

Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Madagascar

Early Childhood Care and Education (ECCE) programmes

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MADAGASCAR

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 7 to 14 years.

1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Nursery education – nursery school.

1.2. Normative age group(s) covered by ISCED 0 programmes:

3-5 years.

1.3. ISCED 0 programmes: statistics and indicators (*source: UIS*)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	9.9	2003/2004
Net enrolment ratio	9.9	2003/2004
Percentage of children entering primary education with previous preschool experience	<u>Not available</u>	

1.3.2. *Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):*

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.1	1.0	1.8	28.1	0.0	0.0
		0.1(*)	11.9(*)	75.8(**)	77.3(**)

UIS estimate. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. *Teachers:*

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
3,520	90.6

(...) Not available.

1.3.4. *Funding:* Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. *Main source(s) of financing:* Not available

2. OTHER ECCE PROGRAMMES (*Generally preceding ISCED 0 programmes*)

2.1. National definition of other ECCE programmes:

Nurseries and kindergartens.

2.2. Normative age group(s) covered by other ECCE programmes:

The nurseries look after children from 0 to 2 years old; kindergartens are attended by children aged 2 to 3.

2.3. Estimate number of children covered by other ECCE programmes:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Nursery schools, in the non-formal sector, have been an integral part of the education system since 2004 under an Act (Law 2004-004 of 26 July 2004) containing general provisions on Madagascar's education and training system. Regulations to implement this Act are being drafted.

3.2. Official body/bodies in charge of supervision or coordination:

The Ministry for Population Affairs, Social Protection and Leisure (MPPSL) and the Ministry of Education and Scientific Research (MENRS).

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Ministry of Health and Family Planning (MINSANPF): public services including local authorities.

3.4. Type of personnel involved:

Pre-school teachers, community play leaders.

3.5. Type of staff training (requirements):

Basic training in pre-school education is provided by the MPPSL; Community play leaders are trained in the integrated early childhood education aspects of parent education.

3.6. Recent national policies and reforms:

National Child Health Policy (November 2005); National Nutrition Policy (PNN) including the National Community Nutrition Programme (PNNC).

3.7. Efforts targeted at vulnerable or disadvantaged children:

The PNNC primarily targets regions with the highest incidence of malnutrition. Its objective is to halve malnutrition and infant mortality rates.

3.8. Special projects/programmes aiming at expanding or improving ECCE:

The Integrated Early Childhood Development (DIJE) approach is being evaluated after an experimental programme at 13 sites (villages) with support from UNICEF. It is a multisectoral and community-based approach designed to promote all aspects of the young children's physical, cognitive, social and emotional development.

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes

3.9.1. Objectives and aims:

The overall aim of nursery school is to develop the child's full potential to enable him/her to develop his/her personality and have the best chance of success.

3.9.2. Learning areas and teaching-learning methods:

The task of the nursery school is to stimulate children and introduce them to socializing and educational activities that prepare them for the formal system: sensorimotor activities, oral and written communication and expression activities, and scientific and technical activities.

3.9.3. Average number of hours per week and average amount of weeks per year:

These will be established in the implementing regulations.

3.10. Any other relevant and pertinent information

In 1997-1998 the Ministry for Population Affairs, Social Protection and Leisure (MPPSL) and the Ministry of Education and Scientific Research (MENRS) listed 1,762 schools that provided for pre-school activities. Of these 1,762 schools with pre-school sections, 930 were in the private sector. In the provinces of Fianarantsoa and Toliara, pre-school education is provided predominantly by the public sector rather than the private sector.

The 17 state-run Pre-school Activities Centres (CAP) are pilot centres which have been set up since 1980. Pre-school attendance by 3 to 5 year-olds is low, around 8.3 %. The private sector clearly accounts for the bulk of this, except in Fianarantsoa province. The pupil/teacher ratio is 33 pupils per teacher. Training for pre-school teachers is provided by the line ministry, MPPSL (MINESEB, 1999).

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Yes	
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Yes	
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	Yes	
As component of adolescent, livelihood or literacy programmes	Yes	
Media broadcast, such as <i>Sesame Street</i> , with media for and with children	Yes	
Other (please specify)		

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Not available

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

The Early Childhood Development Standard is a national system for monitoring child development at 1 year, 3 years and just before entering school. It is being examined by specialists and will be tested before validation.

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

No

[Information revised by the Ministry of Education, December 2005.]