

**Madagascar**

**Education**

**Sectoral and OR + (Thematic) Report**

**January - December 2016**



Angelica (left) and two other 4th grade students at the Amparemahitsy public primary school in Mahajanga, Boeny region  
(c) UNICEF/Madagascar 2017/Abela Ralaivita

Prepared by:  
UNICEF Madagascar  
March 2017

## Contents

### Acronyms

Executive Summary .....	5
Strategic context 2016.....	6
General situation.....	6
Main developments in 2016 .....	7
The situation of enrolment and retention of children in school.....	7
The situation of children's learning in school .....	8
Scope .....	9
Results achieved.....	9
Results in Education 2016 .....	19
Results Assessment Framework .....	19
Use of thematic funds .....	19
Financial Analysis.....	20
Table 1: Planned budget Education .....	20
Table 2: Country-level thematic contributions to Education received in 2016 .....	21
Table 3: Expenditures Education (in US Dollars) .....	21
Table 4: Thematic expenses Education (in US Dollars).....	22
Table 5: Expenses by Specific Intervention Codes .....	22
Future Work Plan.....	24
Expression of Thanks.....	27
Donor Feedback Form .....	27

# Acronyms

<b>AFDB</b>	African Development Bank
<b>AQUEM</b>	Amélioration de la Qualité de l’Education à Madagascar (Improving the Quality of Education in Madagascar)
<b>ATR</b>	Assistant Technique Régional (Regional Technical Assistant)
<b>BEGE</b>	Basic Education and Gender Equality
<b>BNGRC</b>	Bureau National de Gestion des Risques et Catastrophes (National Office of Disaster and Risk Management)
<b>C4D</b>	Communication for Development
<b>CAP-EFA</b>	Capacity Development for Education for All
<b>CCC</b>	Core Commitments for Children
<b>CFS</b>	Child – Friendly Schools
<b>CISCO</b>	Circonscription Scolaire (School Districts)
<b>CO</b>	Country Office
<b>CPD</b>	Country Programme Document
<b>CPRS/PEC</b>	Contrat Programme Réussite Scolaire (community-based school action plan programme) /Projet d’Etablissement Contractualisé
<b>CRINFP</b>	Centre Régional INFP (see below), Regional Teacher Training Institute
<b>DREN</b>	Direction Régionale de l’Education Nationale (Regional Education Office)
<b>DRR</b>	Disaster Risk Reduction
<b>DTP</b>	Diphtheria, tetanus, and pertussis
<b>ECD</b>	Early Childhood Development
<b>EFA</b>	Education for All
<b>EGRA</b>	Early Grade Reading Assessment
<b>EMIS</b>	Education Management Information System
<b>EPP</b>	Ecole Primaire Publique (Public Primary School)
<b>ESP</b>	Education Sector Plan
<b>EU</b>	European Union
<b>FRAM</b>	Community-hired Teachers
<b>FTI</b>	Fast Track Initiative (now GPE)
<b>GPE</b>	Global Partnership for Education (formerly FTI)
<b>IESP</b>	Interim Education Sector Plan
<b>ILO</b>	International Labour Organisation
<b>IR</b>	Intermediate Result
<b>INFP</b>	Institut National de Formation Pédagogique (National Pedagogical Training Institute)
<b>LEG</b>	Local Education Group
<b>LOI</b>	Language of Instruction
<b>LUL</b>	Let’s Us Learn
<b>MDG</b>	Millennium Development Goals
<b>MICS</b>	Multiple Indicator Cluster Survey

<b>MORES</b>	Monitoring Results For Equity Systems
<b>MOU</b>	Memorandum of Understanding
<b>MHESR</b>	Ministry of Higher Education and Scientific Research
<b>MoE</b>	Ministry of Education
<b>MTEPT</b>	Ministry of Technical Education and Professional Training
<b>MOW</b>	Ministry of Water
<b>NDP</b>	National Development Plan
<b>ONN</b>	Office National de la Nutrition (National Nutrition Office)
<b>ORR</b>	Other Regular Resource
<b>NGO</b>	Non-Governmental Organisation
<b>PAUSENS</b>	Programme d'Appui d'Urgence aux Secteurs Education, Nutrition et Santé (Emergency Support to Education, Nutrition and Health Programme)
<b>PASEC</b>	Programme on the Analysis of Education Systems
<b>PCR</b>	Programme Component Result
<b>PEC</b>	Projet d'Ecole Contractualisé/ School-based action plans
<b>PNANSS II</b>	Programme National d'Alimentation, de Nutrition et de Santé Scolaire (National Programme for Feeding, Nutrition and School Health)
<b>PIE</b>	Plan Intérimaire de l'Education (EFA plan)
<b>RESEN</b>	Rapport d'Etat du Système Educatif National (Education Sector Analysis)
<b>RR</b>	Regular Resource
<b>SADC</b>	Southern African Development Community
<b>SDG</b>	Sustainable Development Goal(s)
<b>SDI</b>	Service Delivery Indicators
<b>SOWC</b>	State of the World's Children
<b>TFP</b>	Technical and Financial Partners
<b>TOT</b>	Trainings of Teachers
<b>UNDAF</b>	United Nations Development Assistance Framework
<b>WASH</b>	Water, Sanitation and Hygiene
<b>WB</b>	World Bank
<b>WFP</b>	World Food Programme
<b>ZAP</b>	Zone Administrative Pédagogique (Local Pedagogical Zones, the administrative level between the CISCOS and schools)

## Executive Summary

The 2015-2019 UNICEF Madagascar Country Programme (CPD) contributes to the broader Education for All (EFA) goals in the national Interim Education Sector Plan (IESP) developed after the crisis in 2009, to support the recovery of the sector and avoid its collapse. The current 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.

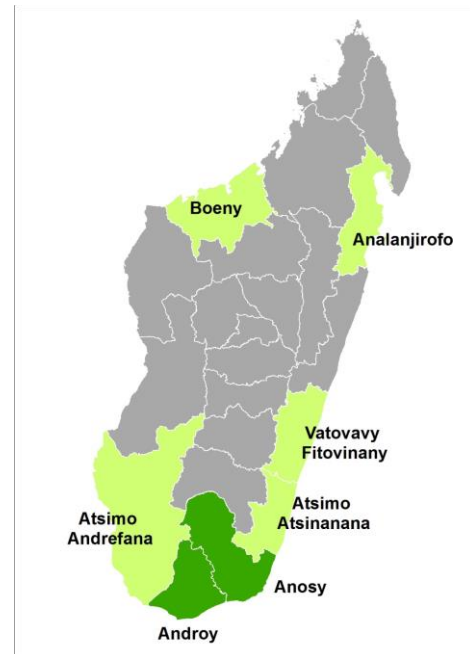
The Country Office concentrated on four main equity outcomes for education in 2016: i) access and retention, ii) quality, iii) institutional capacity development and iv) education and resilience in emergencies. It based its actions on the most recent evidence and carried them out with an equity focus 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 contextualised manner for a local, and national more equitable impact.

