

REPUBLIC OF MADAGASCAR
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**Joint Malagasy Government-United Nations System Programme
for the Promotion of Basic Education for All Malagasy Children**



PROGRAMME OVERVIEW
NOVEMBER 2004

I. INTRODUCTION

The basic objective of the Programme for the promotion of basic education for all Malagasy children implemented by the Malagasy Government in Madagascar (phase 1: 2001-2005, phase 2: 2005-2009) is **to meet the basic educational needs of children of all backgrounds and social categories, with the ultimate aim of contributing to national efforts to enhance human resources so as to further the consolidation of the bases of genuine, sustainable development in the country.**

The Programme is at one and the same time:

The reflection of a context	Proof of commitment	Choice of a new approach
<ul style="list-style-type: none"> - In Madagascar: political and democratic evolution, a demanding socio-demographic situation, a difficult economic environment. - Internationally: globalization (with its advantages and disadvantages) and the sense that Africa is gradually being marginalized. 	<p>The commitment of the Malagasy Government and the international community to stem the scourge of illiteracy and provide quality basic education for all.</p>	<p>A consensual, dynamic and interactive approach, based on consultation, with the participation of the different partners and beneficiaries at all levels and stages of the Programme. A “rolling programme” approach was adopted for the Programme (revisable according to the circumstances and conditions of its achievement and implementation).</p>

The Government of Madagascar turned to the agencies of the United Nations system (International Labour Organization, Food and Agriculture Organization, United Nations Population Fund, World Food Programme, United Nations Development Programme, World Health Organization, UNESCO and the United Nations Children's Fund) to develop the Programme in cooperation with them and, possibly, in partnership with other aid organizations.

Before the launch of the actual process **consultations were carried out with ministry officials and their counterparts in the United Nations system.** More technical meetings were then held with ministry officials and technicians on the Malagasy side (MCFE, METFP, MINESEB, MJS, MINSANTE, MIA, MINAGRI) and, for the United Nations system, with the Education Commission set up during the United Nations Development Assistance Framework (UNDAF) exercise. Other bodies were also closely involved in the process such as INSTAT, non-governmental organizations and associations and higher education establishments.

The Programme is in line with all other current national programmes and instruments for action on and development of education and training in Madagascar: National Programme for the Improvement of Education (PNAE II), National Population Programme, Education for All Assessment 2000.

The Programme is funded by UNDP, has received a financial contribution from the UNESCO Office in Dar es Salaam and is executed by UNESCO.

II. FRAMEWORKS OF FORMULATION AND ELABORATION

1. General context

The political, social and economic context which takes into account the relationship between education and various aspects of the development of Malagasy society – in particular, education and political development, education and economic development, education and social and cultural development.

2. Frameworks of reference for development policies and strategies

International framework of reference:

- World Declaration on Education for All: Meeting Basic Learning Needs (Jomtien, 1990)
- United Nations Conference on the Least Developed Countries (UNLDC)
- The Durban Statement of Commitment (MINEDAF VII, April/May 1998)
- Audience Africa (UNESCO, 1996)
- World Declaration on the Survival, Protection and Development of Children (New York, 1990)
- Copenhagen Declaration on Social Development (1995)
- Fourth World Conference on Women: Action for Equality, Development and Peace (Beijing, September 1995)
- Mid-Decade Meeting of the International Consultative Forum on Education for All - Education for All: Achieving the Goal (Amman, 1995)
- United Nations Conference on Environment and Development (Rio de Janeiro, 1998)
- International Conference on Population and Development (ICPD) (Cairo, 1994)
- World Food Summit (Rome, 1996)
- United Nations System-wide Special Initiative on Africa - Basic education for all African children (1996-2005)
- Recommendations of the Conference of African Ministers of Education (COMEDAF) (1997)
- 20/20 Initiative
- The Dakar Framework for Action - Education for All: Meeting our Collective Commitments (April 2000)

National framework:

