

Madagascar
Education
Sectoral and OR + (Thematic) Report
January - December 2018



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March 2019

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Abbreviations and Acronyms

AFD	<i>Agence Française de Développement</i> (French Development Agency)
ATR	<i>Assistant Technique Régional</i> (Regional Technical Assistant)
BNGRC	<i>Bureau National de Gestion des Risques et Catastrophes</i> (National Office of Disaster and Risk Management)
C4D	Communication for Development
CO	Country Office
CPD	Country Programme Document
CPRS/PEC	<i>Contrat Programme Réussite Scolaire/ Projet d'Etablissement Contractualisé</i> (Community-based school action plan programme)
DREN	<i>Direction Régionale de l'Education Nationale</i> (Regional Education Office)
DRR	Disaster Risk Reduction
ECW	Education Cannot Wait
EFA	Education for All
EMIS	Education Management Information System
EPP	<i>Ecole Primaire Publique</i> (Public Primary School)
ESP	Education Sector Plan
EU	European Union
FRAM	<i>Fikambanan'ny ray aman-drenin'ny mpianatra</i> (Community-hired Teachers)
GPE	Global Partnership for Education
ILO	International Labour Organisation
JICA	Japan International Cooperation Agency
LUL	Let Us Learn
MoE	Ministry of Education
NDP	National Development Plan
NGO	Non-Governmental Organisation
ORR	Other Regular Resources
PASEC	Programme on the Analysis of Education Systems
PEC	<i>Projet d'Ecole Contractualisé</i> (School-based action plans)
PETS	Public Expenditure Tracking Survey
RO	Regional Office
RR	Regular Resources
SDG	Sustainable Development Goal(s)
SDI	Service Delivery Indicators
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme

Executive Summary

Education is mentioned as a priority for Madagascar's National Development Plan (NDP) and the combined efforts of UNICEF, government and partners contributed to steady progress in enrolment rates and stable gender parity, however the situation remains complex. In June 2017, a new Education sector plan (ESP) was endorsed by the national authorities and the community of technical and financial partners as well as the civil society. The plan presents the challenges and strategies to implement at all the education levels. The three ministries in charge of Education are engaged to increase access (through more infrastructures), quality (through better learning environment including teachers and pedagogical material), equity (through diverse learning opportunities and efficiency (through increased accountability).

The 2015-2019 UNICEF Madagascar Country Programme (CPD) places a great emphasis on tackling equity issues, focusing on the most disadvantaged children and contributing to the achievement of the Sustainable Development Goals before 2030. The Country Office concentrated on four main outcomes for education in 2018: i) access and retention, ii) quality, iii) institutional capacity development and iv) education in emergencies and resilience. It based its actions on the most recent evidence and carried them out with an equity focus in 7 target regions identified as the most vulnerable by the Ministry of Education (MoE). These regions represent those with the lowest achievement rates and highest repetition rates. UNICEF's support was provided at regional and national level, through diverse intersectoral strategies, adapted to address issues in a contextualized manner for a local, and national more equitable impact.

Despite progress for enrolment rates globally, for the 2017-2018 school year, the number of children enrolled at primary school has decreased by 4% at national level and 1.4% in the 7 targeted regions. growth rate of preschool enrollment has increased significantly by 34 per cent at the national level and 41 per cent within the target regions, the primary level by 5.7 per cent at the national level (and 5.1 per cent for target regions). Moreover, the net enrollment rate increased by 9 points (from 28% in 2016 to 37% in 2017) at the pre-school level and by 4 points (85% in 2017 against 81% in 2016) at the primary level for the whole country. In addition, an improvement of 3 points has been observed for the drop-out in primary level (20% in 2016 to 17% in 2017 at national and 27% to 24% within target regions).

UNICEF contributed to the development of the Education through classroom constructions, support to inclusive education, teacher capacity building, teaching and learning materials and institutional strengthening for increased national leadership and better accountability. These would not have been possible without flexible Thematic Funding's contribution to the following key activities, specifically:

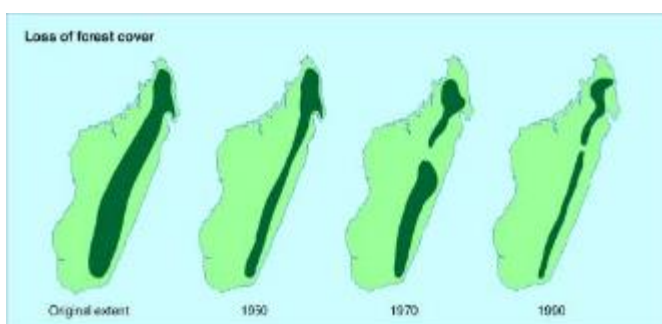
- **Access:** i) construction of cyclone-proof infrastructures, ii) catch-up classes for out-of-school children and iii) inclusive interventions for children living with disability;
- **Quality:** i) in-service teacher training and ii) teaching and learning materials distribution at primary and lower secondary levels
- **Institutional strengthening:** i) coordination among partners, ii) data collection and production, iii) production and training on school cards,
- **Resilience:** i) disaster and risk reduction trainings, ii) prepositioning of supplies and iii) environment awareness.



Strategic Context 2018

The year 2018 in Madagascar was focused upon the presidential elections. In the built-up, in April 2018, following the population's perceived attempts by the government to modify the constitution in its favor, violent demonstrations broke out in the capital. These demonstrations and a consequent blockade of institutions, creating an atmosphere of political tension, led to the formation of a transitional technocratic government in June 2018. Strikes and public disruption were a feature of this period and major reshuffles took place in key ministries (Health, Water, Education, Justice, Social Protection), leading to a loss or shift of political will, institutional knowledge, and long-term engagement capacity. Andry Rajoelina was declared the winner of the presidential elections on January 8, 2019. UNICEF Madagascar hopes for a peaceful transition, a period of stability, and an enabling environment under the new President. This would allow Madagascar to emerge from the depths of poverty it currently finds itself in¹, and realize its development potential, leaving behind poor governance, weak public and private sector investments, slow human capital development, exploited and wasted natural resources, extremely high poverty and exposure to natural disasters.²

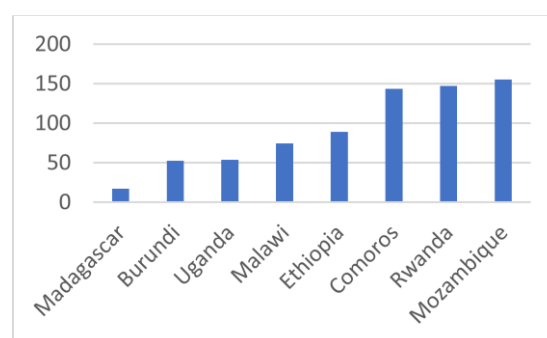
Madagascar faces a double challenge where the country is highly vulnerable to natural disasters and has high average recorded economic damage compared to peers. The average direct annual loss from earthquake, floods, and cyclones is approximately \$100 million.³ Over the past years, Madagascar was hit every year by at least one cyclone and one epidemic (Plague in 2017, Measles in 2018) further to the ongoing drought in



Loss of forest cover in Madagascar over the years

the south (since 2015). This is aggravated by environmental changes as a dire economic situation continuously lowered people's resilience levels and forced a large number of the population to resort to negative coping strategies detrimental to the protection and conservation of the environment. Madagascar's forest area continuously diminishes, from 137 thousand square km in 1990 to 125 thousand square km in 2016.⁴ Estimations of the total loss of forest cover range from 40 per cent to up to 90 per cent.⁵ This has follow-on effects on other aspects such as soil quality and erosion, which in turn aggravates the impact of climate change related events.

This context directly and indirectly affects the education sector. For the time being, the investments made on behalf of children, especially the most vulnerable, are not sufficient to ensure the long-term realization of their rights and for Madagascar to achieve the vision of the 2030 Agenda for Sustainable Development. In fact, Madagascar has the lowest education expenditure per child in the Eastern and Southern Africa region while external aid for the sector is constantly decreasing (World Bank Development Indicators 2018).



