



Evaluation of project Miara-Mianatra Madagascar

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March, 2020

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ACKNOWLEDGEMENTS

We would like to express our sincere gratitude to all those that have made this evaluation possible on the period 24th February to 17th March 2020.

We warmly thank the Miara-Mianatra project staff for their support during the evaluation, particularly **RANDRIANARIVONY RADASY Rolland and Stine Hedeager Pedersen**.

The contribution of the **Ministry of Education, Ministry of Population, Ministry of Health, Malagasy Lutheran Church** has been invaluable and we thank all who contributed their time.

We would also like to express our heartfelt thanks to all **representatives from regional level, district level, commune level and community level, principals, teachers, doctors, community agents** in each of the visited sites.

We would also like to thank **Lalaina RATSIMBAZAFY Freelance Interpreter** - for her tireless translating and interpreting, and animation of various focus groups.

Finally, we want to warmly thank all of the parents and children that gave us their time to participate in the interviews.

We hope that this evaluation does justice to all that has been accomplished and provides guidance for the work that is yet to be done.

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LIST OF ACRONYMS

CBM – an international Christian development organization, committed to improving the quality of life of persons with disabilities in the poorest communities of the world

CRPD – Convention on the Rights of Persons with Disabilities

ETA – Empowerment Assessment Tool

EFA – Education for All

FLM – Fiangonana Loterana Malagasy

FFL – Fampianarana sy Fanabeazana Loterana (Malagasy Lutheran Church Department of Education)

FOFAMA – Foibe Fanabeazana ny Marenina (Special School for Deaf Children)

FOFAJA – Foibe Fanabeazana ny Jamba (Special School for Blind Children)

HI – HANDICAP International

INFP – National Institute of Pedagogy

MoE – Ministry of Education

MoP – Ministry of Population

MoH – Ministry of Health

NMS – Norwegian Mission Society

Norad - Norwegian Agency for Development Cooperation (under the Norwegian Ministry of Foreign Affairs)

NGO – Non-governmental organization

ODSS – Outreach Department from Special Schools

PNPSE – National Education Sector Support Platform

PFPHMAD – Platform of Federations of Persons with Disabilities

PBHC – Public Basic Health Centres

SAIP – Social Activities to Inclusion for the Project

SALFA – Sampan' Asa Loterana momba ny Fahasalamana (MLC Department of Health)

SFM - FLM Teacher Training School in Fandriana

SDG – Sustainable Development Goal

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EXECUTIVE SUMMARY

Overall Context

Madagascar has made a number of commitments to improve the wellbeing of children - particularly by signing the *Convention of the Rights of the Child (1990)*; *the Convention on the Rights of Persons with Disabilities (2014)*, all of which support the political commitment of the Government of Madagascar towards Inclusive Education.

The national education sector plan (2018-2022) defines the overall vision of the country for the development of education, particularly, Sustainable Development Goal 4 (SDG 4).¹

Malagasy Lutheran Church (FLM) and Norwegian Mission Society (NMS) has been the Pioneer and continue serving Malagasy People in implementation of Inclusive Education.

On August 3rd, 2015, a “Cooperation Agreement” has been signed between the Ministry of Education and the Malagasy Lutheran Church to make inclusive education among the top priorities of both institutions and to make this initiative of inclusion happen in Madagascar.²

Relevance

The report highlighted that the activities carried out within the Miara-Mianatra Project are relevant, meet international inclusion standards and have been particularly successful in supporting national priorities for implementing inclusive education and co-operation of social and educational specialists for integration of children with disabilities into mainstream schools across four target areas in Madagascar.

The project goal is relevant for the Malagasy education system and is in line with it's strategies and long term-objectives on Inclusive Education, such as: *Sectorial Education Plan 2018-2020*.

The project team has established and well-kept the contact with the mains stakeholders: governmental institutions, Malagasy Lutheran Church, schools, and key stakeholders within target communities.

An added value of the Project is the fact that the ***FLM Board Members as well as the leaders, respectively in a national and regional level***, use their position, power and authority in demonstrating positive attitudes toward the policy of inclusion to increase the levels of awareness and ownership to the program and to support the right to education for all.

Efficiency

The feedback of the participants of the project indicate that the project team implemented numerous activities in an efficient manner. Factors that facilitated the efficient implementation of the project: (i) the partnership and networking with the key stakeholders: *Malagasy Lutheran Church, Ministry of Education, Ministry of Population, and Ministry of Health; representatives from regional level, district level, commune level and community level; principals, teachers, doctors, community agents*; (ii) relevance of project objectives; (iii) strategic project management.

The project has proved the necessity to replicate the Inclusive Education Model in other regions; establish relationships between special schools and mainstream schools to ensure integration of children with disabilities into mainstream schools, through an optimal and competent collaboration between the relevant educational and social services and other actors (government, church, civil society, school, parents) based on a shared understanding of quality inclusive education practices.

¹ Plan sectoriel De de l'éducation (2018-2022), Juin, 2017

² Fampianarana sy Fanabeazana Loterana (FFL).Lutheran Department of Education Miara-Mianatra Project, (MLC Inclusive Education Project), 2018 – 2020

In addition, it is important also to mention that the Project staff have achieved both a synergy between the four specific objectives of the Project: *Advocacy and Awareness, Teacher Training, Educational and Social inclusion.*

Effectiveness

The Miara-Mianatra Project has been very effective in promoting social and educational inclusion of children with disability from four regions. The effectiveness of the initiatives implemented within the project is proven by the increased level of educational and social inclusion of children with disabilities in the mainstream schools. ***The implemented model has had a positive impact on the attitude of government specialists, regional and community specialists, Church leaders, managers and teachers, doctors to the Values and Principles of Inclusion.***

The training provided by Miara-Mianatra led to important changes in the attitude of teachers about Inclusive Education. The evaluation reveals that teachers believe the issue of Inclusive Education is very important for the Madagascar. They put forward the following reasons to support their opinion: (i) the fundamental right to education of all children; (ii) all children must study together; (iii) the importance of early intervention.

The project goal and objectives were achieved. The project reached the targeted beneficiaries.

At the same time, the evaluation identified concerns about limited human resources to implement complex activities of Miara-Mianatra Project. In order to ensure the effectiveness of Miara-Mianatra project implementation, it is recommended to hire a Project assistance within Miara-Mianatra Project.

Impact

The evaluation revealed that project results have accomplished the *Digni indicators* related to ***Strengthening civil society, Gender equality, and Quality education.***

The evaluation highlighted the project's impact on ***strengthening civil society engagement*** in promotion of Inclusive Education and mobilizing local communities to support Inclusive Education in Madagascar.

Changes the project has brought on ***quality education*** refer to changing the attitude of teachers and parents of children with disabilities; rehabilitation of school infrastructure in the mainstream schools from target regions, that help to improve the quality of teaching and learning of children with disabilities from four regions

Gender equality was a cross-cutting principle that was addressed within all four components of the Miara-Mianatra Project, integrating gender considerations in all Project activities. Project reveals that female-to-male participant ratio at the trainings sessions conducted by Miara-Mianatra Project, was ***67 % female and 33% male (67:33).***

The evaluation revealed that project's impact is multidimensional through many categories of population from four target regions of the Project: (i) children with disabilities; (ii) school teachers and principals; (iii) doctors; (iv) parents raising children with disabilities; (v) parents of children without disabilities; (vi) civil society; (vi) other community members.

Sustainability and replication

The participants mentioned the need to replicate and/or continue the following activities:

- Advocacy and Awareness activities are required to share the best practices of implementation of Inclusive Education in Madagascar.
- Sensitizing FLM leaders to own the project's initiative through FLM branches.
- Follow up with all the teachers who have been trained.
- Teacher Training on Inclusive Education for all staff in target mainstream schools in each four regions of the Project.

- Follow up the monitoring of children with disabilities integrated in mainstream schools in each four regions of the Project.
- MoE continues recruiting FLM's teachers working for the promotion of inclusion in the country.
- SFM Fandriana had been equipped with pedagogical materials and continues training learners with disabilities (5 trainees for 2018 – 2019).

Based on this evaluation, the following **recommendations** are offered:

Short-term Interventions

I. Advocacy and Awareness

- 1.1. Design a second phase for the project, aiming to amplify the experience obtained thus far by replicating the Inclusive Education Model in other regions.
- 1.2. Continue Advocacy and Awareness campaigns. Increase positive views of disability: deliver activities that show children that there are many successful people with disabilities in the wider world e.g. input on famous people with disabilities in Madagascar and across the world.
- 1.3. Promote best practice and success stories of integration of children with disabilities into mainstream schools, to address and reduce the concerns of teaching staff and parents.
- 1.4. Link the Malagasy Lutheran Church with NGOs with other expertise that can contribute in implementing Inclusive Education.
- 1.5. Strengthening the management of the project by e.g. hiring a Project Assistance to support and assist the Project Coordinator. Use IT Technologies to fluidify the communications as well as the management of the project.
- 1.6. Participate in the second elaboration of the second edition of the document of the National Inclusion Plan for Persons with Disabilities in Madagascar.

II. Teacher Training

- 2.1. Follow-up with all the teachers who have been trained, and their trainers of trainers from four target regions.
 - Design and implement specific training to address identified needs.
 - Conduct monitoring and evaluation of use of best practices to enhance the knowledge of teaching staff.
 - Conduct formative visits and observations of mainstream schools from four target regions.
 - Conduct mentoring visits for in-depth analysis and discussions of the observed needs to support the integration of children with disabilities.
 - Organize the exchange of experience of teachers involved in the project.
- 2.2. Make strong links with the Platform of Federations of Persons with Disabilities and other Organizations of Persons with Disabilities, and involve them in the delivery and design of training on Inclusive Education.
- 2.3. Establishing a professional network for teachers from four target regions. This involves regular meetings in community bases where teachers get together to learn new skills, share good practice and problem solve together.

III. Social Inclusion

- 3.1. Support provision of hearing aids and support materials for children with visual and hearing impairment enrolled in mainstream schools.
- 3.2. Strengthen data on children with disabilities in the four target areas, including gender disaggregated data, their functional difficulties and the barriers they face.
- 3.3. Follow-up the monitoring of children with disabilities from four target regions.
- 3.4. Improving early identification system for finding and assessing the children (good links with doctors and Parents' Association/Community Agents/Headmasters delivering community awareness raising).

3.5. The Parents' Association/Community Agents/Headmasters should share best practices on inclusive education during Open Days.

IV. Education Inclusion

4.1. Advocate with the FLM Teacher Training School to create links with mainstream schools from the four target regions of Miara-Mianatra Project to share concrete examples of good practices on Inclusive Education.

4.2. Develop opportunities for knowledge and expertise exchange between staff from special and mainstream schools, by:

- Every year, for the next 5 years, identify 10%-20% of the school population that can best be served in mainstream schools.
- Provide inclusive education and collaborative teaching training to special/mainstream school staff of the identified school populations (exiting and receiving schools).
- Initiate transition of the above 10% onto mainstream schools with the support of a team from the special school, while continuing to provide boarding if needed - preferably, children would be transferred to mainstream schools in their neighborhood.
- Identify and support the transition of expert staff from special schools onto mainstream schools.

4.3. Build sustainable friendships through joint projects with children in mainstream school and special schools: competition teams where children with disabilities are on the same team as those without disabilities in an area where they excel.

Medium-term & Long-term

I. Advocacy and Awareness

1.1. Develop a joint plan on communication among Miara-Mianatra Project, Lutheran Church and the members of the National Platform of Inclusive Education, and local community leaders, to increase understanding of inclusive education, showing successful examples of children with disabilities being integrated into mainstream schools.

1.2. Develop an awareness-raising module for mainstream schools pupils, encouraging them to accept inclusive education values.