- Economic Policy Framework Document (DCPE)
- National Population Programme (PNP)
- National Programme for the Improvement of Education Phases I and II (PNAE I, PNAE II)
- Ministry of Health Master Plan
- Guidelines/Action Plan of the Ministry of Youth and Sports
- Various development assistance instruments and frameworks with different development partners in the education and training sector (plans, programmes, projects, framework programmes, and so on)
- Specific programmes (for instance, framework programme to combat poverty)
- Various national education assessments
- UNDAF action framework in Madagascar

To that end, the Programme aims to focus on the following areas of action: finalization of the Jomtien objectives; support for the formulation and implementation of innovative policies, reforms and initiatives; enhancement of educational resources and focus on their development; development of endogenous capacities ensuring autonomy; poverty reduction; development of professional and technical skills, aptitudes and attitudes conducive to endogenous, auto-centred development.

III. PURPOSES AND OBJECTIVES OF THE PROGRAMME

1. Purposes of the Programme	To address the quality and relevance of education. The aim of the Programme is to contribute to the consolidation of the foundations of sustainable human development in Madagascar.
2. Overall objective	Extension of access and improvement of accessibility of basic education for all, improvement of context and conditions for successful learning for the various categories of individuals and groups concerned.
3. Development objectives	Contribution to the improvement of the social and economic conditions of communities through the introduction of a dynamic framework conducive to the development of a system of integrated, lifelong education. This will involve: (i) democratizing basic education for all, (ii) adding to the formal education system by remedying its flaws and by outlining appropriate solutions to the problems raised today by the triple equation <i>youth – education – employment</i> , (iii) giving out-of-school youth intellectual (mastery of fundamental learning tools), practical and vocational training in various fields of social, economic and cultural activity, (iv) imparting knowledge and developing aptitudes enabling target groups, in particular young people not attending school, illiterate adults and the unemployed, to be productive, innovative and effective in terms of entrepreneurship and improving the environment, (v) strengthening links and coordination between school and out-of-school education so as to create the conditions for a genuine integrated education system encouraging the establishment of lifelong continuous education and training, (vi) developing and improving the basic scientific, technical and technological level of children, young people and adults (in particular women and people in rural areas) in close relation to the concerns and environment of communities.
4. Immediate objectives	Once it has been implemented, the Programme should have made the following changes to the situation of basic education for the target groups concerned in the country. <ul style="list-style-type: none"> – Expansion: Improved access and physical accessibility of basic education, in particular for girls and women. – Quality/relevance: Increased quality and relevance of basic education for all through alternative approaches concerning all the fields of education (formal, non-formal and informal), contribution to improving education/learning conditions and environment. – Institutional support: Consolidation of education management, making it more effective and efficient.
5. Specific objectives	Specific quantified objectives are contained in the document on the Programme's management and steering instruments.

6. Products, activities, verification indicators and/or means	<p>Seven factors will be taken into consideration: (a) participatory approach; (b) girls and women as a priority group; (c) innovative basic education formulae; (d) motivation of teachers and facilitators/trainers; (e) exchanges of positive experience; (f) liaison with the world of work; (g) durability, duplication and ownership. The products and verification indicators and/or means are set out in detail in additional documents specific to the Programme's management and steering instruments.</p>
7. Target groups	<p>Groups which are affected to a greater or lesser degree by the current classic education system and whose educational and training needs are met inadequately, or not at all:</p> <ul style="list-style-type: none"> - Priority groups: (i) children of pre-school age; (ii) out-of-school youth; (iii) women and girls; (iv) illiterate, unqualified, unemployed young people and adults; (v) vulnerable groups (children and young people in difficult situations, street children, people with disabilities, people living in areas of great hardship, and so on); (vi) minority groups. - Other targets: educational staff, education and training institutions and structures, and mechanisms, procedures and methods.

