

## **Country Context Report - Madagascar**

### **General Country Information**

#### **Africa Education Initiative Program Activities**

Ambassadors' Girls' Scholarship Program  
Innovative Activities  
Marginalized Communities

#### **Primary Language(s)**

French: National, Official, Instruction Grades 1-4, Instruction Grades 5-7/8

Sources

CIA-The World Factbook-2005-Madagascar - <http://www.odci.gov/cia/publications/factbook/geos/ma.html>

#### **Population**

	Total	Male	Female
Total	16,979,744	8,432,982	8,546,762
Under 14	7,630,781	3,822,823	3,807,958

According to 2005 estimates, Madagascar has a population growth rate of 3.3%, a birth rate of 41.66 births per 1,000 and a death rate of 11.35 deaths per 1,000.

Sources

CIA-The World Factbook-2005-Madagascar - <http://www.odci.gov/cia/publications/factbook/geos/ma.html>

#### **Ministry of Education Officials**

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Ministry of Secondary and Primary Education

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## **Basic Education General Information**

### **Breadth of Basic Education Activities**

Length of Primary School Cycle: 5 Years

Primary education lasts for five years, leading to the Certificat d'Etudes primaires élémentaires.

#### Sources

Madagascar- Education System; Institutions Types & Credentials - [www.unesco.org/iau/cd-dat](http://www.unesco.org/iau/cd-dat)

### **Early Childhood Education**

Early childhood education is provided.

ECE Enrollment: 56,911

Number of ECE Institutions: 1,762

There are 1,762 Early Childhood Educational institutions in Madagascar. Of these 1,762 institutions, 930 are privately owned. There are 56,911 pupils enrolled in these institutions which represents 8.34% of the total population of children eligible for enrollment.

#### Sources

L'évaluation de l'éducation pour tous à l'an 2000: Rapport des pays - [http://www2.unesco.org/wef/countryreports/madagascar/rapport\\_1.html](http://www2.unesco.org/wef/countryreports/madagascar/rapport_1.html)

## **National Curriculum**

A national curriculum exists.

In 2000, the government of Madagascar (GOM) launched the Programme for the Improvement of Education (PNAE II) and the Education for All Assessment 2000.

The basic objective of the PNAE II was to meet the basic needs of children of all backgrounds and social categories, with the ultimate aim of contributing to the national efforts to enhance human resources so as to further the consolidation of the bases of genuine, sustainable development in the country.

PNAE II is funded by the Malagasy government in collaboration with the United Nations Educational Scientific and Cultural Organization (UNESCO).

### Sources

Madagascar: Programme Extract; November 2004 - [www.unesco.org/education/extractenglishtranslation.pdf](http://www.unesco.org/education/extractenglishtranslation.pdf)

## **National Exams - At what level are national exams written?**

There is only one national exam which is written at the end of five years of basic education, the Certificat d'Etudes primaires élémentaires (CEPE).

## **What are the key basic education challenges?**

- The education provided is perceived by parents or communities as being of poor quality or of little benefit.
- The direct and indirect (opportunity) costs may be high, particularly for parents who are economically dependent on the labor of their children.
- Also associated with low retention rates are high repetition rates which raise the direct costs of education.
- There is a growing gap between a declining government-sponsored public school system and an increasingly vibrant and growing private school system. The elite and the well-off middle class place their children in private French-language schools, while the vast majority of the relatively poorer population have little choice but to enroll their children in increasingly disadvantaged public schools.

### Sources

International Monetary Fund, Finance & Development, March 2002- Education for All by 2015 - [www.imf.org/external/pubs/ft/fandd/2003/03/mingat.htm](http://www.imf.org/external/pubs/ft/fandd/2003/03/mingat.htm) -31k

## **Is primary education 'free' (legally)?**

Free primary education is provided.

In principle, primary education is free but in practice parents contribute to the day-to-day running of schools such as participating in the construction and rehabilitation of classrooms, purchasing school furniture and in some cases providing houses for teachers.

### Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa; Draft Synthesis Document for the 1999 Biennial Meeting - [www.adeanet.org/programs/biennial99/en\\_synthesis.pdf](http://www.adeanet.org/programs/biennial99/en_synthesis.pdf)

### **What are the barriers to student access and participation in basic education?**

- Economic factors. Due to the deteriorating economy, girls' labor is needed for family survival. Some girls are sent to the capital to serve as domestic workers, others in tourist areas to work in the sex industry.
- Lack of schools. Due to an insufficient number of schools, children must walk long distances. This is highly problematic for girls' safety.
- Poor quality of schooling. There is mass repetition in primary school, with nearly one-third of girls and boys repeating classes nationwide.
- Insufficient resources. There are insufficient human, financial and material resources.
- Low community participation. Low involvement of parents contribute in aggravating the problems faced by basic education.

#### Sources

International Monetary Fund, Finance & Development, March 2002- Education for All by 2015 - [www.imf.org/external/pubs/ft/fandd/2003/03/mingat.htm](http://www.imf.org/external/pubs/ft/fandd/2003/03/mingat.htm) -31k

### **In what ways is the education system addressing the needs of marginalized groups? Are there special schools?**

Special schools exist.

Children with special needs are taken care of by the Ministry of Secondary and Primary Education and the Ministry of Population, Women's Affairs and Infant Development under a joint initiative known as DESCOL. DESCOL operates in 17 districts of the Antananarivo region and has helped more than 400 children attain both basic education and vocational skills. The program runs for nine months for each group including three months of basic education. Each district identifies local artists who take in young children as apprentices and provide them with income generating skills in areas such as baking, mechanics, tailoring, etc.

#### Sources

Afrol News; 13 August 2002 - [http://www.afrol.com/printable\\_articles/13700](http://www.afrol.com/printable_articles/13700)

### **What is the stage of development of the education system?**

In the early 1990s, enrollment in primary education in Madagascar declined due to lack of investment, deteriorating quality, and demoralization of parents and teachers. More than 2,500 public primary schools were closed, mostly owing to a lack of teachers, and almost all 13,500 schools needed repairs. Schools lacked educational materials and professional support. Most of all, they lacked the support of the community.

At the end of 1993, a decision was made to closely involve local communities in the improvement of basic education in the public primary schools. With World Bank support, and prompted by the results of an education sector study, a team of innovative decision makers initiated Pedagogical and Administrative Management Improvement Program (PRAGAP), a program for strengthening pedagogical and administrative management in primary education.

Four months after the launch of PRAGAP, 235 negotiated school contracts were submitted to the authorities for their consideration. During the pilot phase of the program, achievements included the following.

- 462 primary teachers were transferred within the province of Mahajanga and 25 public primary schools were reopened
- New enrollments in the first year of primary cycle increased by 26.5% between 1993-94 and 1994-95
- A new organization structure within the Provincial Directorate of Education at Mahajanga was adopted

- Local management teams were organized in school districts.

Sources

Tools and Practices: Empowerment of Education - [www.worldbank.org/prem/poverty/empowerment/toolsprac/tool10.pdf](http://www.worldbank.org/prem/poverty/empowerment/toolsprac/tool10.pdf)

### **Average Grade Repetition**

Year	General	Male	Female	Urban	Rural
0	30	31	29		

### **Drop Out Rates**

Year	General	Male	Female	Urban	Rural
0 (1)	20				

(1) - The drop out rate varies from one region to another depending on the economic activities entrusted to young boys and girls. It is higher in rural areas than in urban areas. Cultural tradition also accounts for high drop out rates.

Sources

UNICEF; Girl's education in Madagascar: October 2003 - [www.unicef.org/girlseducation/index.html](http://www.unicef.org/girlseducation/index.html)

### **Are there alternatives to traditional schools?**

Yes. The Malagasy Ministry of Education, with international aid, started an ambitious program to educate the country's estimated one million out-of-school adolescents. In 2002, this joint initiative known as DESCOL, helped more than 400 youngsters attain both basic education and vocational skills in a country where one in every five children still does not go to school and only 39 out of every 100 pupils complete primary school.

