



REPOBLIKAN'I MADAGASIKARA
Fitiavana - Tanindrazana - Fandrosoana



TICAD 8

Tokyo International Conference on African Development

***Toward (Schooling and) Learning for All Children in Africa
Through Community-Wide Collaboration***

Ministry of National Education, Madagascar

August 2022

CONTEXT: 1



PASEC 2014

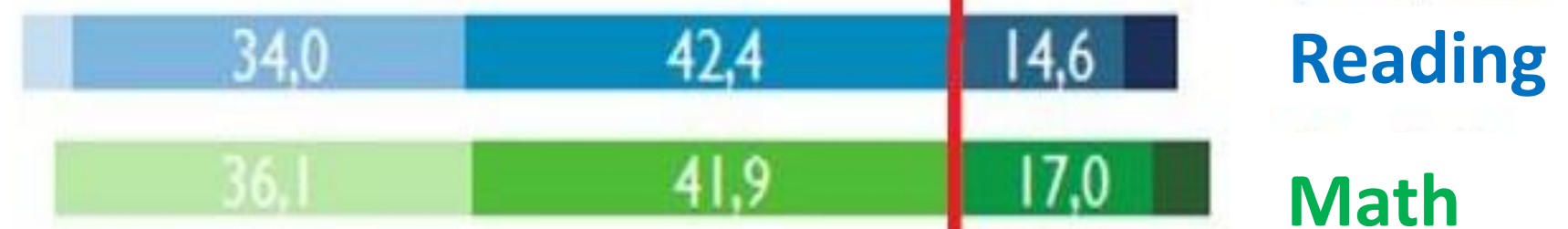
8/10

8 out of 10 pupils at the end of primary school do not have sufficient understanding in reading and mathematics

Result of Malagasy pupils at the end of school year (PASEC 2014)