Education expenditure per child (2015 or last available)

¹ 91 per cent of the population live on less than US\$2/ day (Millennium Development Goal Survey 2012)

² World Bank, Systematic country diagnostic, 2016

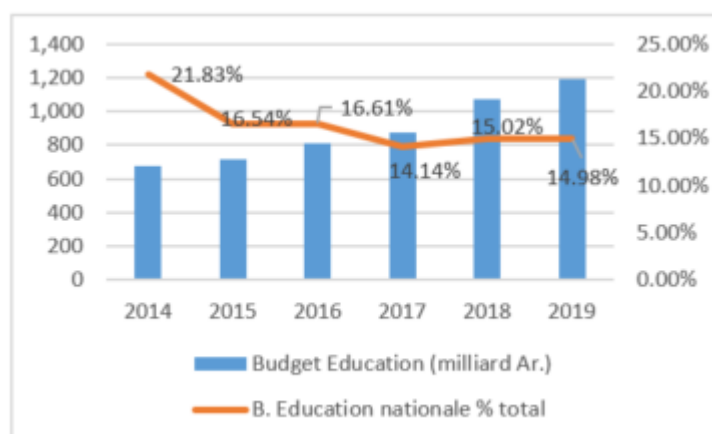
³ IMF Country Report No. 17/223; July 2017

⁴ World Bank, World Development Indicators, 2016

⁵ McConnell, W.; Kull, C. (2014); Allnutt, T.; et al. (2008); [Deforestation of Tropical Rainforests – a case study of Madagascar](#)

Despite the government's commitment to increase the budget allocation to Education to 26 per cent of the Government's budget in 2018, the actual allocation in 2018 was 19.5 per cent and thus, at this rate not sufficient to offer education to all children before 2030.⁶ The education sector consists of three ministries:⁷ Ministry of National Education (MoE, in charge of pre-school to higher secondary), Ministry of Technical and Vocational Education and Training and the Ministry of Higher Education. UNICEF works

foremost with the MoE whose budget has increased during the recent years but, as a percentage of the total budget, has decreased from 22% (2014) to 15% (2018). By relating the MoE budget to the number of students in the public sector, the actual allocation per student has decreased from 152,211 Ariary to 139,712 Ariary.⁸



Budget for the MoE in total value and as percentage of the total national budget 2014 – 2019 (Source: Final law 2014-2018)

In this context of financial limitation, the education system in Madagascar is facing a major dual challenge in relation to both access and quality, and the worst performers are rural, poor children. Only 29 per cent of children complete the primary level and not even one out of two of these children goes to lower secondary school. In addition, children and adolescents who attend school experience a learning environment in decline. The new Education Sector Plan (ESP, 2018-2022) aims to change this situation and proposes significant reforms to the operational environment for an effective new system. A key component of the new Sector Plan is the progressive transformation of public primary and lower secondary schools into fundamental education schools through an extension from five to nine years' mandatory education. These changes, alongside a reform of the national curriculum and the reorganization of the school calendar around the agricultural season, aim to increase access, retention and achievement of a full basic education cycle. For this, UNICEF has adapted its programme, advocating for a systems approach to educational planning in the new sector plan, and implementing an intersectoral gender-responsive approach to support male and female adolescents to gain access to, and stay in, lower secondary school.

Progress on key indicators at national level in public schools					
Level	Indicator	2014-2015	2015-2016	2016-2017	2017-2018
Preschools	Increase of enrolment rate	99.5%	125.2%	48.1%	8.0%
	Parity	1.1	1.1	1.1	1.1
Primary schools	Increase of enrolment rate	3.7%	-0.7%	5.7%	-4.0%
	Transition rate	54%	40%	45%	n/a
	Completion rate	33%	32%	32%	29%
	Parity	0.99	0.99	0.99	0.99
Lower secondary schools	Increase of enrolment rate	-0.3%	5.6%	-3.9%	0.9%
	Transition rate	39%	34%	34%	n/a
	Completion rate	64%	70%	60%	63%
	Parity	0.98	1.00	1.01	1.03

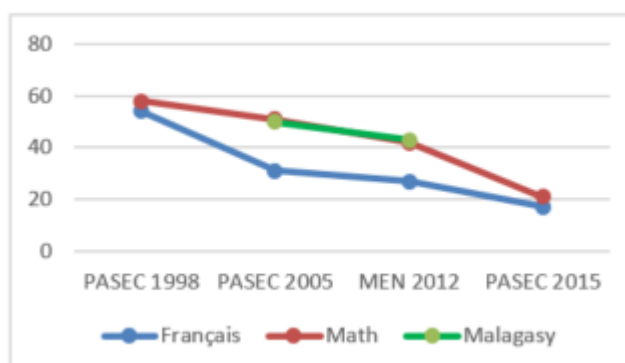
⁶ Rectified Finance Law 2018

⁷ Since the new government took over in 2019, the three ministries have been merged into two (Ministry of Education and Technical and Vocational Training; Ministry of Higher Education)

⁸ Initial financial law 2014 & 2018

Over the past two years, major progress in the education sector has been observed for lower secondary level with improvements in parity, enrolment and completion. However, the sector has also faced challenges and negative trends for preschools (due to a decrease in available funding for the construction of new infrastructure) and primary schools (due to the volatile context with plague and strikes over the past year).

While access remains an issue, children in schools face majors challenges as well to realize their right to a quality education. These include high teacher absenteeism, lack of learning materials, and insufficient infrastructure. Consequently, learning results are in a steady decline in international standard tests. Competencies in all three core subjects (French, Math, Malagasy) have declined over the years.⁹



% of children having the minimum of competencies in the final year of primary school)

The incapacity of the system to ensure quality service is the main reason parents do not enroll or keep their children in school. Indeed a recent World Bank study (SDI)¹⁰ confirmed that i) only 0.1 per cent of teachers have the minimum competencies to teach, ii) on any given day, one in three teachers is absent from public schools across the country, iii) even if they are at school, teaching time is about 60 per cent of what is required by the curriculum and iv) only 10 per cent of students have access to school manuals. In some areas, the depleted school infrastructure constitutes an additional significant impediment to improving learning outcomes for children. Only 65 per cent of schools offer students the minimum resources of a clean toilet, a blackboard and enough light in the classroom to see the blackboard.¹¹ The school environment has deteriorated significantly with regard to water supply and adequate sanitation, with a limited number of new structures being built, repaired and renovated in the past decade. The SDI also indicates that only 44 per cent of the primary schools surveyed have access to water, and 41 per cent have access to sanitation; this negatively impacts the opportunity of children to go to school, stay in school, and learn in school. In addition to these factors, analysis and research estimate that poor health and nutrition among pupils, especially in areas prone to food insecurity or water scarcity, also compound significant constraints to children's school attendance and learning capacity.¹² More than half of all Malagasy children between age 2 to 5 are chronically malnourished, which impacts on their capacity to learn even before starting primary school.¹³

In this context, UNICEF's expertise, intersectorality and convening power are more important than ever. For example, UNICEF's Education and WASH sections work together to ensure that all newly constructed schools have gender specific water and sanitation facilities, and that teachers and staff are trained in key sanitation basic messages. UNICEF Madagascar's Let Us Learn (LUL) programme supports education for adolescents through a multisectoral approach consisting of Education, Child Protection, Social Policy, C4D and in 2018 started to integrate Health components, extending UNICEF's scope through an intersectoral approach. UNICEF also promotes joint UN programming and delivering as one by partnering with the World Food Programme (WFP) and the International Labour Organisation (ILO) to strengthen its impact on the education and well-being of children through better quality education, school feeding programmes and school construction. Under a joint programme funded by Norway,

⁹ PASEC; In 2015, Malagasy was not part of the evaluation

¹⁰ Study of Service Delivery for Education in Madagascar (SDI), World Bank, 2017

¹¹ SDI 2017

¹² Rethinking School Feeding. World Bank 2013

¹³ Multiple Overlapping Deprivation Analysis (MODA), UNICEF 2015

UNICEF assures the role of Coordinating Agency for better complementarity and impact of actions among partners. For a larger and sustainable impact, UNICEF partners with government at all levels: local, regional and national. All these partnerships contribute to put the education of the children in Madagascar on the agenda of technical and financial partners to help Madagascar progress towards Agenda 2030.



A fifth grade class at the public primary school in Sambava Centre, Sava region. © UNICEF/UN0263039/Andrinivo

Results in the Outcome Area

Outcome: By the end of 2019, more girls and boys are enrolled, retained and learning in pre-primary and primary schools, and there are fewer children out of school.

Progress on this outcome is on track in terms of access and retention as more and more children are in school and complete the primary and lower secondary level.

