



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



A Proposal for

PROGRAMME SEKOLY: FANAKA

**Improving the learning environment in schools in southeast
Madagascar**

December 2023

Introduction

SEED Madagascar (SEED) is currently seeking £29,073 for a *three-month project* that aims to *improve the learning environment in 15 schools in the town of Fort Dauphin, Anosy, Madagascar*. To achieve this, SEED will *construct 510 student desk-benches* as well as *repair broken classroom furniture* across the 15 schools. The provision of ergonomic desks and benches will create a more comfortable learning environment conducive to learning, as well as increase classroom capacity through expanding the amount of seating available.

Context

Education in Madagascar

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 Only 63% of youth complete primary school, 35.5% lower secondary school, and 16% upper secondary school.³ Public spending on education is low, even in comparison to other Sub-Saharan and low-income countries. While the government has committed to allocating 20% of the national budget to the education sector, *only 12% has been spent overall in the last three years*.⁴

The Anosy Region of southeast Madagascar is particularly isolated and impoverished, which is reflected in its critically underfunded education system. While nearly three quarters of primary-age children are enrolled in school countrywide, *in Anosy the net enrolment rate is just 54%*.⁵



Classroom at a primary school in Fort Dauphin.

Classroom Capacity and Resources

SEED has conducted needs assessments at 15 schools in the town of Fort Dauphin, based on requests received from the Head Teachers of the respective schools. Students often study on the floor, or share two-person benches between three or four students. This situation makes it challenging to write and focus during lessons. Teachers frequently rearrange classroom furniture to accommodate students' needs, often prioritising better seating for those facing more demanding exams. Classroom sizes vary, with enrolment ranging from 50 to 90 students per classroom.

By supplying student desk-benches, SEED aims to expand the school's available classroom seating to ensure students do not have to study and write on the floor, thereby fostering an environment more conducive to learning. *Studies have shown that the link between comfortable seating and enhanced learning is strong, highlighting the positive impact of quality furniture on student motivation and development.*⁶ Consequently, more students will have the opportunity to sit comfortably, maintain focus, and undertake exams in a more supportive environment.

Increasing classroom capacity and improving the learning environment will enhance student wellbeing and enable more children to enrol in, and complete, school.



Primary students conducting lessons on the floor.



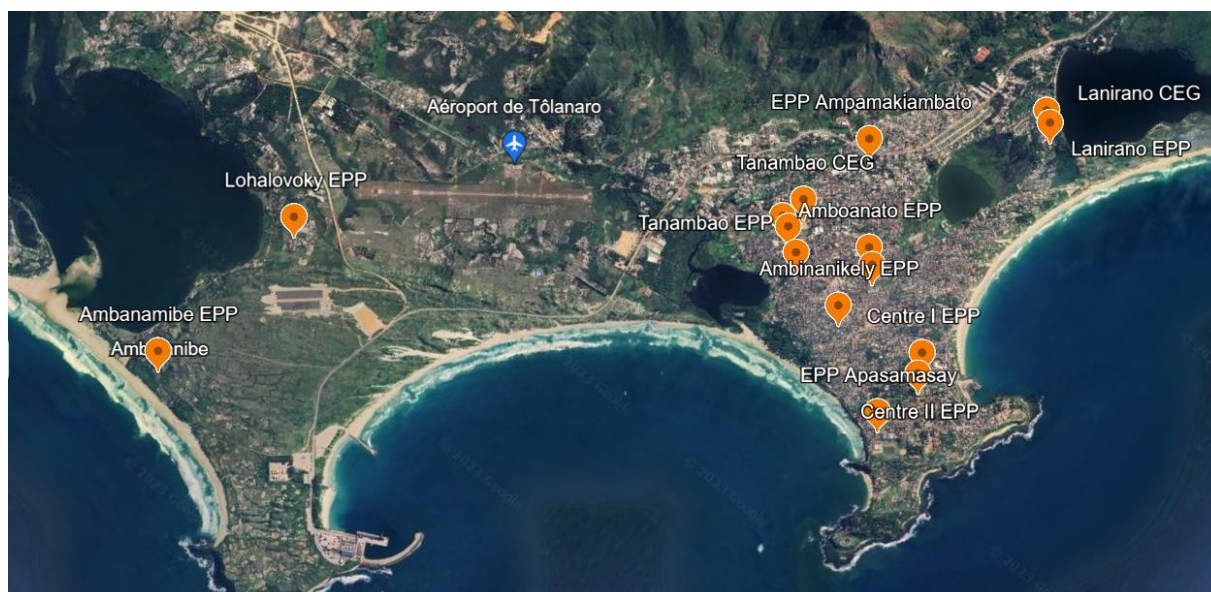
Upper secondary students in their classroom.



Broken benches at a lower secondary school.



Classroom built and furnished by SEED.



Map showing the locations of the 15 target schools across Fort Dauphin.

Proposed Project

SEED aims to address these challenges by conducting a three-month student desk-bench construction project at 15 schools across the town of Fort Dauphin. This project intends to improve the education environment of the schools by achieving the following outcomes:

Outcome One:

Provide 11,093 students with improved classroom seating through the construction of 510 two-person student desk-benches and repairing existing broken classroom furniture.

Outcome Two:

Increase classroom capacity across 15 schools to support future population growth.