National average

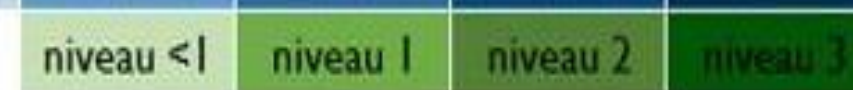
threshold



PASEC 2014 Scale in reading

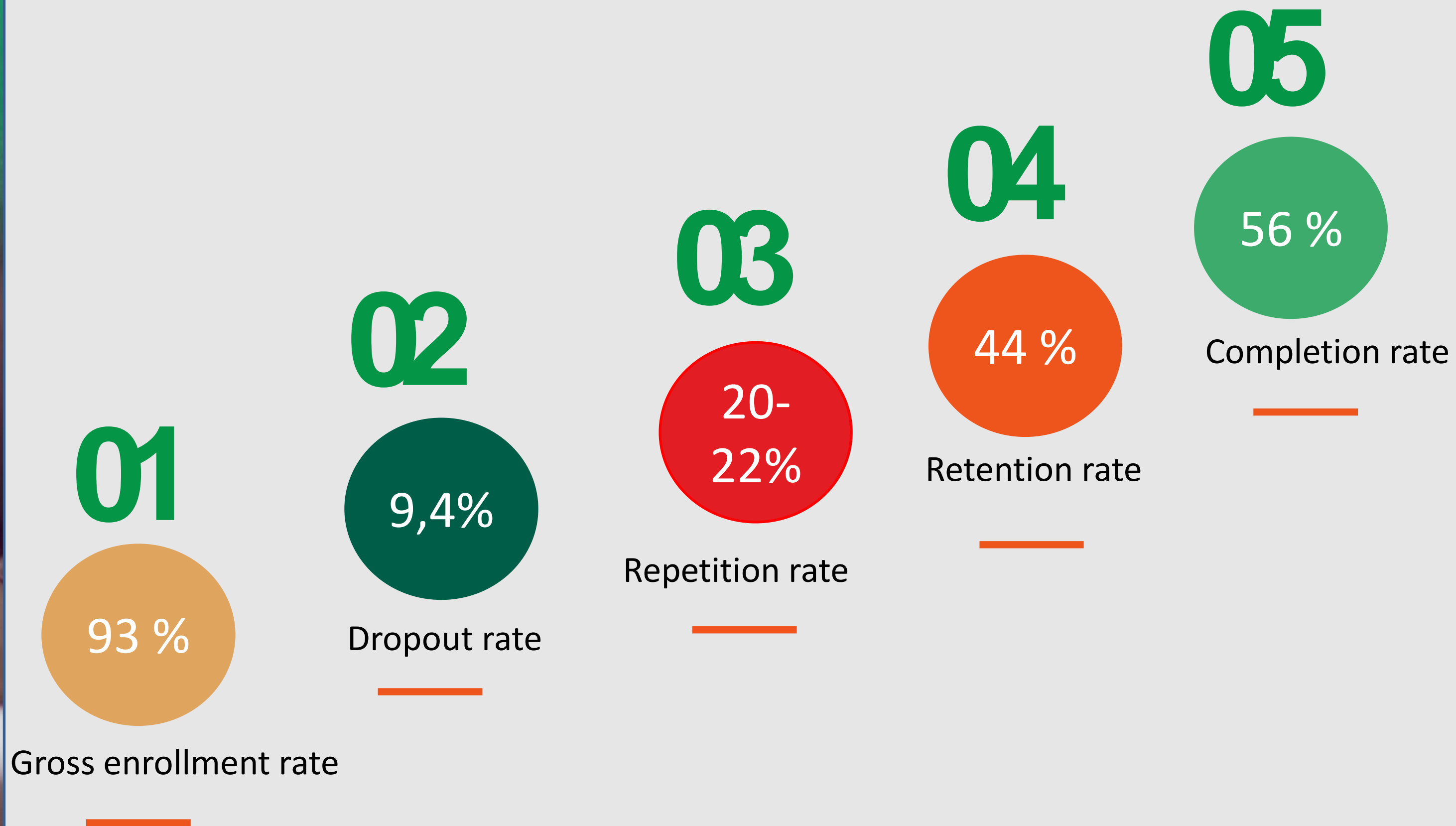


PASEC 2014 Scale in mathematic



CONTEXT:2

ACCESS AND RETENTION



CONTEXT:3

Socio-economy



01

4 %

GDP growth rate

02

9-
12%

Tax burden rate

03

92 %

Percentage of
population living below
the poverty line

04

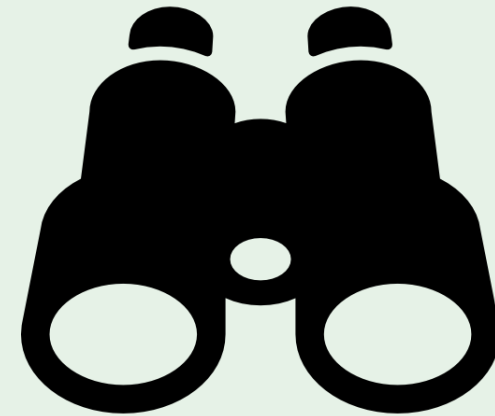
2,7 %

Population growth rate

Project Framework

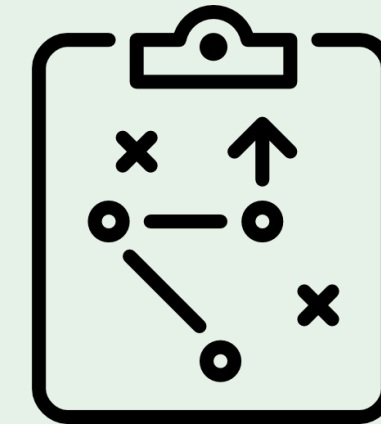


Vision



Ensuring quality, inclusive and equitable education for all

Stratégie



Reducing parent expenses
Implementing community-based development of education

Objectif Global



Set up a free and compulsory nine-year basic education (draft framework law currently being adopted by Parliament)