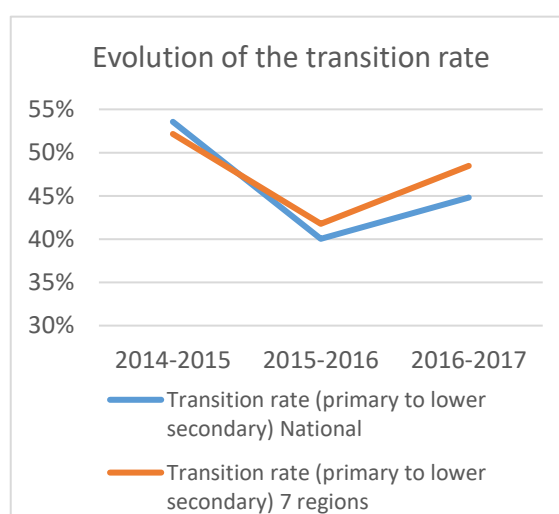
Investments with Thematic Funds in 2018

Thematic funds provided the flexibility to scale specific interventions by enabling otherwise underfunded activities and outputs. This allowed to reach more children and communities and thus, ensured equity in programming and implementation. In addition, thematic funds were very appreciated for piloting new activities such as distance teacher training. This flexibility enabled UNICEF to be more proactive, to test new initiatives for the improvement of programming and future fundraising and to ensure better equity. Thematic funds have also been very valuable to cover gaps and ensure continuity of activities in between the reception of new funding.

The Theory of Change UNICEF applies in the context of Madagascar is based on the fact that an increase in demand has to be met by the corresponding supply capacities: to have more children access and stay in school requires more adequate school infrastructures, competent teachers and enough teaching and learning materials for teachers and children equipment. In addition, to improve learning outcomes for children requires quality inputs which address children's disparate, educational needs adequately. The support provided by UNICEF, which required intensive upstream work, is based on the idea that central and decentralized levels need national strategies and regionally-specific approaches with attention to quality improvement activities. In this context flexibility of funds is a real asset.

In the difficult context for education in Madagascar, UNICEF's interventions have been crucial to improve children's right to an education or at least maintain the system and prevent further deterioration. The situation at national level compares with the seven UNICEF target regions as follows:

- **Enrolment:** At national level, enrolment at primary level has decreased by 4 per cent whereas in UNICEF target regions this negative trend was limited to 1.4 per cent; enrolment at lower secondary at national level has increased by 0.9 per cent and in UNICEF's target regions by 3.1 per cent.
- **Transition:** At national level, the transition rate from primary to lower secondary level was 45 per cent in 2017 and 48 per cent for the UNICEF target regions.
- **Completion rate:** Retention rate for lower secondary shows an increase of 6 per cent in UNICEF target regions against 3 per cent nationally.
- **Parity:** For primary schools at national level, parity has stagnated since 2015 at 0.99 whereas in the UNICEF target regions parity has evolved positively from 1.02 to 1.04 (in favor of girls); for lower secondary schools at national level, parity has been



achieved since 2016 and UNICEF target regions, parity has improved from 0.88 (2015) to 0.92 (2018).

- **Learning outcomes:** At national level, the result of the final exam at primary school improved from 47 per cent (2016) to 55 per cent (2017), compared to 51 per cent (2016) to 61 per cent in UNICEF regions; for lower secondary, the result at national level improved from 25 per cent (2016) to 55 per cent (2017) and in UNICEF regions from 26 per cent to 45 per cent. Furthermore, repetition rates have increased to 29 per cent in 2018. While this can be linked to a deterioration of the quality of learning, failing students is also a strategy to regulate the transition flow to lower secondary level where places are very limited.

UNICEF in its programming aims for an equity approach and thus, targets the most vulnerable regions, which had indicators at the beginning of the 2015-2019 UNICEF Country Programme that were below national levels. Despite the political context in 2018 with civil servant strikes over several months during which UNICEF had to delay the implementation of its activities as a risk mitigation measure, there has been a progress in results as the noticeable improvement of key indicators suggests. However, the education sector continues to face major issues, especially high poverty and low national resource allocation, which limit sector expansion, quality of education and the capacity of families to send their children to school.

UNICEF will support the ongoing discussions between the MoE and the Ministry of Finance to advocate for an increased allocation of national budget to reduce the gap identified and give the chance to implement the ESP successfully. UNICEF will continue to reduce the burden on families especially in humanitarian situations through cash transfers programme¹⁴ and distribution of school kits. UNICEF will continue its support to the sector dialogue by increasing the role of the national sector platform as well as the leadership of the MoE. As coordinating agency, UNICEF will also continue to advocate jointly with other partners in the sector, such as AFD, ILO, JICA, UNESCO, UNFPA, WFP and the World Bank for the quality agenda as well as for increased accountability for an effective conversion of resources into results and especially, learning outcomes.



Lower Secondary School Students in Anosy region in front of their new classroom © UNICEF Madagascar/2018/Daretry

¹⁴ Education supports two different cash transfert programmes, on in the south (hit by the drought increasing the vulnerability of the already extremely poor population) to support primary education and the second to support lower secondary education. The results of the evaluation of the 1st program indicates an improvement in human development indicators, including health and education. The evaluation of the second program shows less obvious impacts that are sometimes linked to the low capacity of secondary education.

Output 1: By the end of 2019, a higher proportion of children access primary and basic education due to an increased number of classrooms and implementation of initiatives to promote insertion and reinsertion of the most vulnerable children and especially out-of-school children, girls and children living with disabilities.

Progress towards this output is on-track.

Investments with Thematic Funds in 2018

- ✓ Construction and equipment of 8 classrooms at lower secondary
- ✓ 20,000 children participated in catch-up classes at primary level
- ✓ 40 teachers trained and 140 teachers provided with post-training
- ✓ on inclusive education

Construction: Thematic funds provided complementary funding to absorb remaining balances on expiring grants to complete new classrooms. In addition, as the quality of teaching had been identified as a bottleneck but lacking other funding sources, thematic funds allowed to build 4 classes of a regional teacher training center.

Inclusion: Thematic funds provided the Country Office with the flexibility to i) increase the number of children following the catch-up classes as there were more children than estimated and ii) support the education of children living with disabilities.

Construction of new, child-friendly and cyclone-resistant classrooms benefitted 22 lower secondary and one primary schools as the Country Office has focused on increasing capacities at lower secondary level. All classrooms were fully equipped with tables, chairs and blackboards. Each construction includes a block of two classrooms, gender-separated latrines, the connection to a water system where possible, a sports field/ playground and the planting of young trees within and around the school. The planting component is integrated in the construction companies' contracts for two main reasons: providing shadow for the playground and raising awareness of children on environmental issues.

Catch up classes programme benefitted 53,961 out-of-school children (26,129 boys, 27,832 girls)¹⁵ who were then reintegrated in school for the 2018/2019 school year. In preparation of the catch-up classes during the long holidays (August to October), UNICEF trained supervisors and teachers and provided around 54,000 self-learning booklets (36,000 at primary level and 18,000 at secondary level) for all children. The MoE runs a monitoring programme to follow the retention of these children to see the long-term impact of this approach.

Support to children living with disabilities through technical and financial assistance to the Ministry of Education to train 40 teachers and 20 trainers on inclusive education. The 140 teachers trained in 2017 benefited from post-training support. To promote the non-discrimination of every child, UNICEF supported the participation of 77 students with disabilities (41 boys and 36 girls) accompanied by 19 coaches in the national School Sport Games Tournament. Another positive result in 2018 thanks to the advocacy of the National Platform on Inclusive Education with the technical support from UNICEF was the government's approbation and implementation of a decree that helps children with specific needs to pass their exam in an adequate environment.

¹⁵ In the 7 UNICEF target regions for primary and lower secondary level.

Links between health and education were increased in 2018 through the Government's adoption of a national decree on mandatory routine health checks in schools. A "student health booklet" for medical visits was developed and piloted with 9,388 primary students. The aim is to determine the benefits of systematic medical visits for the detection of health problems that may have an impact on the schooling of children and their learning outcomes and how to improve the situation through pedagogical adjustments. The implementation of medical visits needs to happen in close collaboration with the Ministry of Health. This is a new partnership that the MoE has initiated in 2018 and which took time to develop as there were several issues to discuss, such as confidentiality, collaboration modalities on the ground, joint data collection etc.

Major challenges to achieve this output in 2018 included the lack of resources at school level, limiting the improvement of the learning environment (maintenance of infrastructures, procurement of material etc.) which risks demotivating children to continue their education. The high contribution of parents to school expenditures (school fees, supplies, uniforms etc.) made it difficult for them to enroll their children in school and support the higher cost of lower secondary school. While 5 out of UNICEF's 7 target regions achieved gender parity, it is still entrenched in two regions.