IV. INTERVENTIONS

TABLE OF INTERVENTIONS:

ACTION	NATURE OF ACTION	PARTNER AGENCIES
AFI-D	Intensive functional literacy for development	UNDP/UNESCO, WFP
AMBOHITSORATRA	"The World of the Alphas": Learning to read	UNDP/UNESCO
ASAMA	Accelerated compressed learning for Malagasy adolescents	UNDP/UNESCO
FTPB	Basic technical and vocational training	UNDP/UNESCO
DÉSCOL	Training for out-of-school youth in urban areas	UNICEF

(A) INTENSIVE FUNCTIONAL LITERACY FOR DEVELOPMENT (AFI-D)

AFI-D is a literacy-based development strategy for beneficiaries and is designed to sustain development activities carried out in their community. It is characterized specifically as:

- *Functional:* According to AFI-D promoters and actors, the programme is linked to development needs related to the learners' daily lives. It takes into account the development of skills such as bookkeeping and basic management of economic units, and the use of writing and of reading in everyday life.
- *Selective:* Education and training are adapted for groups of individuals and officials who have the same goals and the same writing needs to promote their own development and that of their community, even their country. Training is therefore often targeted at rural people who are producers and for whom writing is essential if their activities are to prosper, officials and leaders of village groups.

- *Intensive*: AFI-D is generally carried out as intensive courses attended by learners eight hours per day for 48 days divided into four 12-day initial literacy training periods and 36 days divided into three 12-day additional basic training periods. There is a one-week break between training periods. These one-week breaks enable learners to resume their daily gainful employment, to have a break from classroom learning and to digest the knowledge acquired.
- *Adapted*: In theory, the method can be adapted according to the learners' schedules, in other words their daily programme of activities, which may preclude attendance eight hours per day. While retaining the educational content and methods, the sites may provide a minimum of 4 hours' instruction per day if literacy training is carried out when learners are unavailable for one reason or another. In this case, the training period lasts longer than 12 days and is extended depending on the actual number of hours of coursework per day (8 hours x 48 days = 384 hours for initial literacy training and 8 hours x 36 = 288 hours for additional basic training). In many sites, learners prefer not to have a one-week break and so attend 4 to 6 hours per day. The method too has been adapted so that it respects Malagasy cultural values. The content of the teaching manuals has been based on data obtained from the context study of the sites targeted.

AFI-D has been designed as four major stages, which constitute a whole, in order to achieve the beneficiaries' goals of self-promotion based on literacy training: pre-literacy training, initial literacy training, additional basic training, and technical training and activities for development. Under the joint programme, however, the last stage has become a separate activity even though it is functionally linked to AFI-D.

Stage 1: Pre-literacy training

This stage comprises the following activities:

- Context study (identification of illiterate people, local economic potential, sociocultural realities, etc.).
- Raising awareness to secure the support of the local authorities and preliminary enrolment of those interested.
- Consultations with the local authorities, officials of various local technical units and those concerned in order to determine together the goals of the activities to be carried out and to study the factors that may influence expected results favourably or unfavourably.
- Establishment of a literacy committee to be in charge of logistical follow-up activities for the smooth running of the campaign. The committee comprises representatives of future learners, civic leaders, local business people and the local authorities.
- Recruitment at each site of two village literacy teachers, nominated by the entire community in accordance with the criteria required for the method (junior secondary education is the minimum qualification).
- Enrolment of interested learners and volunteers, and identification of their needs in order to enhance the functionality of what they learn during the campaign and in post-literacy training.
- Identification of methods adapted to local realities (daily timetable to be set, period of on-site programme implementation, etc.).
- Drafting of teaching manuals consistent with the synopsis of local needs and realities.
- Training of facilitators-supervisors to train literacy teachers and supervise the sites through monitoring and evaluation (approximately one cluster of five to six sites per facilitator).
- AFI-D strategy programming which must take all matter identified during the pre-literacy training stage into account and involve all stakeholders during the campaign.

Stage 2: Initial literacy training

Learning actually begins in the initial literacy training stage. It comprises four training periods interspersed with one-week breaks during which learners discontinue training in order to engage in gainful activity.

Throughout this stage, learners should find opportunities to make their skills functional in their daily lives, either during the week-long breaks between training periods or in their daily activities if they follow the course for four or six hours per day without the one-week breaks.