1.3. Develop a course for parents, focused on inclusive education values. This should be a practical course.

1.4. Develop a module for journalists, training them to reflect principles of inclusive education.

1.5. Mapping of activities on Inclusive Education implemented by different NGOs in Madagascar.

II. Teacher Training

2.1. Organize Teacher Training on Inclusive Education for teachers from the four target regions (public and private schools including FLMs) using the cascade Model of Teacher Professional Development.

2.2. Train the representatives of the Direction of Education from district level from the four target regions on Inclusive Education.

2.3. Transform the FLM Teacher Training School into an Institute of Inclusive Pedagogy, to serve as the main Methodological Agency for Teacher Training on Inclusive Education for FLM mainstream and special schools. To support a Focal Point on Inclusive Education within SFM - FLM Teacher Training School in Fandriana for coordinating and supporting the network on Inclusive Education.

2.4. Develop and deliver practical Modules on Inclusive Education that focuses on *Child Development, Child centered pedagogy, Teaching in inclusive classroom, Classroom management, Modifications/Adaptations*. Increase the proportion of practical sessions within each course. Practical sessions can include: *case studies, examples of good practices, videos, additional resources*.

2.5. Develop Specialized Modules and didactic materials on Inclusive Education.

III. Social Inclusion

- 3.1. Create teams from each of the 4 regions to provide a rapid assessment and identify children with disabilities in each locality.
- 3.2. Follow up the monitoring of children with disabilities from four target regions.
- 3.3. The Miara-Mianatra Project provide support for integration of children with all types of disabilities from four target regions into mainstream schools.
- 3.4. At the Community level IV (fokontany), include professional types (education, health, social work) in each team, in order to communicate/provide support properly within the community.
- 3.5. Provide Basic Health Equipment at community level.

IV. Education Inclusion

- 4.1. Prepare ALL teachers to work with ALL students, both independently and in collaboration, and target the dissemination of skills and knowledge related to: differentiated instruction, classroom management, learning styles, individualized interventions, co-teaching, peer-tutoring, grouping instruction and curricular modifications/adaptations, which target ALL students.
- 4.2. The Miara-Mianatra Project and the Malagasy Lutheran Church continue to ensure special schools shift their paradigm to support Inclusive Education, by transitioning every year 10% to 20% of the students from special schools to mainstream schools with adequate planning and support.
- 4.3. Each child with a disability must be provided an Individualized Education Plan with educational, health and social protection components.
- 4.4. Consider converting Special Schools into Competences Centres with the objective to:
 - Provide capacity building of teachers from mainstream schools to implement Inclusive Education.
 - Provide support to children with disabilities in mainstream schools.
 - Provide capacity building for parents of children with disabilities.
- 4.5. Develop and expand opportunities for adolescents and young people leaving special schools, including the provision of transition services to support young people to prepare for leaving care, post-care support services, and employment.
- 4.6. Invest in infrastructure of mainstream schools that support the participation of children with and without disabilities in different sports and cultural activities.
- 4.7. Develop support materials on life skills education for children and adolescent.

V. Recommendations for special schools' engagement in Miara-Mianatra project, as bi-lingual schools and/or support services to mainstream schools that have integrated learners with sensory disabilities. Recommendations for the engagement of the Norwegian Mission Society.

- 5.1. Although special schools have had a tremendous impact in improving the lives of some children with disabilities in Madagascar they do not - in their current format - support the larger goal of Inclusive Education (as understood by the CRPD and SDG4). Therefore, it is suggested that NMS only provides financial support to special schools which are actively engaged in transforming their role from segregated settings for children with disabilities into support services for inclusion. Rather than serving a few hundred children with disabilities in segregated settings, the expert resources of special schools would be better utilized in mainstream schools that are integrating children with disabilities, by supporting children and their mainstream teachers in expanding inclusive practices.
- 5.2. Strengthen the capacity of the regional focal point on Inclusive Education from the four target regions on promoting of partnerships between mainstream schools, special schools and parents of children with disabilities. The regional focal point on Inclusive Education should receive extra training on integration of children with disabilities into mainstream schools, and act as a link with the special schools and mainstream schools to ensure the transition of children with disabilities from special school into mainstream schools.

1. INTRODUCTION

Madagascar has made a number of commitments to improve the wellbeing of children - particularly by signing the *Convention of the Rights of the Child (1990)*; *the Convention on the Rights of Persons with Disabilities (2014)*, all of which support the political commitment of the Government of Madagascar towards Inclusive Education.

On September 4th 2009, the Ministry of Education (MoE) adopted the Decree No. 2009 -1147 that stated “inclusive education involves promoting access to formal education for all children with special needs, whether these are health related, social-economical, geographical, cultural or related to learning difficulties”. All children under the age of 16 are affected by this decree, which aims to put “all children who are outside the formal education system in local public or private primary classrooms and keep them in school”. It provides a definition of inclusive education – targeting children in vulnerable or marginalized households, including children with disabilities.³

The National Education Sector Plan (2018-2022) defines the overall vision of the country for education, which is among the goals of the National Development Plan (2015-2019) and the international objectives for the development of education, particularly, Sustainable Development Goal 4 (SDG 4).⁴ The plan is the first for Madagascar, and aligns medium-and long-term development goals for the entire education system with three ministries responsible for education, and consolidates coherent subsector action plans with a common financial framework.⁵

Despite a lack of accurate data, representatives of the Minister of Education of Madagascar estimate that only 13% of children with disabilities are in school. In Madagascar, “Girls with disabilities face double discrimination as they represent less than one third of children with disabilities enrolled in school.”⁶

There is an absence of sustained and quality mechanism for teachers training and performance. 97% of teacher do not have a professional teaching diploma.⁷

Slow pace of construction lead to increased pupil-classroom ratio (53:1 in 2013/14 vs 47:1 in 2011).⁸

On August 3rd, 2015, a “Cooperation Agreement” has been signed between the Ministry of Education and the Malagasy Lutheran Church to make inclusive education among the top priorities of both institutions and to make this initiative of inclusion happen in Madagascar.⁹

2. CURRENT CONTEXT AND PROJECT OBJECTIVES

The Miara-Mianatra (Learning Together) project is a 3-year engagement by the Malagasy Lutheran Church (FLM) supported by the Norwegian Mission Society (NMS) with funding from the Norwegian Agency for Development Cooperation under the Norwegian Ministry of Foreign Affairs (Norad). It draws on the extensive experience of FLM in specialized education for blind and deaf persons (since 1924) and the Ministry of Education’s ongoing effort to draft and implement an Inclusive Education Policy (Decree 1147 of 01/09/2009: General Policy for Inclusive Education).

The Miara-Mianatra project is based on a previous project by FLM – Mampiaty Programme (Inclusive Education 2016-2020) – that aimed at integration of children with disabilities into mainstream schools that are focused on providing learner-centered pedagogy, in a friendly social context, and deliver specialized support to children with hearing and visual impairments in mainstream classrooms. In 2018, the Mampiaty Programme became the Miara-Mianatra project (2018- 2020), with the same vision, mission and core values but a different management structure.

³ A study on children with disabilities and their right to education: Madagascar, 2016

⁴ Plan sectoriel De de l’éducation (2018-2022), Juin, 2017

⁵ <https://www.globalpartnership.org/where-we-work/madagascar>

⁶ Primary school Exclusion and ways to improve inclusion in Madagascar, UNICEF, 2012

⁷ Challenges & Opportunities for Children in Madagascar, UNICEF (2018), pg. 9

⁸ Madagascar 2015 Review of Public Expenditure in Social Sectors, Executive Summary (WB 2015b in list)

⁹ Fampianarana sy Fanabeazana Loterana (FFL). Lutheran Department of Education Miara-Mianatra Project, (MLC Inclusive Education Project), 2018 – 2020

The **overall objective** of the project is to integrate children with disabilities, with low or average level of impairment, in mainstream schools across four target areas in Madagascar: Atsinanana (Toamasina), Vakinankaratra (Antsirabe), Amoron’Imania (Ambositra) and Matsiatra Ambony (Fianarantsoa).

3. METHODOLOGY

The **purpose** of the evaluation is to determine the extent of success of Miara-Mianatra project (2 years into a 3-year project), target activities, and provide a targeted focus the outline of a future 5-year project document.

The objectives of the evaluation are:

1. To determine to what extent the theoretical foundations, conceptual framework, and objectives of Miara-Mianatra are in alignment with international standards and **compliant** with the Convention on the Rights of the Child (CRC), the Convention on the Rights of Persons with Disabilities (CRPD) Art.24, in particular its General Comment number 4 and Sustainable Development Goal (SDG).
2. To determine a **baseline** of the project as of (2018), at which time Mampiaty was converted into Miara-Mianatra.
3. To determine to what extent the efforts of the first two years of the Miara-Mianatra project (2018 & 2019) are leading to the successful completion of the Overall Objective.
4. To determine to what extent each of the **four specific objectives** are leading to the successful completion of the Overall Objective.
5. To provide recommendations **as to the medium- and long-term interventions** that will outline the next programme cycle (2021-2025).

The evaluation should address the following questions/concerns:

1. Describe the theoretical foundations, conceptual framework and objectives of the Miara-Mianatra, as expressed in the Program document and as described by stakeholders.
2. To what extent are the theoretical foundations, conceptual framework, and objectives of Miara-Mianatra in alignment with international standards compliant with:
 - a. the Convention on the Rights of the Child (CRC)
 - b. the Convention on the Rights of Persons with Disabilities (CRPD) Art.249, in particular its General Comment number 4
 - c. Sustainable Development Goal (SDG)
3. To what extent stakeholders understand Inclusive Education from a rights-based perspective and are able to convey it in education-related discourse.
4. The baseline of the project as of (2018), at which time Mampiatra was converted into Miara-Mianatra:
 - a. Provide a clear distinction between objectives and results before and after the conversion
5. Is the Miara-Mianatra project team and main stakeholders (National Education Director, trainers, school directors, teachers involved in the project) fully informed of the Overall Objective ?
6. Is there a strategy in place to advance Overall Objective ?
7. Is the Miara-Mianatra project (2018 & 2019) on track to achieve the expected results of Overall Objective ?
8. What are the criteria used to determine advancement on the four specific objectives ?
 - a) Who is involved in decision-making and in what ways
 - b) How are training conducted, with what purpose? Who are the participants selected?
 - c) The process of selection, evaluation and continuous professional development of trainer-of-trainers
 - d) The criteria for selection of main stakeholders in each specific objective
9. Is the Miara-Mianatra project (2018 & 2019) on track to achieve the expected results of the four specific objectives?
10. Are there synergies between the four specific objectives ? If yes, are they contributing to the successful completion of the Overall Objective ? If no, describe the lack of synergies and rationale as described by stakeholders.

11. Taking into consideration the traditional engagement of FLM with special schools for the deaf and the blind, to what extent do these institutions contribute to, or deter from, achieving Overall Objective and each of the four specific objectives by focusing on:

- a) Determining the process by which students with disabilities in special schools graduate, exit programmes, or are integrated in mainstream schools;
- b) Determine the ways in which special schools are administrated and supervised, the process of decision-making affecting teachers and students, and the quality of the programmes offered;
- c) Recommendations for special schools' engagement in Miara-Mianatra project, as bi-lingual schools and/or support services to mainstream schools that have integrated learners with sensory disabilities;
- d) Recommendations for the engagement of the Norwegian Mission Society with entities that support the continued segregation of children with disabilities in special schools;

12. Taking into consideration the overall size of the FLM education programme, is the Miara-Mianatra project suitably sized (and geographically located) to be considered a model project for the FLM education programme.

13. To which degree are target groups empowered to live a life in dignity. Method described by Digni in the Empowerment Assessment Tool (ETA).

14. Prioritize one activity, within each specific objective (short-term interventions), to be completed in 2020, leading to the successful completion of each specific objective.

15. Provide recommendations as to the medium- and long-term interventions that will outline the next programme cycle.

The evaluation covered 2018 and 2019 period.

