**GENERAL INFORMATION ON THE PROJECT**

**Project Title:** ANK’IZY- “They are our future"

Bring personal development to 2000 disadvantaged pupils in public primary schools from Madagascar.

**Name of applicant organization:** Ank'Izy Association

Contact Person: Dimby Tsilavina Ranoelimanana

Title / Function: President founder and Project manager

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The Ank'Izy association is a legal entity registered with the Provincial Direction of the Interior and Decentralization of the Province of Antananarivo, under the

No 639/17-MID / SG / DGAT / DPID / ANT / ASS of 10 March 2017 pursuant to Article 5 of Order No 60.133 of 3 October 1960.

**Brief description of the organization**

The activity of the Ank'Izy association is divided into three specific programs:

* "Tolory Izy": This program essentially consists in providing material aids (such as school supplies, clothes, books, board games, manual books, computer equipment, etc.) to disadvantaged children who are enrolled in public primary schools.
* "Jereo Izy": This program will consist in direct mentoring and coaching of the pupils through innovative and playful training on specific themes (such as personal development, English language initiation, protection of the environment and development of learning and logical capacity).
* “Tohano Izy": This program will focus on building the professional capacity of pupils' parents so that they can meet their own needs and their progeny.

**Previous experience since its creation**

The Ank'Izy Association started its activity from February 2017. The following is a summary of the activities carried out to date:

1. February 2017- April 2017, May – June 2017, October-December 2017, February-April 2018, May- June 2018, February-April 2019, May- June 2019:

* Project name: "Tolory Izy" and "Jereo Izy" programs;
* Source of funding: Members' funds and donations;
* Target:

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| **Region** | **Public Primary school** |
| Analamanga (Antananarivo) | Ampasandratsarahoby, Andoharanofotsy, Ivato, , Itaosy, Alarobia, Ampitatafika, Analamahitsy, Manarintsoa Isotry, Atsimon’ny Mahamasina  Ambanidia, Ambohipo, Ambohijafy, Alarobia, Tanjombato, Andavamamba, Ambodin’isotry, Amboditsiry, Manarintsoa Isotry, ONG Tsimanavaka Manarintsoa, Ambohimangakely, Andranoro, Morondava, Anjanahary, Anjezika community center and school , Ankadivato, Anosipatrana, Anosizato Atsinanana, Atsimon’ny Mahamasina, Centre etoile du matin Ambohitrimanjaka, Ilanivato, Manakambahiny , Sabotsy Namehana, Akany Mandrosoa Anjanamasina, Ambohibato |
| Vakinankaratra (Antsirabe) | Mahazoarivo |
| Atsinanana (Toamasina) | Espérance Mangarano, Todivelo, Lovasoa Ankirihiry, Anjoma |
| Atsimo Andrefana (Toliara) | Besakoa |
| Boeny (Majunga) | Bariday, Fiofio |
| Menabe (Morondava) | Namahora |
| Itasy (Mangatany) | Akany Niavo, |
| Alaotra Mangoro (Moramanga) | Ambohimandroso, Moramanga Ambony |

* Activities:
* Initiation to English;
* Apprenticeship as a doctor and a firefighter (visit to the Analamanga fire station);
* Civism;
* Protection of environment;
* Art and future job;
* Discovery of Scouting;
* Learning of modern and contemporary dance;
* Memory and logic games, reading nursery rhymes;
* Manual work;
* Initiation to cooking; and
* Closing ceremony with distribution of certificate and sharing of a great snack.
* Results:
* Participation of 4400 motivated and receptive students;
* Engagement of 400 volunteers, who shared their knowhow, who brought changes to the community;
* Pupils have more will to learn, have their first exposure to English, have developed personally and more specifically children who become more autonomous, responsible, aware of their future and know how to reach them. Children who are aware of their duty and right as a schoolboy and as a citizen, and aware of their responsibility at the population level; and finally pupils conscious of the effort he or she can make to protect the environment, raising awareness of the risks and dangers that threaten the current environment, and taking part in the conservation of the environment.

