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Investigating the origin of school dropouts in Mandoto, Madagascar: a pathway to a better primary education in rural areas

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Introduction

Perspective shifts when one steps out of his comfort zone. Raised in Mandoto, a rural town in the center of Madagascar, the author viewed his community through a narrow lens. It was not until he went to the capital to pursue his education, leaving behind the familiar rhythms of the village life, that he began to notice the contrasts. Witnessing most of his former classmates dropping out of school is one the shocking realizations. Alas, the same issue persists today and is engendering a spike of poverty rate in the town. Thus, **the main objective of this poster is to highlight the realities that lead youth to abandon school and to propose the corrective actions.**

Methodology

After several years of observations, the most frequent causes that lead students to drop out in Mandoto are financial issues, loss of interest, premature pregnancy, and familial duty. Surveys will be created within an active Facebook group of people of multiple ages from Mandoto. The group members will answer this poll: **“What drives students to drop out of school if they're still in secondary school or below?”** The options for the poll are: **Loss of interest, Various responsibilities, Financial issue.** And if there are other cases, the members can either add an option or write in the comments to express their opinion.

References



[5]

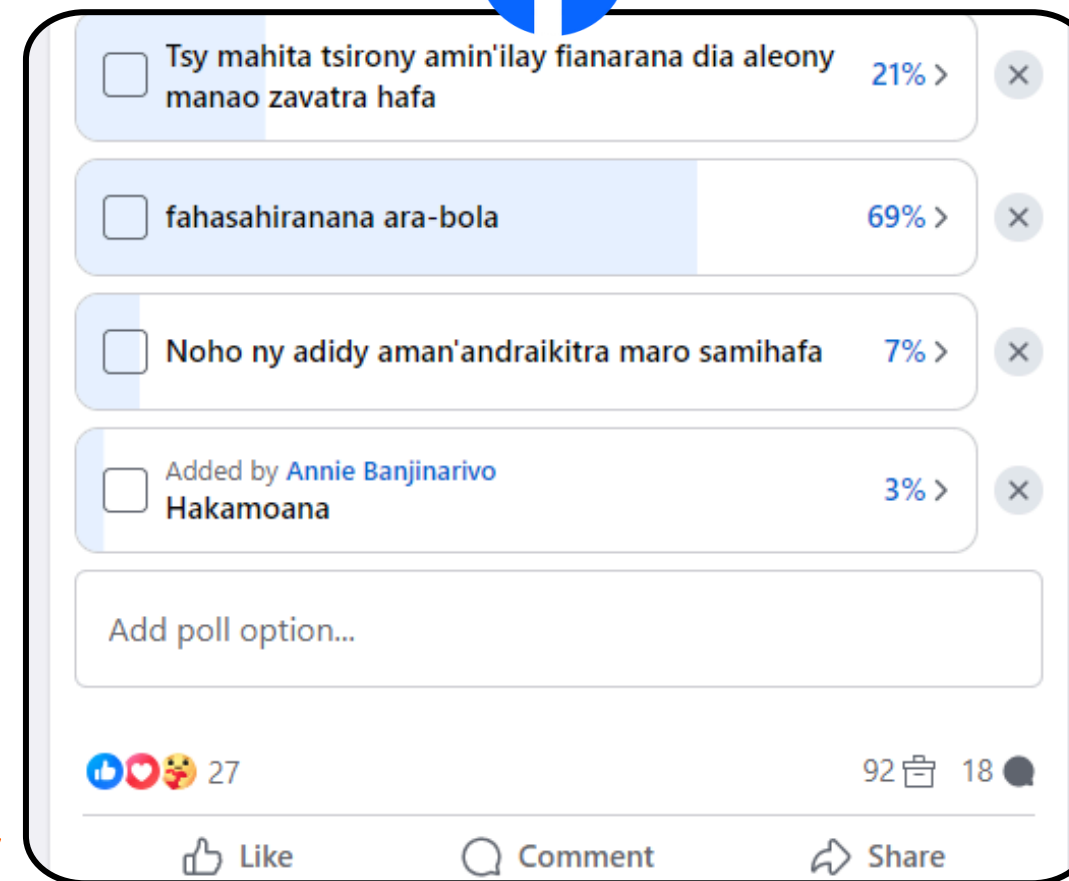


Figure 1: Facebook Poll results from July 28, 2024 to August 1, 2024 (post in Malagasy) and Facebook logo [3]