Geographic coverage

The evaluation includes a representative sample of all 4 sectoral/thematic areas, in each of the four geographic areas covered by the project: Atsinanana (Toamasina), Vakinankaratra (Antsirabe), Amoron'Imania (Ambositra) and Matsiatra Ambony (Fianarantsoa).

Methodology

The evaluation was conducted using a mix methodology:(*Annex 2*)

- Desk review
- Key informant interviews
- Focus groups discussions

Participants

In order to achieve the objectives of the evaluation, qualitative data collection methods were used during the visits to the selected localities: interview and focus group discussions.



Focus discussion groups (1 of each in each of the 4 geographic areas).(Table 1)

- Community Agents
- Teacher trainers
- Teachers
- National Platform for Inclusive Education
- Health workers
- Parents of children with and without disabilities
- Children with and without disabilities

Throughout the 12 days of field work, 34 semi-structured interviews were conducted (*Annex 1*).



Views of teachers captured in session graphic

Table 1. Conducted focus groups discussions

Localities		Total Number of participants
Antananarivo		
Platform Disability	1 focus group discussion	5
ATSINANANA: Toamasina and Foulpointe		
Directors of schools	2 focus group discussion	20
Teachers	1 focus group discussion	11
Parents	1 focus group discussion	5
Children	1 focus group discussion	40
VAKINANKARATRA: Antsirabe		
Teachers	1 focus group discussion	20
Parents	1 focus group discussion	39
Community Agents	1 focus group discussion	15
Children	1 focus group discussion	30
AMORON'I MANIA: Ambositra		
Directors of schools	2 focus group discussion	9
Teachers	2 focus group discussion	10
Parents	2 focus group discussion	10
Community Agents	2 focus group discussion	3
HAUTE MATSIATRA: Fianarantsoa and Fandriana		
Directors of schools	2 focus group discussion	4
Teachers	2 focus group discussion	19
Community Agents	2 focus group discussion	10

4. FINDINGS

4.1. Conceptual framework

MIARA-MIANATRA Core Values

- *Faith* : it is a stronghold to stand firm and be still in every circumstance.
- *Caring* : it energizes us to show compassion and empathy toward disabled children.
- *Integrity* : it builds confidence both to ourselves and to our stakeholders and partners.
- *Relationships*: it is a key-to-success to whatever we undertake.
Success : it impels us to do more, expect more and get results.

Outcome 1: FLM (Malagasy Lutheran Church) and the Malagasy state demonstrate ownership to Inclusive Education. (Advocacy and Awareness)

Digni outcome: There is a high degree of organization in the target groups

Output 1.1: Increased awareness about Inclusive Education in the FLM and Community.

Output 1.2: Knowledge and experiences exchanged with platform members and partners.

Output 1.3: MoE informed and capacitated on the needs and ways to improve inclusive education for children with disabilities.

Comments

The Miara-Mianatra team adopted a comprehensive approach in order to raise awareness and ownership of leaders (government, religious and community) and especially tackle cultural bottlenecks and other types of obstacles that hinder education of children with disabilities.

The following has been done to achieve this objective: (i) The memorandum of Cooperation has been signed between Ministry of Education, the Malagasy Lutheran Church and Miara-Mianatra Project to implement inclusive education; (ii) Advocacy of Inclusive Education in Community and national level to increase awareness about Inclusive education was organized; (iii) awareness campaigns for community and regional leaders were organized by Miara-Mianatra Project; (iv) knowledge and experiences were exchanged with the National Inclusive Education Platform members and partners organized; (v) participation of Miara-Mianatra Project in the celebration of International Day of Persons with disabilities (Dec.3th, 2019) was organized with the Ministry of Population in Ranohira; (vi) workshops for sustainability with Church leaders were organized; (vii) throughout the Inclusive Education National Steering Committee, a sharing was done with the new regime (including the Ministry of Education, Ministry of Health and Ministry of Population and their respective departments) about the National Platform's work, achievements and perspectives since 2015

Miara-Mianatra Project called on professional agencies in communication to ensure a successful awareness-raising campaign. They used regional TV, Radio and local musicians to talk about Miara-Mianatra Project.

FLM leaders were involved in every step of Miara-Mianatra Project

FLM President, **Doctor David Rakotorinina** participated in public awareness campaigns on Inclusive Education in Antsirabe.

The Vice-President, **Pastor Octave Benil Andrianjafy**, responsible of the coordination of FLM Projects/Programs, worked closely with Miara-Mianatra Team and ensured the follow up of the activities.

The **Norwegian Minister Counsellor** advocated for quality learning and inclusive learning opportunities for all children.

The **Four Synods Presidents** in target groups collaborated with Miara-Mianatra Project in launching, sensitization, training, identification of children with disabilities and medical screening in target areas.

Strengths

- The political will of the representatives of the various institutions: Ministry of Education, Ministry of Population, Ministry of Public Health, Malagasy Lutheran Church, representatives from regional level, district level, commune level and community level to implement Inclusive education.
- Effective cooperation with the Malagasy Government and NGO/Actors in inclusive education.
- Church leaders and teachers are respected by the community which translated into a key success factor for the transmission of Miara-Mianatra' messages during the sensitization and the early intervention.
- The FLM Board Members as well as the leaders respectively at national and regional levels use their position, power and authority to demonstrate positive attitudes toward the policy of inclusion to increase the levels of awareness and ownership to the program and to support the right to education for all.
- Changing the attitude of teachers and parents towards inclusion of children with disabilities.
- Parents were informed about their children's rights. More parents are convinced to send their children with disabilities to schools.

Box 1. "When we are doing awareness campaigns we need more involvement of the government representatives".
(Pastor, Antsirabe)

Constraints

- Persistent discriminatory attitudes and resistance, at the system and society levels for integration of children with disabilities in mainstream schools and communities.
- Different people have different understandings of what inclusive education is.
- Overlapping of activities (at times with different aims, and purposes) on inclusive education implemented by various NGOs.
- There are still parents who are not willing to send their children to school.

Expected result under Outcome 2: More teachers offer quality education to children with disabilities (Teachers training):

Digni outcome: Target educational institutions (formal/informal) provide quality and inclusive education to learners.

Output 2.1: Strategy and education plans for Inclusive Education training developed.

Output 2.2: Resources for Inclusive Education developed.

Output 2.3: 600 participants trained in inclusive education.

Output 2.4: 35 teachers Specialized in inclusive education at SFM - FLM Teacher Training School in Fandriana through pre-service training.

Output 2.5: Increased knowledge about learner centered pedagogy at SFM - FLM Teacher Training School in Fandriana.

Comments

The following has been done to achieve this outcome: (i) strategy and education plans for Inclusive Education training developed; (ii) participation of Miara-Mianatra Project in developing of pre-service training modules (in partnership with INFP/MoE and Inclusive Education Platform members) (*Table 2*); (iii) 619 teachers from 4 regions (public and private schools including FLMs) were trained on Inclusive Education (*Table 3*): *first, one-week training on Inclusive Education Pedagogy and Didactic was provided to 169 teachers from Atsinanana, Vakinankaratra and Amoron'Imania; second; two weeks training on Inclusive Education Modules – common and specific modules – were provided to*

335 teachers from public and private mainstream schools (without FLM's) and to 115 teachers from FLM mainstream schools; (iv) 35 FLM trainers attended the training on Inclusive Education and Learner - centered pedagogy at the National Institute of Pedagogy; 12 of them were selected to continue for the second training on Inclusive Education.

Planning activities of the Inclusive education trainings have followed the following main steps:

1. Developed the strategy and education plans for Inclusive Education Training.
2. Developed the Modules for training of teachers on Inclusive Education.
3. Selected national trainers in inclusive education.
4. Developed the Training Agenda and the list of participants, planned and performed logistic activities.
5. Organized the training of national trainers on the basis of the developed modules.
6. Organized the trainings in inclusive education for the teachers from four regions.

The Modules on Inclusive Education were developed by the members of the National Platform of Inclusive Education and were approved by the Ministry of Education of Madagascar. (Table 2).

Miara-Mianatra Team participated actively in developing of Teacher Training Modules on Inclusive Education.

The training program consists of the following modules:

1. Guide for Training - of -Trainers on Inclusive Education, contains information on the inclusive education concept and its different aspects, the evolution of the policy and legislative framework at national and international level and some practical applications regarding development and implementation of an Individual Education Plan, called (Personalized School Project).

2. Guide for Training of Primary School Teachers on Inclusive Modules, contains information on the inclusive education concept and its different aspects, the evolution of the policy and legislative framework at national and international level and some practical applications regarding development and implementation of an Individual Education Plan, called (Personalized School Project), supposed to be implemented by a teacher based on medical, social, and pedagogical documents.

3. Guide: Pedagogy and Didactics in the context of Inclusive Education reflects basic principles of differentiated pedagogy.

4. Specialized Modules on Inclusive Education contains three Modules:

- Training Module on Visual Disability
- Training Module on Hearing Impairment
- Training Module on Intellectual Disabilities.

Table 2. Distribution of Modules by Hours

No	Modules	No of hours
I.	Guide for Training - of -Trainers on Inclusive Education (ToT Module on Inclusive Education)	82 hours 15
1.1.	Introduction to Inclusive Education	17 hours 15
1.2.	Practice and implementation of a Personalized School Project	65 hours
II.	Guide to train Primary School Teachers on Inclusive Education	39 hours 30 minutes
2.1.	Introduction to Inclusive Education	12 hours
2.2.	Practice and implementation of a Personalized School Project	27h30
III.	Pedagogy and Didactics in the context of Inclusive Education	27h 30 minutes
3.1.	Basic concept on differentiated and active Pedagogy and didactics within inclusive education	6h 15mn
3.2.	Practice and implementation of a Personalized School Project	15
IV.	Guide for implementation of specific Modules on Inclusive Education	70 hours
4.1.	Module : Visual disability	21 hours

	<ul style="list-style-type: none"> • Experience of the school FOFAJA, Madagascar (school for blind) • Identification of the visual disability • Classification of the visual impairment • Materials and didactic supports for students with visual disability • The necessary favourable conditions to learning for students with visual impairments 	
4.2.	Module: Hearing Impairment <ul style="list-style-type: none"> • Experience of the school FOFAMA (school for the deaf) • Definition of deafness • Identification of a student with a hearing impairment • Materials and didactic supports for students hearing impairments 	21 hours
4.3.	Module: Intellectual disability <ul style="list-style-type: none"> • Definition of intellectual disabilities • Identification of an intellectual disability • Teaching materials and supports adapted to the teaching and learning of students with intellectual disability • The necessary favourable conditions to learning for students with intellectual disability 	28 hours

Strengths

- Raising awareness and acceptance of teachers with regards to children with disabilities in mainstream schools.
- Teachers overcoming fear of teaching children with disabilities.
- Teachers providing practical advice to parents of children with disabilities.

Constraints

- Lack of monitoring of the quality of the trainings, and their application of the new skills and knowledge in the field.
- Lack of the Modules focused on *Complex Assessment of Child Development; Teaching in inclusive classroom; Curriculum modifications/adaptations; classroom management.*
- Limited hours for topics focused on differentiated pedagogy, differentiated Instruction.
- Limited professional competence of the teaching staff to work with children with disabilities.
- Lack of experience in Inclusive Education of the National Institute of Pedagogy.
- Weak knowledge base of Trainers of Trainers.
- Limited professional competence of teaching staff.

Table 3: Teachers attending training on Inclusive Education

Target areas	Trained Teachers April 2019		Trained Teachers Sept – Oct 2019		Total
	Male	Female	Male	Female	
Atsinanana (Toamasina)	24	59	0	0	83
Vakinankaratra (Antsirabe)	15	34	46	56	151
Amoron'i Mania (Ambositra)	13	24	13	43	93
Matsiatra Ambony (Fianarantsoa)	0	0	52	125	177
FLM Mainstream Schools	0	0	45	70	115
Total	52	117	156	294	619

Expected result under Outcome 3: More children with disabilities experience living in a social setting where they are included. (Social Inclusion)

Digni outcome: Communities support the right to education for all

Output 3.1. Improved ability to follow-up children with disabilities from an early age.