This stage ends with a final examination in reading, writing, arithmetic and basic management.

Stage 3: Additional basic training

This stage consists in consolidating the skills that learners have acquired during the initial literacy training stage.

Additional basic training consists of three 12-day training periods, interspersed with one-week breaks.

The educational content of this stage is based on the interests expressed by the learners after each on-site initial literacy training stage.

The minimum proficiency expected in literacy and arithmetic is ability to read and write in a relatively independent manner in order to meet daily needs. It is therefore a very basic skill but one which, given the realities, can make a considerable difference between such a skilled person and an illiterate person: reading brochures on agriculture extension and awareness-raising leaflets on AIDS and other subjects.

On the other hand, a village's economic situation apparently has no noticeable influence on the conduct of literacy training.

As regards the age of the learners, it is clearly the under 18 age group that is the least reactive (68.2%), while the most reactive is the 30-36 age group (87.2% success rate). This is noteworthy since the latter are in their prime, professionally active and more motivated than the others.

(B) MASTERY OF BASIC TRADES (FTP, DESCOL)

1. Basic Technical and Vocation Training (FTP)

Objectives

The overall objective of Basic Technical and Vocation Training (FTP) is to ensure that an increasingly large majority of the rural and urban poor acquire the minimum skills needed to exercise a trade.

Its development objectives are to improve the quality of life of that majority and their families and thus enable them to make a significant contribution to the development of the national economy in general and of the regional economy in particular.

The purpose of the training courses is to give the learners the necessary skills to exercise a new trade or to improve performance in their current activity.

The skills acquired or strengthened through FTPB, however basic they may be, are a means of combating poverty.

The Joint Programme is innovative in that it complements AFI-D with FTPB and the possibility of micro-financing. The inclusion of FTPB was necessary because it was identified as a need by the community itself.

Method used to select the trades

The trades in which training is provided were selected on the basis of a study conducted to identify training needs under the “Preparatory Arrangements for Basic Technical and Vocational Training: Feasibility and Management Study”. After a survey was held at the literacy sites, the training needs of newly literate learners at those sites were identified in the first phase of the study. On the basis of the needs thus identified, the study entered a second phase in which specifications were drawn up for the implementation of the training courses for the communities selected.

Training content

Although the training provided was meant to be adapted to the profile of the target learners, namely, the newly literate, the course content was designed to meet the universal minimum requirements of the trades concerned. However, it had to be adapted to the local setting.

Length of training

The length of the training course was determined according to the course content, the learners’ level of attainment and an assessment of the learners’ and trainers’ availability. The duration of agricultural training varied from 8 to 20 days. Technical training lasted for 45 to 60 days. In both fields, the duration of combined training courses was longer.

The duration of training has given rise to controversy. It is said to be too long in terms of learner availability, but too short in terms of content. Furthermore, the agricultural training courses are said to be too long and the purely technical training too short. The management of the time allocated to “general knowledge” seems to be crucial. The training schedule can be problematic when it coincides with agricultural work.

2. Training for out-of-school youth in urban areas (DESCOL)

Objectives

Under the 2003 Action Plan of the Madagascar-UNICEF 2001-2003 Cooperation Programme, the training objectives for out-of-school youth were (i) to develop training activities for 320 out-of-school youth, both boys and girls, in 17 Fokontany, Antananarivo, and (ii) to develop activities for the socio-professional integration of 40% of the young trainees. The ultimate goal therefore is to help young people to develop vocational skills in a given trade in order to set up as individual entrepreneurs or to find work in the same sector of activity.

Method used to select the trades

Training courses were selected according to the specialist fields of willing and available crafts people in the neighbourhood and according to the job opportunities and potential markets for trainees and products. The strategy followed entailed reliance on contributions from crafts people working in the neighbourhood where the young people lived.

Number of beneficiaries

Fifty-one young people in six neighbourhoods were trained in the first wave and 141 young people in 11 neighbourhoods in the second. The third wave is being completed and involves 258 young people.

