





COMMITMENT THREE EDUCATIONAL TRANSFORMATION

We will create an education system with world class standards in quality and in effectiveness, which stimulates creativity and helps our students to actually transform their dreams into reality, and which provides Madagascar with the necessary human resources to become a competitive nation and a successful player in the world economy.

CHALLENGE 1 >**ENSURE ACCESS OF ALL CHILDREN TO DEVELOPMENTAL OPPORTUNITIES BEFORE OFFICIAL SCHOOL ENTRY****Current Reality**

As of 2006, 5% of the children from 3 to 5 years of age attended a pre-school establishment; in other words only 1 pupil out of 20 who enters primary school was provided with a pre-school education. This partly explains the fact that in first year of the primary school, approximately one out of four pupils drops out of school. Development projects of the pre-school centers were indeed carried out during several decades, but the pre-school cover rate remains very low. The great majority of children who attend pre-school are from urban areas that have many private schools.

Goals

1. All children between 0 and 5 years old will be receiving care and support for development through parental education.
2. The pre-school education system will be available all across Madagascar with an enrolment rate of at least 20%.
3. The teachers of pre-school will have received good training, and will be motivated through appropriate remuneration and the recognition of their importance.
4. The local authorities and communities will bring sustainable support to the pre-school centres of their locality.

Strategies

1. Develop a national pre-school strategy.
2. Involve local community members.
3. Ensure availability of high-quality teachers.
4. Ensure sustainable financial scheme for pre-schools.
5. Develop a nutrition program for pre-school centres.
6. Train community workers in parental education.

PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Train community workers to conduct parental education workshops	Minister responsible for Population
2. Set up legal and institutional framework for pre-school education	Minister responsible for Population
3. Involve communities in the development of pre-school projects through awareness raising regarding the benefits from pre-school education, and through consultations on setting up and functioning of pre-school centres	Minister responsible for Population
4. Train and recruit teachers in pre-schools on a two-year contract	Minister responsible for Population
5. Set up sustainable financing schemes for pre-schools: initially subsidize local communities to allow financing of necessary expenses, and in the long run set up self-financed pre-school system	Minister responsible for Population
6. Develop appropriate curricula and ensure coherence with first year of primary school so that a smooth transition can be made	Minister responsible for Population

INDICATORS	2005	2012
Percentage of children aged 3-5 years attending pre-school	5%	20%
The number of communes that have a parental education program	0%	100%

CHALLENGE 2 > CREATE A SUCCESSFUL PRIMARY EDUCATION SYSTEM

Current Reality

From a social and civic point of view, education is a right for the citizen and a duty for the government. It represents a necessary stage for the development of the society and for the eradication of poverty. From an economic point of view, education is an investment: today it represents an expenditure which will produce a supplement of wealth as well as well-being tomorrow.

The Malagasy Government began to reform the education system in 2005 with the launch of the national plan "Education For All" (EPT). Progress has been made with the total number of pupils in primary education increasing from 1.7 million during the school year 1997-1998 to 5.7 million in 2005-2006. However, this success in terms of schooling remains relative insofar as the school retention rate and the internal effectiveness has yet to be significantly improved.

There are differences on the level of the access and the internal effectiveness of the educational system according to the socio-economic origin of the pupils and between rural and urban zone. It is proven now that 5 years of mandatory schooling are not sufficient to allow a sustainable elimination of illiteracy, the building of job competencies and the development of human capital for the nation.

The government therefore has proposed to reform the education system, which is currently structured as 5 years of primary, 4 years of lower secondary and 3 years of upper secondary to lengthen the primary cycle to 7 years and re-organize the lower and upper secondary cycles in line with this reform.

The reform of fundamental education will make it possible for Madagascar to increase the average number of years of studies, and to improve the educational level of the population.



CHALLENGE 2 > CREATE A SUCCESSFUL PRIMARY EDUCATION SYSTEM (CONTINUED)**Goals**

1. All Malagasy children will be provided with primary education of 7 years.
2. The consolidation and the sustainability of knowledge, acquired competences as well as literacy will be guaranteed.
3. Differences between genders, social categories, regions, urban and rural will be diminished.
4. The completion rate of primary school will go from 57% to 95%.

