that served to educate youth on the application of economic principles in general development and everyday life. Since then, he has addressed youth in different ways: youth and the media, youth and small business start-ups, and, most recently, youth and the election of December 2001. Mr. Raktotoavoavy has participated in several studies, conferences and debates on national and regional media, including a review of rural communications in 2001. He supported the development of all audio visual materials produced in the pilot phase of M3 project. He is fluent in French, has a strong command of English and holds a degree in Management from the University of Antananarivo.

4. 1. 4. Management Systems and Style

The core management team was responsible for administering the M3 program to assure cost-effective use of program resources. This entailed continuous monitoring of program activities, regular contact with partners and counterparts, and problem solving before problems became serious. Class observation, monitoring, group work to highlight successes and area for improvement, civic event and evaluation were principal tools in the monitoring process.

The COP ensured that work under Pact/M3 conformed with USAID guidelines and practices. She did this by consolidating strong working relationships with key stakeholders and partners to permit meaningful reflection on program content and direction.

Throughout the program, the COP collaborated with partners as needed during fieldwork or structured Technical Assistance (TA) /training events, and reviewed reports and results generated by the partners. The COP also reviewed activity descriptions or scopes with the core team and relevant partners to assure common understanding and unified expectations. A member of the core team remained in continuous contact with the relevant partners throughout the activity period.

The COP held regular meetings with the core team, and monthly meetings with partners to discuss program performance and assess content and direction. The COP, along with the core management team, took corrective action whenever needed and called upon the senior management of partners for issues that could not be readily resolved.

M3 was supported by Pact's financial, administrative and grant management systems, developed and refined through 30 years of use with subcontractors and subgrantees worldwide. All of Pact's policies are documented in manuals, which were updated periodically. The current set of manuals covers personnel, financial management, field office administration, procurement, and subgrant management.

Pact's financial accounting system conformed to Generally Accepted Accounting Principles as set forth by the American Institute of Public Accounts and regulations as set forth by the General Accounting Office, Office of Management and Budget and USAID. All of Pact's programs had a consistent set of accounting standards, formats, and practices. Pact used the SUN accounting system developed by Sun Microsystems for fund, grant, and business accounting. Grantees and subcontractors were required to submit expenditure reports monthly or quarterly for review. Consolidated life of project reports were likewise produced monthly or quarterly.

Headquarters personnel had regular contact with field and program personnel and made periodic visits to the field to ensure that appropriate programmatic and financial discipline was maintained.

4.2. Institutional Qualifications

Pact's M3 team consisted of three US-based organizations:

- Pact, prime, serving as program manager, lead liaison with USAID and stakeholders, and overall coordinator of program activities;
- Center for Civic Education, sub, responsible for technical leadership and inputs for in-school civic education;
- Internews, sub, responsible for technical guidance and inputs for media coverage and programming of civic education issues.

Short profiles of each organization follow.

Pact, Inc.

Founded in 1971, Pact is an independent non-profit corporation that works closely with NGOs, the private sector and government to improve the lives of individuals and overcome constraints to sustainable development through independent and networked organizations. Pact's sector strengths include civil society, sustainable resource use, and non-formal education. Pact's technical competencies range from advocacy to organizational development, grants management, and information/knowledge management. With an annual budget of close to \$20 million, Pact currently operates 19 programs at the global, regional and country levels, with financial support from donors, corporations and foundations.

The experience of Pact's M3 team in media covers both the content and the programming of important issues. The team has worked with media associations, television/radio stations, newspaper/magazines, campaign design and marketing groups, journalist associations, and other sector NGOs in the development of independent media in various regions of the world. The combined accomplishments of the Pact M3 team include the design, production and distribution of dozens of communication materials and media campaigns aimed at strengthening the understanding of individuals and of civil society at large about their roles, rights and responsibilities as citizens.

Pact/Madagascar

Pact's work in Madagascar dates back to 1991, when it served as the grants manager of a large multiyear, multipartner USAID-funded community-based natural resource management project

known as SAVEM. This project was designed to support the country's Environmental Action Plan (EAP). Since then Pact's work in Madagascar has dramatically evolved as we have taken on work to strengthen the capacity of local NGOs, to promote civil society participation at the national, regional and local levels of government, and to enhance civil society organizations' (CSOs) and governments use of information and knowledge management strategies. Current Pact Madagascar programs include Madagascar Media Message (M3) Ainga Program, Environmental/Rural Development Transition Program in Madagascar, Linking Actors for Regional Opportunities (LARO), MATOY, MIRAY Program for Ecoregion-Based Conservation and Development, Managing Information and Strengthening Organizations for Networked Governance Approaches (MISONGA).

Center for Civic Education

Center for Civic Education (CCE) is a non-profit organization that promotes informed, responsible participation in civic life. Through its CIVITAS program, CCE acquaints international educators with exemplary curricular and teacher training programs in civic education, assists educators in adapting and implementing effective civic education programs in their own countries, and works with education ministries to reform high school curricula. Founded in 1965, CCE has been involved in international exchange programs covering more than 30 countries since 1970, and in recent years has implemented dozens of country-specific curriculum enhancement/development programs in Asia, Africa and Eastern Europe.

Internews Network, Inc.

