



A Final Report for

Programme Sekoly: Esohihy Primary School

Improving health and education in rural Madagascar

December 2022

Summary

Context

Ranking 173/191 on the Human Development Index, Madagascar remains one of the poorest and least developed countries in the world.¹ Children bear the brunt of this burden, with over 70% of Malagasy children living in poverty.² Over 800,000 children and adolescents are not enrolled in school, and only 63% of children complete primary school.³ These issues are amplified in rural schools across Madagascar's under-resourced Anosy region, where 51.5% of six to ten year-olds have never attended school.⁴

Prevalent illness stemming from poor water, sanitation, and hygiene (WASH) conditions, which kill 6,900 Malagasy children annually, further prevent school attendance.⁵ Almost half of the country's population do not have access to basic drinking water, and 38% of schools do not have access to basic sanitation services.⁶ Insufficient or non-existent water, sanitation, and hygiene infrastructure in schools contributes to the transmission of diseases, whilst impeding academic achievement.⁷ Female students are further disadvantaged due to a lack of menstrual hygiene/health management (MHM) facilities, which prevents them from safely managing menstruation in school, exacerbating school absenteeism.⁸

Programme Sekoly as a Solution

SEED Madagascar's (SEED's) Sekoly Programme aims to improve health and education in Madagascar's rural Anosy region by providing education infrastructure and WASH facilities for the 144 students and four teachers in Esohihy Primary School. SEED increased safe sanitation access by constructing six latrines, two handwashing stations, and one MHM facility in the school. The installation of a 10,000-litre capacity rainwater harvesting system at the school provides students and teachers with access to clean drinking water. To enable students to attend full-day classes, SEED constructed one new school building with three fully furnished classrooms. To improve teacher attendance, SEED constructed a house for the headteacher and their family. SEED empowers communities to sustain improvements by establishing WASH management committees and training teachers to lead WASH education.



The doors to the three newly built classrooms at Esohihy Primary School.

Activity Detail

Construction Activity

Classroom Building

Construction activities were successfully completed in November. Project completion was delayed due to multiple factors. Heavy rains flooded the construction site and prevented the bricks made on-site to dry within the expected timeframe. Additionally, the construction site required additional landscaping work due to the slope of the terrain, and the type of soil delayed the digging of the foundation. In response to increasingly frequent adverse weather events, SEED installed a cyclone-resistant roof at Esohiy Primary School. The new classrooms have been provided with a total of 75 desk-benches for students, three teachers' chairs, three blackboards, and one lockable cupboard. The provision of education infrastructure at Esohiy Primary School will enable the 144 students to attend full-day classes in a safe, high-quality learning environment, whilst accommodating for expected student population growth in the future.



Interior of one of the new classrooms with desk-chairs ready for the students.

Teacher Accommodation

Teacher accommodation has been constructed, which will provide the headteacher and his family with reliable housing, while also aiming to minimise teacher absenteeism, attract quality teachers, and support their livelihoods. In Esohiy Primary School, the Headteacher and his family will move into the new furnished accommodation, which is connected to the school building through the newly constructed headteacher's office.

WASH Facilities

The construction of six gender-segregated ventilated improved pit (VIP) latrines¹, a MHM facility, and two handwashing stations have also been constructed. The handwashing stations were completed with behavioural ‘nudges,’² and a mural was painted on the latrines to encourage healthy hygiene practices amongst students and teachers. In collaboration with Tatirano Social Enterprise, a 10,000-litre rainwater harvesting system has been installed, which when full will provide the school with a two-month supply of clean water before needing replenishment. Students and teachers will now have access to clean drinking water, reducing the transmission of WASH-related illnesses. The system also provides running water to the MHM facility, empowering female students to manage their menstruation in school with privacy and dignity.



Newly built latrine block with accompanying handwashing station.

WASH Education and Capacity-Building

To complement the improved WASH infrastructure, SEED has trained all four teachers at Esohiy Primary School to deliver WASH education sessions to a total of 144 students. Additionally, a WASH committee comprising of 15 school staff, teachers, and community leaders has been established to maintain the new infrastructure. SEED delivered WASH education training to WASH committee members and teachers in Esohiy Primary School, covering topics such as handwashing, latrine use, latrine maintenance, and water treatment. These activities promote good WASH practices amongst students and build the capacity of the community to sustainably manage the new WASH facilities.

