



AUDIT OF THE IMPLEMENTATION OF INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN MADAGASCAR: Case in Primary school

**Court of Accounts of Madagascar
September 2026**



Audit Introduction

- Education is one of the fundamental pillars of a society's development. However, many children don't always find their place in traditional school systems. Some face learning challenges, have special needs, or just develop at a different pace. Too often, the system asks kids to fit into school, while the inclusive approach offers another perspective: adapting the learning environment to each child's needs.
- However, Sustainable Development Goal (SDG) No. 4 aims to 'ensure that all people have access to quality education on an equal footing, and promote lifelong learning opportunities' by 2030. Regarding vulnerable people in general and children with disabilities in particular, the targets include, among others:
 - *Target 4.5: "By 2030, eliminate gender inequalities in education and ensure equal access for vulnerable people, including those with disabilities, indigenous peoples, and children in vulnerable situations, to all levels of education and vocational training";*
 - *Target 4.a: "Build schools that are suitable for children, people with disabilities, and both genders, or adapt existing schools for this purpose, and provide an effective learning environment that is safe, violence-free, and accessible to everyone".*



Audit Introduction (continued)

- ▶ The Sectoral Education Plan (2018-2021) set the goal, for children with disabilities, to include 15% of children with mild disabilities (ESH1) in the formal system and 15% of children with severe disabilities (ESH2) in specialized center.
- ▶ Although Madagascar has shown its willingness to promote Inclusive Education through national guidelines and international commitments, including the Convention on the Rights of Persons with Disabilities ratified in 2014, ***it is clear that, looking at the initial situation, challenges of inequality, discrimination, and exclusion persist and affect a large part of the school-age population.***
- ▶ In 2009, the Government put in place the General Policy on Inclusive Education, which serves as the basic document for the inclusion of children with special needs in schools, with the Ministry of National Education being primarily responsible for implementing and coordinating the related activities. Moreover, over the years, various policy initiatives have included promoting inclusive education as part of their components. ***However, providing quality education for students with special needs is still in its early stages.***

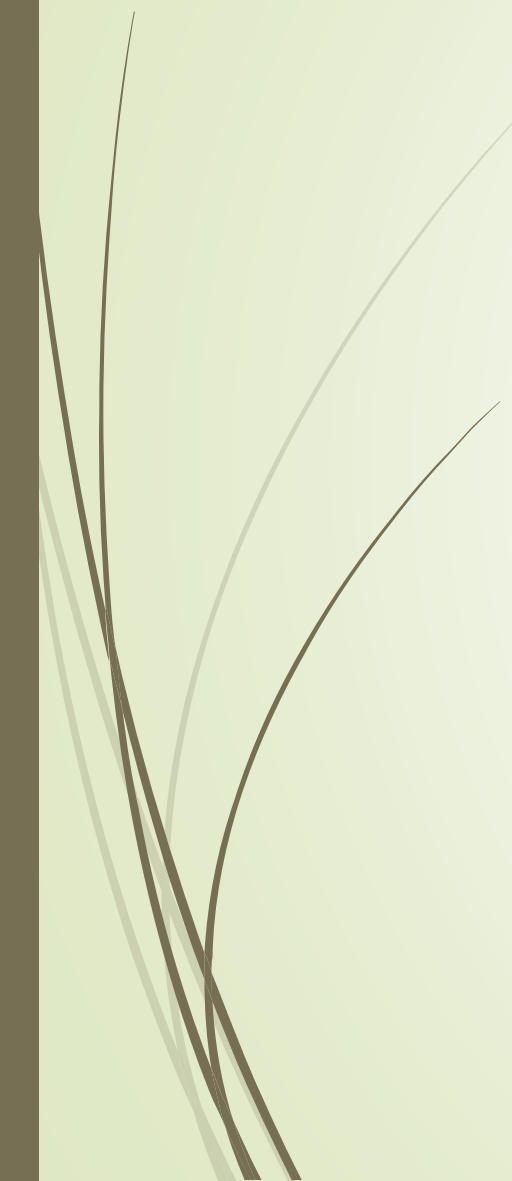


Audit objectif

- Also, the theme 'Audit of the Implementation of Inclusive Education for Children with Disabilities at the Primary school Level' was chosen by the Court to assess the efforts made by the Government to achieve targets 4.5 and 4.a of Sustainable Development Goal 04.
- The overall goal of the audit is to ***‘Check the performance of the measures taken by the Government for the implementation of Inclusive Education for Children with disabilities.’***