Number of themes covered

The training courses covered 16 themes, namely auto mechanics, carpentry, hairdressing, dressmaking, embroidery, jewellery, pastry-making, crocheting, basketry, electronics, masonry, shoe making and repairing, screen printing, machine processing, metalwork and lampshade making.

Length of training

The training lasted seven months, including three months for the “core curriculum” comprising remedial lessons and training in life skills, and four months’ apprenticeship with a skilled worker.

(C) REINTEGRATION OF OUT-OF-SCHOOL YOUTH (ASAMA, AMBOHITSORATRA)

Another important result sought under the Joint Programme is the social integration of certain groups of underprivileged young people to whom the Programme aims to give a second chance in life by integrating them into a more conventional social system. Integration is sought through three activities: the promotion of reading for all or “Planet of the Alphas”, the activity known as ASAMA or “Accelerated compressed learning for Malagasy adolescents,” and lastly, the activity known as DESCOL or training for out-of-school youth in urban areas.

1. Accelerated compressed learning for Malagasy adolescents (ASAMA)

ASAMA was designed on the basis of a CAPEN thesis entitled “Intensive Basic Training in the Fianarantsoa Teacher-Training College” and defended in October 2000. The research was based on the AFI-D literacy teaching method. It aims to give a second chance of passing the elementary school-leaving certificate (CEPE) to teenagers who have never been to school or who dropped out after one or at the most two years of primary school. These children often come from families in difficult situations.

The most innovative feature of this teaching method is that it aims to bring the young people up to CEPE level in only 10 months, which means that the children who succeed in this course will achieve the feat of attaining in 10 months the level that pupils normally take five years to attain in the traditional formal system. The specific objective set under the Joint Programme for this activity is success in the CEPE and all its implications for the young peoples’ potential. Not only can some of them expect to be admitted to the first year of secondary education but also to a number of jobs (manual workers, police force, and so on) to which the CEPE gives access. As a result, the best indicator to evaluate ASAMA activities is the participants’ CEPE pass rate.

ASAMA is a method used under a special curriculum condensing the five years of the first stage of basic education into one academic year. The content of the ASAMA curriculum covers all the disciplines recommended in the national basic education curriculum. The language of instruction is Malagasy, and French is taught as a foreign language.

ASAMA is based on the following principle: a teenager over the age of 11, even an illiterate one, has already acquired knowledge through informal education. According to the surveys that have been carried out, that acquired knowledge, broken down by discipline, is not equivalent but generally corresponds to two fifths of the total content of primary education. A primary school operated for an average of 25 classroom hours a week, that is some 750 hours per academic year, and therefore a total of 3,750 hours for five years. So, if it is considered that two fifths of primary education content has been acquired informally by the teenager, then approximately 2,250 hours of lessons are yet to be learnt. Owing to the intensive nature of ASAMA and the learners’ greater receptivity, it is estimated that on average an ASAMA learner can assimilate the content of one hour of teaching received by a primary school pupil in 75% of that time, and would thus need about 1,690 hours to assimilate the entire primary education curriculum. This amounts roughly to the 10 months of teaching provided by ASAMA in a 42-hour week.

The entire primary education curriculum is thus covered in this fast track inasmuch as the teenagers’ previously acquired structural knowledge shortens the amount of time needed for assimilation. The method requires great involvement on the part of the teenagers who achieve learning goals by themselves in the strict sense of the term.

This is an intensive learning experience for groups of illiterate teenagers from 11 to 17 years of age. Each group must comprise no more than 25 learners. More precisely, the entire primary education curriculum, normally spread over five years, is condensed into a period of 10 months. The first six weeks are devoted to learning to read with the Ambohitsoratra method (see below). During the following term the learners absorb the curriculum of classes T1 and T2 (first and second year of primary education), the content of T3 (elementary class) is then reviewed in the second term and, lastly, the content of classes T4 and T5 (the last three years of primary education) is learnt in the third term.

The educators must be 20 to 45 years old, of a general educational level equal to or higher than the baccalaureate and, above all, capable of communicating easily with teenagers. They are given special training on the conduct of ASAMA, usually in two 10-day training sessions.