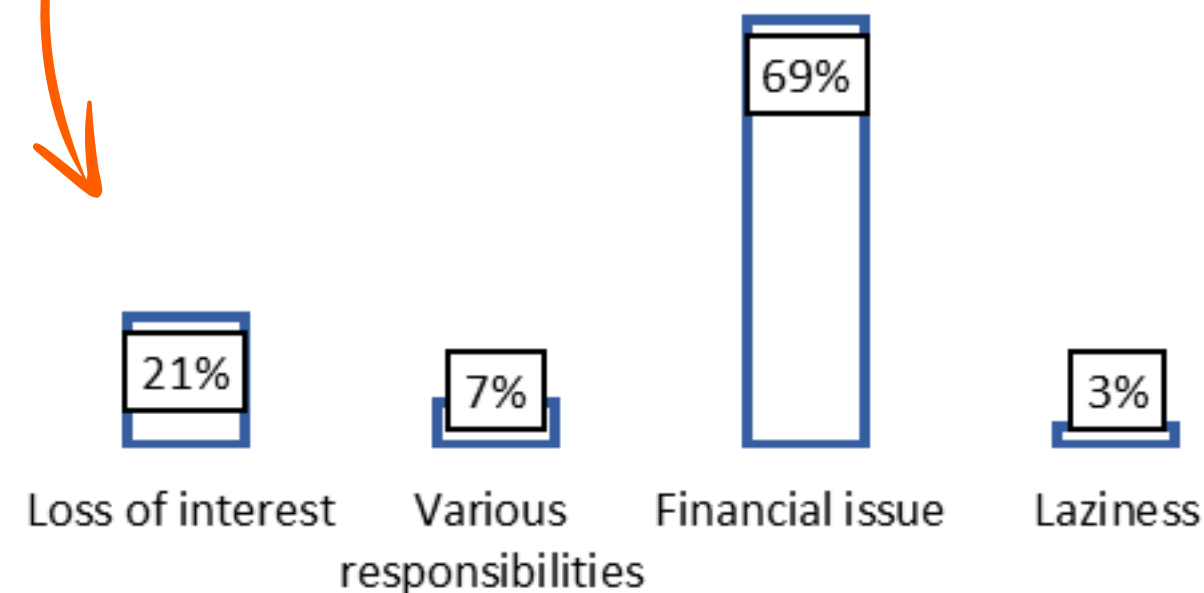


Figure 2: Equivalence in Bar chart of the data from the Facebook poll (translated in English)

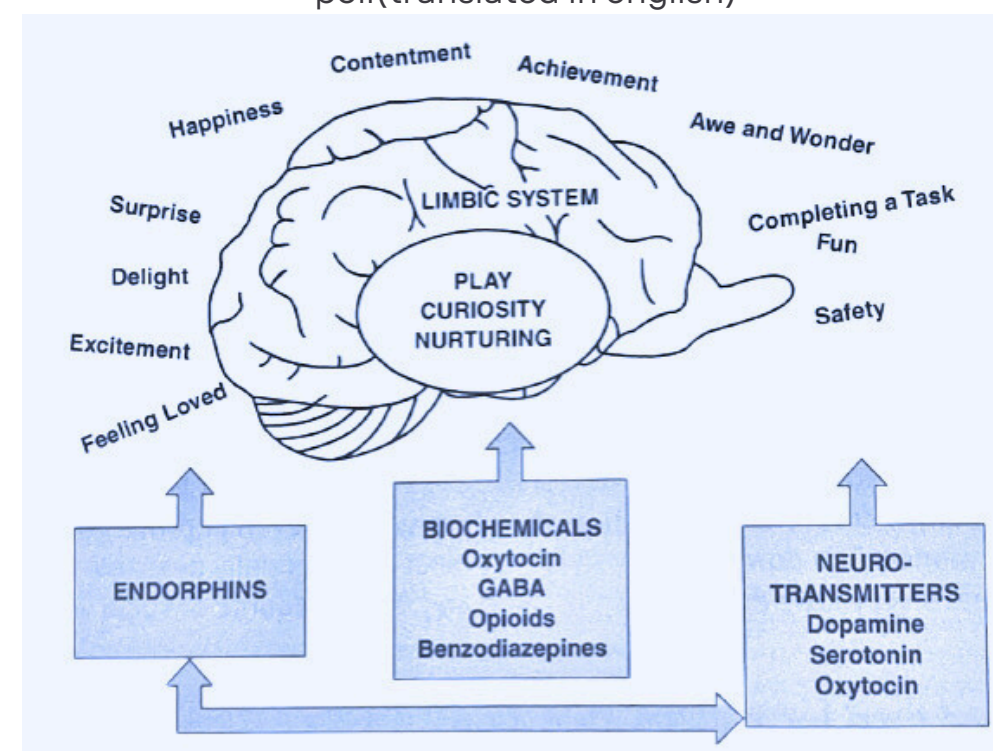


Figure 3: Joyful brain map (Kingston-Hughes, 2024)

Results and discussion

? Financial issue represents the highest concern in figure 2, emphasizing significant barrier to school accessibility, as both institutions and families are affected.

-> Rural education requires financial investment, and these funds should be allocated strategically to reform the system and better address the needs of rural communities (e.g., resources, transportation). For instance, the school calendar poses a further challenge for scholars by following the European schedule instead of aligning with local agricultural season. (Oviedo & Mulangu, 2024)

? Most of the comments suggest that the students lack clear objective. The problem lies in the early stage of education because grades are more valued over skills development in primary school.

-> As shown in figure 3, play, curiosity, nurturing are the fundamental approaches to enhance the development of children (Kingston-Hughes, 2024). Children should feel welcomed within a safer and more secure environment. Their learning should be oriented toward game-based method in order to well-nurture them and to satisfy their curiosity. Also, Internet and media should be integrated as part of their daily tools to ensure unlimited resources because only few dedicated teachers are willing to venture in rural areas.

Conclusion

Madagascar's education system in rural regions requires further attention due to its poor quality and inaccessibility. Parents and Institutions are encouraged to adopt a more psychological approach rather than focusing solely on grades. It is crucial to cultivate an interactive, joyful environment that enhances not only the students' learning abilities, but also their well-being. Implementing such a change is challenging in rural areas, but it can be achieved progressively, starting with primary education. School can become the home of children from disadvantage backgrounds with the adequate support and the right strategy.