Founded in 1982, Internews fosters open, independent media worldwide through innovative Internet content and support in television and radio programming. With an annual budget of around \$15 million, Internews currently implements media programs in 18 countries that entail training of journalists and station managers, direct support to non-governmental television and radio stations, formation of independent media networks and media associations, and/or analysis/drafting of media laws. Internews also uses media to reduce conflict, increase tolerance, and connect people across borders, as demonstrated through the award winning Capital to Capital series. Its training manuals on journalism and station management have been translated in nine languages.

4.3. Monitoring and Evaluation Plan

M3's overall goal was to strengthen the political culture among Malagasy youth for issues recognition, problem solving, and action planning and/or advocacy through enhanced media transmission of germane issues, enhanced formal civic education, and stronger capacity within media and civil society for generating/sustaining the awareness and engagement of youth in policy/regulatory reform.

The indicators below were collected through two principle means:

- Detailed record keeping of all training/capacity building events and outcomes. For instance, at appropriate junctures during the in-school training process, tests were conducted of student's disposition towards civic matters. This testing was done through the application of questionnaires prepared by the Center for Civic Education before and after students received their course on civic education. The results of all the trainings were compiled during the course of M3 for final analysis and feedback on the success of the training materials and the quality of the training during the 18th month life of M3.
- In addition, Pact kept track of the number of articles and broadcast spots launched by media and civic organizations with links to M3, and compiled as many success stories as possible on their impact on individual youth or groups of youth.

Monitoring and Evaluation Module

Program Objectives	Key Intermediary Results	Indicators	Targets
Improved youth awareness and participation in civic and advocacy processes (through the strengthened capacity of Malagasy schools, media and CSOs/NGOs in message delivery)	Increased youth voice in civic issues (or better educated youth in civic and advocacy issues)	<ul style="list-style-type: none"> • Number of youth able to cite at least one civic issue • Number of youth able to discuss civic affairs 	<ul style="list-style-type: none"> • 400,000 • 15,000
	Increased involvement in civic education by media and civil society organizations	<ul style="list-style-type: none"> • Number of media organizations/civil society organizations trained to produce and distribute theme-based civic education messages • Number of media organizations/civil society organizations broadcasting/printing/ promoting theme-based messages 	<ul style="list-style-type: none"> • 20 • 15
	Strengthened delivery of formal (in-school) civic education	<ul style="list-style-type: none"> • Number of schools offering interactive civic education classes using program materials • Number of teachers trained in conducting interactive civic education classes • Number of students receiving interactive civic education materials • Number of youth engaged in program-initiated interactive civic/advocacy activities 	<ul style="list-style-type: none"> • 90 • 180 • 30,000 • 300

4. 4. Workplan

M3 Ainga Initial Pilot Phase: May 2002 to September 2003

The M3/Ainga workplan consisted of three interlocking, mutually reinforcing components.

- ***A training component***, designed to train new teachers in Antananarivo and to do in-service training for teachers who were implicated in the pilot phase of the project. To obtain results, teachers who were trained in pilot phase will receive in-service training (update training, support). M3/Ainga will also create a core group of trainers in order to give close support to teachers. 40 new teachers will also be trained. The teachers capacity building in civic education will be done in partnership with CCE
- ***A formal, in-school component***, designed to encourage a greater degree of direct participation of select youth in civic life and debate; this work entails reinforcing and elevating the quality of civic education in the classroom by shifting the curriculum from a purely standard didactic, lecture format to an interactive one encouraging students to identify and try to resolve civic and public policy issues directly affecting their lives.
- ***A media/CSO component***, designed to generate and reinforce a broad awareness of civic issues among youth at large. This work entails building the content and programming capacity of media and CSOs with respect to disseminating information on key issues and youth's feedback for broader discussion, policy dialogue and/or advocacy. Only the CSOs and the media that were involved with the program will participate in the phase.

ORIGINAL WORKPLAN

Over the course of the first 16 months, key actions and results were:

Education and Mobilization of Youth for a Responsible Citizenry

Through

Enhancing skills of college teachers and youth educators of CSO /Media

And

Dissemination of key messages via local, regional and national media channels (radio, TV, newspapers), which reach and influence youth.

Principle Activities

Training
Production of curricular material
Role-play
Training of trainers
Mini grants for creative activities
Production of audio and visuals tools

Results

- **100% of youth touched (in and out of school) are able to cite at least one civic issue**
- **12 civic clubs created or revitalized**
- **Messages on civic issues designed by media (radio et TV) heard by 50% of people of Fianar et 20% of Youth**
- **5 audio-visuals documents (films) are developed**
- **3 pedagogical guides et 3 student booklets produced, multiplied and available for 50 CEG in FIANAR**
- **100 teachers trained and 25 trainers able to train other teachers**
- **10 pedagogical counselor ameliorate their skills in support/follow-up**
- **Competition well organized for youth, media, school/teachers and CSO**
- **5 civic education events have been held and publicized**

Impacts

- **Youth are involved and implicated in civic activities.**
- **Ministries of Education and Communication adopt program strategies and materials and want to extend the program to other schools/media.**
- **Civil Society Organizations adopt program strategies and materials in their civic education actions.**
- **Media organisation are strenghten to adress civic education issues to their program**

M3/AINGA Monitoring and Evaluation Chart
Workplan for Initial Pilot Phase: May 2002 to September 2003