¹ Ventilated improved pit latrines are designed to increase air circulation, minimising smell and disease-transmitting flies.

² Nudges are environmental features that are created to ‘nudge’ a person’s decision-making. In this case, a concrete path with footprints painted leading from the latrines to handwashing stations are being constructed to encourage students to wash their hands.



View from the back of the school building, along with the 10,000 litre rainwater harvesting system.

Sekoly Maintso

The production of building materials and the transportation to school sites produces carbon dioxide emissions and contributes to global climate change. This disproportionately impacts communities such as Esohihy Primary School. Project Sekoly Maintso (“green school” in Malagasy) offsets the carbon footprint of the Sekoly Programme through planting *Acacia Mangium* trees in a Carbon Offset plantation near the school.

Meetings with the community were held to introduce Sekoly Maintso and a Memorandum of Understanding was signed by key stakeholders at the community and commune level, as well as the local Ministry of Education, regarding the management of the plantation site. *Acacia* seeds have been sown in a nursery to ensure seedlings can be planted out at the start of the rainy season next year. Given the high demand for wood in the community, SEED will also establish a Resource Use plantation. This will provide the community with a sustainable wood source and ensure that the trees from the Carbon Offset plantation are protected. Alongside this, fruit trees will be planted around Esohihy Primary School. These fruit trees will provide a sustainable source of nutrition for the school students as well as the wider community.

Community Handover

The handover ceremony for Esohihy Primary School is scheduled to be held in December 2022. Responsibility for maintaining the school and the equipment will be formally transferred back to the Esohihy Primary School community. The ceremony will involve speeches, a dedication, a community blessing of the new buildings, and a traditional cattle sacrifice.

Mosa's Story

Mosa, Esohiy's head teacher, wanted to be a teacher since he was a student himself. Being the kid at school in the morning, he spent time helping his classmates with their schoolwork and explaining to them what they did not understand. The high illiteracy rate in his commune further motivated him to pursue his career as a teacher. Now having 11 years of teaching experience, Mosa's favourite part of the job is spending time with students and sharing his knowledge with them.

SEED recently spoke with Mosa, who shared, and heard his thoughts on the new education infrastructure. *"There aren't good enough words to describe my happiness."* The previous day students visited the new school building for the first time, they all entered and sat around on the new benches, something they have not been able to do since he began teaching 11 years ago. *"I wish you were there to see it, none of them had ever sat on a bench, they have always been sitting on the ground."*



Mosa holding the memorial plaque dedicated to Shelia Schatteles (left) and stood inside his new home (right).

Mosa explained that the new school will bring growth to his community, and he is proud to now be teaching at what is now one of the largest schools in the Mahatalaky commune. He noted that the new infrastructure will allow more students to continue their studies and access careers they wouldn't otherwise be able to without an education.

Mosa is responsible for the entire school and will be living onsite in the newly constructed teacher's accommodation along with his family. He will look after the facilities and ensure everything is kept well maintained. Given that the school has been built in a central location, if a member of the community needs to speak to him he will always be there. His wife also plans to set up a shop along the road to further support their livelihoods. He continues to be thankful for his new bicycle, which makes his life much easier.

Mosa believes the next step for Esohiy Primary School is getting access to electric lighting. Having lighting within the school site could be useful to teach extra classes after sunset outside of school hours, or to offer intensive training for the final exams. SEED is in the process of launching a Solar Pilot project to electrify schools in southeast Madagascar, and will consider Esohiy Primary School as a potential site to pilot the project.

Sustainability and Monitoring

Sustainability

The Sekoly Programme ensures sustainability through complementing the smart, durable design of infrastructure with capacity building of the school community, enabling them to develop and sustain positive WASH behaviours. The school buildings and WASH facilities have been designed to withstand extreme weather conditions and require minimal maintenance. SEED empowers students and teachers with the knowledge and tools to sustain new infrastructure and positive WASH practices. A train-the-trainer approach is used to build the capacity of teachers so they can deliver interactive WASH education sessions. Operating independently of SEED, teachers will deliver these education sessions to the students annually.