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. Between 2015 and 2016 enrolments increased by 11 per cent at the primary level, 37 per cent at preschool level nation-wide and 15 per cent at primary schools within target regions. UNICEF contributed to this success through its support to gender inclusive and cyclone-resistant school construction and equipment, teacher trainings of 100% of uncertified teachers in target regions, teaching and learning materials, and inclusion of 30,000 out of schools children through catch-up classes, cash transfer to families for education, emergency response and resilience as well as capacity building.

These advances would not have been possible without flexible Thematic Funding's contribution to the following key activities, specifically:

- In service teacher training and learning materials distribution for all levels of basic education
- Disaster and Risk Reduction trainings for schools in emergencies;
- Catch-up classes for out of school children and inclusion interventions for handicapped children; and
- Pre-school policy development and learning missions for Ministry authorities

Despite notable gains in enrolment, retention and survival rates remained constrained, nationally and in the targeted regions, mainly due to overall extreme poverty, weak resilience capacity of communities as well as insufficient national resources and official development assistance. About 1.7 million primary school-aged children were still out of school in 2016, and only about one in two children made it to lower secondary school. In addition to retention issues, quality learning remained challenged. The last PASEC report 2015 shows that only 17 per cent of children achieve minimal competencies in reading and 21 per cent in numeracy.

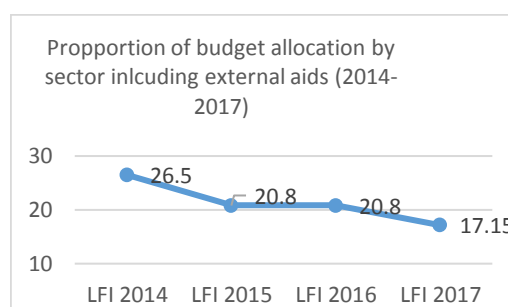


UNICEF highlights the risk that entrenched poverty and insufficient funding pose to its aims for equitable retention and learning outcomes for boys and girls. The Country Office will continue to mobilise its human and financial resources in innovative, intersectoral and sustainable ways to ensure that i) 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 (CPAP, UNDAF) and that ii) by 2030 Madagascar achieves inclusive and quality education and promotes lifelong learning for all (SDG 4).

## Strategic context 2016

### General situation

Between 2014 and 2017 budgets for the social sectors have increased (47%) but not at the same level as the national budget (108%), which highlights an insufficient prioritization of these sectors. The 2017 PIB share dedicated to education (all levels combined) is 3.1% (including external aid) when international recommendations call for 6%. In terms of finance law, the budgetary allocation for the sector has decreased from 26.5% in 2014 to 17.15% in 2017<sup>1</sup>.



This decline will make it very complicated to finance the reforms needed to develop a quality education system for children of the country with a constant increasing of school-aged population<sup>2</sup>.

Projection of the evolution of school-age population between 2015 and 2030



The ability of families to pay the rising indirect<sup>3</sup> and direct<sup>4</sup> costs result from these sharp cuts in public allocations and spending and severely impacts access to primary education. In 2016, families were assuming up to 40 per cent of total spending to education<sup>5</sup> estimated at 30 USD per year for a child to go to

primary school. In addition, the low capacity of the system to ensure quality services does not motivate parents to send or keep their children in schools. Indeed, the education system suffers from insufficient infrastructures and teaching and learning materials, low teacher competencies as more than 80 per cent of teachers are community teachers<sup>6</sup>, with little to no formal pedagogical training, inadequate curriculum and lack of governance and accountability process. As a result, if access progresses, retention remains an important issue. In consequence, less than 20 per cent of children have minimum competencies in literacy and numeracy at the end of their primary education<sup>7</sup>. In addition the link between learning and the labor market is very weak. Therefore, the opportunity cost for families is not attractive.

<sup>1</sup> Budget analyse of social sectors, UNICEF 2017

<sup>2</sup> Investment case, UNICEF 2016

<sup>3</sup> For example school materials, teacher motivation, uniforms, etc.

<sup>4</sup> For example enrolment fees

<sup>5</sup> Investment case 2016, UNICEF

<sup>6</sup> FRAM teachers are recruited and paid by the parents, are not civil servant and receive no initial trainings. Most of them have only a lower secondary school education.

<sup>7</sup> PASEC 2015

## Main developments in 2016

In the context of the global development agenda, Madagascar did not achieve the Millennium Development Goals. Learning from the past and seeking to achieve the Sustainable Development Goals, the MoE has engaged official discussions with the Ministry of Finance to advocate for an increased national budget allocation from 20 per cent to 26 per cent to respond to the needs of the Education Sector Plan in order to achieve SDG4 related to Education for all.

In 2016 the MoE started the development of its new Education Sector Plan (ESP) covering the period 2018-2022. This document is aligned with the NDP and will be the reference for further interventions in the sector as it

### ADDITIONAL RESOURCES TO BE MOBILIZED to achieve SDG 4:

**\$47 million per year** to achieve universal primary education by 2030

**\$127 million per year** to achieve universal middle school education by 2030

SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION



will be endorsed by all stakeholders. A major reform will be implemented during the next years to shift from primary education for all to basic education through 9 years of mandatory education (primary + lower secondary level). This reform should reduce drop-out between primary and secondary level and provide more technical and life skills helping children to face the world once out of school. This reform will be present in the new ESP through a strategic document as well as an action plan based on a financial model estimating the needs in terms of targets and budget.

The ESP planning and budget negotiations that took place in 2016 may be the catalyst for the considerable investment in education beyond current funding capacity<sup>8</sup>, Madagascar needs to offer all Malagasy children access to quality primary education before **2030**.

## The situation of enrolment and retention of children in school

The limited 2016 budget for education combined with the overall poverty and vulnerability of the population remained major factors limiting retention as well as access to education for most vulnerable children. Poverty combined with the structural failures of the system contributes to parents' disavowal of education as a socio-economic opportunity in a tense economic context. As a result:

- Despite an overall increase in primary school enrollment in 2016, almost 1 in 5 children have never attended school; and more than 1.7 million children between the ages of 6 and 14 are out of school;
- Out of 10 children entering primary school, only 4 complete primary school, 2 complete middle school, and 1 completes secondary school; and
- Children from rural areas and the poorest households are at the greatest disadvantage.

<sup>8</sup> In relation to the elaboration of the new ESP, the need for the national budget allocation has been estimated at 26% (compare to 20% actually allocated to basic Education).



Access and retention problems were also exacerbated by the impacts of climate change, including cyclones and intense drought. Fortunately, 2016 was less affected than previous year as 2014 for example with the high impact of the cyclone Chedza. Intense floods severely affected two regions on the Western coast (Boeny and Sophia) affected about 6,000 children.

As a consequence, retention/achievement rates have decreased and drop-out rates have increased despite all partner interventions. For example, drop out rates have increased from a 21.7 per cent at the national level and 23.3 per cent drop in target regions in 2013 to 23.3 per cent at national level and 31.1 per cent in our target regions in 2016<sup>9</sup>. Even if the situation looks bad, UNICEF actions prevent the system from further decline.