Tafita/JICA



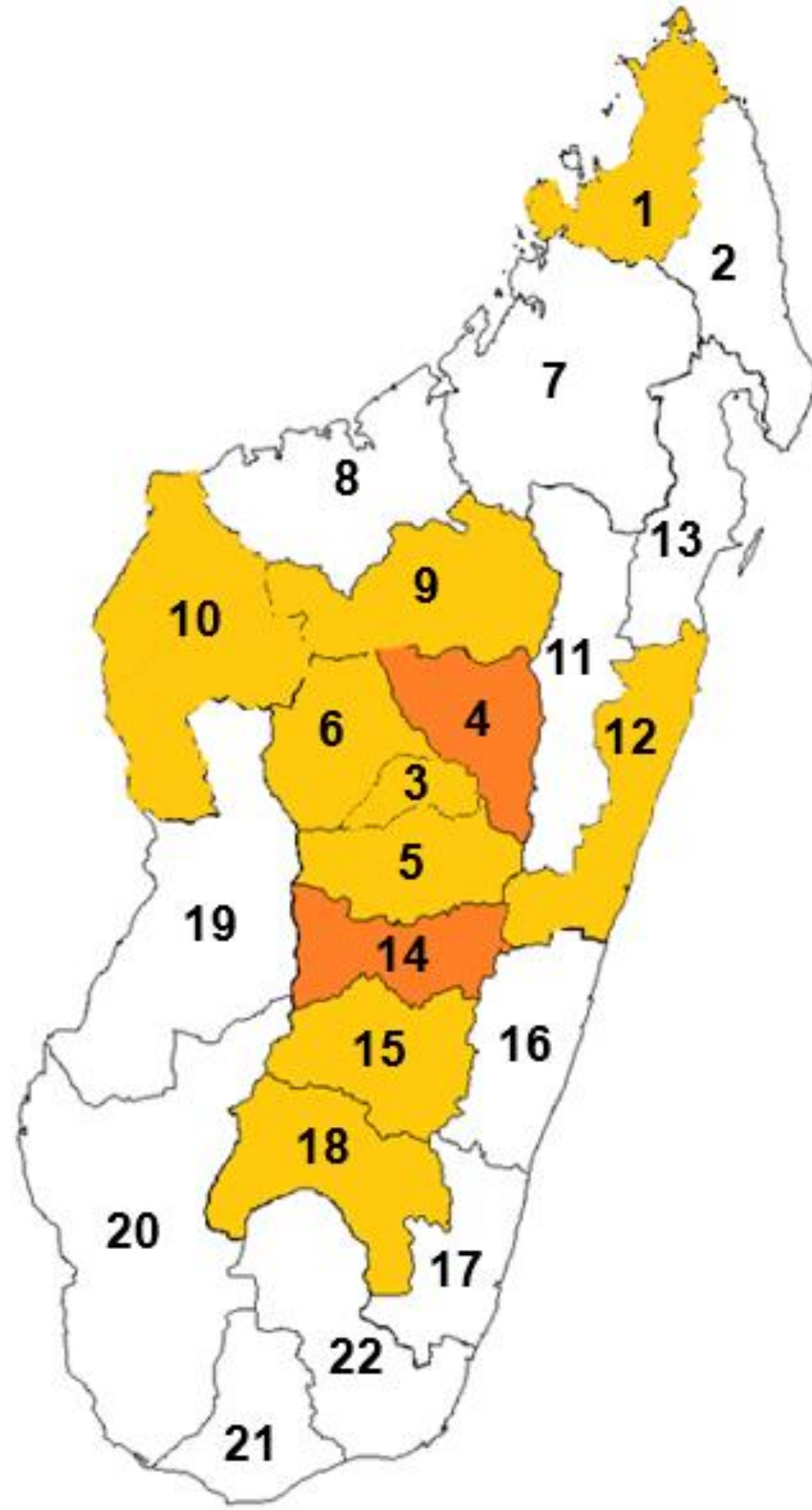
Objective



Contribute to the implementation of quality education based on participatory and decentralized school management