Output 3.2. Children and their families received guidance and information through Early Intervention.

Output 3.3. Local community leaders informed about the rights of children to education.

Comments

The following has been done to achieve this outcome: (i) children with disabilities participated in the International Day of Persons with Disabilities; (ii) 331 persons were trained on Early Intervention: 93 principals, 93 teachers, 89 parents, 46 community agents, 10 representatives of Ministry of education (*Table 4*); 32 Doctors, 21 Paramedics working in Public Basic Health Centres (PBHC) were trained to ensure regular medical follow up of children with disabilities in mainstream school (*Table 5*). A booklet has been developed for them; (iii) awareness campaigns organized by community agents, representatives of Parent Association in community about children right organized; (iv) 195 children with disabilities have got Early Intervention Plan; (v) 249 children with disabilities had been followed-up by Doctors and Paramedics in Atsinanana, Vakinankaratra and Amoron’Imania.

Strengths

- Identification of child with disabilities in communities.
- Medical diagnostic of the children with health issues.
- Integration of children with disabilities into mainstream schools.
- Support in treatment of children with visual and hearing impairment.
- Free medications provided to the families of these children.

Constraints

- There are still many children in the villages that do not attend schools.
- Because of poverty, parents of children with disabilities face difficulties to send their children to school.
- After identification, children with disabilities do not have a medical specialist at the community level.
- Children from special schools integrated in mainstream schools need additional support for renting of house, bus fares, support materials, etc.

Box 2. “I came from South of Madagascar. I am renting a house. There are 17 children in a room. It is difficult for parents, because they have to pay the housing rental fee and fee for the Braille pages. I take a bus to get to school. We need support for treatment before visiting a doctor”.

(Children with visual impairment integrated into mainstream school)

Table 4: Participants at early Intervention Training

Target Areas	Principals		Teachers		Parents		Community Agents		Ministries		Total
	M	F	M	F	M	F	M	F	M	F	
Atsinanana	11	22	6	15	15	12	4	3	0	4	92
Vakinankaratra	11	23	3	43	18	19	5	18	2	1	143
Amoron'Imania	2	24	5	21	15	10	6	10	2	1	96
Total	24	69	14	79	48	41	15	31	4	6	331
	H=93		T = 93		P = 89		CA = 46		min=10		

Table 5: Participants on Medical Training

FARITRA	Trained Doctors		Trained Paramedics		Total
	Male	Female	Male	Female	
Atsinanana	1	2	1	11	15
Vakinankaratra	3	16	2	1	22
Amoron'I Mania	3	7	2	4	16
Matsiatra Ambony	-	-	-	-	-
Total	7	25	5	16	53
Total	32		21		53

Expected result under Outcome 4: Children with disabilities receive the necessary support in regular schools. (Educational Inclusion)

Output 4.1: Improved infrastructure at inclusive schools.

Output 4.2 26 children with disabilities have access to adapted pedagogical material available.

Output 4.3: 642 children with disabilities are included in mainstream schools.

Comments

The following has been done to achieve this outcome: (i) investment on pedagogical equipment and infrastructure: two main activities had been undertaken: financially supporting SFM to get computers and software for blind learners and other pedagogical equipment; support mainstream schools in Vohiposa and Farafangana to build one classroom (class-unit) for deaf students and appropriate toilette for blind students in Farafangana; (ii) 374 learners (193 males and 181 females) from target institutions provided with learning materials; (Table 6) (iii) 642 children with disabilities (342 males and 300 females) integrated in the four targets areas – Atsinanana, Vakinankaratra, Amoronimania and Matsiatra Ambony - including those attending FLM mainstream schools (Table 7).

Strengths

1. Ensuring the fulfillment of the right to education of children with disabilities.
2. Ensuring equal participation of boys and girls in all the classroom activities.
3. Ensuring child's development for a future school and social inclusion.
4. Investments in infrastructure to support Inclusive education.

Constraints

1. Poor understanding of pedagogy for inclusion, didactical methods and lack of educational materials.
2. Limited professional competence of the teaching staff to work with children with disabilities.
3. High ratio of teacher-students in classroom.

Table 6: Learners in target educational institutions provided with learning material
2018-2019

Target areas	Male	Female	Total
Atsinanana (Toamasina)	24	23	47
Vakinankaratra (Antsirabe)	61	53	114
Amoron'I Mania (Ambositra)	30	34	64
Matsiatra Ambony (Fianarantsoa)	66	57	123
FLM Inclusive Schools	12	14	26
Total	193	181	374

Table 7: Number of children with disabilities integrated into mainstream schools

Included Children with Disabilities 2018-2019			
Target areas	Male	Female	Total
Atsinanana (Toamasina)	24	23	47
Vakinankaratra (Antsirabe)	61	53	114
Amoron'I Mania (Ambositra)	30	34	64
Matsiatra Ambony (Fianarantsoa)	66	57	123
FLM mainstream schools	161	133	294
Total	342	300	642

4.2. Programmes

Special Schools

In Madagascar, data suggests that the majority of children with disabilities enrolled in school are those with mild hearing or physical impairments. Children with visual or mild intellectual impairments are more likely to drop out of school, while those with severe disabilities are more likely to never enroll.

The education provision for children with disabilities has historically relied on private initiatives, especially the Lutheran, and to a lesser extent, Catholic churches. In particular, the Malagasy Lutheran Church (FLM) has been very active in providing education to children with hearing and visual impairments through specialized schools. CBM supported all deaf special education and four deaf schools.¹⁰

It is important to note that NMS supporting the running costs of the 11 special schools (all the deaf schools and four blind schools in FLM).

Referral pathway:

There is no established early identification process, which it usually starts with the generalist Doctor who makes the referral to a specialist, and who subsequently writes a letter for the parents to take to a special school. A child can be referred to the special school by the clinic, pastors, teachers from mainstream schools, parents.

¹⁰ A study on children with disabilities and their right to education: Madagascar, 2016

The educational process in the special schools is organized in accordance with the General Curriculum approved by the Ministry of Education of Madagascar. There is a two/three years Programme (extra) as a preparatory Programme to support/prepare children with visual or hearing impairment to study General Curriculum. The Directors of special schools explained they were able to adapt the Programme to the needs of the students. For example, the special school for children with hearing impairments in Antsirabe focuses on speech training, sign language during the first three years. The director mentioned that the children need to study two years at the special school, after that, child can follow the General Curriculum, but still at the special school. At the end of the Primary School, children pass the National Exams based on the National Curriculum. The learners with hearing and visual impairments completed their exams and graduated as well as their ordinary peers. Sign language used in the special schools for deaf children.

After Primary School, children have to go to Secondary School for Deaf, or receive Vocational Training. Vocational training is an option instead of secondary schooling. Special schools offer vocational training for students.

After graduating the special school, the graduates received a diploma of the MoE of Madagascar. In general, the different supports were observed, and each school create different tips to motivate children with disabilities.

Lutheran Religious: Every Friday, Spiritual Relief activities are organized within special schools.

Extracurricular activities: School provide extracurricular activities: leisure and sport activities.

Training for parents: The school provide training for parents every Friday.

Training of teachers: All teachers received Training on General Curriculum, provided by the MoE. The MoE organized pedagogical training of the staff three days per quarter. There is a good cooperation between special schools and Teacher Training Institute.

Teachers: 33 teachers from visited special schools are civil servant and are paid by the Government and 42 teachers are “Not-civil servants”. However, the donors (NMS, CBM and Danmission) are still paying more than half of the Payroll expenses (of the “not-civil servants”) at the special schools. (*Table 8*)

Fee for school: Some parents are paying school fees or fees for food/accommodation.

Collaboration between special school and mainstream school: 1 child from Special Deaf School FOFAMA – Antsirabe was referred to the mainstream school. He is coming to the Special School once a week (every Saturday).

At the same time, the headmaster of the special deaf school from Antsirabe mentioned it is not possible to integrate deaf children in mainstream schools.

Special schools provide competences which are very useful for the teacher training (pre-service and in-service trainings). Further, it is important to ensure that teachers from special schools have a thorough understanding of inclusive education in order to support mainstream school teachers for integration of children with disabilities into mainstream schools. In addition, there is also the need to develop clear assessment and monitoring methodologies.

Box 3. “It is necessary to ensure special schools shift the paradigm to support Inclusive Education”.
(CBM Country Director, Madagascar)

Table 8: Visited Special schools

No.	Name of the institution	Total number of children	Child/Adult Ratio	Staff		
				Total number of teachers	Civil servant	“Not-civil servants”
1.	Special School for BLIND SEMA A – Toamasina II	189 children (21 children with visual impairment, 4 children with mental disabilities, 1 child with physical disabilities)	21	9	5	4
2.	Special Deaf School SEMATO - Toamasina I	63 children	9	7	5	2
3.	Special Deaf School FOFAMA – Antsirabe	196 children	4.6	42	12	30
4.	Special school for Blind FOFAJA – Antsirabe	95 children	5.5	17	11	6
Total number				75	33	42

Mainstream Schools

An indicator of access to quality education is the enrolment rate in general institutions. According to the representatives of the Minister of Education, only 13% of children with disabilities are enrolled in schools. The Report reveals that a significant number of children with disabilities still remain unenrolled, failing to exercise their right to education.

Teachers: 39 teachers from visited mainstream schools are servant teachers, 34 teachers are “Not-civil servants”.

The servant teachers are paid at most for 400.000 Ariary per month.

The salary of servant teachers depends on their diploma and their number of years of experience.

“Not-civil servants”/Community teachers - Many teachers within state mainstream schools are paid by Parents Association. It depends of the operating budget of the school, some parents paid only 200 Ariary to Parents Association. Instead of being paid, some teachers received "something in kind" during Easter Holidays, Independence Day. (*Table 9*)

All the staff observed was professional, caring towards the children, and welcoming. All the staff we met were engaged in social activities with the children. There is a large playground within College Lutherane Vohiposa, where children with disabilities and children without disabilities played together.

The principals of the mainstream schools have a deep understanding of Inclusive Education. Despite the trainings already completed which allow them to integrate children with disabilities into general classes, the principals of schools reported the lack of materials to provide quality education for ALL children. All principles of schools agreed on the need for trainings in differentiated instruction.

Total hours of teaching per week: 27,5

Number of learners in class: 35-75

Contribution of parents: The Malagasy constitution stipulates that every child has the right to free primary education, and this is reflected in the government’s commitment to achieve the international Education for All (EFA) targets. However, Parents Association are asked to contribute for improvement of the school.

Infrastructure: As in the primary level, learning conditions are difficult, especially in public schools because of the lack of infrastructure, equipment and furniture.

Table 9: Visited mainstream schools

No.	Name of the institution	Total number of children	Child/Adult Ratio	Staff		
				Total number of teachers	Civil servant	“Not-civil servants”
1.	Primary Public school AMBOHIJAFY Toamasina I	513 children (12 children with mental disabilities, 3 children with visual impairment)	36	14	8	6
2.	Private Lyceum Mangarivotra Antsirabe	900 children (32 children with disabilities)	20	45	17	28
3.	College Lutherane Vohiposa	378 (17 children with disabilities: 7 deaf children, 10 children with physical disabilities)	27	14	14	-
	Total Number			73	39	34



College Lutherane Vohiposa, rehabilitation of the infrastructure to improve learning environment with support of Miara-Mianatra Project



College Lutherane Vohiposa, playground

5.DISCUSSION OF FINDINGS

5.1. Relevance

For Madagascar, the idea of integration of children with disabilities in mainstream schools is an innovative one. The developed and implemented Model is realistic to the purpose it pursues - “integration of children with disabilities, with low or average level of impairment, in mainstream schools across four target areas in Madagascar.

The project goals comply with international and national policies that state that all children have a right to education and equality of opportunity, the Convention on the Rights of Persons with Disabilities (CRPD) Art.24, in particular its General Comment number 4 and contributes to the **Sectorial Education Plan 2018-2020 of Madagascar**¹¹, based on the Millennium Development Goals.

