



seed **madagascar**
sustainable environment, education & development



States of
Guernsey



A Final Report for

PROGRAMME SEKOLY: SARISAMBO

Improving health and education in rural Madagascar

January 2024

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 more than 70% of Malagasy children living in poverty and *over 900,000 school-aged children not attending school.* National statistics indicate that only 63% of children complete primary school, and 36% lower secondary school.^{2,3} These challenges are amplified in rural schools across Madagascar's under-resourced Anosy region, where *52% of six- to 10-year-olds and 38% of 11- to 14-year-olds have never attended school.*⁴

Moreover, it is estimated that *6,900 Malagasy children die annually from water, sanitation, and hygiene (WASH) related diseases,* though in some instances this figure can be almost double.⁵ 81% of schools in Madagascar have no water service, and a staggering *97% of the Anosy population do not have access to basic sanitation.*⁶ Insufficient or non-existent WASH 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 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 to a total of 726 students and 27 teachers in Sarisambo Primary and Lower Secondary Schools. To enable students to attend full-day classes, SEED repaired an existing primary school building, and constructed one fully furnished three-classroom and one fully furnished two-classroom school building at the lower secondary school. To improve teacher attendance, SEED constructed two-room teacher's accommodation at the lower secondary school. SEED increased safe sanitation access by repairing five existing latrines and constructing five gender-segregated ventilated improved pit (VIP^a) latrines at the primary school, and five gender-segregated VIP latrines at the lower secondary school. Both schools were provided with an MHM facility and handwashing station equipped with WASH behavioural 'nudges'^b. Both schools received a 10,000-litre capacity rainwater harvesting system which ensures permanent on-site water access and supplies water to the handwashing stations and MHM facilities. SEED empowers communities to sustain improvements by establishing WASH management committees and training teachers to lead WASH education.



Before and after of the repaired latrines at Sarisambo Primary School.

^a VIP latrines are designed to increase air circulation, minimising smell and disease-transmitting flies.

^b Nudges are design features that are intended to 'nudge' a person's decision making. At both school sites in Sarisambo, painted handprints, murals, and written messages are painted on the latrines, and a concrete path with painted footprints lead to the handwashing stations. This encourages students to practice health-promoting behaviours, such as washing their hands following latrine use.

Activity Detail

Construction Activity

Classroom Building

Construction activities have now successfully been completed at both the primary and lower secondary schools. At the primary school, the roof of one building has been repaired and reinforced with concrete siding, and SEED provided 100 additional student desk-benches and teacher furniture. One three-classroom and one two-classroom school building have been constructed at the site of the new lower secondary school, with each of the five classrooms fully furnished with student desk-benches, teachers' tables and chairs, blackboards, and lockable cupboards. In response to increasingly adverse weather conditions in the region, SEED installed reinforced concrete siding on the roofs of all three school buildings, as well as cyclone-resistant concrete reinforced guttering and pillars to both lower secondary school buildings. The provision of education infrastructure at Sarisambo Primary and Lower Secondary Schools will enable 726 students to attend full days of lessons in a safe and high-quality learning environment, whilst accommodating for future student population growth.



The two-classroom (left) and three-classroom (right) school buildings at the lower secondary school's new site.

Teacher Accommodation

Teacher accommodation has been constructed at the lower secondary school site and will support teacher livelihoods by reducing their living expenses, as well as providing additional workspace for teaching staff. Teachers' capacity to attend school and be on time has shown to be highly associated with the distance between their home residence and work, making the provision of quality housing at schools a key element for increasing teacher attendance.⁹ Integrating furnished teacher accommodation into school builds improves teacher retention and attracts higher-quality teachers to the school, both enhancing school management and security, whilst minimising staff absenteeism.

WASH Facilities

The construction of 10 gender-segregated VIP latrines and the repair of five existing latrines across both schools has been completed. Handwashing stations with behavioural nudges have been installed at both schools, and murals have been painted on the latrines to encourage healthy hygiene practices amongst students and teachers. SEED constructed an MHM facility at each school, empowering students to manage their menstruation with privacy and dignity. In collaboration with Tatirano Social Enterprise, a 10,000-litre capacity rainwater harvesting system has been installed at each school. Students, teachers, and the community can now access clean drinking water, reducing the transmission of WASH-related illnesses.



Gender-segregated VIP latrines with an MHM facility and handwashing station at the lower secondary school.

WASH Education and Capacity Building

To complement the improved WASH infrastructure, SEED has trained 27 teachers across Sarisambo Primary and Lower Secondary Schools to deliver WASH education sessions to a total of 726 students. Additionally, a WASH committee of 15 school staff, teachers, and community leaders has been established at each school to maintain the new infrastructure. SEED delivered WASH education training to WASH committee members and teachers at both schools, covering topics such as handwashing, latrine use, latrine maintenance, and water treatment. MHM education and reusable menstrual pad-making sessions were also held at the lower secondary school. Together, these activities promote good WASH practices amongst students, build the capacity of the community to sustainably manage the new WASH facilities, and overall reinforce a positive and dignified learning environment.



Lower secondary students sewing their own reusable menstrual pads (left), and attending an MHM education session led by SEED's Senior Community Liaison Officer (right).

Community Handover

The handover ceremony for Sarisambo Primary and Lower Secondary Schools is scheduled to be held in early 2024. Responsibility for maintaining the school and the equipment will be formally transferred back to the Sarisambo community. The ceremony will involve speeches, a community blessing of the new buildings, and a traditional cattle sacrifice.



Interior of a completed classroom at the lower secondary school.

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 further 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.



Students interacting with the WASH mural painted on the new latrines at the primary school.

Monitoring, Evaluation, and Learning

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

Please see the accompanying financial report for detailed expenditure. Project expenditure against target has been consistently monitored throughout the project. The completion of Project Sekoly: Sarisambo adhered to the budget, with 97.11% (£48,555.32) of the requested amount (£49,999.20) from the States of Guernsey Overseas Aid and Development Commission (GOA&DC) spent.

Impact on Budget Lines Due to Transportation Constraints

As a result of poor road conditions in Sarisambo, the heavy goods vehicles used to deliver construction materials were unable to travel closer than two kilometres away from the construction site. Due to complications associated with the inaccessible location, which required hiring additional modes of transport such as tractors and four-wheel drives, all transportation lines have been affected. The need to mobilise external stakeholders in the town of Fort Dauphin to help facilitate the process resulted in an overspend in town transport expenditure for the project.

Impact on Overall Budget Due to Upskilling and Efficient Allocation of Resources

The construction team was able to upskill many of its members whilst on site for this project, particularly regarding concrete rendering work. Because of this, the budget line allocated to hiring an external Coating Specialist was underspent as SEED's own construction team was able to complete much of this work themselves. Import costs and the price of certain materials, such as all size variations of metal sheeting, rebar, lumber, gravel, and roofing nails have fluctuated throughout the duration of the project, resulting in increased expenditure on certain lines, and underspend on others. To mitigate this, construction materials were purchased in bulk and used across multiple budget lines, resulting in overall savings for the project. The unique setting of Project Sarisambo, where both schools are situated in the same community, facilitated a more efficient purchasing strategy. The setting allowed for an even further increase in bulk buying and more efficient allocation of resources and construction materials across both sites. Consequently, despite overspending in the Town Transport line as well as several lines under Equipment, Material & Resources, the overall budget requested from GOA&DC was underspent by £1,433.88. It is proposed that this underspend is reallocated to 'Construction Worker' salary line within the same budget. We will await confirmation from GOA&DC before making this change.

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