Tafita/JICA



02 Regions covered during Phase 1
09 Regions covered during Phase 2

2016-2022

06

Years of collaboration

11

Regions of intervention

11.000

Target schools

1.768.000

Beneficiary pupils

TAFITA/JICA Project Strategy

Tafita/JICA



Strengthening school management
(community participation)

10,680 SMC(FEFFI) democratically established

9,839 Action Plans
Formulated during General Assembly with community



Implementation of the TaRL method with the involvement of the community

38,000 Trained teachers on the TaRL method

Average of 83 hours
Of remedial class are organized and benefit
Approx. 1 million pupils



Result: Improved learning outcomes

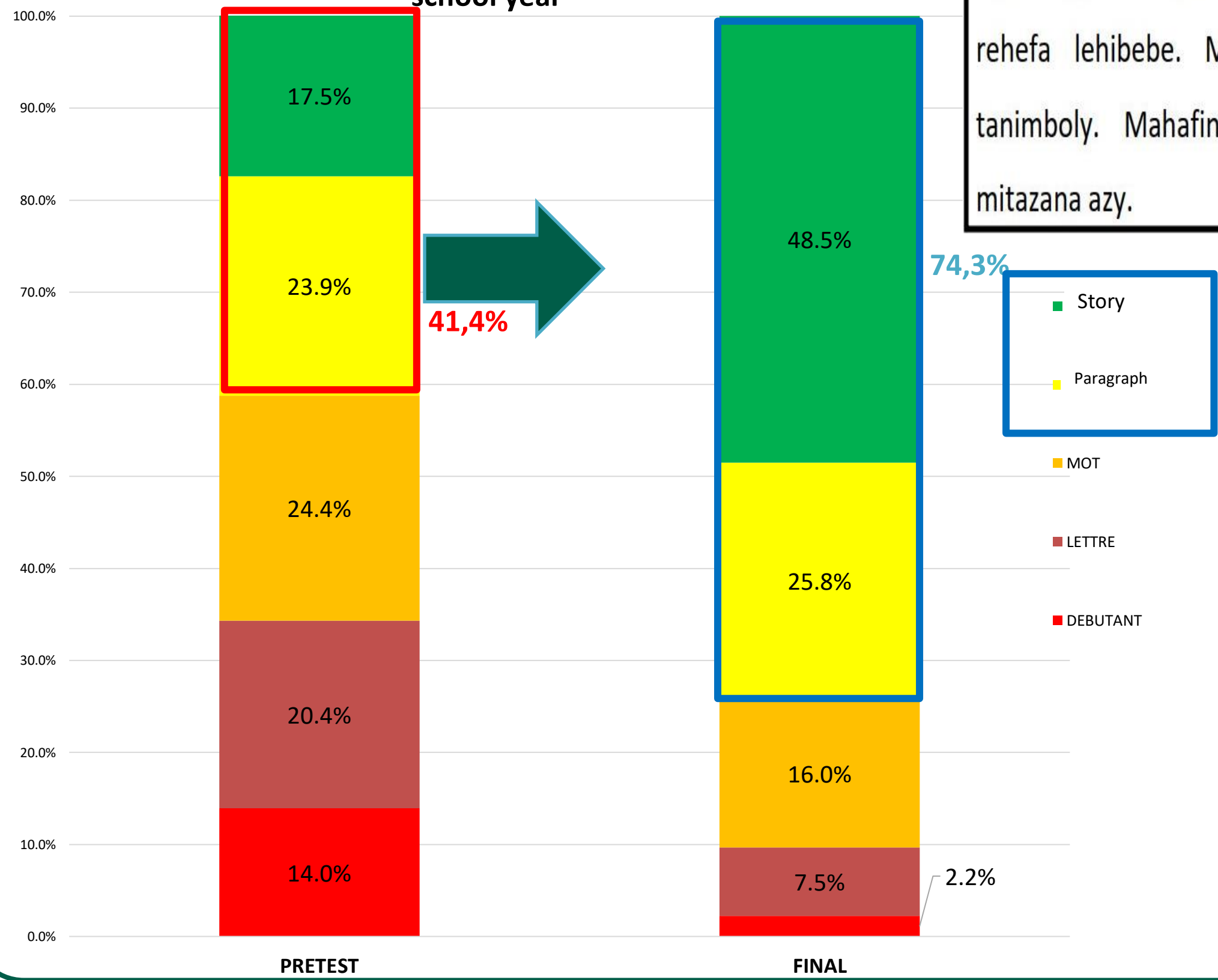
- Improvement by 28 points in Reading
- Improvement by 26 points in Math