Component 1. – Improvement of the civic education program				Results: promote a new vision of how civic education is strategic for development process.																			
Objective: Strengthened capacity of Malagasy schools (CEG) and some education institutions (EURP, CISCO), media and CSO in message delivery																							
Activities: Design/develop models/prototype textbooks and teacher/educator Civic Education for CEG and CSO																							
Results	Indicators	Activities to be realized within 16 months	Timeline												Responsible								
			Trim 1			Trim 2			Trim 3			Trim 4				Trim 5			Tr 6				
			M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S				
<ul style="list-style-type: none"> ▪ Systematic Use of new materials by teachers and the CSO 	<ul style="list-style-type: none"> ▪ Documents reflect youth/students, educators/teachers, and CSOs preoccupations ▪ DIRESEB agrees to introduce/integrate new materials on civic education in the classroom and their ▪ CSO agrees to introduce/integrate new materials on civic education and new approach in their program to educate youth 	<ul style="list-style-type: none"> ▪ Meet key authorities of the Ministry of “Education de base » ▪ Inventory/assess strengths/weaknesses of existing civic education programs ▪ Collect opinions/thoughts of educators, media specialists, CSO leaders through workshop(s) on theme ▪ Identify CEG for participation in M3 ▪ Pre-test short-listed issues among focus groups of rural, urban, out-of-school and in-school youth, parents. Tabulate and analyse results. ▪ Validation of the results with the task force through a workshop ▪ Disseminate findings of focus group to task force and partners. ▪ Translation/adaptation of existing materials (Project Citizen) ▪ Propose a methodological approach to introduce new content in school and in CSO education program ▪ Develop assessment instruments for students / teachers (pre and post test) <ul style="list-style-type: none"> ▪ Conduct pretest with teachers ▪ Adaptation of Contents 	X																		PACT/ M3		
			X																				PACT/ M3
				X																			PACT/ M3
					X																		M3/ consultant
						X																	PACT/ M3
							X																CCE / PACT/ M3
								X															CCE / UERP
									X	X													CCE / UERP/
										X	X	X	X	X	X								CCE/M3
							X	X															M3 / Enseignants UERP/M3/CCE
								X					X										

		M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		
<ul style="list-style-type: none"> Skills of civic educators / animators of civic clubs and youth educators in CSO are increased New technical sheets to conduct civic education lessons prepared by teachers. More efficient Interactive teaching strategies on civic education are in place 	<ul style="list-style-type: none"> 50 teachers trained to use newly developed materials 100 teachers trained in a more creative "training procedures" Youth are motivated to participate in civic education classes. Network of civic trainers Pedagogical materials 	<ul style="list-style-type: none"> Partnership with CCE Technical support of CCE Training and curriculum development work with UERP and educators selected to be writers Conduct two 3 ½ day trainings on Project Citizen /or new material but using Project citizen process with 50 teachers of CEG. TOT for 25-30 teachers/CSO's educators on Project Citizen and new curriculum. Facilitate creation of Regional Working Group on Civic Education Training of 50 new teachers by the trainers 	X	X																PACT/M3 CCE / PACT/M3 CCE / PACT/M3 CCE / PACT/M3 CCE / PACT/M3 M3 Nouv. Format./M3
<ul style="list-style-type: none"> Textbooks and guides are available for teachers, educators, students and youth. Subscription to the new pedagogical approach by teachers, animators of CSO/NGO. 	<ul style="list-style-type: none"> Teachers of 50 CEG of FIANAR use the new materials. 11000 textbooks and 100 guides, pamphlets available. 	<ul style="list-style-type: none"> Validation and adaptation of CCE's material. Development and production of education material. Test the materiel during the first school term (Sept. 2002) in 50 CEG in Fianar. Supervise, support classroom implementation of Project Citizen or new approach. Complete first drafts of teacher and student curricular materials Revise and edit newly developed lessons Meeting with teachers to analyze difficulties in implementing the new approach Print curricular materials for students and teachers. Develop draft of training model and agenda for Feb. 2003 training. Revise and edit newly developed lessons into new student and teacher text materials 	X	X	X	X	X	X												UERP/M3/Enseign UERP/M3 Enseignants M3/Equipe Péd./T. F. UERP/M3/T. F. M3/Equipe Pédag. CCE/M3 UERP/M3/CCE UERP/M3/CCE
<ul style="list-style-type: none"> Dynamic network of civic education teachers on key themes exists and is functional. 	<ul style="list-style-type: none"> 4 meetings with working group in Fianar and Tana. 	<ul style="list-style-type: none"> Facilitate creation of Regional Working Group (task force) on Civic Education Hold regular meeting with Task Force Organize civic education forums: <ol style="list-style-type: none"> Forum with teachers Forum with CSO teams Forum with youth 		X				X											M3 M3 M3/CCE/ T. F.	