Strategies

1. Increase school capacities especially in vulnerable zones, through the development of school infrastructures, the training and the recruitment of new teachers.
2. Develop a longer commitment of teachers recruited at the local level through a better management of their career.
3. Ensure a universal access through communication and awareness raising with parents of the importance of keeping their children in school.
4. Reduce parental financial contribution (loads).
5. Support and encourage children from vulnerable and underprivileged zones.
6. Improve the curricula by strengthening the teaching of mathematics, sciences and technologies, foreign languages and social sciences and through the development of cross cutting competences (creativity, competitiveness, entrepreneurship).
7. Improve the training of school teachers and principals .
8. Produce and equip schools with more textbooks in Malagasy, with French and English being secondary languages.

PRIORITY PROJECTS AND ACTIVITIES**PROJECT LEADER**

1. Construct at least 3,000 classrooms	Minister responsible for Education
2. Train and recruit 7,000 new teachers per year	Minister responsible for Education
3. Increase subsidy of parent teachers (FRAM) to reach 70% of the remuneration of civil servant teachers	Minister responsible for Education
4. Support local initiatives in terms of maintaining functioning community schools	Minister responsible for Education
5. Create sustainable school feeding activities in vulnerable zones	Minister responsible for Education
6. Review and rewrite the curricula for primary school to ensure relevancy and consistency with the national vision	Minister responsible for Education
7. Training of teachers on new pedagogical methods and teaching innovations	Minister responsible for Education
8. Increase the training of school principals and communal education authorities	Minister responsible for Education
9. Improve the development of remote education	Minister responsible for Education
10. Produce and distribute new textbooks and teaching tools	Minister responsible for Education

INDICATORS**2006****2012**

Primary education completion rates	57%	85%
Percentage of students repeating class	20%	10%
Pupils/teacher ratio	52	30-40
Budget of education as a percentage GDP	3.8%	6%
Budget of primary education in the total budget of education (recurring expenses)	54%	58%

CHALLENGE 3 > CREATE A SUCCESSFUL LOWER SECONDARY EDUCATION SYSTEM

Current Reality

With regards to the lower secondary school system, there is 1 public college for 18 primary schools. The percentage of young people age 11 to 14 years who attend secondary school is only 27%. It is among the weakest in the world and even lower than the average of sub-Saharan Africa. Too many students leave school early to work on family farms, small businesses and factories.

Goals

1. By 2012, we will have an excellent lower secondary school system.
2. To significantly increase the enrolment level in lower secondary education.
3. To ensure the retention of the pupils admitted in the system.
4. To ensure the relevance of the education by strengthening competencies and key knowledge necessary to prepare the country for rapid economic growth and international integration.



Strategies

1. Increase school capacities through development of school infrastructures, training and recruitment of new teachers.
2. Support the children from vulnerable zones (climate, access, security, social categories).
3. Develop collaboration with the private sector.
4. Improve the curricula by strengthening the teaching of mathematics, sciences and technologies, foreign languages and social sciences, and ensure its relevancy to the economic and social challenges facing the country.
5. Develop teaching practices that promote creativity, competition, entrepreneurship spirit and professionalism.
6. Set up system for training teachers.
7. Create teaching toolkits and new and relevant didactic materials.

PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Build 4000 classrooms for lower secondary schools	Minister responsible for Education
2. Recruit and train 4400 new teachers	Minister responsible for Education
3. Create 22 colleges "of excellence" - one in each Region	Minister responsible for Education
4. Revise the curricula and produce related textbooks	Minister responsible for Education
5. Train all teachers on teaching innovations	Minister responsible for Education
6. Training of all principals in school management and leadership	Minister responsible for Education
7. Build school libraries and provide scientific equipment in all public and private schools	Minister responsible for Education

INDICATORS	2006	2012
Enrolment rate in lower secondary school (college)	31%	60%
Completion rate for lower secondary school	19%	56%

CHALLENGE 4 >**IMPROVE UPPER SECONDARY SCHOOL AND DEVELOP VOCATIONAL TRAINING****Current Reality**

As of 2006, very few students enter upper secondary school. Those who enter have few options in their choice of study. There needs to be a diversification and an increase in offers and quality of technical and vocational courses that focus on skill building and meeting the demands of the labor market.

Goals

1. The number of students who enter and complete general and technical secondary school will be doubled.
2. Technical and professional secondary education will become more important than the general secondary education in order to match directly the needs of the growing sectors of the economy.
3. Vocational training centers will provide 90% of the newly opened technical and professional positions.
4. The private sector will be actively involved in the development of vocational training system.
5. The quality of our education will be aligned to international standards.