Outcome Three:

Offset project-related carbon emissions through a community-managed tree planting site.

Classroom Furniture

At 15 schools across Fort Dauphin, SEED will repair the existing damaged furniture and construct 510 two-person benches. This construction and refurbishment will improve the existing learning environment, while providing more seating spaces to accommodate for increased enrolment.



Children in a classroom at a primary school in Fort Dauphin.

Sustainability

Following project completion, the schools will be responsible for managing all furniture, which has been designed to last long-term with minimal maintenance costs.

Sekoly Maintso

SEED recognises that its operations, including Project Fanaka, produce carbon emissions that have negative environmental impacts. This disproportionately affects the communities we work with in southeast Madagascar,

like Fort Dauphin, where there are increasingly unpredictable and adverse weather patterns, including cyclones, floods, and droughts. Recognising our responsibility to reduce carbon emissions and protect the environment, SEED's Project Sekoly Maintso ('Green Schools' in Malagasy) aims to reduce the carbon footprint of construction and repairs by offsetting the carbon emissions of all recent and future school construction projects.

SEED's Capacity to Deliver

SEED is an award-winning, holistic international development charity that envisages communities and ecosystems thriving across Madagascar. SEED has over 15 years of experience responding to the need for improved education infrastructure in the southeast of Madagascar.

Effective Monitoring, Evaluation, and Learning (MEL) is a priority for SEED. An MEL Framework informs design of MEL approaches tailored to each project, supported by a dedicated MEL Committee. SEED uses industry-standard methodologies to monitor and analyse impact, and responds to emerging needs as they arise, whilst keeping donors regularly informed of progress.

Summary

Programme Sekoly: Fanaka aims to tackle a serious barrier to development: access to quality education. This has been highlighted as a priority by the UN Sustainable Development Goal 4. To achieve this goal, SEED will construct 510 classroom benches to be distributed across 15 schools in the town of Fort Dauphin, as well as provide repairs to their existing broken classroom furniture. SEED will offset the carbon footprint of the project through a community-managed tree planting site.

The project will ultimately enable 11,093 students – plus increased future enrolment – at these schools to gain an education in comfortable and dignified environment that is conducive to learning.



Students sat on a SEED-constructed bench.

Budget Overview

Sekoly: Project Fanaka	Budget Total MGA	Budget Total GBP
[-] Activities	15,100,000	2,903.85
Carbon Offset Planting Site	15,000,000	2,884.62
Project Launch	100,000	19.23
[-] Administrative Costs	2,980,000	573.07
Communication Resources	2,980,000	573.07
[-] Equipment, Materials, and Resources	83,175,000	15,995.20
Lumber	66,810,000	12,848.07
Nails	2,550,000	490.38
Paint Work	2,620,000	503.85
Tools	4,195,000	806.75
Furniture Repairs	7,000,000	1,346.15
[-] Human Resources	23,607,500	4,539.91
Administration	8,075,000	1,552.89
Employed by SEED Madagascar (in-country partner)	7,732,500	1,487.02
Hired for Project	7,800,000	1,500.00
[-] Running Costs	22,676,871	4,360.95
Madagascar Running Costs	16,683,900	3,208.45
UK Running Costs	5,992,971	1,152.50
[-] Transportation	3,640,000	700.00
Material Transport	3,280,000	630.77
Staff Transport	360,000	69.23
Grand Total	151,179,371	29,072.98

References

- ¹ UNDP, (2022). *Human Development Report 2021-22*. Available at: https://hdr.undp.org/system/files/documents/global-report-document/hdr2021-22pdf_1.pdf
- ² UNICEF, (2018). *Progress for Every Child in the SDG Era*. Available at: https://www.unicef.org/media/48066/file/Progress_for_Every_Child_in_the_SDG_Era.pdf
- ³ World Bank, (2019). *Primary completion rate, total (% of relevant age group) - Madagascar*. Available at: <https://data.worldbank.org/indicator/SE.PRM.CMPT.ZS?locations=MG> ; UNICEF, (2018). *Challenges and Opportunities for Children in Madagascar*. Available at: [https://www.unicef.org/madagascar/media/1246/file/Defis%20et%20opportunit%C3%A0%20Madagascar%20\(EN\).pdf](https://www.unicef.org/madagascar/media/1246/file/Defis%20et%20opportunit%C3%A0%20Madagascar%20(EN).pdf) ; UNESCO, (2018). *Upper Secondary Completion Rate*. Available at: https://www.education-inequalities.org/indicators/comp_upsec_v2/madagascar#ageGroups=%5B%22comp_upsec_v2%22%5D&years=%5B%222018%22%5D
- ⁴ Mazraani, S., (2023). Social Spending and Outcomes in Madagascar, *Selected Issues Papers, 2023(035)*, A001. <https://www.elibrary.imf.org/view/journals/018/2023/035/article-A001-en.xml?rskey=yniEm9&result=32>
- ⁵ World Bank, (2018). *The World Bank in Madagascar*. Available at: <http://www.worldbank.org/en/country/madagascar/overview>
- ⁶ Castellucci, H. I., Arezes, P. M., Molenbroek, J. F. M., de Bruin, R., & Viviani, C. (2016). The influence of school furniture on students' performance and physical responses: Results of a systematic review, *Ergonomics*, 60(1), 93-110. <http://dx.doi.org/10.1080/00140139.2016.1170889>