Component 2. – Medias and CSOs support				Results: CSOs and Media Organizations can effectively develop and manage civic education programs.																				
Objective: Encourage greater degree of direct participation of youth in civic life and debate through medias and CSO																								
Activité : renforcement de la capacité des médias et des Animateurs																								
Results	Indicators	Activities to be realized within 16 months	Timeline														Responsible							
			Trim1			Trim2			Trim3			Trim4			Trim5			Tr6						
			M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S					
<ul style="list-style-type: none"> ▪ Media and CSO have better skills in formulating and promoting civic education messages ▪ Media and CSO demonstrate their ability to use new skills in delivering civic messages 	<ul style="list-style-type: none"> ▪ Report on the inventory ▪ Support program develop ▪ Collaborative Program with media network ▪ Quality and number of messages disseminated ▪ Quality of program design by the CSO for youth ▪ Percentage of youth listening to messages. 	<ul style="list-style-type: none"> ▪ Partnership with Internews et ASF ▪ Coordinate support to media and CSO ▪ Inventory existing media campaigns, existing CSO's program; analyse successes ▪ Development of Civic Education curricula for media and CSO ▪ Pretest with medias and animators of CSO ▪ Provide training to journalists ▪ Support national and regional medias activities (techniques and programs) ▪ Adapt EURP curricula for Trainer of trainers in the CSO ▪ Provide training for educators of CSO with collaboration of ILO Program ▪ Launch competitions program on CE ▪ Sponsor competitions or best show on civic education. ▪ Evaluation of audience share/listening percentage (Audimat) ▪ Supervise, support civic clubs, youth clubs implementation of Project Citizen or new curricula. ▪ Complete first drafts of curricular materials ▪ Revise and edit newly developed lessons ▪ Post test with medias and educators of CSO ▪ Meeting with Media and educators of CSO to analyze difficulties in implementing the new approach 		X	X						X			X							Pact/M3			
				X	X		X					X				X				X				ASF/M3
				X	X	X																		ASF
						X	X	X																ASF/Internews
								X					X											ASF
										X	X	X	X	X	X	X	X	X	X	X				ASF/Internews
										X	X	X	X	X	X	X	X	X	X	X				ASF /M3
										X	X	X	X	X	X	X	X	X	X	X				ASF/M3
												X	X	X	X	X	X	X	X	X				ASF/M3/Media
								X					X				X		X					ASF/M3
									X						X	X				X				M3
										X	X			X	X	X								ASF
											X						X			X				ASF/Internews/M3
											X	X	X	X	X	X			X	X				ASF/M3
												X	X	X	X	X			X	X				ASF/M3
													X				X							ASF/M3
														X				X						ASF/M3

			Trim1			Trim2			Trim3			Trim4			Trim5			Tr6		
			M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	
<ul style="list-style-type: none"> ▪ Promotion of civic education messages ▪ Adoption of new approaches and procedures for the creation of messages. ▪ Autonomy of the working group on civic education 	<ul style="list-style-type: none"> ▪ Level of participation of key actors in communication programs ▪ Magazines/TV/Radio use a more dynamic approach to civic education ▪ Number of promotional spots broadcast ▪ Number of audio-visual supports developed and used ▪ Advocacy Campaign plan ▪ Monitoring and Evaluation report. 	<ul style="list-style-type: none"> ▪ Design a communication plan for 3 messages ▪ Conduct workshops on media programming of civic education ▪ Mass communication (films – produits audiovisuels – affiches – bulletin) ▪ Group communication (workshops – meetings - conference...) ▪ Socio cultural communication (Mobilization of musicians and artists) ▪ Advocacy and public relations (communications network) ▪ Launch competitions on messages 				X	X													ASF/M3 ASF/INTERNEWS ASF/ Task force ASF /Media /Task force/CSO ASF/Task force Media / CSO ASF/M3 ASF/M3
<ul style="list-style-type: none"> ▪ Improved citizen responsibility demonstrated by those participating in the program ▪ Development of a medium-term vision of civic education in Madagascars 	<ul style="list-style-type: none"> ▪ Level of participation of all actors in the mobilization process. ▪ Participation in working group or ad hoc committees. ▪ Document of strategy ▪ Level of responsibility taken to manage the mobilization process. ▪ Number of advocacy actions realized ▪ Participation of youth in the events 	<ul style="list-style-type: none"> ▪ Support the creation of a network of civic animators. ▪ Conduct tool and content development with Andry FFKM, CNOE and other CSO ▪ Hold workshop on civic education for animators in Fianar and support mobilization action ▪ Mobilization Strategy: <ol style="list-style-type: none"> 1. 1st mass event (Fianar 1) 2. 2nd mass event (Ambositra/fandriana) 3. 3rd mass event (Ambalavao/Fianar2 south) 4. 4TH Mass event (Fianar 1 and 2 north) 5. 5th mass event (Manakara/Ikongo) 			X				X				X							ASF/M3 ASF/M3/UEPR ASF/M3 AFS/M3 Cibles/ASF/M3 Cibles/ASF/M3 Cibles/ASF/M3 Cibles/ASF/M3