Monitoring, Evaluation, and Learning (MEAL)

Over the duration of the project, SEED has monitored the progress of activities at the site through regular visits and departmental reviews. A baseline assessment of WASH knowledge and behaviours was carried out before construction began, and an endline survey was conducted upon project completion. The RAG-system (red-amber-green) was used to track activities and the progress of project outputs was regularly updated and reviewed by the management team. Follow-up visits, including observational monitoring by SEED staff, will be carried out within six months of project end. During these visits, SEED staff will assess the ongoing maintenance of WASH infrastructure and the adoption of improved WASH practices among teachers and students.

Financial Report

110% of the amount requested for Programme Sekoly: Esohiy (€54,701.35 of €49,651.32) has been spent, with an overspend of €5,050.03. Please see more details in the target-actual financial report below.

Since January 2022, the remote Anosy region has experienced increasingly adverse weather conditions, including two cyclones and two tropical storms, which impacted project delivery and expenditure. In response to these extreme weather events, SEED has updated its school building construction design to include reinforced concrete pillars, a new concrete guttering system, and roofing which has been further strengthened with concrete. The change in design led to increased expenditure on key construction materials and impacted project timeline which, required further time to install, thus increasing costs for labour and transport of materials.

Additionally, the prices for key construction materials such as cement, metal roof sheeting, and wood, have fluctuated since project inception. These have been attributed to supply-chain bottlenecks as a result of the COVID-19 pandemic, the rise in global demand for construction materials, and the increase of importation costs as a repercussion of the war in Ukraine. To accommodate for these fluctuations, construction materials were purchased in bulk and used across multiple budget lines.

Programme Sekoly: Esohiy Final Expenditure Report				
Item	Sub-item	Description	Project Budget	Total Expenditure
Human Resources	Staff	SEED Staff	£ 4,977.00	£ 9,698.97
		Hired for Project	£ 9,667.80	£ 8,316.19
	Administration	Permits, visa extensions, local registrations	£ 1,200.00	£ 2,111.71
Subtotal			£ 15,844.80	£ 20,126.87
Equipment and Materials	School building and Headmasters' house		£ 12,325.62	£ 13,132.12
	Latrine Construction (two latrine blocks with three stalls each and one MHM room)		£ 3,549.30	£ 3,133.92
	Rainwater harvesting		£ 2,000.00	£ 2,054.80
	Handwashing stations , WASH behavioural 'nudges'		£ 99.20	£ 92.50
	Tools and tool maintenance		£ 585.70	£ 445.75
	First Aid Kit		£ 26.67	£ 24.00
Subtotal			£ 18,586.49	£ 18,883.09
Activities	Project launch		£ 76.00	£ 26.80
	WASH education		£ 112.40	£ 130.68
	WASH Committee set up and training		£ 180.38	£ 162.26
	Handover ceremony		£ 160.00	£ 160.00
Subtotal			£ 528.78	£ 479.74
Communications	Mobile communications		£ 210.00	£ 210.00
	Internet		£ 105.00	£ 105.00
	Photocopying / printing		£ 70.00	£ 75.56
	Stationery		£ 112.00	£ 112.00
	Mobile Phones		£ 7.00	£ 5.00
	Solar Panel for phones		£ 50.00	£ 50.00
	Translation		£ 40.00	£ 40.00
Subtotal			£ 594.00	£ 597.56
Transport and Per Diems	Town transport		£ 70.00	£ 354.22
	Material transport		£ 1,020.00	£ 1,347.04
	Staff transport and accommodation		£ 3,104.00	£ 3,717.23
Subtotal			£ 4,194.00	£ 5,418.49
Monitoring, Evaluation, and Learning	Monitoring visits		£ 448.00	£ 470.46
	SEED School programme evaluation		£ 1,850.00	£ -
	Reporting		£ 120.00	£ 120.00
Subtotal			£ 2,418.00	£ 590.46
Running Costs	Madagascar running costs		£ 5,390.00	£ 5,390.00
	UK running costs		£ 2,100.00	£ 3,215.15
Subtotal			£ 7,490.00	£ 8,605.15
TOTAL			£ 49,656.07	£ 54,701.35

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