The interest aroused by the ASAMA experience is leading to requests for information, not only about its purpose, programme and methods, but also implementation costs. It is not within the remit of the outcome evaluation to study the costs of the Joint Programme's various activities. However, in regard to ASAMA, CNCE had already established an estimate for the unit cost of an ASAMA learner over the total duration of the course, which showed that the unit cost, based on 25 learners per class, was \$104.29 for 2003-2004, comprising \$55.71 for "teaching" costs and \$48.57 for logistical costs, including the canteen.

2. AMBOHITSORATRA

With regard to the Ambohisoratra activity or "Planet of the Alphas", action is taken to integrate out-of-school children. It is a method for learning to read Malagasy and it entails participatory learning techniques and many story-based play activities. The personalization of the letters of the alphabet in a human lifelike context makes the story almost "real". Even though it is fiction, it is recognized by the child's mind.

Ambohisoratra is thus a functional teaching method as the child or teenage learner recognizes the personalized letters illustrated in the story and can imagine being one of the actors in order to produce his or her own story. The method helps them to use their own imagination to create the image of the letters, imitate the characters, invent magic formulae and ask or solve riddles. This all generates a personal and collective experience that gives meaning to the words and phrases that will be gradually introduced in the context of learning to read. During the reading sessions, learners rely on their memory and the images to remember the names and characters of the letters that they have heard and observed during the Ambohisoratra story.

It is also an intensive method for learning to read, as all the letters of the alphabet can be recognized and spotted while listening to and observing the story. In theory the total duration of the learning process is 1.5 months, comprising 40 two-hour periods, thus amounting to 80 hours in addition to the evaluation sessions. The educators who manage and facilitate the children's and teenagers' learning to read programme are not "schoolteachers" but rather their friends. They supervise the children and guide their learning by playing with them and reminding them of the sequence of the story relating the letters that are being learnt.

Although the initial objective of Ambohisoratra is to teach illiterate and out-of-school children to read, integration into the school system is possible when they have learnt to read. This depends on whether there is a public primary school near the child's place of residence, whether children above the usual age may be admitted to the first class in the school, and whether the parents have the financial resources to meet the costs of schooling and a birth certificate for the child as required by the regulations.

V. RESULTS AND LESSONS LEARNT

(A) SUMMARY OF THE RESULTS OF THE MID-TERM EVALUATION

1. A mid-term evaluation of the Programme took place from June to July 2004.

RESULTS

2. The evaluation resulted in highly positive overall findings concerning the effects observed both for the beneficiaries of non-formal basic education activities and extension work and for the bodies responsible for planning and implementing those activities.

3. The observable effects in terms of the learning achievements of beneficiaries were measured by tests administered to a sample selected according to the usual procedures. The main points may be resumed as follows:

- For AFI-D (Intensive Functional Literacy for Development):
 - Among the participants of the first two waves to complete the four phases of AI (initial literacy), 76.4% can be considered to be literate (after 48 days of classes);
 - In the same group, 35.5% have reached the advanced level;
 - The mission has received an estimate of the unit cost (that is, per person) of literacy training including the two stages of initial literacy and additional training: it is between \$22 and \$25.
- For FTPB (Basic Technical and Vocational Training):
 - 73.7% of the newly literate who received training in one of the 14 trades concerned have acquired a basic mastery of both the theoretical and practical aspects of the trade;
 - Furthermore, it should be noted that women have more success in mastering the trade, with a rate of 87.5% as opposed to 63.6% for men.
- For DESCOL (Training for out-of-school youth in urban areas):
 - The rate for mastering the trade at the end of training is 83.3%;
 - The average integration rate for these young people in professional activity is 45%, that is, above the goal of 40% set by UNICEF.
- For Ambohisoratra (Learning to read in Malagasy for those not attending school):
 - 66.7% of learners tested demonstrated their ability to read, 37.5% at an advanced level.
 - Furthermore, after learning to read, 18.2% were registered in public primary education and 5.3% in an ASAMA class.
- For ASAMA (Accelerated compressed learning for Malagasy adolescents):
 - After a ten-month training course, the learners, who had never been to school or had dropped out after one or two years, and who took the CEPE exam, passed it at a rate of 52.6%;
 - According to CNCE data, the unit cost for the ten-month ASAMA training course is \$104 based on 25 learners per class.