To reduce the burden on families, UNICEF supports the education sector with the procurement and distribution of school supplies. In addition, UNICEF's intersectoral work with Education, Social Protection and Child Protection in the context of its approach for adolescents is constantly evolving to develop multi-faceted methods to address the education of out-of-school children or those at risk of dropping out, both through catch up classes (for reinsertion into the formal sector) and the development of literacy, life skills or vocational learning opportunities for students who are not candidates for reinsertion into the formal education system (too old, illiterate). An analysis on the bottlenecks faced by girls in the two regions where parity has not yet been achieved identified several interventions which will be implemented in 2019, also taking into account the findings of a study on Menstrual Hygiene Management which showed that adolescent girls have insufficient knowledge about the global cycle of fertilization.

Role Models

UNICEF organized Role Model events in Mahajanga (Boeny region) and Fenerive Est (Analanjirifo). Several successful young Malagasy artists and entrepreneurs met with lower secondary school students to share their own experiences, encourage and inspire the young students. See the case study for more a summary of this initiative.



Let Us Learn Role Models

- [Mahajanga](#)
- [Fenerive Est](#)

Click on each location to watch the video

Output 2: By the end of 2019, the quality of teaching and learning in primary schools is improved through revised school programs, improved in-service training, better motivation and pedagogic follow up of teachers as well as development of appropriate teaching and learning materials and improved school health initiatives.

Progress towards this output is on track.

Investments with Thematic Funds in 2018

- ✓ 39 lower secondary schools received pedagogical materials
- ✓ More than 5,000 primary schools received a kit of 5 pedagogical material
- ✓ Pedagogy/ didactics training for 290 preschool teachers
- ✓ Workshop for 154 trainers for the distance education phase I

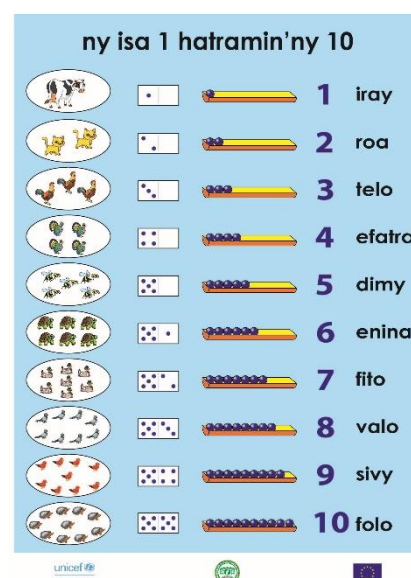
Teaching and learning materials: Thematic funds have been used in complementary to ensure equity of UNICEF interventions and cover the needs of all schools in target areas.

Trainings: The needs for teacher trainings is tremendous and all education partners coordinate to try and cover all areas. UNICEF has the opportunity and flexibility to allcoate thematic funding and complement gaps in planned efforts to ensure equitable coverage so all teachers can participate in trainings.

Innovation: Thematic funds contributed to support a pilot for the distance training of 1,000 teachers that will be supervised by the 154 trainers. The participants, mostly civil servants, pay for the training themselves.

Trainings for 5,024 teachers and headmasters from pre-primary, primary and secondary school took place in all 7 target regions (representing 9% of the total of teachers). The trainings focus on pedagogy and/or didactics or specific themes according to regional directions' request. These in-service trainings were implemented by the MoE with UNICEF's technical and financial support.

Pedagogical material was produced and distributed across 10,200 primary¹⁶ and lower secondary¹⁷ schools. UNICEF coordinated closely with the European Union (who also co-funded this activity), AFD and the World Bank to ensure equitable availability of one book for two children across the country. These materials will mitigate the severe lack of pedagogical materials in schools. In addition, to complement existing books and diversify tools and teaching methods UNICEF together with the MoE developed teaching charts and learning keys. An evaluation of their use and their impact is planned for 2019.



Teaching charts: 10 teaching charts: Malagasy and French alphabet, numbers 1-10, human body, map of Madagascar, map of the world, water cycle, plants and farm animals

¹⁶ Mathematics manuals

¹⁷ Pedagogical kits including educational sheets for all subjects (math, french, sciences ...)

Proximity pedagogical support (school visits and teachers networks) is key to ensure the proper use of the materials to result in positive change at classroom level. This support is provided by supervisors or peers through teacher networks (115 teacher networks are in place out of 733 planned). These networks are complementary to the supervision visits done by pedagogical officers.

Sexual and reproductive health education has been identified as a possible leverage to reduce the disparity between girls and boys. UNICEF developed a sexual and reproductive health learning key to provide adolescents with more information on essential topics such as the menstrual cycle, changes related to puberty, and sexually transmitted diseases. An increased understanding of their bodies will contribute to limit early pregnancies, stigma and negative representations that sometimes weigh on girls and limit their access to school. The sensitivity of the subject was a challenge both at the MoE level but also at community level. This caused some delay as specific strategies had to be developed and a C4D component is still under preparation to accompany the dissemination of the tools in 2019.

Distance learning

All the trainees considered this initiative as innovative compared to face-to-face training. The training is shorter and the activities are more practical. The tablets can be used to animate classes by showing photos, listening to music, songs, etc. Other take-aways from the pilot mentioned by participants were the enthusiasm to prepare the classes and subjects to be more engaging and participative for the children.

Major challenges to achieve this output in 2018 included the constant decrease in budget allocations per child compared to the absolute growth of the student population and inflation. Access and retention are closely linked with quality which remained very low due to weak teacher competencies, lack of teaching and learning materials and high absenteeism of teachers. This may lead families and children to think that the investment in education is not worth it. Furthermore, the political situation reduced the cooperation with ministry counterparts on key activities, including the new curriculum, and the frequent rotation of staff limited the impact of previous trainings, putting at risk the overall system strengthening efforts for improved quality. As mentioned, it was difficult to introduce the education tool on sexual and reproductive health due to the reluctance of some ministry staff to incorporate concepts other than absenteeism.



Emilienne is a teacher at the Andrefandrano school and has benefited from different trainings provided by UNICEF. She is happy to improve her skills in class. © UNICEF/UN0279346/Alida

UNICEF will continue to provide financial and technical support for the development and dissemination of teaching and learning materials. The in-service capacity building of teachers will be reinforced through other initiatives, such as the distance teacher training, following the pilot supported by thematic funds in 2018. UNICEF will also support the World Bank and the MoE to build on the teacher policy validated in 2018 and implement first actions to improve human resource management in the education sector.

Output 3: By the end of 2019, the capacity and systems of the MoE, at central and different decentralized levels to plan, manage and train are strengthened in order to improve governance, to install notions of accountability in the education system and to optimize its results for the benefit of schools and children.

Progress towards this output is constrained.

Investments with Thematic Funds in 2018

- ✓ One of the major results achieved with thematic funds was the training of 5,600 headmasters on school cards for the Data Must Speak initiative to increase their capacity for planning and monitoring. Thanks to thematic funds to support this activity, UNICEF was able to convince other major partners (AFD, European Union, World Bank) to finance the same activities in other regions so that the 22 regions benefited from this training.

School cards: This activity led by the Ministry aimed to strengthen a results-based management culture all levels - from the central level to the schools and the community. This pilot is part of the global UNICEF initiative “Data must speak”.

As part of this output concerning governance in the education sector, UNICEF works both upstream (monitoring national budget allocations to education and sector coordination) and downstream (training school management committees).

At upstream level, as coordinating agency for the education sector, UNICEF supported the implementation and the monitoring of the new Education Sector Plan (2018 - 2022) through the mobilization of the national platform for education. UNICEF took the lead to initiate the discussions between the MoE, the World Bank and the Global Partnership for Education (GPE) for an additional US\$ 20 million investment by the GPE. These funds will complement the US\$50 million provided by the GPE in 2018 to support the first years of the fundamental ESP reform.

UNICEF also led the preparation of the national sector review which is the main tool to ensure the monitoring of the education sector plan. This took up a substantial amount of time and effort for UNICEF’s education section. However, due to the political context the review had to be postponed to 2019.

As the lead for the group of technical and financial partners, UNICEF is also responsible to provide technical assistance to the MoE for the harmonization and complementarity of education interventions by all partners to avoid duplication and promote equity in the promotion of quality education for all children in Madagascar.