Each stage of the model development has complied with international and national policies. The model began with **awareness raising** (CRPD Art.8), provided **rehabilitation services within the education system** (CRPD Art. 26).The model provides **personnel training**, which is also affirmed as essential within the General Comment number 4, *Article 24: Right to inclusive education (p.69 Teacher education)*, has increased accessibility (Art.9) and ensure the **access and retention of girls and women with disabilities in education and rehabilitation services** as instruments for their development, advancement and empowerment.

The main stakeholders: Ministry of National Education, Ministry of Population, Ministry of Health, Malagasy Lutheran Church involved in the Project mentioned political will, openness for implementation of inclusive Education in Madagascar.

Finally, the MLC Board Members as well as the leaders, at national and regional levels respectively, use their position, power and authority in demonstrating positive attitudes toward the policy of inclusion to increase the levels of awareness and ownership to the program.

Box 4. “Due to the project it is a new opportunity for women to send their children with disabilities to school. Boys and girls can study together. Inclusive education is based on human values. Children with and without disabilities can study together. “
(The Vice General Secretary of Malagasy Lutheran Church)

Training sessions held by the **International Senior Consultant and Expert in inclusive education – Paula Frederica Hunt** - bringing concrete examples “What does inclusive education really mean?” **were evaluated as being very effective** by Miara-Mianatra Team and representatives of the National Platform for Inclusive Education.

Box 5. “Paula Frederica Hunt came at the right time and started to put every Inclusive Education actor on the right track. All National Platform members attending her first conference started to truly reflect on “What does inclusive education really mean? “
(Miara-Mianatra Project Team)
(Representatives of the National Platform for Inclusive Education)

¹¹ Plan sectoriel De de l'éducation (2018-2022), Juin, 2017

5.2.Efficiency

The Miara-Mianatra Project has been highly efficient in introducing the goals of EFA, promoting the need for integration of children with disabilities into mainstream schools, and introducing the mechanisms needed for social and educational inclusion.

The evaluation reveals that Miara-Mianatra Project partnered with key stakeholders during each and every activity:

- FLM leaders and the key institutions: Teacher Training School in Fandriana.
- The NMS to provide local follow-up of project management, local support and advise for project leadership.
- Government institutions at central level: Ministry of Education, Ministry of Population and Ministry of Health; regional level, district, commune level and community level: fokontany.
- Civil society: National Platform of Inclusive Education, The Platform of Federations of People with Disabilities.
- Teacher trainers and teachers.
- Community Agents and Health workers.

Box 6.

“The Coordinator of Miara-Mianatra project is a good networker”.
(Representative of Minister of Population)

The project coordinator, a link among both partners at national and local levels, has demonstrated good organization skills, high level of responsibility and involvement in the achievement of project results. The activities and professionalism of Miara-Mianatra Project are highly valued by the key stakeholders at the national and regional level, district level, commune level and community level.

Project beneficiaries mentioned that the implementation team “give the value to persons with disabilities”.

Feedback of the participants of the project from mainstream schools, indicated that the project team implemented numerous activities in an efficient manner. Quantitative results show that some indicators are higher than it was initially anticipated in the project proposal. (*Annex 3*) For example: **619 teachers and managers from mainstream schools strengthened capacities in inclusive education, instead of 600.**

Project activities lead in a short time to the Inclusive education progress expected at the school level:

- Capacity building of 619 teachers and managers on Inclusive education
- Development of abilities of 93 principals, 93 teachers, 89 parents, 46 community agents, 10 ministry trained on Early Intervention
- Capacity building of 32 Doctors, 21 Paramedics
- 249 children with disabilities had been followed-up by Doctors and Paramedics in Atsinanana, Vakinankaratra and Amoron’Imania
- 642 children with disabilities were integrated in public and private mainstream schools

The evaluation resulted in the identification of quantitative but also of qualitative changes, such as:

- Change the attitude towards Inclusive education of all stakeholders.
- Partnership between the main stakeholders: Malagasy Lutheran Church, Ministry of Education, Ministry of Population to implement Inclusive Education.
- Promote gender equality and the empowerment of women and girls as one of the Sustainable Development Goals.

Representatives of Ministry of Education, Ministry of Population participating in the project evaluation mentioned the important to amplify the experience obtained by replicating the Inclusive Education Model in other regions.

Box 7.

"It is necessary to continue implementation of the Project and to extend to other regions".
(Representative of Minister of Population)

5.3. Effectiveness

The effectiveness of the initiatives implemented within the project is proven by the implementation of the project, which has led to the educational and social integration of children with disabilities into mainstream schools. In addition, it is important to mention that the overall project management has been performed at good level. Miara-Mianatra project team achieved synergies between the four specific objectives of the Project: *Advocacy and Awareness, Teacher Training, Educational and Social inclusion*, as follows:

Advocacy and Awareness

The evaluation reveal, that the **Advocacy and Awareness Campaign** change attitudes towards children with disabilities and has had a positive impact on the attitude of government specialists, regional and community specialists, Church leaders, managers and teachers, doctors to the Values and Principles of Inclusion.

Teacher Training

The participants' feedback show clearly that the training was successful and it should produce significant benefits for the implementation of inclusive education in mainstream schools. This shows that teachers are open to reconsider the approaches to inclusive education implementation in mainstream schools.

The teachers from mainstream schools acquired knowledge and skills in working with children with disabilities. (see Box 8). It was revealed that teachers learned to meet the needs of children, to create an environment, where *everyone* is invited to participate as much as they want to and everyone is treated with respect and kindness.

Box 8. „The Miara-Mianatra Project taught us, the teachers should meet the needs of children. It is important to create an environment, where *everyone* is invited to participate and everyone is treated with respect“.
(Teacher, Ambositra)

The training, provided by Miara-Mianatra Project led to important changes in the attitude of teachers about Inclusive education. The evaluation reveals that teachers believe the issue of Inclusive education is very important for the Madagascar. They put forward the following reasons to support their opinion: (i) the fundamental right to education of all children; (ii) all children must study together; (iii) the importance of early intervention.

It was revealed that teachers learned: *"to understand the child need"*, *"to understand that all children must study together"*, that is to shift the focus in education, which is really significant for the education system from Madagascar.

Significant is the fact that the project implemented a comprehensive approach focused on the capacity building of the teachers, but also of parents and other Inclusive stakeholders. This comprehensive intervention approach of all stakeholders is another proof of project's effectiveness.

Social Inclusion

Highly rated in the evaluation process were *The Referral Pathway developed by the Project*. The importance of *The Referral Pathway* was argued by:

- Support in identification of child with disabilities in communities and Medical diagnostic of the children with health issues.
- Support in treatment of children with visual and hearing impairment.
- Support in integration of children with disabilities into mainstream schools.

Educational Inclusion

Due to the financial support granted by Miara-Mianatra Project (enrolment fee, fee for supplies, fee for treatment), 642 children with disabilities (*342 males and 300 females*) were integrated into mainstream schools *in the four targets areas – Atsinanana, Vakinankaratra, Amoronimania and Matsiatra Ambony - including those attending FLM mainstream schools*.

Taking into consideration the overall size of the FLM education programme, the Miara-Mianatra project suitably sized (and geographically located) to be considered a model project for the FLM education programme, because of its core value based on faith confidence and integrity. For the moment it's *geographically well located*, but in our opinion, we must complete for *some communes* inside these regions and considered attentively over areas in other regions. In our opinions, the focal point and doctors in the present areas are persons devoted to the Lutheran church. Their great ethic contributes considerably to their quality of work and output. In other regions, this spiritual factor must be analyzed.

At the same time, the evaluation reveals that a significant number of children with disabilities still remain unenrolled, failing to exercise their right to education. Obviously, local communities and local leaders can, and should, make a significant contribution to the integration of children with disabilities into mainstream schools.

In order to streamline the efficiency and effectiveness of the system of ongoing training of teaching staff, the policies in this area should be oriented towards the motivation of teachers to participate in ongoing training and to apply the skills and knowledge obtained in their daily activities.

The project goal and objectives were achieved. The project reached the targeted beneficiaries. At the same time, the evaluation identified concerns about limited human resources to implement complex activities of Miara-Mianatra Project. In order to ensure the effectiveness of Miara-Mianatra project implementation, it is recommended to hire a Project assistance within Miara-Mianatra Project.

5.4. Impact

The evaluation revealed that project results have accomplished the *Digni indicators* related to *Strengthening civil society, Gender equality, and Quality education*. (Annex 4).

The Impact on strengthening civil society

The evaluation highlighted the project's impact on ***strengthening civil society engagement*** in promotion of Inclusive Education and mobilizing local communities to support Inclusive Education. The deep commitment and involvement of all stakeholders speaks highly of the accomplishments achieved by the Miara-Mianatra project team.

Throughout all the interviews and focus groups it became quite clear that the general attitude of individual policy makers, teachers, parents has dramatically improved. Most of the interviewed stakeholders demonstrated not only knowledge of Inclusive Education but also willingness to providing the necessary conditions for a more equitable educational system. Statements such as those below were frequent and heartfelt.

Box 9.

„Many people think that inclusion is only placement of children with disabilities in the classroom. That is not correct. We need to support children for integration into mainstream school. For implementation of Inclusive Education, the whole system must be changed.”

(NGO representatives)

The project evaluation, revealed that project's impact is multidimensional through many categories of population from four target regions of the Project: (i) children with disabilities; (ii) teachers from mainstream schools; (iii) principals of the mainstream schools; (iv) parents raising children with disabilities; (v) doctors (vi) other community members (parents of children without disabilities); (vii) government representatives.

The impact on teachers from mainstream schools

Trainings were an efficient method of changing the teachers' perception of integration of children with disabilities into mainstream schools, as well of raising the awareness of the possibilities and opportunities for the ongoing professional development.

According to participants, the trainings helped them change their perceptions and come up with new ideas, such as: accepting the disability, access of all children to quality education, adjusting the educational process in the light of Inclusive Education.

Box 10.

„Previous, I would separate children with disabilities and without disabilities in different classes. Now I know that they can study together in the same classroom. We must meet the needs of ALL children. After attending training, we are able to convince parents of children with disabilities to send them to school.

All children have the same right”.

(Teacher, Toamasina)

The impact on children with disabilities

The most important achievement is the fact that children with disabilities attend the mainstream schools. Children discovered the pleasure of communicating with the peers. They developed their self-esteem during these communications. Significant is the improvement of child's development.

Box 11.

„My child has a visual problem. Previously she was very bad at school. Due to the project, training of teachers she succeeded in school”.

(Parent of child with disabilities)

The impact on children without disabilities

Children without disabilities are aware of the existence of children with disabilities. They communicate and interact with them during sport and leisure activities. Children without disabilities have developed patience skills and begin to feel empathy for others.

Box 12.

„Children with and without disabilities play and learn together. The Project increases the value of persons with disabilities ”.

(Parent of a child with disabilities)

The impact on parents raising children with disabilities

Changing the attitude of parents towards children with disabilities:

- Parents were informed about their children rights. More parents are convinced to send their children with disabilities in schools. Now, they believe more that their children can realise their studies.
- In the past, children with disabilities were hidden by the parents. After project activities, parents feel their children being part of community.

The impact on parents of children without disabilities

Parents of children without disabilities believe children with disabilities are like others, they need love, encouragement and support. Parents of children without disabilities *have become more tolerant and sensitive to the needs of children* with disabilities.

Impact on quality education

Changes the project has brought on **quality education** refer to changing the attitude of teachers and parents of children with disabilities; rehabilitation of school infrastructure in the mainstream schools from target regions, that help to improve the quality of teaching and learning of children with disabilities from four regions.

These actions are strengthened through an optimal and competent collaboration between the relevant educational and social services and other actors (government, church, civil society, school, parents) based on a shared understanding of quality Inclusive Education practices.