4. For the animation and awareness-raising activities included in the Joint Programme (DIJE, NAC, EVF and awareness-raising about STI/AIDS), information from various sources was examined by the mission and working groups provided reports in provincial and national workshops. Moreover, the mission was also able to visit a few sites. It concluded that positive changes could be observed in the individual beneficiaries, their families and their environment.

5. Efforts to build institutional capacities were analysed, especially in the working groups of the two national workshops. The policy and strategy papers were considered to be relevant and are already in use. However, they must be distributed more widely in order to have the full expected impact. The SIG/EPT (information system for managing education for all) has already boosted the capacities of certain ministries and bodies taking part in it. The action must be continued to have the full impact that can be rightly expected of it.

6. The factors conducive to and impeding the achievement of these effects were analysed by the working groups in the provincial and national workshops. They concluded that the implementation of the Programme must be very flexible to lessen the impact of unfavourable factors and take every advantage of the favourable factors.

7. The evaluation made strategic findings concerning the contribution of UNDP and partner agencies of the United Nations system to the achievement of results. The contribution was especially significant owing to three features: joint programming, the contribution of tried and tested approaches and the acceptance of Malagasy initiatives on educational innovation.

N.B.: Given the highly positive overall findings of the mid-term evaluation with regard to the effects observed for the beneficiaries of the non-formal basic education activities and animation work, and for the bodies responsible for planning and implementing the activities, UNESCO is encouraging dialogue about sharing this experience with other countries including those with different contexts but also actively combating poverty.

(B) GENERAL LESSONS DRAWN FROM THE FIRST PHASE¹

AFI-D

- The most responsive group is the 30-36 year-old age group with a success rate of 87.2%. Women accounted for just under half the learners.
- The unit cost is between \$22 and \$25.
- A partnership has also developed with local elected officials and local authorities for the implementation of activities.
- The food provided by the partners helped the goals to be reached as it encouraged the assiduity of learners who often live in poverty.
- The distance of villages from the main roads is a significant factor in acquiring skills. Analysis shows that the participants from villages which are inaccessible even by four-wheeled vehicles for all or part of the year reach an intermediary or advanced level of literacy at a rate of only 36.7% as against 79.3% for villages with collective taxis.

¹ Further information on the interventions of the joint programme in Madagascar may be found in the document *Mid-Term Evaluation of the Joint Programme*, October 2004.

- By using a method of calculation that differs from the traditional method, introducing a bar chart for the units, tens and hundreds and so on, the AFI-D method achieves better results.
- Several factors, in particular the salary of the literacy educators and the distance of the village, made little impact on achievements.
- With regard to the gender of the educator, there was a slight difference in favour of women educators.

ASAMA

- Never having attended school or having attended for only a short time, they see ASAMA as a second chance.
- The commitment and conviction of facilitators have a positive effect on the students.

AMBOHITSORATRA

- The personalization of the letters of the alphabet in a context close to human reality makes the story almost real. Even though it is fiction it is recognizable to the mind of the child.
- The method is effective since it helps the learners to create the image of the letters, imitate the characters, invent magic formulae and set and solve riddles using their imagination.

FTPB

- The rate of mastery of a trade depends on the number of visits received.

(C) FUTURE DIRECTIONS

At present, development companies and projects are asking for partnerships with the Programme so as to conduct literacy campaigns to introduce other development objectives. This is because the major challenges currently facing Madagascar, such as the reduction of social exclusion, combating the spread of HIV/AIDS, good governance, combating corruption, hygiene, the need to enrol children in school, the community approach, mainstreaming of the population dimension and gender, popularizing agricultural developments, preservation of the environment and, lastly, economic development, cannot be met with a considerable proportion of illiterates in the country.