A teacher uses the pedagogical materials to give a class © UNICEF/UN0269090/Ralaivita

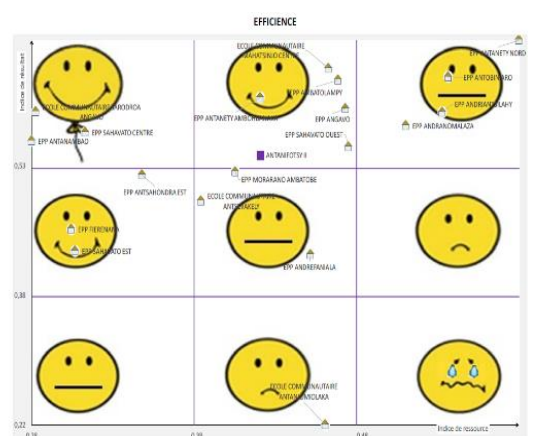
A Public Expenditure Tracking Survey (PETS) has been launched under the leadership of UNICEF and with participation from the World Bank, AFD and the EU. The study will identify bottlenecks and leakages in the public expenditure chain and propose recommendations for capacity building to increase transparency and accountability. This exercise will help the Ministry to improve governance, including the involvement of civil society and eventually, advocate for increased allocations both from national level and international partners.

UNICEF in 2018 continued its advocacy through the publication of Budget Briefs and regular discussions both with donors and the MoE on national budget monitoring and management. Budget briefs are developed and disseminated in collaboration with the civil society twice a year to increase transparency and accountability and to raise awareness on national processes.

As data collection and the production of statistics in due time remains a challenge, UNICEF provided technical and financial support to the MoE to help finalize the 2017/2018 yearbook. The yearbook is a large database about the state of the education sector, but as it contains only raw data it remains difficult to use it without knowledge in data analytics. Thus, to improve transparency and the appropriation of the data by key stakeholders, including civil society and the donor community, UNICEF assisted the MoE with technical expertise and financial support to produce a booklet on the major education indicators which are of interest to a broader audience.

At downstream level, over 5,600 public primary schools (68 per cent of the planned school management committees in target regions) were trained on using school cards to increase accountability at national and local level and to establish a baseline for the development and implementation of school-based action plans (PEC).

The school cards are part of the global UNICEF Data Must Speak Initiative to help with the production and use of data for informed decision making. In 2018, Madagascar was selected for a case study based on the significant results achieved with the national roll out of the Data Must Speak Initiative. UNICEF was also able to leverage additional funding from other key partners (World Bank, AFD, EU).



School card providing information on the schools in a district. This table show the ranking of the different schools regarding specific indicators. This table is the one on efficiency.

Major challenges for this output in 2018 included the strikes in education sector for three months which limited progress on this output. The availability of quality data, low transparency of public allocations and expenditures also made it difficult for financial and technical partners to define the gap to implement the education sector plan in 2019 and provide effective support.

UNICEF supports the school cards to improve transparency and accountability within the system at local level. Together with other partners in the education sector, notably the World Bank and UNESCO, UNICEF supports the EMIS to ensure the production of quality, timely data for better planning and monitoring. The public expenditures tracking survey will improve governance in the education sector. UNICEF is also working with the MoE to establish a joint annual work plan which will take into account all activities funded by the national budget and the remaining gaps to improve coordination among donors.

Output 4: Education in emergency and resilience - Schools' resilience and pupils' safety is enhanced through improved disaster preparedness and response, including a rapid reopening of schools after an emergency/disaster.

Progress towards this output is on-track.

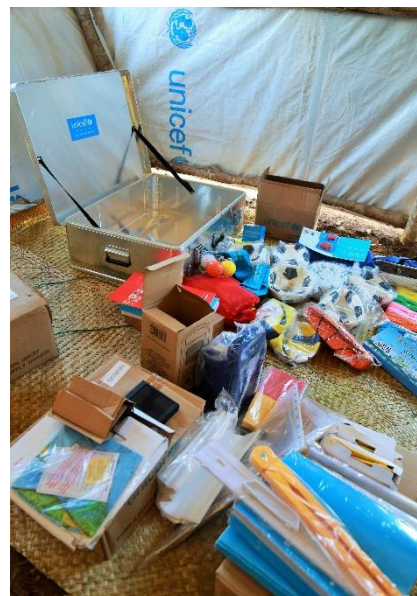
Investments with Thematic Funds in 2018

- ✓ Prepositioned stock for 50,000 children
- ✓ Provided supplies (e.g. school in a box) for 55 schools hit by cyclones
- ✓ Implemented preventive actions for the plague response in 7,000 schools

Prepositioning: Based on the government's contingency plan and disaster estimates, UNICEF prepositions supplies to ensure quick deployment and limit the interruption of children's education. Thematic funding allows to purchase this stock in bulk and when needed. Once emergency funding is available, the thematic funds can be recovered.

Environment protection: In 2018 UNICEF used thematic funds to carry out monitoring missions of the ongoing green activities in 180 schools (120 primary and 60 lower secondary) in two regions aimed to increase children's awareness on climate change and their role as actors of change to preserve their environment.

In 2018, more than 45,000 children were affected by two intense tropical cyclones. About 25,650 students in 12 regions were able to return to school and continue learning in a safe space following the rapid response of the education cluster co-chaired by UNICEF, the logistics cluster and the National Office of Disaster Risk Management (BNGRC). The results for the cluster and UNICEF are the same because the responses from different cluster members are complementary and target the same students (e.g. partners divide the responsibilities, one taking care of construction, another of materials, another of equipment etc.). UNICEF as the cluster lead for education ensures the coordination for planning and response and improves national leadership through capacity building of the national unit for DRR. In the event of a disaster, UNICEF thus consolidates the planned responses from the different partners and submits proposals to raise the required funding for the different components.



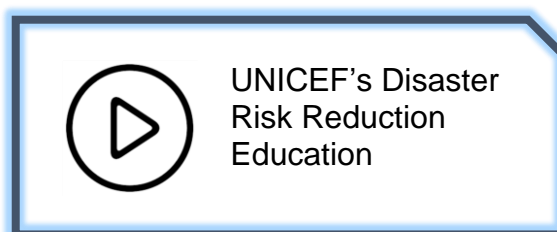
The content of prepositioned kits

A total of 508 temporary classrooms, 205 recreational kits (one kit for 90 students), and 436 school in a box (one box for 40 students) were distributed to support children's return to school. This area in the north-east of Madagascar is very vulnerable to cyclones and access remains a challenge post-disaster. To mitigate this issue and reduce response time, UNICEF and the members of the education cluster had prepared for the 2017/2018 cyclone season by prepositioning key supplies close to risk areas. This stock was used to deliver tarpaulins, recreation kits and school-in-a-box purchased with funding from Education Cannot Wait to affected areas. The same prepositioning preparedness strategy has been applied to 11 regions where supplies were prepositioned in the event of a disaster. UNICEF Madagascar has prepositioned stock ready for distribution for 50,000 children at all times. As no further major cyclones occurred, the achieved result remained below the planned target, both for the cluster and for UNICEF.

Other than the response to cyclones, UNICEF has also supported the education sector with the plague and measles responses. Specifically for the plague, UNICEF produced and distributed posters and pamphlets on prevention and preparation for school children in nine plague-affected regions, covering 7,000 schools before the start of the 2018/2019 school year. Furthermore, UNICEF in coordination with the School Health Division and the Disaster Risk Reduction Unit of the Ministry of Education developed a plan for responding to suspected plague or measles cases in schools.

With regard to the drought in the southern region, UNICEF is keeping children in school by reducing the burden on families through the distribution of school supplies and maintaining teacher motivation through the provision of teaching and learning materials (school in a box and recreation kit). A catch-up and levelling course program has also been implemented to help children return to school after dropping out in the difficult context of poverty and food insecurity.

Preparation and Resilience: UNICEF supported the Ministry of Education (MoE) to improve data collection processes and alert mechanisms for future emergencies. As co-lead of the Education in Emergencies Cluster, by supporting the MoE and its regional and local offices, working with partners and other sectors, UNICEF is building capacity to make the education system more resilient and prepared.



Click on the icon to watch the video

This resulted in a concerted national Education Sector Contingency Plan which was updated and shared with all cluster members and regions. Furthermore, the regional contingency plans were updated with support from the UNICEF Regional Technical Assistants who are embedded in the decentralized government structures. Furthermore, in 2018, the 16 regions identified by the government as the most vulnerable to natural disasters and diseases continued their training on Disaster Risk Reduction at the decentralized level. From 2016 to date, 852,869 students, 27,137 teachers, 759 school principals and 99 regional trainers have benefited from DRR training. In addition to this DRR training, a specific module on risk-based planning, in collaboration with UNESCO (with ECW funds) was organized by UNICEF for the DRR focal points of all 22 regions and all the central directorates of the Ministry of Education. Furthermore, UNICEF provided financial support for the rehabilitation of 4 warehouses for Education Directorates in 4 regions to ensure the storage of educational materials.