## The situation of children's learning in school

The number of children who go to school and stay in school does not reflect how and what children learn in school. A rapidly deteriorating teaching and learning environment has caused student learning outcomes to decrease continuously over the last decade. 2016 PASEC data show that from 1998 to 2005 there was a sharp decline in learning achievements with about 20 per cent of children having the basic competencies in French and Mathematics (17 per cent for reading and 21 per cent for numeracy) compared to 50 per cent and 60 per cent in 2012.

In 2016, a study by the World Bank<sup>10</sup>, found that:

- Teaching capacity is extremely limited with more than 80 per cent of teachers with no minimum qualifications to teach
- Learning materials, when available, are not used by children in 90 per cent of schools
- Curriculum is out of date;
- Time on task is reduced as 30 per cent of teachers are absent
- Opportunities for adequate post-primary education: secondary education, technical courses and higher education remain largely underdeveloped and do not meet the demand or the needs of the labor market vital for the development of Madagascar.

Other structural reasons that perpetuate poor quality learning are the low monitoring capacity of the system linked to weak accountability and the weak management at central and local level. The high level of centralisation limits the possibility for close monitoring, support to teachers and microplanning essential for the system to be reactive and respond to local needs.

In addition to these structural causes, analysis and research estimate that poor health and nutrition among pupils, especially in areas prone to food insecurity, also compound the constraints for children's school attendance and learning capacity. About 47 per cent of Malagasy children between age 0 to 5 are chronically malnourished, which impacts their capacity to learn even before starting primary school. Once they start school, many children suffer from intestinal worms, and as a result, iron-deficiency anaemia, which hampers concentration and memory, and hence learning capacity.

Another, less visible impediment to improving learning outcomes is the violence perpetrated against children at or on the way to school. Approximately 15-20 per cent of adolescent girls report being a victim of physical or sexual violence<sup>11</sup>.

---

<sup>9</sup> MoE Statistical Yearbook, 2016.

<sup>10</sup> SDI, World Bank 2016

<sup>11</sup> MDG report, 2012-2013



## Scope

To face this situation, UNICEF Education works intersectorally with WASH, Health and Nutrition to combine and intergrate strategies with intersectoral actions<sup>12</sup>. For example, Education and WASH 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. The Let Us Learn (LUL) programme, which supports the transition between primary and secondary school through a multisectional approach with support to students (especially girls), communities and schools through Education, Child Protection, Social Policy and C4D, is another good example of how UNICEF extends the scope of its programmes through an intersectoral approach.

More than working with other UNICEF sections, UNICEF partners with other UN agencies, such as 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, 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 contributes to progress towards the global SDG agenda 2030.

## Results achieved

*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 for pre-primary children in 2016 but remained constrained at the primary and lower secondary levels, due to a fast growing school-age population and insufficient national resources allocated to the education sector as well as extreme poverty and repeated climate shocks.*

With a view to increase enrolments and retention and reduce the proportion of out-of-school children, UNICEF Madagascar continued to partner with the MoE and the ILO in support of the national infrastructure plan through the construction of new classrooms and supply of new equipment to help the MoE to respond to the demand. Financial and technical support was also provided to the national Direction of Fundamental Education to implement catch-up classes to support the reinsertion of around 30,000 out-of-school children. During this period, girls survival rates in primary improved slightly, by 3 per cent nationally.

---

<sup>12</sup> The star approach is a strategy providing at the same time supplies and advocacy work to reinforce sanitary habits of handwashing with soap, use of latrines and drinking clean water. The CLTS programme aims at providing water and sanitation to the whole community through participation of communities and involvement of all sectors (Education, Health...)

As a result of these inputs, overall enrolments increased in 2016 in all education cycles. National school enrolments increased by 11 per cent nationally compared to 2015, and the number of children enrolled in public pre-schools increased by 37 per cent compared to 2015<sup>13</sup>. Moreover, enrolments in UNICEF target regions compared to last year increased by 15 per cent, representing an important gain for more equitable access to education to children in the most vulnerable regions. Despite these gains retention and survival rates remain constrained, nationally and in the targeted regions, due to the deep poverty and low resilience capacity of communities. Trends in 2016 were below what should be expected from the estimated growth of the school-aged population, with about 1.7 million primary school-aged children currently out of school, and only about one in two children transitioning to lower secondary school. While gender parity was achieved at the national level throughout the basic education cycle, other significant disparities such as enrolment, achievement ... remained across regions in 2016, especially in UNICEF targeted regions, which are particularly vulnerable to multiple deprivations and the effects of severe climatic conditions.

The most recent PASEC 2015 assessment results, showing that only 20 percent of Malagasy 2<sup>nd</sup> and 5<sup>th</sup> graders have grade level skills in reading and math, informed UNICEF's strategies to improve teaching meaning in primary schools. As regards to UNICEF Madagascar's contribution to the quality development agenda, key contributions were made to a nation-wide teacher training programme in partnership with the MoE and its main donors to reach all teachers (of which around 17,000 through UNICEF support). UNICEF provided teaching and learning materials in Malagasy to foster children's acquisition of fundamental literacy skills, with a particular focus on reading competencies in early grades, to all public schools operating at pre-primary and primary levels in 7 target regions. The procurement of teaching and learning support materials was also extended to public lower secondary schools in 5 regions. Support to the supply of Malagasy textbooks in primary schools, initiated by UNICEF in 2015, attained national coverage in 2016 (with a ratio of 1 textbook for 2 children) thanks to a collaborative partnership with the MoE and other partners, including the EU and the GPE-funded programme.

The difficulties to access, achieve and learn were exacerbated by the impact of climate changes, especially for the most vulnerable population. In response, UNICEF led the Education cluster to provide materials and start a large programme of DRR training in the 16 most affected regions to help build strengthen resilience of individuals, communities and the system for the benefit of children.

In terms of SDG 4 some progress in the area of access has been achieved however retention and learning remain challenges.

### **Constraints:**

---

<sup>13</sup> 2016 data for primary level are still being consolidated

Despite the increasing needs of the sector, total government allocation to the education sector continued to decline in 2016. National budget allocated to Education in 2016 represented around 2 per cent of GDP, well behind international standards and averages for sub-Saharan Africa. There has been no national response to the Public Expenditure Review conducted in 2015 with the World Bank, which raised serious concerns on the financial sustainability of the sector. Reliance on external funding remained significant in 2016 and a substantial proportion of education costs continued to be borne by households. A recent sector analysis showed that the unit cost for a child to go to primary school during the 2015-16 school year was around US\$30 per year of which 40 per cent was paid by the families. Considering that more than 90 per cent of the population lives on less than US\$2 per day, the correlation of schooling costs and declining enrolment is evident. In the context of extreme poverty faced by Malagasy children and families, a new cross-sectoral strategy was launched with the UNICEF Social Policy section to deliver cash transfers as a way to reduce the burden of education costs on families and encourage school enrolment and retention. In addition, repeated climatic shocks aggravated already extreme poverty and lack of sufficient infrastructures further negatively impacting access and retention in affected region.