Strategies

1. Enhance schools capacity to take in more students: building of infrastructure, recruitment and training of new teachers.
2. Develop partnership with the private sector and diversify the sources of financing to promote vocational and professional education.
3. Transform the curricula to integrate new subjects: ITC, economy, communications, languages and sciences.
4. Transform the secondary professional education system to meet the local needs in Regions and Communes.
5. Develop creativity, competitiveness and self-learning.
6. Transform teachers' training program to ensure high-quality skills.
7. Increase quality of education through monitoring and standardization.

PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Build and rehabilitate 1200 classrooms for general upper secondary schools	Minister responsible for Education
2. Recruit new teachers and set up training system for all teachers in public and private sector	Minister responsible for Education
3. Revise the curricula to allow matching of students' abilities to the requirements of entrance to universities and to the needs of the labour market	Minister responsible for Education
4. Create Information and Communication Technology centres at the level of upper secondary school	Minister responsible for Education
5. Enhance school libraries and scientific learning equipments	Minister responsible for Education
6. Create technical and vocational training centres targeting priority sectors: tourism, mining, construction, agribusiness, textile, Information and Communication Technology	Minister responsible for Education
7. Set up National Training Authority	Minister responsible for Education
8. Set up grant system for professional training based on performance criteria	Minister responsible for Education

INDICATORS	2006	2012
Enrolment rate (percentage of young people in the age range of 15 – 18 years registered in secondary school) in the general upper secondary school	9%	18%
Completion rate (percentage of young people in the age range of 15 – 18 years finishing secondary school) in the general upper secondary school	7%	14%
Numbers of vocational trainees per 100 000 inhabitants	350	700
Rate of job entry for vocational trainees	To be determined	80%

CHALLENGE 5 > TRANSFORM HIGHER EDUCATION



Current Reality

The tertiary education sector is insufficiently developed in Madagascar. The rate of tertiary education enrolment is 3% (whereas 8% for Sub-Saharan African countries) with 260 students per 100,000 inhabitants. There is a very weak match between the programs offered and the needs of employers. Recently, there has been an increase in the number of private technical institutes; however, the quality and the organization of the programs provided require improvement. While the universities have begun to modify aspects of their structure and curricula, for the most part the changes are insufficient for the demands of a high growth economy. A major reform of the higher education proves to be necessary.

Goals

1. We will ensure competitiveness, creativity, employability of the graduates.
2. Scientific and technological research and innovation will meet the needs of the socio-economic and cultural development.
3. The higher education system will offer diversified courses to meet the economic and social needs for the Madagascar Action Plan.
4. The governance of public universities will be improved.
5. High quality private universities and technical institutes will be developed.

CHALLENGE 5 > TRANSFORM HIGHER EDUCATION (CONTINUED)

Strategies

1. Transition the degree programs to international norms and standards that includes the system LMD (Licence, Master, Doctorate).
2. Diversify training through promotion of technical institutions providing short training courses.
3. Develop distance learning system, particularly for the rural areas.
4. Develop partnership among domestic training institutions.
5. Promote partnership with, and establishment of, foreign higher education institutions.
6. Ensure continuity and development of new generation of talented teachers and professors.
7. Create coordination and synergy between public and private training institutions.
8. Transform scientific research centres to ensure research and development is carried out on behalf of practical problems and the development needs of the country.



PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Modernize the management of universities through computerization	Minister responsible for Education
2. Support the transition to LMD system through awareness raising, development of adequate programs and appropriate infrastructure	Minister responsible for Education
3. Establish Doctoral programs in priority fields by attracting international experts and sending students overseas to develop greater expertise	Minister responsible for Education
4. Set up an accreditation and monitoring system to ensure quality education	Minister responsible for Education
5. Create new institutions and promote distance learning to increase the diversity of programs offered and ensure the programs address the development needs of the country	Minister responsible for Education
6. Set up digital library	Minister responsible for Education
7. Transform selected academic universities and/or research institutions to centres of excellence	Minister responsible for Education
8. Develop and implement a national policy of research to be sustainable and to ensure invaluable outcomes for the development	Minister responsible for Education
9. Set up a Support Funds for Scientific research	Minister responsible for Education

INDICATORS	2006	2012
Number of students in tertiary education per 100 000 habitants	280	550
Number of graduates from tertiary education per year	4,750	10,000
Share of budget allocated to scientific research	0.05%	0.10%
National program on research (Law)	0	1
Numbers of centres of excellency	0	8
Numbers of research outcome applied	To be determined	To be determined

CHALLENGE 6 > END ILLITERACY

Current Reality

The United Nations' Millennium Development Goals and the "Education For All" declaration from the Forum of Dakar in 2000 emphasize the commitment to the elimination of illiteracy of adolescents and adults. As of 2006, in Madagascar approximately 48% of the population 15 year old and above are illiterate. There are more than 1 million young people from 11 to 17 years who are illiterate. Training methodologies training such as AFI-D, Asama, and Ambohitsoratra gave encouraging results but their scope needs to be broadened. Currently, financial resources from government budget as well as from international partners are limited.