Component 3. – Youth 13-25 are conscious of issues underpinning a responsible citizenry.					Results: Spontaneous action taken by youth to participate in civic life															
Objective: Enhance youth awareness of and participation in civic life.																				
Activity: Educate youth in school and out of school on civic issues																				
Results	Indicators	Activities to be realized within 16 months	Timeline														Responsible			
			Trim1			Trim2			Trim3			Trim4			Trim5			Tr6		
			M	J	J	A	S	O	N	D	J	F	M	A	M	J		J	A	S
<ul style="list-style-type: none"> Increased understanding of youth of civic issues Group of youth able to identify and try to resolve civic and public policy directly affecting their lives. Civics clubs are active 	<ul style="list-style-type: none"> Level of participation of student in civic education Notes obtain at the end of session Evaluation report of teachers and of CSO's educators Monitoring report Diversity of action taken by youth on civic/public issue in school and out of school 	<p>In school</p> <ul style="list-style-type: none"> Conduct pretest with students Negotiate and make sure that 2 h per week of civic education issue are organized using the new approach during the 3 quarter of the scholar year 2002-2003 Continued Follow-up, Monitoring and support Pedagogical supervision Post test with students Tabulate pre and post results and disseminate findings. <p>Out of school</p> <ul style="list-style-type: none"> Conduct pretest with youth Education sessions on civic education themes in CSOs and Civics Clubs. Introduction social, political and economical issues in training sessions of youth in CSO, civics club and rural groups. Post test Tabulate pre and post results and disseminate findings 															Enseignants/M3 M3/Direseb Enseignants M3/Task Force/Éq.Péd Équip Pédag./M3 Enseignants/M3 M3 ASF/M3/CSO ASF/M3 CSO/ASF/M3 ASF/M3 ASF/M3			
<ul style="list-style-type: none"> Mobilization of youth on civic education issues. 	<ul style="list-style-type: none"> Number of Civic club Clubs created or revived in school. Number of youth implicated in competition (radio/TV) on civic issues. Full use of the sub grants. 	<ul style="list-style-type: none"> Promote and organize competitions games for youth and students Sponsor competitions (mini grants) for special events organized by youth, teachers, civic clubs and CSO. 															ASF/Clubs civiques Enseignants/jeunes Pact/M3			

Component 4. – Program management	Results: Project implemented in accordance with M3/Ainga Cooperative Agreement and managed according to PACT and USAID norms and standards.
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Objective: Create optimal condition to implement M3/Ainga

Activity : Effective management and implementation of program activities.

Results	Indicators	Activities to be realized within 16 months	Timeline																		Responsible
			Trim1			Trim2			Trim3			Trim4			Trim5			Tr6			
			M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		
<ul style="list-style-type: none"> Project core team operational and able to implement the program All results are reached 	<ul style="list-style-type: none"> Key personal in place and contract signed Material available Offices operational in Tana and Fianar 	<ul style="list-style-type: none"> Recruit key personal Establish M3 program office in Tana (PACT) Establish M3 satellite office in Fianar Submit work plan Develop management system for the project Implement the program 	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PACT /M3
<ul style="list-style-type: none"> Same level of understanding of the program objectives. Activities implemented and realized according to plan Collaboration / synergy with other PACT / US Aid's projects/programs Work groups (task force) operational 	<ul style="list-style-type: none"> Progress report Brief report of core management's meeting Brief report on working group's PACT/USAID Agreement signed PACT/Partners signed 	<ul style="list-style-type: none"> Meeting of core management Meeting with partners of PACT/M3Ainga Meeting/communication PACT/USAID Agreement with CCE Agreement with Internews Agreement with ASF Partnership with Switzerland embassy (match) Partnership with CNOE/Japan Embassy (match) Support working group (task force) on civic education 	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	PACT /M3
<ul style="list-style-type: none"> Exit strategy developed to the satisfaction of key partners. 	<ul style="list-style-type: none"> Evaluation and audit report Level of satisfaction of partners on results reached 	<ul style="list-style-type: none"> Produce progress report Produce financials report Evaluation /audit Exit strategy proposal Final report 				X				X			X			X		X	X	X	PACT / M3 / Partenaires stratégiques

M3 Ainga Extension phase: October 2003 to December 2004

The extension phase consisted of the same three components found in the pilot phase.

However, M3/Ainga extended the zone of intervention, focussed on training teachers on teaching techniques also on former CSO and media in order to strengthen their skills.

M3/AINGA Monitoring and Evaluation Chart
Workplan for Extension Phase: October 2003 to December 2004

Component 1. – Improvement of the civic education program			Results: - promote a new vision of how civic education is strategic for development process.													
Objective: - Strengthened capacity of Malagasy schools (CEG) and some education institutions - Enhance youth awareness of and participation in civic life.																
Activities: - Design/develop models/prototype textbooks and teacher/educator Civic Education for CEG and CSO - Educate youth in school and out of school on civic issues																
RESULTS	INDICATORS	ACTIVITIES	Timeline												Leaders and /BUDGET	
			Trim 1 Oct.-dev.03			Trim 2 Janv.-mar.04			Trim 3 Avr.-jun.04			Trim 4 Jul.-sept.04				
		Training														
<ul style="list-style-type: none"> • Systematic Use of methodology developed in pilot phase and use of new materials by teachers in new area and in Fianar ▪ Skills of civic educators are increased ▪ New technical sheets to conduct civic education lessons prepared by teachers. ▪ More efficient Interactive teaching strategies on civic education ▪ Dynamic network of civic education teachers on key themes exists and is functional. ▪ Promotion of civic education messages 	<ul style="list-style-type: none"> ▪ Ministry of education more integrated in the process of teaching civic education ▪ 50 new teachers trained to use newly developed materials in Antananarivo ▪ in service training for 150 teachers ▪ Youth are motivated to participate in civic education classes. ▪ Network of civic trainers 	<ul style="list-style-type: none"> • Meeting with 90 CEG’s directors to discuss plan of action for 2003-2004 	X	X	X											
		<ul style="list-style-type: none"> • In service training for 180 teachers: <ul style="list-style-type: none"> a) Taxonomy of civic education objectives b) Active pedagogy in teaching Civic education c) For a responsible citizen d) Foundation of Democracy 		X		X	X									
		<ul style="list-style-type: none"> ▪ Partnership with CCE 	X													
		<ul style="list-style-type: none"> ▪ Develop a tool for teachers’ follow-up 	X													
		<ul style="list-style-type: none"> ▪ Identify new CEG for participation in M3 	X													
		<ul style="list-style-type: none"> ▪ Pre-test civic knowledge and disposition in the new classes. Tabulate and analyze results. 	X													
		<ul style="list-style-type: none"> ▪ Train 60 new teachers Taxonomy of civic education objectives in Tana region 		x												
		<ul style="list-style-type: none"> • Follow-up and supervision in Tana and Fianarantsoa 		X	X	X	X	X	X	X						
		<ul style="list-style-type: none"> • In training service for Pedagogical counsellors: follow-up and teachers evaluation in civic education 		x			x									
		<ul style="list-style-type: none"> • Training of the Office of Mass education and Civism (OEMC) agents: animation and communication 		x	x											
<ul style="list-style-type: none"> • Update workshop for core trainers 					X											
Leaders: Pact M3/DEF2 Partners: Direseb Tana Direseb Fianar CISCO OEMC Budget: Subvention CCE Subvention ASF Subvention InterNews																