**Risk:** High poverty and low national resource allocation will continue, to limit sector expansion and quality and the capacity of families to send their children to school the number of years they need to learn.

**Mitigation strategy:** UNICEF supports the ongoing discussions between the MoE and the Ministry of Finance to advocate for an increased allocation up to 26 per cent of national budget to reduce the gap identified and give the chance to implement the ESP successfully. UNICEF will also continue to reduce the burden on families especially in humanitarian situations through cash transfers and distribution of schools kits. As Coordinating Agency, UNICEF will also continue to advocate for the quality agenda in the ESP and through the GPE partnership and related funds.

*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 constrained.*

To support education supply and enrolment capacities was on of the main strategies use to increase access in 2016. 450 children benefited from newly constructed and equipped cyclone-resistant, environmentally friendly classrooms, including separate latrines for girls and boys, water points or purifiers, and sport fields, bringing the total of supported children to 4,500. An additional 8,050 children will benefit from the completion of 161 new classrooms, whose construction started in 2016 and will be completed in the first quarter of 2017. (These figures include ILO classrooms through the UN joint Programme, where UNICEF Madagascar is the administrative agency).

The trainings, curricula, supply and teaching kits, additional pupils' desks and chairs, provided by UNICEF Madagascar increased parents' motivation and confidence in schools, which translated to increased enrolment.

Flexible thematic funds contributed to the reintegration of a large proportion of drop-outs in 2016. UNICEF used thematic funds to support the scaling up of catch up classes for about 30,000 children who had dropped out from primary school in 7 target regions. Realizing the special importance of extending these services to adolescent learners (as an underserved child population), UNICEF also started to expand catch up programme at the end of 2016 to 4,000 out-of-school children in lower secondary schools in 3 regions. UNICEF contributed technical support for the design of these initiatives, for teacher training and classroom resources and furniture, including teaching and learning materials, as well as pupils' desks to accommodate their enrolment in existing schools.

Related to the gender equity agenda, access of girls in lower secondary also improved through UNICEF's advocacy work with the MoE via teacher training, materials and advocacy work with the community, parents and adolescents themselves. These actions contributed to an increase in the parity rate from 0.91 in 2014 to 1.02 in 2016 and contributes to the achievement of SDG 5. This success is partially due to the LUL programme which focuses on the transition between primary and secondary school through a multisectoral approach with collaborative support from Education, Child Protection, Social Policy and C4D. For exemple, Education in partnership with Social Policy provide cash to families to reduce their financial burden related to schooling (benefiting to 23,200 children in the final year of primary and/or in lower secondary). The implementation of the cash transfer programme was led by the Ministry of Population with support from UNICEF Madagascar.

In addition, UNICEF also provided technical support to the Ministry of Education for the development of partnerships with civil society and coordinated the Inclusive Education Platform to facilitate the inclusion of children with disabilities. As a result, a harmonized approach and standard training and guidance tools were developed and validated by the MoE to support the inclusion of children living with disabilities in ordinary schools. The harmonized inclusive education approach will be implemented in 2017.



Newly constructed cyclone-resistant pre-school classroom with water system on roof, Tiana Vatosoa Razafindriaka, Construction Specialist, UNICEF Madagascar

Thematic funds helped advance the equity agenda. UNICEF used Thematic Funds to support 71 children with disabilities to participate in the nationwide School Sport Tournament, which has contributed to a positive change in the perception of these children that should facilitate their inclusion in schools. In a more long term and sustainable support, UNICEF contributes in partnership with Handicap International to the development of training modules on inclusive education and 22 national trainers were trained to engage with schools on activities promoting inclusion, including using play and sports in 2016.

**Constraints:** Despite these encouraging gains, progress towards this output is constrained. Even if enrolments have increased, the number of out-of-school children remains very high and retention was particularly low at primary level, with only 4 children out of 10 finishing the cycle. Children from the poorest households, rural areas and children with disabilities were still largely excluded from the public education system in 2016 due to lack of national resources to provide quality education services in an equitable manner. A recent C4D evaluation<sup>14</sup> on essential family practices shows that parents are aware of the importance of sending their children to school, but the opportunity cost remains too low to ensure retention through lower secondary. For example, in the drought affected regions of Anosy and Androy the survival rate was around 14 per cent compared to 40 per cent in Analanjirofo and 35,5 per cent at the national level. One of the major barriers to children accessing education remained the cost, but the vulnerability of certain regions to extreme climate events creates an additional constraint as was the case for Androy and Anosy.

While gender parity was achieved at the national level throughout the basic education cycle, significant disparities remained across regions in 2016, especially in UNICEF target regions (0.45 for Analanjirofo and 0.51 for Androy in lower secondary education) which are particularly affected by multiple deprivations related to chronic and severe malnutrition, lack of access to health services and safe water, as well as the impact of climate change, demonstrated by the ongoing drought in the south.

**Risk:** If families' financial burdens remain high, it will continue to be difficult for them to enrol their children in school and support the higher costs of lower secondary school despite inputs to improve access especially for region affected by impact of climate change.

**Mitigation strategy:** To reduce the burden on families, UNICEF supports the procurement and supports national regional education offices in the distribution of school supplies. In addition, to prevent high levels of drop-out especially between primary and lower secondary level, and to encourage increased transition, UNICEF Madagascar will continue to offer cash transfers to reduce financial burden on families.

*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 improved quality in teaching and learning in primary schools is on-track.*

---

<sup>14</sup> Final evaluation of the « Promotion des pratiques familiales clés à travers des stratégies régionales de communication intégrée pour la survie, le développement, la scolarisation et la protection des enfants » in Analanjirofo, Anosy et Atsimo Andrefana regions, UNICEF, 2016



In 2016, UNICEF's contribution to quality teaching and learning and included advocacy and technical support to the MoE to prioritize the upgrading of teachers' competencies to deliver the recently harmonized curriculum. The subsequent training of school headmasters and pedagogical support officers enabled them to provide teachers with adequate guidance and support, and the provision of essential materials supported the acquisition of literacy skills, especially in early grades. Specifically, thanks to Thematic Funds (US\$ about 900,000) **17,679 teachers and educators were trained** and certified in 2016 (2,223 at pre-primary, 11,961 at primary, and 3,495 at lower secondary level), to facilitate the learning of children. Student learning benefited from the better quality teaching of the additional 41 per cent more pre-primary school teachers and additional 60 per cent more primary school teachers, who received this training in 2016, especially among the vast majority of underqualified community recruited teachers. In addition, the close collaboration of UNICEF, the Global Partnership for Education, and the European Union has supported the National Institute for Pedagogical Training to provide in-service training for about 80 per cent of the primary school teachers nationwide through a 6-week intensive training programme delivered jointly.