Major challenges for this output in 2018 included the rapid availability of reliable data after a disaster to plan the emergency response. Another aspect of this challenge is the difficulty to prioritize locations with the limited funds available in a context of general vulnerability. This is further aggravated by the Humanitarian Country Team's low prioritization of Education in Emergency as part of funding appeals.

UNICEF led the Education cluster to support the preparation and response to education in emergency situations, including coordinated efforts to raise funding for the sector. Data collection and reporting is strengthened through regular field mission where UNICEF does not have Regional Technical Assistants on the ground and capacity building of the DRR team of the MoE at central and regional level. Furthermore, to reduce the impact of disaster, UNICEF has been focusing on resilience building and DRR training for teachers and students in primary schools in all 16 vulnerable regions. Efforts continue to mobilize resources and extend the DRR training programme to all lower secondary schools.

Education Programme Results Assessment Framework

Outcome 1: By the end of 2019, more girls and boys are enrolled, retained and learning in pre-primary and primary schools, and there are fewer children out of school			
OUTCOME INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Drop-out rate between Grade 1 and Grade 2 at the national level and in target regions	National: 23%; Target regions: 31% (2014/2015)	National: 12.8%; Target regions: 17.7%	National: 23%; Target regions: 28%
Retention rate at primary level	39% national (2014/2015)	50%	National: 36% (girls: 37%; boys: 35%)
Mean score of 5th grade pupils at the Programme for the Analysis of Education Systems (PASEC) test in Malagasy/French/Mathematics 2014	Malagasy: 43.5/100; French: 26.8/100; Mathematics: 40/100	Malagasy: 60/100; French: 50/100; Mathematics: 60/100	17% have basic reading competencies in French 21% have basic competencies in Math (2015)
Output 1 : By the end of 2019, a higher proportion of children access primary and basic education due to an increased number of classrooms and implementation of initiatives to promote insertion and reinsertion of the most vulnerable children and especially out-of-school children, girls and children living with disabilities			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Estimated number of children enrolled in pre-primary and primary education benefitting from new school infrastructure financed by UNICEF (including ILO) in target regions	0	17,500	19,088
Output 2: By the end of 2019, the quality of teaching and learning in primary schools is improved through revised school programs, improved in-service training, better motivation and pedagogic follow up of teachers as well as development of appropriate teaching and learning materials and improved school health initiatives			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Percentage of repeaters in public primary school at national level	23.4% (girls: 22.1%; boys: 24.6%)	16.5% (girls: 15%; boys: 17.6%)	29.4% (girls: 28%; boys: 31%)
Percentage of repeaters in public lower secondary school in target regions	23.3% (girls: 22.5%; boys: 24.2%)	16.6% (girls: 15.7%; boys: 17.4%)	18.3% (girls: 17.8%; boys: 18.8%)

Percentage of pre-primary teachers (FRAMs and civil servants) in target regions having received at least one basic training to strengthen their capacities in fundamental pedagogics and didactics or having participated in an in-service training	58.6%	100%	98.6%
Percentage of primary teachers (FRAMs and civil servants) in target regions having received at least one basic training to strengthen their capacities in fundamental pedagogics and didactics or having participated in an in-service training	0%	100%	100%
Percentage of public primary schools in target regions having received at least one new pedagogical guide or a reading book in Malagasy per two pupils	0%	100%	100%
Proportion of public primary schools benefitting from an annual medical visit	0%	75%	10%
Output 3: By the end of 2019, the capacity and systems of the MNE, at central and different decentralised levels to plan, manage and train are strengthened in order to improve governance, to install notions of accountability in the education system and to optimise its results for the benefit of schools and children			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Education Sector Plan or Transitional Education Sector Plan developed with UNICEF support available	NO	YES	YES
Percentage of schools in target regions having an operational annual work plan (PEC)	0%	95%	36%
Output 4: Schools' resilience and pupils' safety is enhanced through improved disaster preparedness and response, including a rapid reopening of schools after an emergency/disaster			
OUTPUT INDICATORS	BASELINE (% OR #)	TARGET (% OR #)	PROGRESS (% OR #)
Percentage of primary school children in regions affected by natural disasters who go back to school within two weeks after a disaster	85%	95%	100%
Number of schools that are used as shelters one week after a disaster	NA	0	0
Percentage of affected population who have received messages promoting education during emergencies	NA	100%	80%

Case study - Role Models



Young celebrities engage themselves to support their peers access to education

As part of the implementation of the "Let us Learn program", implemented by UNICEF Madagascar and its international donors, a program that promotes a common vision to invest in junior secondary education for girls as an entry point for equity. UNICEF team organized meetings between young celebrities and young people from remote rural areas in May 2018. The meeting was to highlight the role model side to high school students to encourage them in not giving up in schools. But these face-to-face meetings offered let US Learn program beneficiaries an opportunity to exchange directly with young people. Each meeting session has been very interesting and very revealing as we thought discussions between young people and their peers can pass easily. They know their specific problems experienced by their generation. These exchanges brought many advantages and good points for both sides. On the one hand the discussions allowed them to discover new experiences through those experiences shared by the role models and on other side, this meeting gave them new sources of inspiration for their future lives. The meetings were organized in the regions of Boeny (07 to 10 May 2018) and Analanjirofo (22 to 25 May 2018) in particular in 7 schools that benefited from program support. They took place in the form of sharing experiences in classrooms where the young celebrities came to see them in their places. The adopted approach was as follows:

- Presentation of each celebrity (course, challenges, success factors)
- Questions answers with program beneficiaries
- Show cases by young celebrities (songs, slam, ...)
- Discussion between young leaders and students

Meet those five young leaders serving the community



Hanta Tiana Ranaivo – Entrepreneur

Hanta Tiana is a 25 year old entrepreneur. This young Malagasy woman created her own enterprise called Flore Aroma, specialized in bio products extracted from oil-based essential products. This social enterprise supplies drugstores throughout Madagascar. In 2016, the Forbes Africa magazine Appointed Hanta Tiana as among the top 30 most promising entrepreneurs of under 30 in Africa.



Mirado Ravohitraro – Singer/entrepreneur/pilot

Songwriter and is graduated from an airline pilot school. With ten years of experience, he is very well known in the show biz in Madagascar mostly among young people. Also, he attended airline pilot school before starting his career in business entrepreneurship.



Joyce Mena Makoa – Rap artist

This girl was discovered in Toamasina, in Eastern coast of Madagascar few years ago. Her songs is a mixture of rap and R'n'B and is famous among young people in Madagascar.



Caylah - slammer

Caylah discovered slam in 2010 and started in 2012 to write her famous slam " Madagascar ". 4 years later, her text is known and recognized as relevant for Madagascar context as she is keen on denouncing injustice and speaking out with. Apart from that, Caylah became Madagascar slam champion in 2014. She is more and more discovered in homefront and at international level. She is engaged with a project called slamotherapy. A therapy that "to cure the ills by the words" to those in difficulty.



Ranaivojaona Ny Aina Henintsoa – 1st year student at Engineering school

This 17-year-old student is at her first year of Engineering school of Madagascar. Among her school project, she won a contest focusing on renewable energy with her solar tracker to end electricity problems of people in Madagascar, mostly in rural areas.

Financial Analysis

In 2018, UNICEF Madagascar delivered a comprehensive education programme which was able to reach its planned results with the planned budget and, thanks to funds available including thematic funds. ORR made up 86% of overall expenditure and thematic funding accounted for 22% of spending. This highlights the important role of thematic funds to increase the scale and equitable reach of the planned outputs for the outcome result. They were used to complement funding and bring interventions to scale, reaching more children and communities or by filling funding gaps in underfunded areas to ensure a comprehensive response of UNICEF's education programme with more equity.

Table 1: 2018 Planned budget by Thematic Sector (in US Dollars)

Output	Funding Type ¹⁸	Planned Budget ¹⁹
OP 1 - Access and Retention	RR	110,000
	ORR	3,500,000
OP 2 - Quality	RR	164,000
	ORR	2,350,000
OP 3 - Institutional Strengthening	RR	164,000
	ORR	1,500,000
OP 4 - DRR/ Emergency	RR	164,000
	ORR	1,000,000
OP 5 - Direct Cost to support the Outcome	RR	648,000
	ORR	400,000
Total Budget		10,000,000

UNICEF Madagascar's Education programme needed a total of US\$ 10,000,000 to achieve its planned results in 2018. The main share, with 88 per cent, consisted of Other Regular Resources that had to be mobilized. As in previous years, output 1, which includes classroom construction, constitutes the largest amount of planned ORR.

