

- ◆ **Institution:** **Ecole Normale Supérieure d'Antananarivo**
- ◆ **Country:** Madagascar
- ◆ **Name of representative:** Prof. Razafimbelo Judith
- ◆ **Introduction of the institution:**

The Ecole Normale Supérieure is an institution specialized in the field of Education. It includes three degree defined by “Bologna process” for higher education in Europe : « Licence (equivalent to Bachelor), Master, Doctorate » (LMD).

Ecole Normale supérieure has four mission to ensure :

- a) *secondary school teachers pre-service training,*
- b) *secondary school teachers in-service training*
- c) *supervisors of education training*
- d) *research on education and didactics*

Research program is designed and developed by the department of research and educational production (DRPP) and research activities are conducted within the interuniversity centre of didactics research (CIRD)



**The building of the Ecole Normale Supérieure  
d'Antananarivo**



**Caption needed to be added**

- ◆ **A-A Dialogue related research or activities in your institution:**

**【Phase 2】**

- A) **Research co-financed by JICA and the Ministry of Education about « The analysis of the factors that explain the non-achievement of curriculum – a study of the teaching time in Primary schools in the CISCO Toamasina 2”.**

Madagascar has adopted “Education for All” Plan since 2003. According to this, Madagascar’s main educational priorities are to provide universal fundamental education and equal access to all Malagasy children, and ensure quality education. To achieve these objectives, the Ministry has already distributed school kits as well as teacher kits and textbooks, and provided financial assistance to every pupil in primary schools. These actions permitted the improvement of education achievement indicators.

However these results are still unsatisfactory. Indeed, a pupil who has many social and family problems and who does not have success at school exam tries to leave the school instead of repeat his class, so that high repetition rate which carry away also high drop out rate: repetition rates at grades 2 and 3 have remained at around 28%, while drop out rates rose from 8 to 18% at the end of Grade 2 over the 2003 to 2006 period.

Many teachers complain that they never manage to complete the syllabus, because they say they do not have enough time. There is a gap between the intended curriculum? The study revealed some important findings: and the curriculum that is actually achieved. Why do teachers not complete the curriculum?

The study revealed some important findings:

- The teaching time is not sufficient because of teacher and pupil's absence. According to the teacher, it is the main reason for the non completion of the curriculum
- The management skills of the teacher do not allow them to overcome the lack of teaching time and the other teaching problems they have to face.
- The recommendations will in essence focus on the ways and means to get round these problems and optimise time management, to enable time lost to these disruptions to be recovered. Parents, pupils and teachers will be at the centre of these recommendations but other actors could be called upon to contribute to boost attendance and improve school results.

**B) Organization of a launching seminary at Antananarivo with the participation of member professor from Burkina Faso and Japan, and some representatives of the Ministry of Education**

**C) Presentation of research result at the UNESCO seminar, Paris, on December, 2008**

**D) Publication of research mentioned above in CICE revue (Vol.12 No.1 (2009) pp.89 ~105)**

### **【Phase 3】**

**A) Research co-financed by the UNICEF and the Ministry of Education and Research on Professional development for primary schools teachers in Madagascar: around teachers' network.**

This research aims to analyze the teacher in-service training device which is set up to improve the professional skills of primary education teachers, particularly FRAM teachers recruited by associations of parents, without training.

The in-service training of primary teachers take place through pedagogical days (JP) and teachers network. Twenty years ago, under the "Malagasy Democratic Republic", primary school teachers took part in the pedagogical days (JP): every quarter, and later every two months, all primary school teachers were required to attend three to five days' training on topics which were determined by the CISCO teams of trainers. In addition, the Ministry of Education (2007-2008) drafted a conceptual framework for the training of FRAM teachers. This type of training was called "teachers' network" (However, the political context since 2009 has severely disrupted the implementation and functioning of the "teachers' network") Teachers' network aims to improve the quality of teaching / learning. It was intended to encourage collaborative learning by developing professional skills related to the profession by promoting exchanges of experience, sharing and mutual help by encouraging the search for solutions to educational problems, the production of documents, co evaluation and self-evaluation in order to improve the practices of everyone. The model is based on three criteria:

- Location: teachers should be close to one another
- Size: 5 to 20 participants
- Heterogeneity: it includes civil servant teachers (EF) and non-civil servant teachers (ENF)

Concerning the research' methodology, the preparation and use of tools are largely inspired from the International Institute for Educational Planning modules (UNESCO, 2005). The selection of the targets takes into account i) the institutional hierarchies of the education sector ii) the people who are directly involved in the primary schools. Questionnaires, supplemented by interviews, were submitted to regional education officials and key actors involved directly in schools.

According to our findings it can be said, that the teachers' network is an important element of the in-service training of primary teachers. It provides a situation which uses peer collaboration to improve skills, including teachers 'professional skills. The JP and the network of teachers are complementary insofar as the JP make qualified trainers available while the

network allows peer coaching and facilitates the integration of knowledge and expertise which are only moderately acquired during the JP, due to time constraints. In addition, it makes it possible to look into the professional problem of every teacher.

The recommendations include the enhancement of teachers' motivation according to their skills' development needs. The articulation of the training system to a career path should be reconsidered. This project is already being planned but its implementation is not yet effective. The network can not alone fill all the gaps in teacher' knowledge. The recent measure taken by the Ministry of Education to raise the level of recruitment of FRAM teachers should therefore be retained and adopted.

**B) Participation to Group C and AA-Dialogue General meetings (USM, Penang - Malaysia 2010, 2012; Hiroshima-Japan 2013, etc...)**

**C) Publications in JICE review (Vol.15 No.3 (2013) pp.59 ~76)**

**D) Starting a qualitative research on Lesson study : research of funding and partner school identification.**

#### **【Phase 4】**

**A) Participation to launching seminar (Hiroshima, July 2015)**

**B) Continuing: Joint qualitative research about Lesson study**