With UNICEF's support, **2,142 headmasters and 493 pedagogical support officers** were also trained to provide better pedagogical follow up to teachers in service, in order to maximize the impact of these teacher training interventions on children and learning. These training sessions covered technical content and teaching skills on the main subjects (Math, Malagasy and French) as well as essential pedagogical competencies to better meet the needs of children and improve learning outcomes for all through group, inclusive and multi-grade methodologies. The content also introduced early learning in considering the rapid expansion of pre-primary classes in public primary schools and the experimentation of the pre-school curriculum now in progress with UNICEF's support.

UNICEF in partnership with the MoE also supported improved teaching and learning through the strengthening of training capacities at pre-service level, with the distribution of training modules to all 25 teacher colleges country-wide. UNICEF advocacy and the development and distribution of training modules revived the initial preparation course of educators, teachers and pedagogical support officers, including **1,000 student teachers at primary level, 500 for lower secondary, and 400 pedagogical support officers**.



Training of Trainers in Aloatra Mangoro region, December 2016. ©UNICEF Madagascar/2016/Ratsimbazafy

In addition to these training initiatives, UNICEF contributed to improved learning environments by providing recreational and pedagogical materials (reading corners and reading materials, including dictionaries in Malagasy), to 1,319 pre-schools, 8,905 public primary schools and 572 lower secondary schools, benefitting about **1,725,000 children overall** – a 17 per cent increase in coverage compared to last year.

These inputs to the achievement quality education output were based on the latest evidence from assessments conducted in 2015 (EGRA, PASEC, SDI studies), which clarified the deteriorating learning outcomes, with merely half of all children finishing primary school without mastering functional literacy skills. This evidence base also informed the technical support UNICEF provided to the MoE for the preparation for the new ESP with a view to prioritize reading skills and mother tongue instruction in the context of future curriculum and policy reforms.

**Constraints:** Due to the extremely limited capacities at all levels in the teacher training chain, impact on quality teaching remains limited because improving teaching skills requires several years of support. The language policy is not clear which limits the quality of teaching and learning. In addition national budget for implementation of large programme related to quality. For the year 2016, 90 per cent of the national budget was spent on salaries which left too little space for quality improvement actions.

**Risk:** The risk is that budget for quality will not increase and language will not be clarified and prioritised.

**Mitigation strategy:** UNICEF will continue to provide financial and technical support for the development and dissemination of teaching and learning materials. As part of our technical support in the development of the ESP, special attention will be paid to the languages of instruction integrated into the revised curriculum. The capacity building of teachers will be supported through in-service training initiatives as pedagogical days to ensure complementarity to the heavy programme implemented during 2016. And UNICEF will continue to advocate for adequate budget allocation to quality including language policy and teacher qualifications.

*Output 3: By the end of 2019, the capacity and systems of the MoE, 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.*

*Progress towards this output is constrained.*

Improved governance for the benefit of children's education is linked to the capacity of the MoE to plan, manage and monitor, which remained constrained in 2016 due to limited budget and constrained management and coordination at all levels of the system. However there was concrete progress in terms of the production of the RESEN and the conduct of the Annual Joint Sector Review, both of which are products of close collaboration among UNICEF, the MoE, and Education Cluster partners. These outputs provide evidence and analysis that will inform evidence-based decision-making, planning and training for the benefit of schools and children.

The national budget for 2016 decreased the allocation for education to 15.6 per cent of national budget, exacerbating the difficulties of the education system to provide access to quality education for all children. As in previous years, salaries represented about 90 per cent of education expenditures, leaving very limited space for much needed investments, especially in terms of infrastructure and quality. Furthermore, resources available remained highly centralized and not equitably distributed, which reflects persisting challenges in planning and management and affects the overall performance of the education system. In this context, UNICEF supported the ongoing development of capacities, policies and tools to improve governance at all levels, with particular focus on planning and management capacities.

To increase management capacities and institutional accountability, UNICEF supported the development of an administrative document presenting the roles and missions of all Ministry entities from national to decentralized levels. Such a management tool limits overlaps of role and responsibility and clearly identifies linkages and hierarchy between them. This initiative will pave the way for standard job descriptions to promote transparency in recruitment processes, and develop standardized training curricula for officers serving in strategic management, planning, and training capacities.



The UNICEF Madagascar Education section also supported the national school census and the improvement of the education management and information system (EMIS), including the production of the annual statistical yearbook. School profile cards generated through EMIS as part of the UNICEF/MoE school-based action plan (PEC) programme were also introduced to feedback information to users and improve planning, performance, and accountability across the system, which will be pilot tested in 2017 as part of the “Data Must Speak”<sup>15</sup> initiative.

Thematics funds contributed to the development of new tools including guidance and training materials to improve school management capacities and local participation of parents and communities were also developed with a view to realign management structures with the new regulations, strengthen transparency in the management of resources at school level, and increase social accountability through enhanced participation of children, parents, and local communities in the formulation, implementation and monitoring of school improvement plans. These tools are not yet validated. They should be implemented the next school year.

At the regional level in 2016, UNICEF regional technical assistants placed in seven regional education offices contributed to the capacity development of decentralized education authorities (at regional and local level), helping them to better plan, implement and monitor the education system through advocacy, technical and logistical support as well as effective transfer of competencies.

At the national level, UNICEF Madagascar provided ongoing support to the preparation of the new ESP. The sector analysis report was validated at the end of 2016, and UNICEF supported regional and national consultations country-wide with a large number of stakeholders, including children and parents, to inform the formulation of the new ESP and key orientations for the next Education Reform with a view to put Madagascar back on track to meet the SDG targets in Education by 2030. These consultations aimed to ensure large information and participation in the Education sector planning process. UNICEF also provided technical support to the MoE for the design of the financial simulation model and guidance to conduct the analytical process related to financial sustainability and the calculation of the financial gaps. This included support to the creation of a joint steering committee involving all three Education Ministries<sup>16</sup>, representing basic, higher and vocational education, to ensure coordination and coherence of the sector plan for the entire education system through participation of all sub-sectors. The UNICEF Madagascar education section also contributed to technical working groups and organized joint advocacy with other development partners and stakeholders to guide the content of the strategic plan with particular respect to quality education and teacher management, inclusive education, equity, language of instruction, as well as resources management and governance.

**Constraints:** No budget for decentralised services for better planning, monitoring, implementation and follow-up of the system. Management and accountability of service delivery are not prioritised.

**Risk:** No progress on accountability and transparent processes in using funds and other resources as human resources and materials.

---

<sup>15</sup> Data Must Speak is an initiative coordinated by UNICEF Headquarters to improve the use of data in the process of evidence-based decision-making.

<sup>16</sup> Ministry of National Education, Ministry of Technical and Vocational Training, Ministry of Higher Education and Research

**Mitigation strategy:** UNICEF supports the development of tools (administrative document presenting missions and attributions of education services, school card profile, PEC...) which will improve transparency and accountability within the system. The EMIS will also be supported to ensure the production of quality, timely data for better planning and monitoring. Specifically for emergencies, an SMS monitoring system was implemented in 2016 and will continue to support data collection for better needs assessments and effective humanitarian response.