		<ul style="list-style-type: none"> Partnership with Institut National de formation pédagogique 		X																
		<ul style="list-style-type: none"> Organize training at the Institute for students teachers 				X														
		<ul style="list-style-type: none"> Create a Task force of civic education teachers in Fianar and Tana 			X															
		<ul style="list-style-type: none"> Meeting with the task force every two month 			X		X		X		X			X						
		Learning assessment																		
Methodology of civic assessment developed	<ul style="list-style-type: none"> Document on civics assessment Report of test 	Revise the questionnaire for pre and post test	X	X														Leaders: Pact M3 /DEF2/CE Budget: Management subgrant		
		<ul style="list-style-type: none"> Support the ministry in the development of standard civic assessment: Knowledge, Skills and competency 			X	X							X	X						
		<ul style="list-style-type: none"> Test the assessment methodology and finalize the standardization 											X							
		<ul style="list-style-type: none"> School work presentation 						X	X											
		<ul style="list-style-type: none"> Organize two regional event and 1 regional on civism 									X									
		<ul style="list-style-type: none"> Support civic education learning assessment in class 										X								
<ul style="list-style-type: none"> Textbooks and guides are available for teachers, educators, students and youth. Subscription to the new pedagogical approach by teachers, animators of CSO/NGO. 	<ul style="list-style-type: none"> Teachers of 200 CEG of FIANAR and Antananarivo use the new materials. 	School's material																		
		<ul style="list-style-type: none"> Distribute the material produced in pilot phase 	X	X															M3/DGEFES	
		<ul style="list-style-type: none"> Revising the material (student text and teachers guide): « for a responsible citizen », «Foundation of democracy» with a team of teachers 		X	X	X													Leaders: Pact M3/DEF2	
		<ul style="list-style-type: none"> Translate in Malagasy the French version of the textbook « l'éducation civique » 		X	X															
		<ul style="list-style-type: none"> Editing the Malagasy version 				X														Partners: OEMC
		<ul style="list-style-type: none"> print 10000 textbooks 				X														
		<ul style="list-style-type: none"> Adaptation of the teachers guide for a responsible citizen» for the non formal education with the OEMC Team 																		Budget: Sub grant ASF
		<ul style="list-style-type: none"> Editing and print 1000 brochures 								X										

Component 2. – Medias and CSOs support			Results: CSOs and Media Organizations can effectively develop and manage civic education programs.											
Objective: Encourage greater degree of direct participation of youth in civic life and debate through medias and CSO														
Activity : Enhance media and animators skills in delivering civic messages														
Results	Indicators	Activities to be realized within 11 months	Timeline											Budget
			Trim 1 Oct.- dev.03	Trim 2 Jan.- mar.04	Trim 3 Avr.- jun.04	Trim 4 Jul.- sept.04								
		Training												
<ul style="list-style-type: none"> ▪ Media have increase their skills in formulating and promoting civic education messages ▪ Media have better skills in delivering information ▪ CSO continued and strengthen the started in pilot phase ▪ Media and CSO demonstrate their ability to use new skills in delivering civic messages 	<ul style="list-style-type: none"> ▪ Support program develop ▪ Collaborative Program with media network ▪ Quality and number of messages disseminated ▪ Quality of news ▪ Quality of program design by the CSO for youth ▪ Percentage of youth listening to messages. ▪ Percentage of youth implicated in the different programs ▪ Report from CSO and media 	<ul style="list-style-type: none"> ▪ Partnership with Interniews et ASF 		X										
		<ul style="list-style-type: none"> ▪ Coordinate support to media and CSO 		X	X	X	X	X	X	X	X	X	X	
		<ul style="list-style-type: none"> ▪ Review the Civic Education curricula for media and CSO 	X	X										
		<ul style="list-style-type: none"> ▪ Provide training to journalists 		X			X							
		<ul style="list-style-type: none"> ▪ Review et reinforce CSO 's implicated in pilot phase program for youth 												
		<ul style="list-style-type: none"> ▪ Provide In service training for CSO's animators 												
		Mobilization campaign												
<ul style="list-style-type: none"> ▪ Promotion of civic education messages ▪ Application of new approaches and procedures for the creation of messages. ▪ Improved citizen 	<ul style="list-style-type: none"> ▪ Level of participation of key actors in communication programs ▪ Magazines/TV/Radio use a more dynamic approach to civic 	<ul style="list-style-type: none"> ▪ Support national and regional medias activities (techniques and programs) for youth 		X	X	X	X	X	X	X	X			
		<ul style="list-style-type: none"> ▪ Support diffusion of material produce during pilot program 		X	X	X	X	X	X	X				
		<ul style="list-style-type: none"> ▪ Sponsor radio competitions program on CE 				X	X	X	X					