Result of the TAFITA/JICA Project

Result of Reading test in 7 regions
(Vakinankaratra, Haute Matsiatra, Ihrombe, Betsiboka, Bongolava, Itasy, and Atsinanana)

Percentage of pupils who are able to read
 640,288 pupils (grade 2 to 5) in 6,714 schools
 (After the remedial activity during 3 to 4 months for the 2021-2022 school year)



HISTOIRE

Tonga ny fahavaratra. Revo mamboly ny tantsaha. Asaina ny tany ary asiana zezika. Volena avokoa na katsaka na tsaramaso. Avaina ny voly rehefa lehibebe. Maitso ny tanimboly. Mahafinaritra ny mitazana azy.

PARAGRAPHE

Marary i Naivo. Miakatra ny hafanany. Nomena fanafody izy. Sitrana ny aretiny.

LETTRE

n v
k y h
d j
t o f

MOT

hazo maro
jono
daomy
fito
neny vola
saka
paiso hena

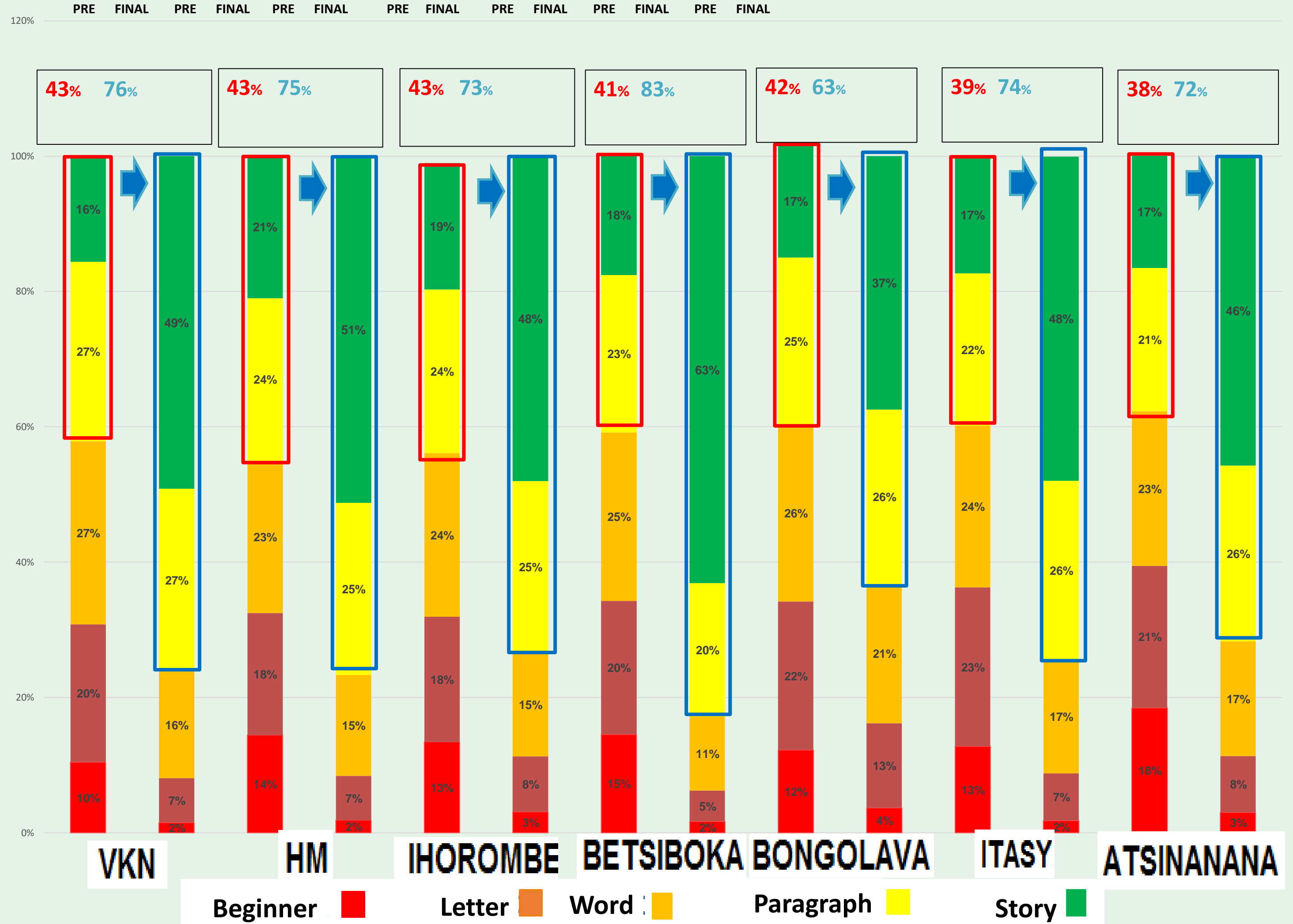