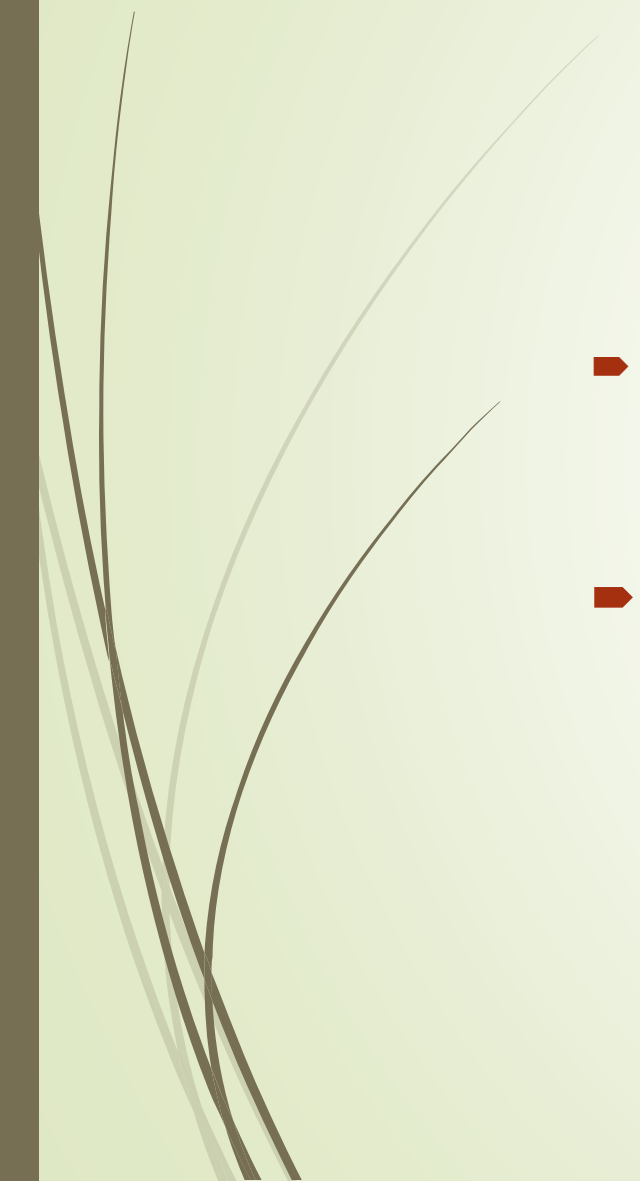


Main Results - Key Messages

- The Court concludes that the measures taken by the Government aren't enough to achieve Sustainable Development Goal No. 04 by 2030.
 - There are still actions for the Government to take in order to get the country to reach targets 4.5 and 4.a of the above goal by 2030.
 - Education in Madagascar is more integrative than inclusive. The lack of a specific program for Inclusive Education, the shortage of reliable data, the absence of a coordinating structure, and the lack of resources all undermine efforts for stronger operational management.
 - This operational management is also hampered by a low coverage of infrastructures adapted to the needs of disabled children, inadequate teaching and learning materials, and a limited number of teachers trained in Inclusive Education.
- 



How were the criteria, target values and impact model defined during the preparation of the audit?

- Both cross-cutting considerations for performance audits – the impact of the audit and inclusion – were taken into account right from the preparation stage.
 - The SAI's audit work will contribute to positive long-term effects for people with disabilities who are among the most vulnerable and marginalized groups in society. Indeed, faced with daily discrimination in the form of negative attitudes, people with disabilities are effectively unable to exercise their rights to health, education, and even survival.
- 



How were the criteria, target values, and impact model defined during the preparation of the audit or evaluation (continued)

- Criteria were defined based on charters, declarations, international conventions, and the national legal framework related to education and the rights of people with disabilities.
- These criteria mainly relate to the measures and actions that the government should implement to ensure the education of people with disabilities and their integration into regular schools (in terms of institutional and legal framework, policy and strategy, specific programs, adapted infrastructure, measures known to parents, adapted teaching materials, financial resources, as well as support measures, ...).
- Indeed, the government should take the national context into account and make sure that public policies, programs, and institutions related to education are inclusive and meet the needs of marginalized people.