Gender equality

Sustainable Development Goal (SDG) 4 focuses on ensuring inclusive and quality education for all and promoting lifelong learning. Gender equality has been recognised as crucial for achieving the right to education for all.

Gender equality was a cross-cutting principle that was addressed within all four components of the Miara-Mianatra Project, integrating gender considerations in all activities of the Project.

Gender analysis of the participants attending trainings sessions conducted by Miara-Mianatra Project reveals that female-to-male participant ratio at the trainings sessions conducted by Miara-Mianatra Project, was **67 % female and 33% male (67:33)**.

Table 10: Female-to-male participant ratio at the training sessions, conducted by Miara-Mianatra Project

Name of training	Male	Female	Total number of participants	Female-to-male participant ratio
Inclusive Education Training	208	411	619	66:34
Early Intervention Training	105	226	331	68:32
Medical Training	12	41	53	77:23
Total number	325	678	1003	67:33

Miara-Mianatra's staff: apart from the driver, there are two women (Social inclusion Coordinator and Educational inclusion Coordinator) and a man (Project Coordinator).

5.5. Replication and Sustainability

The participants mentioned the need to replicate and/or continue the following activities:

- Advocacy and Awareness activities are required to share the best practices of implementation of Inclusive Education in Madagascar.
- Follow up with all the teachers who have been trained.
- Teacher Training on Inclusive Education for all staff in target mainstream schools in each four regions of the Project.
- Follow up the monitoring of children with disabilities enrolled in mainstream schools in each four regions of the Project.
- Sensitizing FLM leaders to own the project's initiative through FLM branches.
- Ministries of Education, of Population and of Health are to follow-up activities in the regions
- MoE continues recruiting FLM's teachers working for the promotion of inclusion in the country.
- SFM Fandriana had been equipped with pedagogical materials and continues training learners with disabilities (5 trainees for 2018 – 2019).

Example of good practices

- The national modules for the training of children with disabilities are based on a consensus program built by the members of the platform of disability and the Ministry of Education program.
- Some Departments at community level (Antsirabe) started organizing regional conferences together with Department of Education and Health from the regions to ensure sustainability of the Project regarding awareness campaigns on Inclusive Education.
- College Lutheran School Vohiposa started to organize awareness campaigns on Holidays for parents.
- The special schools conduct awareness campaigns every year to encourage new parents to bring their children to school.
- The International Day for People with Disability is celebrated and used as an awareness-raising activity.
- Special schools offer free training for parents in sign language.

6. CONCLUSIONS

1. Madagascar has made a number of commitments to improve the wellbeing of children - particularly by signing the *Convention of the Rights of the Child (1990)*; *the Convention on the Rights of Persons with Disabilities (2014)*, all of which support the political commitment of the Government of Madagascar towards Inclusive Education.
2. The evaluation highlighted that the project activities are *relevant, meet international inclusion standards, and have been particularly successful in supporting national priorities* for implementing inclusive education in Madagascar.
3. An added value of the Project is the fact that the *FLM Board Members as well as the leaders, respectively in a national and regional level*, use their position, power and authority in demonstrating positive attitudes toward the policy of inclusion to increase the levels of awareness and ownership to the program and to support the right to education for all.
4. The project team has established and well-kept the contact with the mains stakeholders: governmental institutions, Malagasy Lutheran Church, schools, and key stakeholders within target communities.
5. The feedback of the participants of the project indicate that the project team implemented numerous activities in an efficient manner. Factors that facilitated the efficient implementation of the project: (i) the partnership and networking with the key stakeholders: *Malagasy Lutheran Church, Ministry of Education, Ministry of Population, and Ministry of Health; representatives from regional level, district level, commune level and community level; principals, teachers, doctors, community agents*; (ii) relevance of project objectives; (iii) strategic project management.
6. The project has proved the necessity to replicate the Inclusive Education Model in other regions; establish relationships between special schools and mainstream schools to ensure integration of children with disabilities into mainstream schools. These actions are strengthened through an optimal and competent collaboration between the relevant educational and social services and other actors (government, church, civil society, school, parents) based on a shared understanding of quality Inclusive Education practices.
7. The training provided by Miara-Mianatra led to important changes in the attitude of teachers about Inclusive education. The evaluation reveals that teachers believe the issue of Inclusive education is very important for the Madagascar. They put forward the following reasons to support their opinion: (i) the fundamental right to education of all children; (ii) all children must study together; (iii) the importance of early intervention.
8. The effectiveness of the initiatives implemented within the project is proven by the implementation of the project, which has led to the ***integration of 642 children with disabilities into mainstream schools.***
9. The project evaluation, revealed that project's impact is multidimensional through many categories of population from four target regions of the Project: (i) children with disabilities; (ii) school teachers and principals; (iii) doctors; (iv) parents raising children with disabilities; (v) parents of children without disabilities; (vi) civil society; (vi) other community members. The existing model calls attention to *gender equality, strong community, promote the right to education for all.*
10. The project goal and objectives were achieved. The project reached the targeted beneficiaries.
11. The evaluation highlighted the project's impact on ***strengthening civil society engagement*** in promotion of Inclusive Education and mobilizing local communities to support Inclusive Education. Changes the project has brought on ***quality education*** refer to changing the attitude of teachers and parents of children with disabilities; rehabilitation of school infrastructure in the mainstream schools from target regions, that help to improve the quality of teaching and learning of children with disabilities from four regions. ***Gender equality*** was a cross-cutting principle that was addressed within all four components of the Miara-Mianatra Project, integrating gender considerations in all activities of the Project. Project reveals that female-to-male participant ratio

at the trainings sessions conducted by Miara-Mianatra Project, was **67 % female and 33% male (67:33)**.

12. The main criteria for project sustainability depend on human resources and this project indicator was achieved by training **619 teachers on Inclusive Education, 331 persons (principals, teachers, parents, community agents) on Early Intervention; 53 Doctors and Paramedics to ensure regular medical follow up of children with disabilities in mainstream school** from the four targets areas – *Atsinanana, Vakinankaratra, Amoronimania and Matsiatra Ambony - including those attending FLM mainstream schools.*
13. Taking into consideration the overall size of the FLM education programme, the Miara-Mianatra project suitably sized (and geographically located) to be considered a model project for the FLM education programme, because of its core value based on faith confidence and integrity. For the moment it's *geographically well located*, but in our opinion, we must complete for *some communes* inside these regions and considered attentively over areas in other regions. In our opinions, the focal point and doctors in the present areas are persons devoted to the Lutheran church. Their great ethic contributes considerably to their quality of work and output. In other regions, this spiritual factor must be analyzed.
14. At the same time, the evaluation reveals that a significant number of children with disabilities still remain unenrolled, failing to exercise their right to education. Obviously, local communities and local leaders can, and should, make a significant contribution to the integration of children with disabilities into mainstream schools.

Given the scope and complexity of the Project, there were some **issues/constraints that affected the smooth implementation of the planned activities:**

- 1.Limited period and limited human resources to implement complex activities of Miara-Mianatra Project.
- 2.Different people have different understandings of what inclusive education is.
- 3.Overlapping of activities (at times with different aims, and purposes) on inclusive education implemented by various NGOs.
- 4.Lack of monitoring of the quality of the trainings, and their application of the new skills and knowledge in the field.
- 5.Lack of the Modules focused on *Complex Assessment of Child Development; Teaching in inclusive classroom; Curriculum modifications/adaptations; classroom management*. Limited hours for topics focused on differentiated pedagogy, differentiated Instruction.
- 6.Limited professional competence of the teaching staff to work with children with disabilities.
- 7.Lack of experience in Inclusive Education of the National Institute of Pedagogy.
- 8.Weak knowledge base of Trainers of Trainers.Limited professional competence of teaching staff.
- 9.Poor understanding of pedagogy for inclusion, didactical methods and lack of educational materials.
- 10.Limited professional competence of the teaching staff to work with children with disabilities.

7.RECOMMENDATIONS

Based on this evaluation, the following **recommendations** are offered:

Short-term Interventions

I. Advocacy and Awareness

- 1.1. Design a second phase for the project, aiming to amplify the experience obtained thus far by replicating the Inclusive Education Model in other regions.
- 1.2. Continue Advocacy and Awareness campaigns. Increase positive views of disability: deliver activities that show children that there are many successful people with disabilities in the wider world e.g. input on famous people with disabilities in Madagascar and across the world.
- 1.3. Promote best practice and success stories of integration of children with disabilities into mainstream schools, to address and reduce the concerns of teaching staff and parents.
- 1.4. Link the Malagasy Lutheran Church with NGOs with other expertise that can contribute in implementing Inclusive Education.
- 1.5. Strengthening the management of the project by e.g. hiring a Project Assistance to support and assist the Project Coordinator. Use IT Technologies to fluidify the communications as well as the management of the project.
- 1.6. Participate in the second elaboration of the second edition of the document of the National Inclusion Plan for Persons with Disabilities in Madagascar.

II. Teacher Training

- 2.1. Follow-up with all the teachers who have been trained, and their trainers of trainers from four target regions.
 - Design and implement specific training to address identified needs.
 - Conduct monitoring and evaluation of use of best practices to enhance the knowledge of teaching staff.
 - Conduct formative visits and observations of mainstream schools from four target regions.
 - Conduct mentoring visits for in-depth analysis and discussions of the observed needs to support the integration of children with disabilities.
 - Organize the exchange of experience of teachers involved in the project.
- 2.2. Make strong links with the Platform of Federations of Persons with Disabilities and other Organizations of Persons with Disabilities, and involve them in the delivery and design of training on Inclusive Education.
- 2.3. Establishing a professional network for teachers from four target regions. This involves regular meetings in community bases where teachers get together to learn new skills, share good practice and problem solve together.

III. Social Inclusion

- 3.1. Support provision of hearing aids and support materials for children with visual and hearing impairment enrolled in mainstream schools.
- 3.2. Strengthen data on children with disabilities in the four target areas, including gender disaggregated data, their functional difficulties and the barriers they face.
- 3.3. Follow-up the monitoring of children with disabilities from four target regions.
- 3.4. Improving early identification system for finding and assessing the children (good links with doctors and Parents' Association/Community Agents/Headmasters delivering community awareness raising).
- 3.5. The Parents' Association/Community Agents/Headmasters should share best practices on inclusive education during Open Days.

IV. Education Inclusion

4.1. Advocate with the FLM Teacher Training School to create links with mainstream schools from the four target regions of Miara-Mianatra Project to share concrete examples of good practices on Inclusive Education.

4.2. Develop opportunities for knowledge and expertise exchange between staff from special and mainstream schools, by:

- Every year, for the next 5 years, identify 10%-20% of the school population that can best be served in mainstream schools.
- Provide inclusive education and collaborative teaching training to special/mainstream school staff of the identified school populations (exiting and receiving schools).
- Initiate transition of the above 10% onto mainstream schools with the support of a team from the special school, while continuing to provide boarding if needed - preferably, children would be transferred to mainstream schools in their neighborhood.
- Identify and support the transition of expert staff from special schools onto mainstream schools.

4.3. Build sustainable friendships through joint projects with children in mainstream school and special schools: competition teams where children with disabilities are on the same team as those without disabilities in an area where they excel.

Medium-term & Long-term

I. Advocacy and Awareness

1.1. Develop a joint plan on communication among Miara-Mianatra Project, Lutheran Church and the members of the National Platform of Inclusive Education, and local community leaders, to increase understanding of inclusive education, showing successful examples of children with disabilities being integrated into mainstream schools.

1.2. Develop an awareness-raising module for mainstream schools pupils, encouraging them to accept inclusive education values.

1.3. Develop a course for parents, focused on inclusive education values. This should be a practical course.

1.4. Develop a module for journalists, training them to reflect principles of inclusive education.

1.5. Mapping of activities on Inclusive Education implemented by different NGOs in Madagascar.

II. Teacher Training

2.1. Organize Teacher Training on Inclusive Education for teachers from the four target regions (public and private schools including FLMs) using the cascade Model of Teacher Professional Development.