Goals

Madagascar will reach the Millennium Development Goals of halving the illiteracy rate of adolescents adults from its level in 1990 to 2015. Reducing illiteracy will also play a catalyst role to promote self-fulfilment of rural young people, to develop entrepreneurship spirit and to encourage personal risk and initiative taking.

Strategies

1. To intensify literacy education activities outside the regular school programs to target young and adult illiterate.
2. To provide specific curricula to 11 – 17 years old young illiterate people to allow them to catch up with the regular school programs, particularly through ASAMA activities (alternative education).
3. To carry out large campaign of awareness raising on fight against illiteracy.
4. Develop a national strategy to reintegrate out-of-school children into the formal sector by providing literacy and life-skills training and counselling.

PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Train 14 000 literacy agents per year	Minister responsible for Literacy
2. Produce and distribute 750 000 literacy materials per year	Minister responsible for Literacy
3. Build 570 classrooms per year for literacy program outside regular school system such as Asama	Minister responsible for Literacy
4. Set up new literacy centres and broaden their activities: nutrition program, basic technical and vocational training program	Minister responsible for Literacy
5. Implement national strategy to reintegrate out-of-school children into formal sector	Minister responsible for Literacy

INDICATORS	2006	2012
Literacy rate of adolescents/adults of more than 15 years	52%	80%
Percentage of new - literate having pursued further trainings such as technical and vocational	20%	60%



CHALLENGE 7 >**DEVELOP CAPACITIES AND MINDSETS OF YOUNG PEOPLE THROUGH SPORTS AND CIVIC PARTICIPATION****Current Reality**

In order for the young people to have a competitive spirit, a performance orientation and entrepreneurial mindset, extra-school and sports activities are indispensable to complement formal and regular school programs. These activities are currently carried out by youth associations and in Youth and Sports Centers (CAPJI and Youth's Houses). Sports and Youth events are organized to sharpen the sense of respect for rules, develop team work and instill discipline.

The Boy-scouts and Girl-scouts are active in Madagascar and make important contribution to the social development. Also, most churches have youth organizations that teach young people values and social service. These activities must continue to be encouraged.

Goals

The spirit and mentality shaped through sports ethics and extra-school activities will lead to a better way of life for the Malagasy young people. Participation of young people in youth associations, sports programs and community organizations will contribute to smoother job-entry, job-stability and civic responsibility. The sports ethics will motivate fair and constructive competition, in all areas of the life of the Nation (politics, economy and society).



Strategies

1. Formulate a national sports strategy.
2. Encourage participation in competitive sports at the local, regional, national and international level.
3. Develop a mass sports program to maximize participation in sporting activities.
4. Build more Youth's houses and sports centres and recreation fields.
5. Train sports and youth teachers and coaches.
6. Determine priority sports for regional and international competition.
7. Promote traditional sports.
8. Broaden activities of Youth's houses in rural areas to include entrepreneurial practices.
9. Ensure girls/females are given the same attention as boys/men and are encouraged to participate in sports and youth activities.
10. Ensure prominent and successful men and women become role models for youth.

PRIORITY PROJECTS AND ACTIVITIES	PROJECT LEADER
1. Promote creation of youth associations, and in current ones encourage diversification of activities	Minister responsible for Youth
2. Encourage young people to participate in the scouting program.	Minister responsible for Youth
3. In all schools, implement a civic education course	Minister responsible for Youth
4. Strengthen the national coaches' school	Minister responsible for Youth
5. Strengthen local youth and sports centres	Minister responsible for Youth
6. Mobilize funds and resources to significantly develop sports programs	Minister responsible for Youth
7. Develop a scheme to insure participants in sports programs	Minister responsible for Youth
8. Develop local, regional and national competition framework for selected sports programs	Minister responsible for Youth
9. Ensure availability of sports infrastructures at the local, regional and national level	Minister responsible for Youth

INDICATORS	2006	2012
Proportion of young people participating in sports programs	Unknown	High
Proportion of young people participating in scout programs	Unknown	High
Proportion of young people participating in church and civic organizations	Unknown	High
Percentage of young people (15 – 35 years old) registered in Youth and sports centers (index base 2006=100)	100	300