Table 2: Country-level Thematic Contributions to Thematic Pool 4 – Education received in 2018 (in US Dollars)

Donors	Grant Number	Contribution Amount	Programmable Amount
Spanish Committee for UNICEF	SC1899040019	426,809.80	349,984.04
German Committee for UNICEF	SC1899040090	221,445.22	181,585.08
Finnish Committee for UNICEF	SC1899040022	200,066.54	164,054.56
Norwegian Committee for UNICEF	SC1899040014	19,130.21	15,686.77
Danish Committee for UNICEF	SC1899040089	10,000.00	8,200.00
Carry forward from 2017	SC149905	1,279,935.00	1,279,935.00
Total		2,157,386.77	1,999,445.45

¹⁸ RR: Regular Resources, ORR: Other Resources – Regular, ORE: Other Resources - Emergency

¹⁹ Planned budget for ORR does not include estimated recovery cost (only programmable amounts)

In 2018, UNICEF Madagascar's Education programme received US\$ 719,510 from Thematic Funds (almost twice as much as in 2017). This amount was added to the carry forward of the thematic fund SC149905 from the previous UNICEF Strategic Plan (2014-2017).

Table 3: 2018 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Expenditure Amount			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
22-01 Equitable access to quality education	92,821.00	3,267,462.00	590,376.00	3,950,659.00
22-02 Learning outcomes	(51,771.00)	2,914,601.00	1,382,112.00	4,244,942.00
Total	41,050.00	6,182,063.00	1,972,488.00	8,195,601.00

In 2018 UNICEF implemented a new Strategic Plan for 2018-2021. The Plan proposes 5 Goal Areas (Every Child Survives and Thrives; Every Child Learns; Every Child is Protected from Violence and Exploitation; Every Child Lives in a Safe and Clean Environment; Every Child has an Equitable Chance in Life) which are broken down into Result Areas, for example Out-of-School girls and boys; learning outcomes; and skills development, for the Every Child Learns Goal Area. In order to align with global standards, UNICEF in Madagascar re-coded all its activities to align with these Result Areas and financial reports are now presented accordingly, with expenses by Result Area. The realignment allows UNICEF globally to track more effectively spending and results achievement against key organizational targets and provides UNICEF's donors greater visibility of how money is spent, and results achieved against key programmatic priorities.

The total amount spent in 2018 was 89 per cent of the planned budget. The main reason for the lower expenditure was the use of emergency resources far below the planned amount. Thematic funds made up around 30 per cent of overall ORR expenditure and thus, were an essential element to cover funding gaps and ensure the achievement of results in 2018.

Table 4: 2018 Thematic Expenses by Results Area (in US Dollars)

Results Area	Expense
Other Resources - Regular	1,840,469
22-01 Equitable access to quality education	733,032
OP 1 – Access and retention	358,116
OP 4 - DRR/Emergency	357,494
MRE OP1 – Media and external relations	2,529
Financial Stewardship	14,893
22-02 Learning outcomes	1,107,437
OP 2 - Quality	367,258
OP 3 – Institutional strengthening	609,872
OP 5 – Direct cost support	104,927
MRE OP1 – Media and external relations	3,684
Financial Stewardship	21,697
Grand Total	1,840,469

UNICEF Madagascar invested 92 per cent of the available thematic funds across all programme outputs. The achievements of the education programme in 2018 were only possible thanks to thematic funding which accounted for 22% of total programme expenditure (30% of ORR expenditures). The flexibility and complementarity of thematic funds were an important asset for the Country Office.

The main share (33 per cent) was used for institutional strengthening. One of the major results achieved with thematic funds was the training of headmasters on dashboards for the Data Must Speak initiative to increase their capacity for planning and monitoring. Thanks to thematic funds to support this activity, UNICEF was able to convince other major partners (AFD, European Union, World Bank) to finance the same activities in other regions so that the 22 regions benefited from this training.

Thematic funding also helped to consume small unspent balances on ORR grants by complementing funding for construction activities, increase the equity approach of catch-up classes by including more children and focus specifically on children with disabilities. Furthermore, given the large needs for teacher training, these funds were also crucial to extend training and the distribution of materials to as many schools at all levels as possible. This also pertains to the DRR training and the prepositioning of supplies for a quicker response in case of emergency. Thematic funding provided an important added value because it allowed UNICEF to be a dependable partner and support other agencies and partners to increase the scale of their interventions.

Table 5: Expenses by Specific Intervention Codes

Specific Intervention Code	Expense
22-01-01 Provision of (formal and non-formal) early learning / pre-primary education (including in temporary learning spaces)	2,285
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	1,257,614
22-01-04 Provision of (formal and non-formal) secondary education (including in temporary learning spaces)	885,130
22-01-06 System strengthening - inclusive education for children with disabilities	60,458
22-01-13 Education humanitarian cluster/humanitarian sector coordination	1,128,957
22-01-15 Education sector planning including coordinating role, SDG 4, etc.	52,000
22-01-99 Technical assistance - Equitable access to quality education	221,355
22-02-02 Provision or procurement of primary education learning materials	449,385
22-02-03 Provision/ procurement of secondary education learning materials	435,689
22-02-07 Provision of early learning / pre-primary education teacher training	236,019
22-02-08 Provision of primary education teacher training	22,843
22-02-09 Provision of secondary education teacher training	38,585
22-02-15 System strengthening - early learning / pre-primary standards and governance	44,113
22-02-18 System strengthening - learning assessment systems	66,801
22-02-20 System strengthening-teacher development, management&support	25,904
22-02-21 System strengthening - community participation and social accountability, e.g. school management committees	580,990
22-02-26 Education sector planning including coordinating role, SDG 4, etc.	603,847
22-02-99 Technical assistance - Learning outcomes	1,185,828
26-01-01 Country programme process (including UNDAF planning and CCA)	20,211
26-03-01 Advocacy and partnership-building for social behaviour change	4,484

26-03-04 Community engagement, participation and accountability	44,603
26-03-06 Research, M&E, knowledge management for C4D	55,722
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	99,219
26-05-01 Building evaluation capacity in UNICEF and the UN system	33,668
26-06-01 Parliamentary engagement for policy advocacy	5,193
26-06-04 Leading advocate	14,237
26-06-05 Leading voice	14,640
26-06-06 Supporter engagement	4,090
26-06-07 Leading brand	42,219
26-06-08 Emergency preparedness (cross-sectoral)	21,874
26-06-12 Learning	4,923
26-07-01 Operations support to programme delivery	503,448
27-01-06 HQ and RO technical support to multiple Goal Areas	935
27-01-15 CO programme coordination	57,265
28-03-02 Leading voice at HQ	906
28-07-04 Management and Operations support at CO	-70,802
30-03-02 Private sector advocacy	40,962
Grand Total	8,195,601

Table 6: Planned budget for 2019 (in US Dollars)

Output	Funding Type	Planned Budget ²⁰	Funded Budget ²³	Shortfall ²¹
Output 1 – Access and retention	ORR	2,500,000	1,962,483	537,517
	RR	110,000	409,956	(299,956)
Output 2 – Quality	ORR	3,000,000	1,551,883	1,448,117
	RR	164,000	391,728	(227,728)
Output 3 – Institutional capacity building	ORR	2,000,000	1,198,328	801,672
	RR	164,000	396,417	(232,417)
Output 4 - DRR/Emergency	ORR	350,000	399,380	(49,380)
	RR	164,000	120,932	43,068
Output 5 – Direct costs	ORR	400,000	363,484	36,516
	RR	648,000	505,963	142,037
Sub-total Other Resources – Regular		8,250,000	5,475,558	2,774,442
Sub-total Regular Resources		1,250,000	1,824,996	(574,996)
Total for 2019		9,500,000	7,300,554	2,199,446

For 2019, the gap for UNICEF's Education programme is around 23 per cent, at US\$2.2 million. The required amount might however change as it refers to the current Country Programme, initially planned for the period 2015 until the end of 2019. Discussions with the Government and the UN system are ongoing to extend the Country Programme for one year until 2020. Thus, total amounts and funding needs are likely to increase.

²⁰ Planned and Funded budget for ORR (and ORE, if applicable) excludes recovery cost. RR plan is based on total RR approved for the Country Programme duration.

²¹ Other Resources shortfall represents ORR funding required for the achievements of results in 2019.