UNICEF Madagascar is working with other development partners on the possible implementation of a pool funding mechanism through a basket fund in support of the future Education Sector Plan in relation to the next GPE grant. In line with Paris Declaration related to aid effectiveness and national capacity building in public budget management, this mechanism will contribute to reinforce internal efficiency and transparent management.

#### *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 constrained.

UNICEF partners with the MoE and the National Office for Risk and Disaster Management (BNGRC) to ensure that school resilience and students safety contribute to that the achievement of improved access, retention and student learning is equitable, even for children in areas vulnerable to cyclones and other extreme climate effects.

In 2016, intense floods severely affected two regions on the western coast (Boeny and Sophia regions). 3,120 children (48 per cent of the total affected population) were able to return to school in a timely manner thanks to the availability of 78 pre-positioned school-in-a box, the repair of 22 classroom roofs and the construction of 12 temporary classrooms provided by UNICEF Madagascar in close collaboration with BNGRC.



Drawing done by pupils, during a DRR training in Boeny, Herizo  
ANDRIANAVOSOA, UNICEF, Nov 2016

In August 2016, Madagascar joined the sub-regional South African Development Community (SADC) emergency declaration and related appeal for the chronic drought in the south of the island. A major achievement was the inclusion of the education sector in the Drought Response Plan as an opportunity to raise funds to ensure the continuity of education service in emergency situations. Due to the increase in food insecurity, loss of household assets and growing poverty, the risk of children dropping out of school was high. UNICEF initiated a real-time monthly monitoring system to follow indicators of drop-out and absenteeism. The last one, in October 2016, showed that around 17 per cent of pupils and 50 per cent of teachers were not in schools at the height of the drought.

In response, to reduce the burden on households, 4,000 families currently benefit from a unconditional cash transfer programme that just started in December 2016, with the expectation that absenteeism and drop-out will reduce. Supplies for over 610,000 teachers and students have been ordered and will be distributed at the beginning of 2017, with the aim of reducing the financial burden of education on families and improve motivation of teachers in drought-affected districts. As mentioned in output 1, the catch-up classes were an important way of supporting students who have dropped out or who have had frequent moments of absenteeism due to the impact of the drought on family livelihoods.

UNICEF as co-lead of the Education Cluster with the MoE, pre-positioned stock for 50,000 potentially affected children and teachers, half of which at a regional level to ensure a quicker response to an eventual emergency. An MoU has been signed between the BNGRC and UNICEF specifying the rules of managing the stocks.

UNICEF Madagascar trained 7 regions in 2016 on Disaster Risk Reduction, using updated manuals and training guides, which have also been distributed to the regions (around 1,000 ToT and 9,000 teachers have been trained and around 328,000 teacher guides and 412,000 student manuals have been distributed). This brings the total number of regions trained in the past 2 years to 13 out of the 16 high-risk ones. These trainings aim at improving the resilience of communities through increased knowledge among children about what to do in an emergency which they will share with their families including adequate behaviours to be better prepared.



School in the box.

To strengthen the resilience of schools and safety of students, UNICEF supported an Education in Emergencies training in mid-December for 40 cluster members at national and regional level, including the UNICEF regional education technical assistants, aimed at reinforcing the Education cluster's prevention, preparation and response capacity. The training regrouped not only education actors but also WASH, Child Protection, Social Protection, Nutrition and Health and other development partners to reflect on how to create better coherence between emergency and development interventions, making immediate response and mid- and long-term responses more structured and building capacity building to strengthen the resilience of individuals, communities and systems.

The flexibility of Thematic funds were particularly important in filling the fundind gap to respond quickly to emergency situations.

**Constraints:** Overlapping emergencies made the preparedness and response complexe. In addition, data collection remains an issue in terms of target estimation before and after the disaster. Coordination among partners and leadership of the national institution in charge of emergencies (BNGRC) still needs improvement.

**Risk:** Cyclone and other extreme climate continue to deepen the vulnerability and weak resilience of population to resist to shocks.

**Mitigation strategy:** To mitigate this situation, UNICEF led the Education cluster to support preparation and response to education in emergency situations as well as to support resilience. Through this mission, UNICEF provides materials and implements a large DRR training programme in the 16 most affected regions to strengthen the resilience of individuals, communities and the educational system for the benefit of children. Education kits have been prepositioned in 4 regions to face possible natural disasters during the forthcoming rain season. In addition, UNICEF advocates and implements an approach that combines emergency response and development in favor of resilience and early recovery.

## Results in Education 2016

### Results Assessment Framework

<i><b>PLANNING PHASE</b></i>							<i><b>REPORTING PHASE</b></i>		
N o	Context-Specific Indicators	Baseline		Target		Measure	As of Date	Status	Primary Source
		Year	Value	Year	Value				
1	Primary school net enrolment rate	2013	national: 69.4% (girls: 70.8%; boys: 68.1%)	2019	national: 90% (girls: 90%; boys: 90%)	National Household Surveys	2016	Not available	2013 MDG Monitoring National Household Survey
2	Drop-out rate between grade 1 and grade 2 at the national level and in target regions	2013	national: 21.7%; target regions: 30%	2019	national: 12.8%; target regions: 17.7%	Administrative data (MoE statistical yearbooks)	2016	national: 23.3%; target regions: 31.1%	2016 Administrative data (MoE statistical yearbooks)
3	Survival rate at primary level	2013	national: 35.3% (girls: 36.6%; boys: 34.1%)	2019	national: 50% (girls: 50%; boys: 50%)	Administrative data (MoE statistical yearbooks)	2016	national: 35.5% (girls: 36.9%; boys: 34.1%)	2016 Administrative data (MoE statistical yearbooks)
4	Mean score of 5th grade pupils at the Programme for the Analysis of Education Systems (PASEC) test in Malagasy/French/Mathematics	2012	Malagasy: 43.5/100; French: 26.8/100; Mathematics: 40/100	2019	Malagasy: 60/100; French: 50/100; Mathematics: 60/100	Standardized assessments administered pursuant to the PASEC methodology	2016	-19.2% basic reading competencies in French -22% basic numeracy competencies	2015 PASEC study report for Madagascar (preliminary results) –

### Use of thematic funds

Thematic funds were very important to the scale and equitable reach of these outputs for the outcome result. They were used to 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.

The Theory of Change applied 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 school infrastructure, teachers and equipment, and 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, was based on the idea that central and decentralised levels need national strategies and regionally-specific approaches with attention to quality improvement activities. In this context flexibility of funds is a real asset. More specifically, this year Thematic funds were used to pre-finance humanitarian actions as the country office was awaiting funding from donors to respond to the emergencies mentioned above. A particular case in point was a grant from the African Development Bank (AfDB) grant which stipulated that the funds should be advanced by UNICEF and would be reimbursed by AfDB upon completion of the activities. Without this flexibility we would not have been able to benefit from these funds to respond to the damage caused by cyclone Chedza.

The table below shows the main activities implemented through thematic funds.