The DESCOL initiative operates in 17 districts of the Antananarivo region. Each district identifies local artists who take in the young people as apprentices and provide them with future income generating skills in areas such as baking, mechanics, tailoring etc. The initiative, which runs for nine months for each group of young people, includes three months of basic education training on basic mathematics, Malagasy, French and civic education, including HIV/AIDS prevention and health issues. This is followed by a six month vocational training course.

Sources

Afrol News; 13 August 2002 - [http://www.afrol.com/printable\\_articles/13700](http://www.afrol.com/printable_articles/13700)  
Name

### **How is the country addressing HIV/AIDS issues?**

Madagascar began implementing activities to combat HIV/AIDS as early as 1988. The Programme National de Lutte contre le SIDA, or National AIDS Control Program, was established in the early 1990s. In late 2000, the Prime Minister designated a national coordination office as the focal point for inter-sectoral HIV/AIDS prevention efforts and began to develop a national strategic plan. However, a political crisis, brought efforts to a halt. The new government that emerged at the end of the crisis in 2002 made a commitment to tackle the HIV/AIDS epidemic.

Recognizing the importance of intensifying prevention efforts, the newly elected President has taken a strong leadership role in AIDS prevention. He has established and chairs a new structure for the National Coordination of HIV Programs. An executive secretary manages a national multi-sectoral response to the epidemic.

Under the President's leadership, since October 2002:

- An office of HIV/AIDS programs was established at the Ministry of Health to ensure technical quality of the interventions

- The National Strategic Plan 2002-2006 was finalized
- A national monitoring and evaluation plan was developed
- A national mother-to-child transmission policy and a legal framework for people living with HIV/AIDS were established.

The GOM identified 20 high transmission priority zones and is in the process of financing action plans for these hot spots. Sectoral action plans (education, armed forces, tourism, population, youth, and sports) have also been developed.

In March 2003, the National Coordination of HIV Programs held a partner-coordinating forum and formalized the terms of reference for a country coordinating mechanism for the Global Fund for AIDS, Tuberculosis, and Malaria. The GOM plans to submit a country proposal for the Fund.

A \$20 million World Bank Multi-sectoral AIDS Project supports GOM's comprehensive response, and a United Nations Development Assistance Framework document is being developed.

Sources

USAID:Country Profile HIV/AIDS - [http://www.usaid.gov/our\\_work/global\\_health/aids/Countries/africa/madagascar\\_profile.pdf](http://www.usaid.gov/our_work/global_health/aids/Countries/africa/madagascar_profile.pdf)

**Are there political conflicts and what is the impact of these conflicts on education?**

Madagascar was affected by political unrest in the capital Antananarivo and other urban areas in May 2002, which led to the overthrow of the former President Didier Ratsiraka and the installation of the present President Marc Ravalomanana. Since then, things have returned to normal.

Sources

CIA-The World Factbook-2005-Madagascar - <http://www.odci.gov/cia/publications/factbook/geos/ma.html>

**Are there on-going, recently completed projects relating to the following areas?**

Encouraging the Participation of Local Communities in Education

Communities participate in the construction and renovation of classrooms by providing local materials and labor. They also commit themselves to determining the school needs-including curriculum, learning outcomes, material and infrastructural needs.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa; Draft Synthesis Document for the 1999 Biennial Meeting - [www.adeanet.org/programs/biennial99/en\\_synthesis.pdf](http://www.adeanet.org/programs/biennial99/en_synthesis.pdf)

## Girls' Education

### **What are the primary reasons for girls' low enrollment and completion rates?**

- Economic factors. Due to the deteriorating economy, girls` labor is needed for the family survival. Some girls are sent to the capital to serve as domestic workers, others in tourist areas to work in the sex industry.
- Lack of schools. Due to insufficient number of schools, children must walk long distances. This is highly problematic for girls` safety
- Poor quality of schooling. There is mass repetition in primary school, with nearly one-third of girls repeating classes nationwide.
- Insufficient resources. Insufficient resources (human, financial, material), and low involvement of parents contribute to these problems.

