WHY INVEST IN EDUCATION IN MADAGASCAR?

WHAT IS THE ISSUE?

“Inclusive education and quality learning, throughout life and for all, for the benefit of the development of Madagascar and its people”: this is the vision of education in Madagascar, enshrined in its National Development Plan. This vision is part of the commitments made by Madagascar, through the Sustainable Development Goals (SDGs), towards an education agenda for 2030 that is holistic and ambitious, and leaves nobody behind.

Madagascar recognizes that education is a key factor in achieving full employment and eradicating poverty. The fight against poverty requires the development of human resources, which implies an emphasis on education and training.

While considerable progress has been made in recent decades, particularly in terms of increasing enrollment at all levels, the low national funding capacity does not currently enable the State to provide quality education to all of its children.

With over 1.7 million children aged 6 to 14 currently out of school, and a net primary school enrollment rate that has fallen sharply (69.4%), there is an urgent need to ensure that access to quality education can be extended to all children of Madagascar. Moreover, by 2030, the school-age population is expected to increase by more than 4 million children.

OVER 1.7 MILLION CHILDREN
AGED 6 TO 14 CURRENTLY OUT OF SCHOOL

NET PRIMARY SCHOOL ENROLLMENT RATE
FALLEN SHARPLY TO 69.4%

SCHOOL-AGE POPULATION
BY 2030, EXPECTED TO INCREASE BY MORE THAN 4 MILLION CHILDREN

Without considerable investment in education beyond current funding capacity, Madagascar will not be able to offer all Malagasy children access to quality primary education before 2080 - 50 years beyond the SDG target.
WHAT IS THE CURRENT SITUATION?

The education system is currently facing a major dual challenge in relation to access and quality:

**ACCESS AND RETENTION CHALLENGES**
- More than 1.7 million children between the ages of 6 and 14 are out of school
- Despite an overall increase in primary school enrollment, almost 1 in 5 children have never attended school
- Out of 10 children entering primary school, only 4 complete primary school, 2 complete middle school, and 1 completes secondary school
- Access and retention problems are exacerbated by the impacts of climate change, including cyclones and intense drought

**QUALITY CHALLENGES**
- Teaching capacity is extremely limited, and educational materials often do not meet minimum standards, while access to quality materials is very limited (1 book for 15 students in some regions). The education system also suffers from a shortage of qualified teachers (1 state-certified teacher for 180 pupils in primary education; more than two thirds of primary school teachers are from the local community, recruited and paid at least in part by the communities, and often unqualified)
- 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

**MIDDLE-SCHOOL**
- Children from rural areas and the poorest households are at the greatest disadvantage. School expenditure per pupil in public primary schools amounts to an average of US $30 per year, of which about 40% is paid by households. More than 90% of students in higher education come from the 20% wealthiest families
- Gender disparities are more pronounced at the lower primary school level, generally at the expense of girls
- Less than one child in ten affected by a disability is enrolled in primary school

**Limited mastery of basic skills:** the proportion of children with basic skills at the end of primary school has declined sharply. More than half of students finish primary school without having acquired basic skills necessary for everyday life, including mathematics, Malagasy and French language. Nearly 29% of children above 15 years old are illiterate.
WHAT ARE THE BENEFITS OF EDUCATION FOR THE DEVELOPMENT OF MADAGASCAR?

Education is one of the most productive and development-friendly investments. It can break the cycle of poverty and reduce inequalities at both individual and national levels. Education has the potential to provide essential professional and practical skills, empowers people to rise above poverty, contributes to empowerment, and leads to better health.

Differences between women who had no education and women who had completed secondary education level in 2013

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<tr>
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<th>NO EDUCATION</th>
<th>COMPLETED SECONDARY OR HIGHER</th>
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<tbody>
<tr>
<td>Average number of children</td>
<td>4.0</td>
<td>2.4</td>
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<td>Rate of participation in community activities</td>
<td>6.3%</td>
<td>30%</td>
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<td>Having a job with responsibility</td>
<td>9%</td>
<td>25%</td>
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Numerous social advances are particularly linked to the education of women.

For example:

In Madagascar, 3/4 of girls (aged 24 and over) whose mothers are uneducated remain illiterate or unable to complete primary school. However, more than half proceed to high school if their mother was able to go beyond primary school level.

WHAT ARE THE COSTS AND BENEFITS OF EDUCATION FOR THE PEOPLE AND ECONOMY OF MADAGASCAR?

At the individual level, an additional year of study brings about a 14% increase to a person’s income, while at national level, each year of additional study for the population leads to an increase in GDP of around 7%.

Table: Economic rate of return by level of education

While the current Malagasy labor force shows that only 8% of employed people have attained upper secondary education or higher, this offers a real opportunity for Madagascar in terms of potential for economic growth through investment in education, leading to a better educated labor force.

The eradication of illiteracy and the achievement of universal education at the level of basic education would enable Madagascar to generate additional wealth estimated at more than one third of its GDP.
WHAT SOLUTIONS AND STRATEGIES ARE FORESEEN?

In recent years, Madagascar has sought to ensure the continuity of basic education services and to mitigate the negative impacts of the political crisis on the performance of the education system with the support of key Education Sector partners in Madagascar – including the Global Partnership for Education (GPE), Norway, France, the European Union, the World Bank, UNICEF and UNESCO – which has benefited more than 4 million children, 25,000 schools, and 50,000 teachers.

Madagascar is currently focusing its development efforts in the education sector on access, equity, inclusion, quality and technical training as part of the ongoing elaboration of the 2017-2021 Education Sector Plan (PSE) and the December 2015 adoption of a National Policy on Employment and Vocational Training, which lays the foundations for the educational reform envisaged to achieve the Sustainable Development Goals by 2030.

Ultimately, the main objective of the Government of Madagascar is to enable every person to acquire the skills necessary to ensure his or her personal development and that of the country. The proposed Educational Reforms aim in particular to:

- Ensure that all Malagasy children receive at least one year of pre-school education;
- Enable all children to complete a full cycle of quality basic education for a period of nine years and to acquire the necessary skills to pursue secondary education or enter the labor market after specific technical training;
- Improve, diversify and strengthen the provision of technical education and vocational training, in line with labor market demands and development objectives;
- Ensure the complete shift of higher education towards Bachelor’s, Master’s, Doctorate degrees, and allow higher education and scientific research to expand into an enhanced approach of excellence, enabling greater employment opportunities of graduates.

These objectives will be achieved through the strengthening and improvement of:
- the capacity to meet needs
- the quality of teaching to improve learning
- governance and management of resources that meet the criteria of equity
- decentralization, facilitating closer management

WHAT IS THE INVESTMENT REQUIRED FOR MADAGASCAR TO ACHIEVE THE SDGs?

Achieving the goal of education for all (completion of primary education) by 2030 for Madagascar requires public funding of more than US $1.5 billion – or an annual amount of $100 million, of which $47 million remains to be mobilized.

Achieving the goal of completion of middle school education for all by 2030 requires additional public financing $2.7 billion – or an annual amount of $180 million, of which $127 million remains to be mobilized.

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 LOWER SECONDARY SCHOOL EDUCATION BY 2030

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