Grant SC 149905	Activity description	Amount
Output 1 - Access and retention	Catch-up classes, inclusion of children with disabilities	66,560.93
Output 2 - Quality	Teacher inservice trainings and teaching and learning materials for preschool, primary and lower secondary levels	868,712.18
Output 3 – Institutional capacity building	Preschool policy, learning trip for MNE team, trainings on school management, administrative document on missions and attributions of MNE services	120,851.56
Output 4 – Emergency and resilience	DRR trainings, supplies and pre-financing of BAD funds related to sanitation of Antananarivo	222,126.93 <sup>17</sup>

## Financial Analysis

Table 1: Planned budget Education

Output	Funding Type <sup>18</sup>	Planned Budget <sup>19</sup>
Output 1 – Access and retention	ORR	2,310,900
	RR	110,000
Output 2 – Quality	ORR	1,246,200
	RR	164,000
Output 3 – Institutional capacity building	ORR	3,050,000
	RR	164,000
Output 4 – Emergency and resilience	ORE	
	ORR	329,900
	RR	164,000
Output 5 – Direct costs	ORE	
	ORR	1,991,000
	RR	648,000
TOTAL BUDGET		10,178,000

<sup>17</sup> 14,000 USD will be refunded by AfDB after receiving the last technical report.

<sup>18</sup> RR: Regular Resources, ORR: Other Resources - Regular; ORE: Other Resources - Emergency.

<sup>19</sup> Planned budget for ORR (and ORE) does not include estimated recovery cost.

UNICEF's own Regular Resources funding for the programme represents around 14 per cent of the total budget, illustrating the fact that the programme relies heavily on Other Resources (OR) to support its implementation. It is important to highlight the pivotal role that Thematic funding plays in the education programme in Madagascar. Flexible funds are therefore in short supply. Thematic funding gives the Education programme one of its only sources with which to fill significant funding gaps, to balance funding allocations across the OR range of supported activities and to maintain its innovative and dynamic approach to better respond to emerging needs in the lives of Malagasy children. The section continuously advocates to increase the amount of thematic funding instead of earmarked ORR contributions to have more flexibility in the pursuit of achieving the planned results.

**Table 2: Country-level thematic contributions to Education received in 2016**

	EA Grant	Contribution amount	Programmable amount
Canadian UNICEF Committee	SC1499050460	152,802	140,578
French Committee for UNICEF	SC1499050175	135,475	124,637
French Committee for UNICEF	SC1499050218	188,154	173,102
Hellenic National Committee	SC1499050219	53,051	48,807
Iceland National Comm for UNICEF	SC1499050408	6,547	6,023
Israeli Fund for UNICEF	SC1499050410	41,560	38,235
Italian National Committee	SC1499050412	333,549	306,865
Spanish Committee for UNICEF	SC1499050333	297,888	274,057
UNICEF Hungarian Foundation	SC1499050407	128,126	117,876
UNICEF Ireland	SC1499050409	72,329	66,542
<b>Grand Total</b>		<b>1,924,932</b>	<b>1,770,938</b>

In 2016, thematic contributions constituted around 17 % of UNICEF Madagascar's Education programme. The flexibility of these funds has been crucial in targeting areas for which it has been difficult to fundraise, and have thus allowed the Country Office to fill specific gaps. Another important aspect which added value for money is the timed flexibility of thematic funds as they are not limited to a single year and thus, provide more flexibility to use them when actually needed and not because they need to be spent by the end of the year, making them also distinct from RR. During 2016 the section spent 1,770,938 US\$ in 2016 .

**Table 3: Expenditures Education (in US Dollars)**

Organizational Targets	Expenditure Amount			
	Other Resources – Emergency	Other Resources - Regular	Regular Resources	All Programme Accounts
05-01 Early learning	-811	112,637	109,441	221,267
05-02 Equity focus on girls and inclusive education	-4,805	1,079,294	59,129	1,133,618
05-03 Learning and child-friendly schools	-8,012	1,682,224	205,269	1,879,482
05-04 Education in emergencies	683,814	366,868	45,133	1,095,815
05-05 Education # General	-18,168	3,475,081	928,535	4,385,449
<b>Total</b>	<b>652,019</b>	<b>6,716,104</b>	<b>1,347,507</b>	<b>8,715,630</b>



Table 4: Thematic expenses Education (in US Dollars)

Organizational Targets	Expenditure Amount	Other Resources - Regular
	Other Resources – Emergency	
05-01 Early learning		19,626
05-02 Equity focus on girls and inclusive education		440,559
05-03 Learning and child-friendly schools		489,615
05-04 Education in emergencies	45	-38,458
05-05 Education # General		728,132
<b>Total</b>		<b>1,639,518</b>

Table 5: Expenses by Specific Intervention Codes

The table below shows a more specific breakdown of actual funds used by specific intervention code.

Specific Intervention Code	Expense
05-01-01 National policies on early learning and school readiness	16,394
05-01-02 Development and use of standards and measurements for early learning and school readiness	134,322
05-01-03 Institutional pre-schools	32,599
05-02-01 Out of School Children Initiative (OOSCI)	443,303
05-02-03 Girls# primary and pre-primary education (excluding UNGEI)	285,919
05-02-04 Girls' Secondary Education (excluding UNGEI)	303,654
05-02-05 UN Girls# Education Initiative	3,758
05-02-06 Education for children with disabilities	49,386
05-03-01 Education materials for learning and teaching including classroom technology	656,784
05-03-02 Child Friendly Schools # Education	1,093,295
05-03-04 Learning assessment systems	60,810
05-04-05 Education # Emergency preparedness	668,724
05-04-06 Education - Emergency response	423,917
05-05-01 Education -Systems	1,253,530
05-05-02 Teacher development and deployment	1,648,661
05-05-04 School management committee	827,657
05-05-05 Education sector plans (incl. coordinating role)	32,252
05-05-06 Education Management Information System	55,179
05-05-09 Education -support to achieving global and regional goals	187,839
08-01-01 Country programme process	1,126
08-01-06 Planning # General	82,021
08-02-08 Monitoring # General	1,988
08-03-01 Cross-sectoral Communication for Development	81,540
08-03-02 Communication for Development at sub-national level	75,885
08-09-06 Other # non-classifiable cross-sectoral activities	221,744
08-09-07 Public Advocacy	8,592



08-09-08 Engagement through media and campaigns	5,795
08-09-09 Digital outreach	5,165
08-09-10 Brand building and visibility	13,727
08-09-11 Emergency preparedness and response (General)	22,236
10-07-12 Management and Operations support at CO	4,137
12-02-01 Private sector fundraising (Offset budget)	5,037
2051 Girls basic education	-
2061 Support to PRS/MTEF and Education sector plans	101,317
7921 Operations # financial and administration	-92,666
<b>Grand Total</b>	<b>8,715,630</b>