Leaders:
Pact M3/
OEMC

Partners:
Direseb /DREMC
InterNews

Budget:
ASF /
InterNews

Leaders:
Pact

M3/OEMC

Partners:
Direseb
CISCO /
DREMC

Budget:

responsibility demonstrated by those participating in the program ▪ Development of a medium-term vision of civic education in Madagascar	education ▪ Number of promotional spots broadcast ▪ Number of audio-visual supports developed and used ▪ Monitoring and Evaluation report.	▪ Evaluation of audience share/listening percentage (Audimat)								X					Subvention : CCE ASF, InterNews
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Component. 3– Youth 13-25 are conscious of issues underpinning a responsible citizenry **Results: - Spontaneous action taken by youth to participate in civic life**

Objective: - Enhance youth awareness of and participation in civic life.

Activities: - Design/develop models/prototype textbooks and teacher/educator Civic Education for CEG and CSO
- Educate youth in school and out of school on civic issues

RESULTS	INDICATORS	ACTIVITIES	Timeline												Leaders and /BUDGET	
			Trim 1 Oct.- dev.03	Trim 2 Janv.- mar.04	Trim 3 Avr.- jun.04	Trim 4 Jul.- sept.04										
		In school training														Leaders: Pact
<ul style="list-style-type: none"> ▪ Improved citizen responsibility demonstrated by those participating in the program ▪ Development of a medium-term vision of civic education in Madagascar ▪ Increased understanding of youth of civic issues ▪ Group of youth able to identify and try to resolve civic and public policy directly affecting their lives. ▪ Civics clubs are actives 	<ul style="list-style-type: none"> ▪ Level of participation of student in civic education ▪ Notes obtain at the end of session ▪ Evaluation report of teachers and of CSO’s educators ▪ Monitoring report ▪ Diversity of action taken by youth on civic/public issue in school and out of school 	<ul style="list-style-type: none"> ▪ Conduct pretest with students in New Classes 													M3/CISC	
		<ul style="list-style-type: none"> ▪ Negotiate and make sure that 2 h per week of civic education issue are organized using the new approach during the 3 quarter of the scholar year 2003-2004 														O
		<ul style="list-style-type: none"> ▪ Continued Follow-up, Monitoring and support 														Partners: Direseb / DREMC
		<ul style="list-style-type: none"> ▪ Pedagogical supervision 														Budget: Sub grant: CCE ASF
		<ul style="list-style-type: none"> ▪ Post test with students 														
				Out of School												
	<ul style="list-style-type: none"> ▪ Level of participation of all actors in the mobilization process. ▪ Participation in working group or ad hoc committees. 	<ul style="list-style-type: none"> ▪ Support DREMC in the creation of civic club, youth clubs. 													Leaders: Pact	
<ul style="list-style-type: none"> ▪ Support civic clubs’ activities 																
<ul style="list-style-type: none"> ▪ Mobilize leaders of the community, professionals to support classes and civic clubs initiatives 														M3/DRE		



<ul style="list-style-type: none"> ▪ Document of organization of the events ▪ Level of responsibility taken DREMC, Civic clubs to manage the mobilization process. ▪ Number of advocacy actions realized ▪ Participation of youth in the events 	<ul style="list-style-type: none"> ▪ Identify and train Jury members for the regional and national Events 																		MC	
	<ul style="list-style-type: none"> ▪ Organize competition for youth: <ol style="list-style-type: none"> 1. 1st mass event (Fianar 1) 2. 2nd mass event (Ikongo) 3. 3rd mass event (Tana ville) 4. 4TH Mass event (Tana rural) 5. 5th co regional mass event (Tana) 																			Partners: Direseb / CISCO Schools, CSO
	<ul style="list-style-type: none"> ▪ Promote and organize competitions games through media for youth and students 																			Budget: Sub grant: CCE ASF
	<ul style="list-style-type: none"> ▪ Sponsor competitions (mini grants) for special events organized by youth, teachers, civic clubs and CSO. 																			