2.2. Train the representatives of the Direction of Education from district level from the four target regions on Inclusive Education.

2.3. Transform the FLM Teacher Training School into an Institute of Inclusive Pedagogy, to serve as the main Methodological Agency for Teacher Training on Inclusive Education for FLM mainstream and special schools. To support a Focal Point on Inclusive Education within SFM - FLM Teacher Training School in Fandriana for coordinating and supporting the network on Inclusive Education.

2.4. Develop and deliver practical Modules on Inclusive Education that focuses on *Child Development, Child centered pedagogy, Teaching in inclusive classroom, Classroom management, Modifications/Adaptations*. Increase the proportion of practical sessions within each course. Practical sessions can include: *case studies, examples of good practices, videos, additional resources*.

2.5. Develop Specialized Modules and didactic materials on Inclusive Education.

III. Social Inclusion

3.1. Create teams from each of the 4 regions to provide a rapid assessment and identify children with disabilities in each locality.

3.2. Follow up the monitoring of children with disabilities from four target regions.

- 3.3. The Miara-Mianatra Project provide support for integration of children with all types of disabilities from four target regions into mainstream schools.
- 3.4. At the Community level IV (fokontany), include professional types (education, health, social work) in each team, in order to communicate/provide support properly within the community.
- 3.5. Provide Basic Health Equipment at community level.

IV. Education Inclusion

- 4.1. Prepare ALL teachers to work with ALL students, both independently and in collaboration, and target the dissemination of skills and knowledge related to: differentiated instruction, classroom management, learning styles, individualized interventions, co-teaching, peer-tutoring, grouping instruction and curricular modifications/adaptations, which target ALL students.
- 4.2. The Miara-Mianatra Project and the Malagasy Lutheran Church continue to ensure special schools shift their paradigm to support Inclusive Education, by transitioning every year 10% to 20% of the students from special schools to mainstream schools with adequate planning and support.
- 4.3. Each child with a disability must be provided an Individualized Education Plan with educational, health and social protection components.
- 4.4. Consider converting Special Schools into Competences Centres with the objective to:
 - Provide capacity building of teachers from mainstream schools to implement Inclusive Education.
 - Provide support to children with disabilities in mainstream schools.
 - Provide capacity building for parents of children with disabilities.
- 4.5. Develop and expand opportunities for adolescents and young people leaving special schools, including the provision of transition services to support young people to prepare for leaving care, post-care support services, and employment.
- 4.6. Invest in infrastructure of mainstream schools that support the participation of children with and without disabilities in different sports and cultural activities.
- 4.7. Develop support materials on life skills education for children and adolescent.

V. Recommendations for special schools' engagement in Miara-Mianatra project, as bi-lingual schools and/or support services to mainstream schools that have integrated learners with sensory disabilities. Recommendations for the engagement of the Norwegian Mission Society.

- 5.1. Although special schools have had a tremendous impact in improving the lives of some children with disabilities in Madagascar they do not - in their current format - support the larger goal of Inclusive Education (as understood by the CRPD and SDG4). Therefore, it is suggested that NMS only provides financial support to special schools which are actively engaged in transforming their role from segregated settings for children with disabilities into support services for inclusion. Rather than serving a few hundred children with disabilities in segregated settings, the expert resources of special schools would be better utilized in mainstream schools that are integrating children with disabilities, by supporting children and their mainstream teachers in expanding inclusive practices.
- 5.2. Strengthen the capacity of the regional focal point on Inclusive Education from the four target regions on promoting of partnerships between mainstream schools, special schools and parents of children with disabilities. The regional focal point on Inclusive Education should receive extra training on integration of children with disabilities into mainstream schools, and act as a link with the special schools and mainstream schools to ensure the transition of children with disabilities from special school into mainstream schools.

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- 4.UNICEF (2018) Challenges & Opportunities for Children in Madagascar, pg. 9
- 5.Madagascar 2015 Review of Public Expenditure in Social Sectors, Executive Summary
6. Community Based Rehabilitation Matrix (World Health Organization:Community-based Rehabilitation: CBR Guidelines. Geneva: World Health Organization; 2010).

ANNEXES

Annex 1. Conducted interviews

Name	Position, Institution	Locality	Date
Toromaree Mananato	Vice General Secretary Malagasy Lutheran Church	Antananarivo	25 February
Jacquelin Rakotoniaina	Director of Preschool Education and Literacy (DEPA)	Antananarivo	25 February
Adolphe Tsakorien Jaona PILAZA	General Director of Ministry of Population	Antananarivo	25 ebruary
-Nina Tiana Raharison -Miora Vonjiniaina Razafindrasendra	-Project Social inclusion Coordinator -Project Educational inclusion Coordinator	Antananarivo	25 February
Dr. Jean Baptiste Randrianaivo	Public Doctor Specialist on Eyecare	Toamasina	26 February
Razokiny Eric RALAINIRINA	Regional Director of Education, Technical and Vocational Training – Eastern Region (DRENETP)	Toamasina	27 February
Jacques Christian Aimé MAMIHANGOLANTONIRINA	Regional Chief of Preschool Education and Literacy Focal point of Inclusive Education (DRENETP)	Toamasina	27 February
Gabriel Ephraim Mosesy	Preschool Education and Literacy (REPA) Zone Toamasina II	Toamasina	27 February
Lydia Rasoamihaja	Pedagogical Advisor at Toamasina Deaf school (SEMATO)	Toamasina	27 February
Josoa Radafiniantsoa	Executive Director of the Platform of Federations of People with Disabilities in Madagascar	Antananarivo	02 March
Lila Hanitra Ratsifandriamanana	Country Manager of Christofel Blind Mission (CBM) Madagascar	Antananarivo	02 March
Rasamoelina Damy	Responsible Health Adviser. Volunters of the World	Antananarivo	02 March
Holimalala Randrianarivelo	Association Soeur Emmanuelle (ASMAE) Madagascar	Antananarivo	02 March

Mbolamamy Rafenomiadana	Project officer, NGO MAHAY Reformed Church Inclusive Education project	Antananarivo	02 March
Rivo Andriamampianina	Director of Deaf School (AKAMA)	Antananarivo	02 March
Richard Daetry	Education Officer, UNICEF Madagascar	Antananarivo	02 March
Jeannette Raelisoa	Special School for Deaf	Antsirabe	03 March
Hanitriniela Ramarotia	Regional Director of Department on Social Protection, Gender, Family and Childhood	Antsirabe	03 March
Mahitsy Rabarioelina	Chief of the Department of Pre-Service Teacher Training, National Institute of Pedagogy	Antsirabe	03 March
Bodo Voahangy Rahantamananahrivelo	Regional Chief of Service of Preschool Education and Literacy - Focal Point of Inclusive education	Antsirabe	03 March
Erison Ernest Solohery	FLM Director of Blind schools	Antsirabe	03 March
Richard Andriamampiantona	Director of Eye-care FLM Hospital	Antsirabe	04 March
Clarisse Tabao	Director of FLM Teacher Training Center	Fandriana	05 March
Hajaniaina Randrianarisoa	Chief of Service, Regional Office of Ministry of Population	Ambositra	05 March
Dr Hantatantely Georgette Rabenarivo	Public Doctor Specialist on Mental and Intellectual Impairment	Ambositra	06 March
Hajaniaina Randrianarisoa	Regional Director of Education	Ambositra	06 March
Francine Ravaonirina	Director of Lutheran College	Vohiposa	07 March
Andriantsoa Rasolofondradinby	FLM Regional Director of Education. FFL/SPAf	Fianarantsoa	09 March
Victor Rakoto	Regional Director of National Education Department	Fianarantsoa	09 March
	Director Deaf school	Ambositra	09 March
Aurelio Marcel Rasolonandrasana	Chief of CISCO	Ambalavao	10 March
Joseph Ravelojaona	Deputy Chief of CISCO	Ambalavao	10 March
Rolland Radasy Randrianarivony	Project Coordinator	Antananarivo	25 Feb – 16 March

Annex 2. Instruments for evaluation

AREA	EVALUATION QUESTIONS	SURSA	INSTRUMENTS WHEN / WHO
I.RELEVANCE	<p>1.To what extent are the theoretical foundations, conceptual framework, and objectives of Miara-Mianatra in alignment with international standard compliant with:</p> <p>a. the Convention on the Rights of the Child (CRC)</p> <p>b. the Convention on the Rights of Persons with Disabilities (CRPD) Art.24, in particular its General Comment number 4</p> <p>c. Sustainable Development Goal (SDG)</p> <p>2.Which are the strong and weak points of the project?</p>	<p>1.1.Malagasy Lutheran Church (FLM)</p> <p>1.2.Miara-Mianatra project management team</p> <p>1.3.MoEducation</p> <p>1.4.MoPopulation</p> <p>1.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project)</p> <p>1.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives</p>	<p>1.1.1. Key informant interviews</p> <p>1.2.1. Key informant interviews</p> <p>1.3.1. Key informant interviews</p> <p>1.4.1. Key informant interviews</p> <p>1.5.1. Key informant interviews</p> <p>1.6.1. Focus discussion groups</p>
II.EFFECTIVENESS	<p>Give, please, an evaluation to the project implementation process.</p> <p>1.The baseline of the project as of (2018), at which time Mampiatra was converted into Miara-Mianatra: Provide a clear distinction between objectives and results before and after the conversion.</p> <p>2. Is the Miara-Mianatra project team and main stakeholders (National Education Director, trainers, school directors, teachers involved in the project) fully informed of the Overall Objective (B1)?</p> <p>3. Is there a strategy in place to advance Overall Objective (B1)?</p>	<p>2.1.Malagasy Lutheran Church (FLM)/</p> <p>2.2.Miara-Mianatra project management team</p> <p>2.3.MoEducation</p> <p>2.4.MoPopulation</p> <p>2.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project)</p>	<p>2.1.1. Key informant interviews</p> <p>2.2.1. Key informant interviews</p> <p>2.3.1. Key informant interviews</p> <p>2.4.1. Key informant interviews</p> <p>2.5.1. Key informant interviews</p> <p>2.6.1. Focus discussion groups</p>

	<p>4. Is the Miara-Mianatra project (2018 & 2019) on track to achieve the expected results of Overall Objective (B1)?</p> <p>5. What are the criteria used to determine advancement on the four specific objectives (B2)?</p> <p>a. Who is involved in decision-making and in what ways;</p> <p>b. How are training conducted, with what purpose? Who are the participants selected?</p> <p>c. The process of selection, evaluation and continuous professional development of trainer-of-trainers;</p> <p>d. The criteria for selection of main stakeholders in each specific objective (B2);</p> <p>6. Are there synergies between the four specific objectives (B2)? If yes, are they contributing to the successful completion of the Overall Objective (B1)? If no, describe the lack of synergies and rationale as described by stakeholders.</p> <p>7. Taking into consideration the traditional engagement of FLM with special schools for the deaf and the blind, to what extent do these institutions contribute to, or deter from, achieving Overall Objective (B1) and each of the four specific objectives (B2) ?</p>	<p>2.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives</p>	
<p>Acquaintance with and participation in project activities</p>	<p>1.What do you know about „The Miara-Mianatra project” supported by the Norwegian Mission Society (NMS) with funding from the Norwegian Government (Norad)?</p> <p>2.What activities did you/your institution participate in?</p> <p>3.What do you think about these activities?</p>	<p>1.1.Community Agents 1.2.Teacher trainers 1.3.Teachers 1.4.National Platform for Inclusive Education 1.5.Health workers 1.6.Parents of children with and without disabilities</p>	<p>Focus discussion groups</p>