Table 6: Planned budget for 2016

Output	Resources	Planned	Allocation	Shortfall
Output 1 – Access and retention	Other Resources - Regular	2,310,900	1,741,680	569,220
	Regular Resources	110,000	68,476	41,524
Output 2 - Quality	Other Resources - Regular	1,246,200	4,290,458	(3,044,258)
	Regular Resources	164,000	230,472	(66,472)
Output 3 – Insitutional capacity building	Other Resources - Regular	3,050,000	217,672	2,832,328
	Regular Resources	164,000	366,713	(202,713)
Output 4 - DRR/Emergency	Other Resources - Emergency		682,737	(682,737)
	Other Resources - Regular	329,900	606,312	(276,412)
	Regular Resources	164,000	8,035	155,965
Output 5 – Direct costs	Other Resources - Emergency		-	-
	Other Resources - Regular	1,991,000	575,839	1,415,161
	Regular Resources	648,000	379,721	268,279
<b>TOTAL OUTCOME</b>	Other Resources - Emergency	-	682,737	(682,737)
	Other Resources - Regular	8,928,000	7,431,961	1,496,039
	Regular Resources	1,250,000	1,053,416	196,584

## Future Work Plan

As a continuity of what has been done last year, UNICEF's programme will support access and retention, quality, capacity building and emergency and resilience.

*In terms of access and equity:* i) the monitoring of the catch-up classes, ii) the monitoring of the cash transfer programme, iii) the construction of additional classrooms and; iv) technical support to the Education Sector Plan for better equity and accountability.

*In terms of quality:* i) the implementation and evaluation of the preschool curriculum initiated in 2015; ii) the support of in-service training through the pedagogical days already organized by the MoE but for which improvements are needed; iii) the support of the regional training centers through supplies and capacity building and iv) technical support to the new Education Sector Plan to ensure that the quality issues are addressed, specifically human resources management, the elaboration of a language policy and the definition of output profiles of children for each learning cycle.

*In terms of capacity building:* i) support to the planning and monitoring components (at national and regional levels); ii) better coordination among partners; iii) provide technical assistance to the regional direction for better planning, monitoring and managing at local level.

*In terms of response and resilience:* i) support preparedness and response in case of emergencies in close collaboration with BNGRC; ii) in response to SDG 13 to improve resilience, UNICEF will support activities to develop children's awareness of climate change, for example through the planting of trees in schools, to educate children on the role they play in reducing climate change.

In the context of "Delivery as one", the UN agencies developed a joint programme of which UNICEF's direct intervention are detailed in the table below.

Output	Main activities	Chronogramme				Funds 2017 (US\$)			
		T1	T2	T3	T4	Available (RR)	Available (OR)	Gap	Total
						(a)	(b)	(c)	(a)+(b)+(c)
Output 1: Access and retention	1.1 Constructions	X	X	X	X		941,452.04	2,341,444.00	3,282,896.04
	1.2 Catch-up classes	X	X	X	X	258,103.26	300,000.00	700,000.00	1,258,103.26
	1.3 Inclusion of vulnerable children	X	X	X	X		100,000.00	200,000.00	300,000.00
Total Output 1:						258,103.26	1,341,452.04	3,241,444.00	4,840,999.30
Output 2: Quality	2.1 Learning and teaching materials	X	X	X	X	241,522.71	449,153.51	600,000.00	1,290,676.22
	2.2 Teacher trainings	X	X	X	X	100,000.00	290,000.00	400,000.00	790,000.00
	2.3 Teacher supervision	X	X	X	X	50,000.00	110,000.00	200,000.00	360,000.00
	2.4 Support to the reform (curriculum, inclusion, teaching languages...)	X	X	X	X	30,000.00	30,000.00	100,000.00	160,000.00
Total output 2:						421,522.71	879,153.51	1,300,000.00	2,600,676.22
Output 3: Institutional capacity building	3.1 Finalization and endorsement of ESP	X	X			10,000.00	45,000.00		55,000.00
	3.2 Support to monitoring and coordination	X	X	X	X	20,000.00	130,000.00		150,000.00
	3.3 Support to EMIS and data production	X	X	X	X	153,717.02	112,961.54	100,000.00	366,678.56
	3.4 Support to local monitoring and accountability	X	X	X	X	100,000.00	305,000.00		405,000.00
Total Output 3:						283,717.02	592,961.54	100,000.00	976,678.56
Output: DRR and resilience	4.1 DRR training	X	X	X	X	30,000.00	63,418.00		93,418.00
	4.2 Cluster lead: preparedness and response	X	X	X	X	65,211.43	310,000.00	500,000.00	875,211.43
Total Output 4:						95,211.43	373,418.00	500,000.00	968,629.43
TOTAL						1,058,554.42	3,186,985.09	5,141,444.00	9,386,983.51

**Indicators related:**

Output		Indicator	Baseline (2016)	Target (2017)
1	1.1	Number of new school infrastructures implemented, equipped and received in target regions (additional)	86	84
	1.2	Number of out-of-school children benefiting from school rehabilitation measures and measures in the target regions	31,811 (tbc)	40,000
2	2.1	Number of schools in target regions benefiting from new teaching and learning materials	0	10,873
	2.2	Number of teachers, trainers and educational supervisors in the target regions who have at least one capacity building activity in accordance with the training standards established by the MEN (from preschool to college)	20,314	6,000
	2.3	Number of establishments in the target regions receiving supervision and periodic pedagogical follow-up on the basis of improved standard tools and procedures	0	1,000
3	3.1	Availability of the Education Sector Plan (2018-2022)	0	1
	3.2	Availability of new tools for planning, steering, monitoring and follow-up	0	1
	3.3	Reorganized Sectoral Coordination Platform (LGE/GLPE)	0	1
4	4.1	Number of regions targeted by the National Contingency Plan in which administrators and schools (in particular EPPs) were trained in the Risk and Crisis Management Procedures according to the training program validated by the MoE	11/16	16/16
	4.2	Number of pupils affected by an emergency with support from the Cluster Education	0	50,000

## 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. Your generous thematic contributions have allowed UNICEF Madagascar' 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. Furthermore, these thematic funds enabled us to be responsive in the event of disasters and provide immediate support the students and teachers in affected communities.

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 an district and local level without whom UNICEF's work would not have been achieved.

## Donor Feedback Form

**Title of Report/ Project: Education Thematic Report**  
**UNICEF Office: Madagascar**  
**Donor Partner:**  
**Date:**

**Report Feedback Form**

**UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!**

**Please return the completed form back to UNICEF by email to:**

Name: Daniel Ziegler

Email: [dziegler@unicef.org](mailto:dziegler@unicef.org)

\*\*\*

**SCORING: 5 indicates “highest level of satisfaction” while  
0 indicates “complete dissatisfaction”**

1. To what extent did the narrative content of the report conform to your reporting expectations?  
(For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

**SCORING: 5 indicates “highest level of satisfaction” while  
0 indicates “complete dissatisfaction”**

3. To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

4. To what extent does the report meet your expectations with regard to reporting on results?

5

4

3

2

1

0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

5. Please provide us with your suggestions on how this report could be improved to meet your expectations.

6. Are there any other comments that you would like to share with us?

**Thank you for filling this form!**