Component. 4– Program Management		Results: - project continued in accordance with Pact M3/Ainga cooperative agreement and managed according to Pact and USAID norms and standards													
Objective: - built on success of the project and reinforce activities.															
Activities: - effective management and program activities															
RESULTS	INDICATORS	ACTIVITIES	Timeline												
			Trim 1 Oct.- dev.03	Trim 2 Janv.- mar.04	Trim 3 Avr.- jun.04	Trim 4 Jul.- sept.04	Leaders and /BUDGET								
		In school training													Leaders: Pact M3
<ul style="list-style-type: none"> Project core team operational and able to implement the program All results are reached 	<ul style="list-style-type: none"> Key personal in place Offices operational in Tana and Fianar 	<ul style="list-style-type: none"> Run M3 program offices in Tana and Fianar 													Partners: USAID
		<ul style="list-style-type: none"> Submit work plan 													
		<ul style="list-style-type: none"> Continue the program activities 													
<ul style="list-style-type: none"> Same level of understanding of the program objectives. Activities implemented and realized according to plan Collaboration / synergy with other PACT / US Aid's projects/programs Work groups (task force) operational 	<ul style="list-style-type: none"> Progress report Brief report of core management's meeting Brief report on working group's PACT/USAID Agreement signed PACT/Partners signed 	<ul style="list-style-type: none"> Meeting of core management 	X		X	X		X		X		X	X		Budget: Management
		<ul style="list-style-type: none"> Meeting with Pact/M3Ainga's partners 	X	X	X	X	X	X	X	X	X	X	X	X	
		<ul style="list-style-type: none"> Meeting/communication PACT/USAID 	X	X	X	X	X	X	X	X	X	X	X	X	
		<ul style="list-style-type: none"> Agreement with CCEand Internews 		X											
		<ul style="list-style-type: none"> Agreement with ASF 		X											
		<ul style="list-style-type: none"> Partnership with Switzerland embassy 		X											
		<ul style="list-style-type: none"> Partnership with UNDP/UNICEF (match) 		X											
		<ul style="list-style-type: none"> Support teachers (task force) on civic education 				X	X	X	X	X	X	X	X	X	
<ul style="list-style-type: none"> Exit strategy developed to the satisfaction of key partners. 	<ul style="list-style-type: none"> Evaluation and audit report Level of satisfaction of partners on results reached 	<ul style="list-style-type: none"> Produce progress report 			X			X			X				
		<ul style="list-style-type: none"> Produce financials report 			X			X			X				
		<ul style="list-style-type: none"> Evaluation /audit 											X		
		<ul style="list-style-type: none"> Exit strategy proposal 											X		
		<ul style="list-style-type: none"> Final report 												X	

5. Success Stories

Data indicate that M3/Ainga has improved youth civic education and youth participation in civic life. Students, for example, are now exercising their democratic rights by addressing local concerns and demanding change from local representatives. Furthermore, the Ministry of Education and Scientific Research recognizes that the M3 model provides a new and much-needed impulse to education in general.

5.1. Teachers

At the outset, 50 teachers from 50 schools were earmarked to participate in the M3/Ainga pilot program. However, at the end of the program, a total of 252 teachers (private and public) and 179 middle schools were touched by M3/Ainga. Teachers were trained by members of the M3 team (including international partners) on civic responsibilities, and, in turn, these teachers were able to train other teachers. In addition, 20 pedagogical counsellors were trained on how to supervise and support teachers in civic education.

5.2. Students

As a result of Pact's M3/Ainga program, approximately 50,000 Malagasy students at the middle school level are actively engaging in debate and dialogue with educators, local representatives and other significant members of society regarding their civic duty. The M3 model has trained teachers to encourage students to think independently and to act responsibly, and civic education classes are now enforcing a Socratic method of learning so that students can ask and raise questions freely. The M3/Ainga team organized 10 mass civic events including one event at the National Assembly of Madagascar, providing a platform for students to address civic and public policy issues with Members of Parliament. At least 1200 youth participated, and parents, teachers and local authorities proudly assisted. Some public interest issues discussed during these events were the lack of clean water, malnourishment, and insecurity.

5.3. Civil Society Organizations and Media Partners

34 Journalists (radio, press, TV) and 70 civic educators of CSOs have been trained by the Pact M3/Ainga team. Pact also awarded sub-grants to support actions taken by the media (radio and TV) and CSOs. Sub-grants were awarded to assist partners to modernize and reinforce their internal structure and organization. Some participating stations included Mampita, RNM, RTA, and MBS.

Journalists, television and radio personalities also received training on message development of key civic issues. Pact M3/Ainga received support from the Suisse Embassy, InterNews and Action sans frontières to conduct training on civic journalism, programming and non-linear

editing for radio and TV professionals. 50 journalist and media professionals were trained. Ten media partners (both radio and TV) opened their programs to include program for youth or to develop programs on civic education. These programs have been broadcasted since February 2003.

5. 4. Government Partners

M3/Ainga supports the government's strategy to promote civic education. During the first year, Pact offered technical support to three divisions within the Ministry of Basic and Secondary Education: UERP, DIRESEB and the training division by developing support materials for and providing training to educational professionals within the Ministry. Pact also created a database system to improve information flow, and offered technical advice on the 2005-2009 strategic framework. During the pilot phase, the project also provided assistance to the Ministry to design a framework to include civic education at the high school level, which to date has not existed. The program for high school students includes: objectives, program, implementation process, and specific themes. It focuses on democracy, responsibility and development. Finally, the Ministry has asked Pact/M3 to translate the book *l'education civique au quotidien* in Malagasy, which compliments the M3 philosophy of teaching civic education in the native language of the youth.

5. 5. Educational Support Materials

Educational support materials were produced in both Malagasy and French during the pilot phase. Specifically, 6 civic education textbooks (teacher's guide, student books, and a resource manual), 6 mini-films, 6 comic books on civics, and 63 spots on sensitisation were tested by the M3/Ainga team with youth and teachers.