#### Sources

UNICEF; Girl`s education in Madagascar: October 2003 - [www.unicef.org/girlseducation/index.html](http://www.unicef.org/girlseducation/index.html)

### **Is there evidence of curriculum revision?**

#### Relevance to the world of HIV/AIDS

In collaboration with the United Nations Children`s Fund (UNICEF), UNESCO and some local non-governmental organizations (NGOs), the Ministry of Secondary and Primary Education is working with communities to initiate projects that prevent sexual abuse. Innovations include providing "one time credit" to mothers, preparing radio broadcasts and drama activities to promote girls` rights and education, raising awareness about Sexually Transmitted Diseases (STDs) and HIV/AIDS, establishing pupils` committees, and offering workshops on gender issues.

#### Sources

Afrol News; 13 August 2002 - [http://www.afrol.com/printable\\_articles/13700](http://www.afrol.com/printable_articles/13700)

### **What are the reforms most likely to stimulate the enrollment and persistence of girls in school?**

In collaboration with UNICEF, the Ministry of Secondary and Primary Education and the Ministry of Population, Women`s Affairs and Infant Development are carrying out the following activities through the African Girls` Education Initiative (AGEI):

- Developing an integrated approach that engages a range of stakeholders not limited to those in the education sector, in identifying and addressing issues of girls` education
- Designing communication and social mobilization strategies that will empower communities, strengthen partnerships with civil society, build on the synergy of UNICEF`s education and child rights and protection programs, develop technical skills among community, educational and administrative authorities, and develop innovations to promote girls` education
- Through individual contracts signed with local AGEI committees, parents commit themselves in ensuring that their daughters will not be removed from school until they reached at least grade five
- Women`s groups have been set up to develop income generating activities to deter them from sending their daughters to work as domestic servants in the cities
- Parental education has been developed in villages targeted by NGOs
- Texts on child protection against sexual exploitation have been disseminated to all targeted regions in collaboration with local authorities and hotels
- There has been the revitalization and extension of AIDS clubs in two tourist zones (Sainte Marie and Nosy Be)
- Educational and support centers have been set up where cultural and sporting activities for youth will help address the problems that lead girls to drop out of school and to adopt risky sexual behavior
- These partners have also adopted the " girl- to-girl" strategy. This strategy, piloted in 2001,

encourages teachers to identify first-grade girls who are at risk of dropping out. The "little sisters" are then paired with "big sisters" from the fourth and fifth grades, who sign pledges to support their younger peers. The girls walk to school, play during recess and do homework together. The "big sisters" advise the younger girls on hygiene and social skills, and work on building their confidence.

Sources

Girls' Education in Madagascar; October 2003 - [www.unicef.org/girlseducation/files/Magascar\\_2003\\_\(w.corrections\).doc](http://www.unicef.org/girlseducation/files/Magascar_2003_(w.corrections).doc).  
UNICEF; Girl's education in Madagascar: October 2003 - [www.unicef.org/girlseducation/index.html](http://www.unicef.org/girlseducation/index.html)

### **Are schools safe for girls? What is the most common threat to the safety of schoolgirls?**

Schools are not safe for girls. Due to the insufficient number of schools, children must walk long distances. This is highly problematic for girls' safety.

Sources

UNICEF; Girl's education in Madagascar: October 2003 - [www.unicef.org/girlseducation/index.html](http://www.unicef.org/girlseducation/index.html)

## **Textbooks and Other Learning Materials**

### **To what extent is information communication technology available/used in basic education?**

ICT Available

As of 2003, Madagascar had one television broadcast station, 70,500 Internet users, 773 Internet hosts, 59,600 telephone main lines, and 279,500 mobile telephone users.

Sources

CIA-The World Factbook-2005-Madagascar - <http://www.odci.gov/cia/publications/factbook/geos/ma.html>

### **Description of Transportation Systems and Projected Improvements**

As of 2004, Madagascar had 116 airports; 29 with paved runways and 87 with unpaved runways, five ports and harbors namely Antsiranana, Antsohimbondrona, Mahajanga, Toamasina, and Toliara; waterways of 600km, highways of 49,827 km and railways of 732 km..