33 points improvement on average

Tafita/JICA



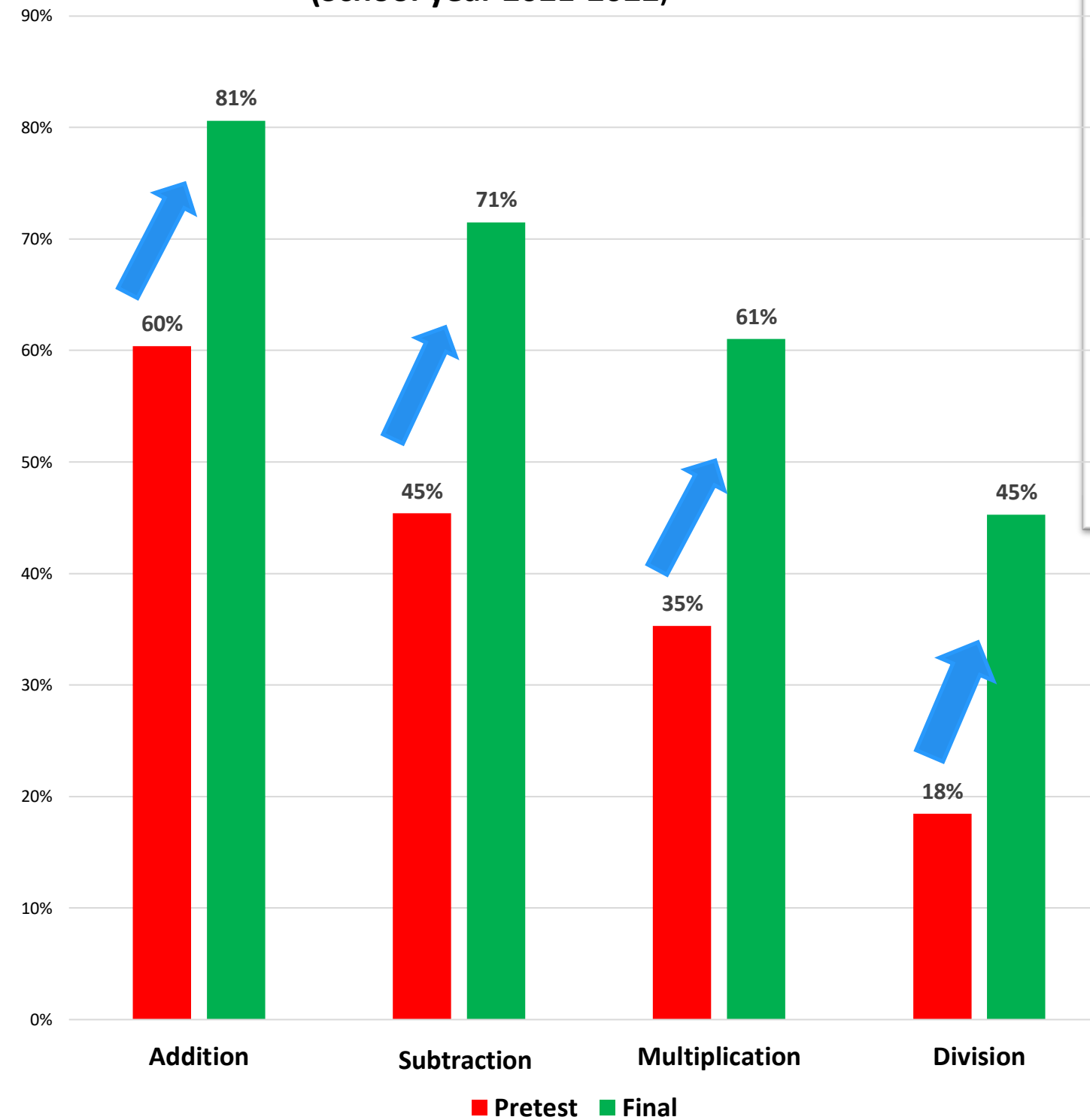
Result of the TAFITA/JICA Project

Reading Test result in each region



Results for Mathematics in Amoron'i Mania Region

RESULT OF PRETEST MATH DREN AMORON'I MANIA
75 445 students in 1027 schools
(School year 2021-2022)



OUTILS DE TEST - MATHEMATIQUE (Exemple-2)

Partie - 2 : Opérations

Compétence 1 : Addition

$$\begin{array}{r} 54 \\ + 27 \\ \hline \end{array} \quad \begin{array}{r} 78 \\ + 15 \\ \hline \end{array} \quad \begin{array}{r} 13 \\ + 19 \\ \hline \end{array}$$

Compétence 2 - Soustraction

$$\begin{array}{r} 98 \\ - 69 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ - 51 \\ \hline \end{array} \quad \begin{array}{r} 74 \\ - 58 \\ \hline \end{array}$$

Compétence 3 - Multiplication

$$\begin{array}{r} 58 \\ \times 3 \\ \hline \end{array} \quad \begin{array}{r} 72 \\ \times 7 \\ \hline \end{array} \quad \begin{array}{r} 36 \\ \times 9 \\ \hline \end{array}$$

Compétence 4 - Division

$$\begin{array}{r} 37 \overline{) 3} \\ \hline \end{array} \quad \begin{array}{r} 37 \overline{) 2} \\ \hline \end{array} \quad \begin{array}{r} 96 \overline{) 5} \\ \hline \end{array}$$

Instructions pour la partie 2 : L'élève sera évalué sur toutes les compétences. Commencez à partir de la compétence 1. Addition : Demandez à l'élève de résoudre tous les problèmes liés à cette compétence. Si l'élève est capable de résoudre au moins 2 problèmes sur 3, alors retenez-le pour cette compétence. Répétez le processus pour toutes les compétences.