	<p>4.How relevant these activities are for the development of IE in the Madagascar?</p> <p>5.How relevant these activities are for your community?</p> <p>6. Which were, according to you, the most effective project activities? Explain.</p>		
III. EFFICIENCY	<p>1.Did the project manage to achieve results set at the moment (qualitative and quantitative)?</p> <p>2.Which results have been achieved?</p> <p>3.Which results have not been achieved? Why?</p> <p>4.What difficulties have you met? How did you overcome them?</p> <p>5.Explain the strong and weak points of the activities implemented.</p> <p>6.Provide arguments. What difficulties have you met? How did you overcome them?</p> <p>7. Which were, according to you, the most effective project activities? Explain.</p>	<p>2.1.Malagasy Lutheran Church (FLM)/</p> <p>2.2.Miara-Mianatra project management team</p> <p>2.3.MoEducation</p> <p>2.4.MoPopulation</p> <p>2.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project</p> <p>2.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives</p> <p>2.7.Teacher trainers</p> <p>2.8.Teachers</p>	<p>5.1.1. Key informant interviews</p> <p>5.2.1. Key informant interviews</p> <p>5.3.1. Key informant interviews</p> <p>5.3.4. Key informant interviews</p> <p>5.3.6. Focus discussion groups</p> <p>5.3.7. Focus discussion groups</p> <p>5.3.8. Focus discussion groups</p>
IV.REPLICATION AND SUSTAINABILITY	<p>To what extent are the results sustainable? Explain.</p> <p>1.Did the project activities contribute to the capacity building of Miara-Mianatra project team and main stakeholders (National Education, Director, trainers, school directors, teachers involved in the project) ?</p> <p>2.Taking into consideration the overall size of the FLM education programme, is the Miara-Mianatra project suitably sized (and</p>	<p>2.1.Malagasy Lutheran Church (FLM)/</p> <p>2.2.Miara-Mianatra project management team</p> <p>2.3.MoEducation</p> <p>2.4.MoPopulation</p> <p>2.5. The main stakeholders in each of the four geographic regions (Regional education authorities,</p>	<p>6.1.1. Key informant interviews</p> <p>6.1.2. Key informant interviews</p> <p>6.1.3. Key informant interviews</p> <p>6.1.4. Key informant interviews</p> <p>6.1.5. Key informant interviews</p> <p>6.1.6. Focus discussion groups</p>

	<p>geographically located) to be considered a model project for the FLM education programme?</p> <p>3.To what extent are the results sustainable? Explain.</p> <p>4.What are the lessons learned within this project?</p>	<p>regional health authorities, NGO managers involved in the project</p> <p>2.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives</p>	
V.IMPACT	<p>1.What impact did the Miara-Mianatra project have on children with SEN? How did their life change?</p> <p>2.But their parents' life?</p> <p>3.What changes did the project bring on families raising children with SEN?</p> <p>4.What changes did the project bring on school teachers?</p> <p>5.What impact did the Miara-Mianatra project have on the community in each of the four geographic regions (Children with SEN, typical children, parents etc.) ?</p> <p>4.What changes did the Miara-Mianatra project bring on the main stakeholders in each of the four geographic regions ?</p> <p>5.To what extent stakeholders understand Inclusive Education from a rights-based perspective and are able to convey it in education-related discourse.</p>	<p>2.1.Malagasy Lutheran Church (FLM)/</p> <p>2.2.Miara-Mianatra project management team</p> <p>2.3.MoEducation</p> <p>2.4.MoPopulation</p> <p>2.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project</p> <p>2.6. Community Agents/ National Platform for Inclusive</p> <p>2.7. Teacher trainers</p> <p>2.8.Teachers</p> <p>2.9.Parents of children with and without disabilities</p>	<p>6.1.1. Key informant interviews</p> <p>6.1.2. Key informant interviews</p> <p>6.1.3. Key informant interviews</p> <p>6.1.4. Key informant interviews</p> <p>6.1.5. Key informant interviews</p> <p>6.1.6. Focus discussion groups</p> <p>6.1.7. Focus discussion groups</p> <p>6.1.8. Focus discussion groups</p> <p>6.1.9. Focus discussion groups</p>
Impact on the education process	<p>1.What knowledge, skills did you manage to acquire due to the Miara-Mianatra project ?</p> <p>2.How did this knowledge and skills influence your planning activities ? But the organization of activities?</p> <p>Please, tell us which is the most important thing you have learned within the project implementation process?</p>	<p>1.1.Teaching staff: Teacher trainers Teachers</p>	<p>Focus discussion groups</p>

<p>VI.EMPOWERMENT ASSESSMENT</p>	<p>1.To which degree are target groups empowered to live a life in dignity ? 2.Target institutions provide quality and inclusive education to learners 3.Communities support the right to education for all 4.Learners trained in vocational skills are employed or self-employed</p>	<p>1.1.Malagasy Lutheran Church (FLM) 1.2.Miara-Mianatra project management team 1.3.MoEducation 1.4.MoPopulation 1.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project) 1.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives 1.7. Teacher trainers 1.8.Teachers 1.9.Parents of children with and without disabilities</p>	<p>6.1.1. Key informant interviews 6.1.2. Key informant interviews 6.1.3. Key informant interviews 6.1.4. Key informant interviews 6.1.5. Key informant interviews 6.1.6. Focus discussion groups 6.1.7. Focus discussion groups 6.1.8. Focus discussion groups 6.1.9. Focus discussion groups</p>
<p>VII.RECOMMENDATIONS</p>	<p>1.Taking into consideration the traditional engagement of FLM with special schools for the deaf and the blind, to what extent do these institutions contribute to, or detract from, achieving Overall Objective and each of the four specific objectives by focusing on: a.Determining the process by which students with disabilities in special schools graduate, exit programmes, or are integrated in mainstream schools; b. Determine the ways in which special schools are administered and supervised, the process of decision-making affecting teachers and students,</p>	<p>1.1.Malagasy Lutheran Church (FLM)/ 1.2.Miara-Mianatra project management team 1.3.MoEducation 1.4.MoPopulation 1.5. The main stakeholders in each of the four geographic regions (Regional education authorities, regional health authorities, NGO managers involved in the project)</p>	<p>7.1.1. Key informant interviews 7.2.1. Key informant interviews 7.3.1. Key informant interviews 7.4.1. Key informant interviews 7.5.1. Key informant interviews 7.6.1. Focus discussion groups 7.6.1. Focus discussion groups 7.7.1. Focus discussion groups 7.8.1. Focus discussion groups 7.9.1. Focus discussion groups</p>

	<p>and the quality of the programmes offered;</p> <p>c. recommendations for special schools' engagement in Miara-Mianatra project, as bi-lingual schools and/or support services to mainstream schools that have integrated learners with sensory disabilities;</p> <p>d. recommendations for the engagement of the Norwegian Mission Society with entities that support the continued segregation of children with disabilities in special schools;</p> <p>2.Prioritize one activity, within each specific objective (short-term intervention) to be completed in 2020, leading to the successful completion of each specific objective.</p> <p>3.Provide recommendations as to the medium-and-long-term interventions that will outline the next programme cycle.</p> <p>4.What actions should be taken to replicate the model in other educational institutions/communities?</p>	<p>1.6. Community Agents/ National Platform for Inclusive Education/Health workers representatives</p> <p>1.7. Teacher trainers</p> <p>1.8. Teachers</p> <p>1.9. Parents of children with and without disabilities</p>	
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Annex 3. Quantitative performance of the project

OUTCOME	Output	STATUS OF ACHIEVEMENT
<p>OUTCOME 1 FLM and the Malagasy state demonstrate ownership to Inclusive Education. (Advocacy and Awareness)</p> <p>Digni outcome: There is a high degree of organization in the target groups</p>	<p>1.1. Increased awareness about Inclusive Education in the FLM and Community. 1.2. Knowledge and experiences exchanged with platform members and partners. 1.3. MoE informed and capacitated on the needs and ways to improve inclusive education for children with disabilities.</p>	<p>Complete Knowledge and experiences were exchanged with the National Inclusive Education Platform members and partners; participation of Miara-Mianatra Project in the celebration of International Day of Persons with disabilities (Dec.3th, 2019); throughout the Inclusive Education National Steering Committee, a sharing was done with the new regime (including the Ministry of Education, Ministry of Health and Ministry of Population and their respective departments).</p>
<p>OUTCOME 2 More teachers offer quality education to children with disabilities (Teachers training)</p> <p>Digni outcome: Target educational institutions (formal/informal) provide quality and inclusive education to learners.</p>	<p>2.1. Strategy and education plans for Inclusive Education training developed. 2.2. Resources for Inclusive Education developed. 2.3. 600 participants trained in inclusive education. 2.4. 35 teachers Specialized in inclusive education at SFM through pre-service training. 2.5. Increased knowledge about learner centered pedagogy at FLM.</p>	<p>Complete 619 teachers trained on Inclusive Education Module (411 females, 208 males).</p> <p>35 FLM trainers attended the training on Inclusive Education and Learner - centered pedagogy at the National Institute of Pedagogy; 12 of them were selected to continue for the second training on Inclusive Education.</p>
<p>OUTCOME 3 More children with disabilities experience living in a social setting where they are included. (Social Inclusion)</p> <p>Digni outcome: Communities support the right to education for all</p>	<p>3.1 Improved ability to follow-up children with disabilities from an early age. 3.2. Children and their families received guidance and information through Early Intervention.</p>	<p>Complete 53 participants (41 females, 12 males): 32 Doctors, 21 Paramedics were trained to ensure regular medical follow up of children with disabilities at school.</p> <p>331 participants (226 females and 105 males): 93 principals, 93 teachers, 89 parents, 46 community agents, 10 ministry trained on Early Intervention. 195 children with disabilities have got Early Intervention Plan. 249 children with disabilities had been followed-up by Doctors and Paramedics in Atsinanana, Vakinankaratra and Amoron’Imania.</p>

OUTCOME	Output	STATUS OF ACHIEVEMENT
	<p>Output 3.3: Local community leaders informed about the rights of children to education.</p> <p>Output 3.4: Increased interaction between children with disabilities and their families and friends.</p>	<p>During the International Day of Persons with Disabilities, blind and deaf students performed respectively singing and dancing before the Minister of Population and her staff members and the public in Ranohira (Horombe's Region).</p>
<p>OUTCOME 4 Children with disabilities receive the necessary support in regular schools. (Educational Inclusion)</p>	<p>4.1. Improved infrastructure at mainstream schools.</p> <p>4.2. Children with disabilities have access to adapted pedagogical material available.</p> <p>4.3. Children with disabilities are included in mainstream schools.</p>	<p>Complete 374 learners: (181 females, 193 males) from target institutions provided with learning material. 642 children with disabilities (342 males and 300 females) are integrated in mainstream schools</p>

Annex 4. Degree and level of empowerment

	Level 1 Output Individual or community	Level 2 Output Individual or community	Level 3 Outcome Individual or community	Level 4 Outcome Community and/or Society	Level 5 Impact <u>Community/Society structural</u>
Strengthening Civil Society					
Resources		X Have increased by Project to community (four target regions of Project).			
Agency		X Changing the attitudes of government specialists, regional and community specialists, Church leaders, managers and teachers, doctors to the Values and Principles of Inclusion.			
Results:		X 1.The political will of the representatives of the various institutions. 2.Effective cooperation with the Malagasy Government and NGO/Actors in inclusive education. 3.The International Day for People with Disability was celebrated and used as an awareness-raising activity.			
Gender Equality					
Resources		X Have increased by Project to community (four target regions of Project).			
Agency		X Gender equality was a cross-cutting principle that was addressed within all four components of the Miara-Mianatra Project.			
Results		X Integrating 300 girls in mainstream schools from four target regions			

		Female-to-male participant ratio at the training sessions conducted by Miara-Mianatra Project, was 67 % female and 33% male (67:33)			
Quality education					
Resourses		X Have increased by Project to community (four target regions of Project).			
Agency		X Classrooms constructed/rehabilitated to improve learning environment. Target educational institutions provide quality and inclusive education to learners.			
Results		X Integration of 642 children with disabilities (342 males and 300 females) into mainstream schools in four regions.			