Sources

CIA-The World Factbook-2005-Madagascar - <http://www.odci.gov/cia/publications/factbook/geos/ma.html>

## **Community Participation in Basic Education**

### **In what ways is the community involved in basic education?**

General

Each local community is involved in innovative programs that will design school improvement programs, and determine the school curriculum, learning outcomes, material and infrastructural needs.

Paying fees

Parents pay school fees for their children.

Provision of labor

Parents provide labor during the construction and renovation of classrooms.

### Serving in committees for school development, Parent Teacher Association (PTA)

Parents serve in the various committees of the School Management Council, such as Finance Logistic and Security Committees.

### Recruitment of Teachers

Parents participate in committees that recruit teachers.

#### Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa; Draft Synthesis Document for the 1999 Biennial Meeting - [www.adeanet.org/programs/biennial99/en\\_synthesis.pdf](http://www.adeanet.org/programs/biennial99/en_synthesis.pdf)

## **What is the level of community participation vs. government share of social and financial responsibility for basic education?**

Generally, contracts are drawn up between the community, school administrators, and the government to establish goals and responsibilities. The government will provide training and staff development to 9,400 teachers and 4,100 school heads, as well as provide adequate infrastructure, furniture, and equipment for about 9,400 classrooms, of which 8,000 are to be renovated. The government also provides funds for improved access to quality textbooks and teaching materials such as reference books, maps, and charts.

For its part, the community participates in drawing up innovative programs with a view to designing its own school improvement programs. Additionally, each school's local community determines its study needs such as curriculum, learning outcomes, material and infrastructural needs.

#### Sources

Improving Education in Madagascar - <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/MADAGASCAR>

## **Are NGOs and civil society involved in education? What role do they play? Who are they?**

NGOs and civil society are involved in education.

The following NGOs and civil society organizations are involved in education in Madagascar: The Government of Norway, UNICEF, UNESCO, Action Aid, Alliance Française, FJKM Church of Jesus Christ, CARE International, and Action Santé Organisation Secours.

#### Sources

Improving Education in Madagascar - <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/AFRICAEXT/MADAGASCAR>

## **Impact of HIV/AIDS on Basic Education**

### **How is HIV/AIDS affecting the supply and quality of education, the number of teachers dying each year of HIV/AIDS and the educational management's ability to plan long-term?**

#### Number of Teachers Dying each Year of HIV/AIDS

HIV/AIDS decreases the supply of education by increasing teacher illness and absenteeism and teacher mortality.

#### Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa; Draft Synthesis Document for the 1999 Biennial Meeting - [www.adeanet.org/programs/biennial99/en\\_synthesis.pdf](http://www.adeanet.org/programs/biennial99/en_synthesis.pdf)

#### Educational Management's Ability to Plan Long-Term

HIV/AIDS affects the educational management's ability to plan long-term by eroding the process and quality through decimating the ranks of technical managers, curriculum designers, information specialists and planners. Morale among education professionals is also eroded by the toll of HIV/AIDS.

Sources

Association for the Development of Education in Africa; Prospective, Stocktaking Review of Education in Africa; Draft Synthesis Document for the 1999 Biennial Meeting - [www.adeanet.org/programs/biennial99/en\\_synthesis.pdf](http://www.adeanet.org/programs/biennial99/en_synthesis.pdf)

**Is there provision for the education of orphans and vulnerable children?**

There is provision for the education of orphans and vulnerable children.

Special programs are provided for orphans and other vulnerable children. These programs which include training in tailoring, mechanics, Malagasy and French are organized under the auspices of the Ministry of Secondary and Primary Education and the Ministry of Population, Women`s Affairs and Infant Development.

Sources

L`évaluation de l`éducation pour tous à l`an 2000: Rapport des pays - [http://www2.unesco.org/wef/countryreports/madagascar/rapport\\_1.html](http://www2.unesco.org/wef/countryreports/madagascar/rapport_1.html)