2

**25 points
improvement on
average for the 4
operations**



Success story

Success Story : RANOROSOA Tsimanovakiniana Jenny

This is a success story that tells the story of little Jenny, an 8-year-old pupil of Belanitra Primary School.



Issue d'une famille modeste, Jenny est en classe de 8^{ème} et a deux frères. Son père fabrique des briques tandis que sa mère s'occupe du foyer.

Jenny aime bien aller à l'école et malgré qu'elle n'a pas le temps de faire ses devoirs et apprendre ses leçons à la maison à cause des tâches ménagères, elle obtient la moyenne à l'école.

Par contre, elle éprouve des difficultés en calcul surtout la multiplication mais grâce aux cours de remédiation, elle se sent beaucoup plus sûre d'elle maintenant en calcul.

Avec l'organisation de la cantine scolaire, elle est plus concentrée à l'école et surtout plus motivée à faire les cours de remédiations dispensés par les enseignants et les facilitateurs communautaires.

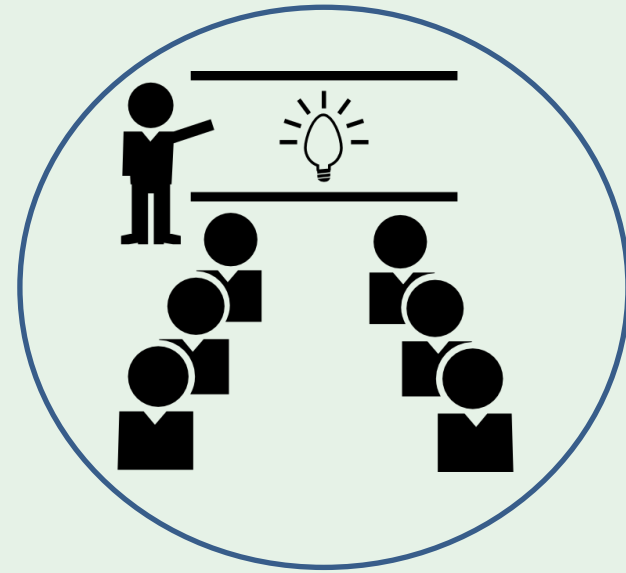


Son activité préférée c'est le jeu de panier car ils apprennent en jouant et en chantant.

Ce qu'elle aime le plus c'est que les élèves apprennent en groupe et s'entraident entre eux.



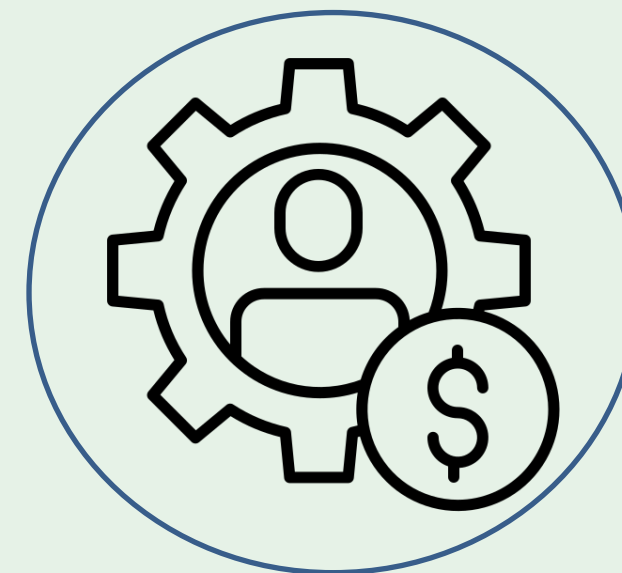
Lesson Learned



Improvement of quality of learning



Risk of sustainability and possibility of exclusion



School management committee, agent for change at local level



Perspective



FEFFI



Developing a unique
endogenous and self-financed
school canteen model



TaRL



Thank you for your
attention