Future Work Plan

The support for the effective implementation of the new ESP in the evolving operating environment requires UNICEF Madagascar to adapt. While UNICEF will maintain its support to preschool and primary education, it will need to place a stronger emphasis on the lower secondary level (third sub-cycle in the new basic education system) to support the MoE to implement its reform of the fundamental education cycle. This is also an opportunity to more closely align Country Office goals with UNICEF's global new strategic plan (2018-2021) on Improving Educational Quality and Learning Outcomes.

While support to preschool and primary schools will continue in terms of access and quality, greater emphasis will be given to the later grades of fundamental education to increase access to secondary education for adolescents by providing more girls and boys with a safe, supportive learning environment close to their homes. To complement the official curriculum, UNICEF will provide children with life skills and sexual and reproductive health information; these areas have been identified essential for the development, protection and participation of young people in their direct environment.

The current resource and partner environment is not positioned to support these strategic areas, as GPE and other donor funds will target children in the two early (primary) sub-cycles. No other major partners, apart from the French Development Agency, are investing in post-primary education. In 2019, UNICEF will support the later years of the fundamental cycle to facilitate the country's progress toward the SDGs for equity, quality education, health and well-being of adolescents, and poverty alleviation.

Access: UNICEF's education programme will focus on the continuity of the activities in terms of access and equity: i) the catch-up classes at lower primary level with specific attention to monitoring of those children who went back to school, ii) the possible scale up and monitoring of the cash transfer programme, iii) the construction of additional class-rooms in under-served schools, including for multi-purpose classrooms at lower secondary level, iv) support to the implementation of inclusive education strategies and v) child protection and C4D activities linked to the results of the bottleneck study on girls to access to education.

Quality: Applying the lessons learnt from the past year, the training approach will move away from a one-off training to one that supports local, intensive and quality-focused inputs through regular, monthly capacity building sessions by teacher advisors and in-class supervisory visits at least once a year. This includes supporting the training of school principals, who will provide quality assurance and pedagogical supervision. UNICEF will also concentrate on improving its intersectoral strategies to ensure that more girls and boys finish the lower secondary cycle. Another area UNICEF plans to work on with the MoE is the development of a curriculum that makes children future-ready, with practical and relevant skills for the labor market so students have the capacities to insert themselves in the professional world, find an internship or be self-employed.

Institutional Strengthening: UNICEF will continue to provide the Ministry with technical expertise in terms of planning and monitoring in the context of the implementation of the new ESP. As the coordinating agency and donor lead, UNICEF will continue the discussion with other development partners on a pooled funding mechanism in support of the Education Sector Plan. In line with the Paris Declaration on aid effectiveness and national capacity building in public budget management, this mechanism will contribute to reinforce internal efficiency and transparent management.

DRR/ Emergency: In 2019, UNICEF plans to promote south-south cooperation by working with other countries that have the same realities in terms of risks and disasters in the Indian Ocean region, notably the Comoros and Mozambique, and to attract funding for this purpose. UNICEF also intends to review the content of the school-in-a-box kit to better adapt them to the realities of schools in Madagascar. In addition, UNICEF will continue to support education and environment through tree planting activities and the development of tools on education for sustainable development for primary and lower secondary schools to raise awareness among children on the importance to preserve their environment. For a more resilient education system, UNICEF will continue to lead the education cluster and work in preparation, risk-based planning and capacity building.

Funding gap for 2019 (in US Dollars)

Output	Funded	Shortfall	Planned
Output 1 – Access and retention	2,372,439	237,561	2,610,000
Output 2 - Quality	1,943,611	1,220,389	3,164,000
Output 3 – Institutional capacity building	1,594,745	569,255	2,164,000
Output 4 - DRR/Emergency	520,312	(6,312)	514,000
Output 5 – Direct costs	869,447	178,553	1,048,000
Total	7,300,554	2,199,446	9,500,000

Expression of Thanks

UNICEF Madagascar would like to express its sincere appreciation to all the donors who provided thematic funding for their essential and highly valued support. The generous thematic contributions from the Government of Georgia and the National Committees from Spain, Canada, Germany, Finland, Norway, and Denmark have allowed UNICEF Madagascar's Education programme to be flexible and provide comprehensive programmatic assistance to the education sector in Madagascar to achieve results for children from pre-school to primary to lower secondary schools, increase access and retention as well as the quality of learning and teaching and work with government partners on institutional strengthening. We appreciated in particular the flexibility of these funds, to be able and invest them in areas most needed and using this leveraging power to create buy-in from other partners to put their funding behind the same activities to ensure the equity of our interventions.

UNICEF also wishes to thank its education programme partners for their effective collaboration as part of the programme, and to all the communities in the target regions and its government partners, from central to regional, district and local level without whom UNICEF's work would not have been achieved.



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Building leaders for a quality education: Josline Razafindrasana, school principal

Josline Razafindrasana has a determined look in her eyes. It is a serious look that communicates that she knows the challenges that she is up against. She has been the school principal at the Anarabe public primary school in Betioky District in the southern region of Atsimo Andrefana, Madagascar for only one year. Like most community-recruited teachers and principals in Madagascar, she only has a junior high school leaving certificate.

But when the students look at her, her gaze softens just a little and the corners of her mouth rise into the slightest crescent of a smile. All 350 of the primary school students bounce around her in the sandy courtyard of the three-room school. Their eyes tell a different story. One of trust and hope in their 37-year-old *Directrice*.

Josline's gaze can seem steely, but it also conveys hope and determination. She has taught for 13 years at this school. She has seen plenty of reforms come and go, but until now no one has asked her what she wants. What she sees as the future of her school. How she can make a difference.

"My teachers need materials to teach with. We need two more classrooms, and we have lots of space we can use for that. I need to know how to get those things, make those things happen. I'll do whatever I have to do."

"My goal every month is to meet and talk with my teachers. I always learn a lot from them. But I don't have enough pedagogical baggage to support them in their teaching," she admits. In fact, only 64 percent of boys and 62 percent of girls made the transition from primary to lower secondary school in Atsimo Andrefana in 2017, according to national statistics (2017/2018).

"I was never trained to be a Director. I would like to lead them. Even now, they walk out of class sometimes because they do not receive their paychecks on time.

So, I am really looking forward to the UNICEF training planned for school directors this year. I know it will help me support my teachers and manage the school. I hope it will also help me encourage the participation and cooperation of parents and the parents' association."

The school has an opportunity, because parents in this community are already a powerful force in the lives of their children, according to Ms Razafindrasana. "In Anarabe, we have the *dinakely*," she explains. *Dinakely* is a social system that stigmatizes parents if they do not send their kids to school or if they marry their girls off too early.



Principal Razafindrasana will participate in training offered by UNICEF and the Ministry of National Education, Professional and Technical Training to build her skills.
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Ms. Razafindrasana will participate in professional training for school directors in Atsimo Andrefana before the end of the 2018/2019 school year. The training will help build her skills to provide pedagogical supervision to teachers and monitor the progress of student learning.

In Atsimo Andrefana and six other regions across Madagascar, UNICEF will train all primary school principals in pedagogical support and supervision to improve the quality of teaching and learning in schools as part of its Let Us Learn (LUL) strategy. LUL is a intersectoral access and abandonment prevention strategy that is an essential element of the UNICEF Madagascar Education Programme. The programme partners with the Ministry of National Education, Technical and Professional Training, the Ministry of Population and the National Development Intervention Fund to create equitable opportunities for vulnerable and excluded girls and boys to realize their rights to an education in seven regions. LUL interventions support children and their families, reinforcing their right to transition from primary to lower secondary cycle and to complete the lower secondary cycle by ensuring that:

- schools benefit from new classrooms (construction),
- learning and material support is available for all children, including those who have dropped out of school (catch up classes, quality materials, principal and teacher training),
- schools are free from violence (child protection),
- parents and children understand the value of education (C4D),
- families are financially able to send their children to school (cash transfers) and
- conditions are put in place for equitable sexual and reproductive health education.

In so doing, it contributes to the realization of the Sustainable Development Agenda (2015-2030), and Sustainable Development Goal (SDG) 4 in particular, as well as the UNICEF Strategic Plan 2018-2021 goal areas 2, 3 and 5: Every child learns, Every child is protected from violence and exploitation and Every child has an equitable chance in life, respectively. UNICEF has supported LUL programs since 2012 with generous funding from donors including Zonta International/US Fund, Susan and Stephen Findel Foundation among others.



Josline with some of her students in the courtyard of the school. ©UNICEF Madagascar/2017/Nirina



Joseline is serious about ensuring that teachers are supported so that students have a quality learning environment. ©UNICEF Madagascar/2017/Nirina

Story by Andrea Clemons, Education Specialist, UNICEF Madagascar

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