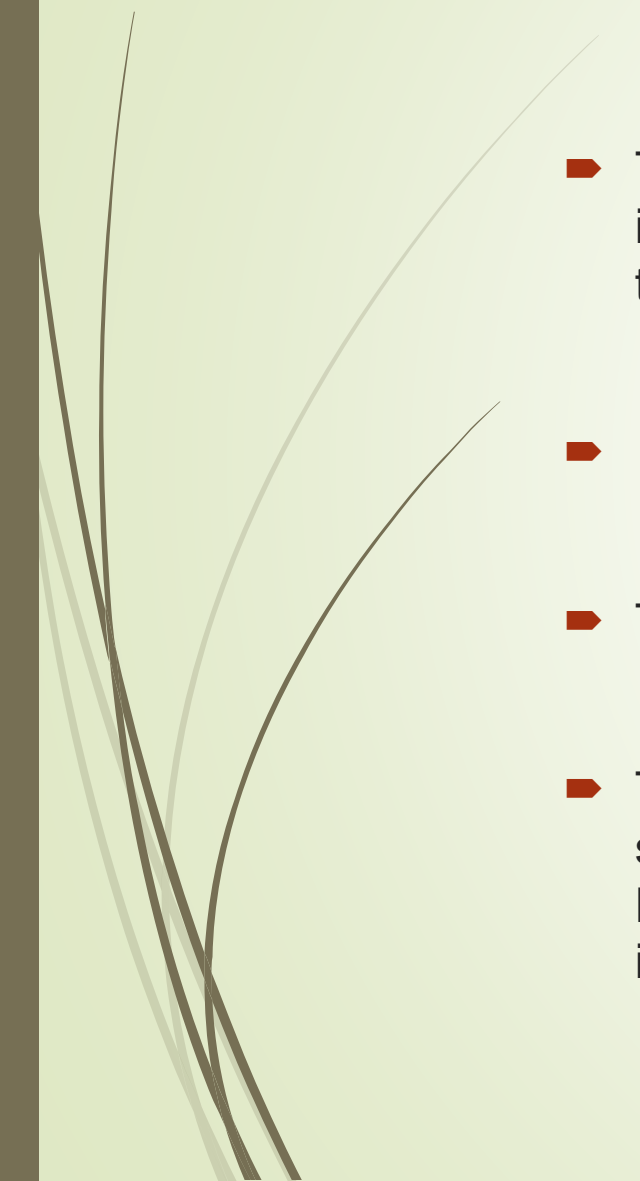
How were the perspectives of stakeholders and end users incorporated, and which methods were used?

- Involvement of the different ministries throughout the audit:
 - Ministry of National Education;
 - Ministry of Population and Solidarity;
 - Ministry of Public Health; Civil Society Organization.

- Through document reviews, field visits, interviews, and focus groups.



How were the relevance-related findings and recommendations formulated?

- The findings and conclusions were made based on the gaps and shortcomings identified through the analysis of the evidence and the facts observed compared to the measures and actions that should be implemented by the government.
 - Each observation is supported by appropriate and sufficient evidence.
 - There are positive findings.
 - The recommendations were made in relation to the causes and failures identified so that the measures taken by the government improve the schooling conditions of Persons H and especially meet their specific needs in order to achieve SDG 4 and its targets.
- 



What reactions, if any, did the findings receive from government, parliament and the media, particularly regarding their legitimacy?

► ***Government (Ministry of National Education):***

The National Gender-Sensitive Inclusive Education Strategy was adopted in December 2025.

Framework documents related to Inclusive Education are indeed being developed at the Ministry of National Education level according to officials, including the Educational Resources Policy.

► ***Government (Ministry of Population and Solidarity):***

National Policy on the Inclusion of Persons with Disabilities is in the process of being validated.

► ***Civil Society Organizations:***

Apart from the creation and establishment of various specialized centers, CSOs continue their advocacy for inclusive exams.



Thank you!