**FULL PROJECT DESCRIPTION**

**The specific challenge that my team will address with this project.**

1) The actual Malagasy educational system is mostly focused on teaching and not learning, handicapping the pupils innate skills and capabilities in just memorizing lessons and ideas. There is a challenge for improvement, having the faculty of learning during these early ages and most importantly to be inspired to have a better future and to enjoy learning. Moreover, civic education, English and environment awareness are not part of the actual education curriculum within the public primary school, therefore preventing intellectual development of the pupils.

2) Most of Malagasy understand and recognize that education is a key success to the development of the country, but we do nothing to improve or to provide sustainable solution towards education. A major party of Malagasy citizen also lost the spirit and wisdom of helping their fellows as benevolent attitude and values are forgotten because of selfishness and poverty.

3) Poverty has made of education a luxury for many young Malagasy people. Even in public schools where education is supposed to be free, parents will make it hard to ensure sustainable schooling for their children as they cannot afford tuition fees, study and pedagogy materials.

**Our specific approach to address the challenge**

The project is proposing two solutions to tackle these challenges.

On the first hand, a mentoring program called “Jereo Izy” that aims in inspiring pupils to work harder in order to become who they really want to be in the future. Through different fun and interesting activities, we will strive to unlock their personal and potential capabilities. These courses will be composed of modern, interesting and practical educational activities outside their daily courses. These mentoring activities will be performed by committed citizens who will volunteer themselves.

On the other hand, a support program called "Tolory Izy" which will essentially consist of providing material aid (school supplies, great snack, clothes, books, etc.) to these disadvantaged children. This program will be executed in parallel with the mentoring program in order to have more impact and above all to sustain the efforts made by the volunteers with these children.

**The changes we are bringing into our community**

From a pupil’s perspective, this project will provide stimulating opportunity to help them to be motivated to study and have a plan for the future. For example, this will be their first exposition to the English language, to teach them how they can respect and care about their environment, an opportunity to develop their dexterity and will open their eyes into a wide range of life experiences.

This program will also improve pupil’s self esteem and attitudes because we will show them how to lead a healthy, independent life and to become active and responsible citizens. All our pupils are encouraged to take part in a wide range of experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In so doing, pupils learn to recognize their own worth, develop a sense of their own identity and the ability to take their place in the community as well as respect and work with others.

From a citizen perspective, this opportunity is a real proof of a community sharing. Actually, the mentoring activities done by volunteers are an innovative way to contribute into supporting the future generation. Some saying goes “It takes a village to raise a child”’ and this saying has all its meaning in Madagascar. Therefore, this mentoring activity is a noble community service because as a volunteer, they are sharing their energy, mind, experience and hope for the future generation. Finally this is also an opportunity for volunteers to network with other individuals and institution, and also gain new experience in sharing in a primary school.

**THE PROJECT TEAM**

It is important to note that the team of this project is all member of the Ank’Izy association. For this project, the team will be divided in two teams: the administrative and the technical team.

The administrative team will be as follow:

* Dimby Ranoelimanana (Project manager)
* Miray Andriamaharosoa (Administrative and Financial manager)
* Aina Ralambo Rakotovao (Accountant)

For the technical team, the responsibility of each Ank’Izy activities are locality based and they are managed by team leaders.

**Beneficiaries & Partners**

**Beneficiaries and targeted groups**

Our primary beneficiaries are Children, enrolled in targeted Public Primary Schools, live in conditions of precariousness and extreme poverty. Indeed, the places selected by the association Ank'Izy, are mainly in the disadvantaged districts of the capital in Antananarivo and also in 5 different regions of Madagascar.

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| --- | --- |
| **Region** | **Public Primary school** |
| Analamanga (Antananarivo) | Ilanivato, Anosipatrana, Anosizato Atsinanana, Ambatoroka, Ambanidia, Ambodin’isotry, Morondava, Anjanahary, Sabotsy Namehana, Andoharanofotsy, Antsahabe, Ankadindramamy, Besarety, Volotara, Amboditsiry, Ivato base, Andafiatsimo, Ilafy, Ambohimanarina, Itaosy, Soavimasoandro, Alasora Ambodivondava, Ampitatafika, Ambohidratrimo, Mandroseza, Andohatapenaka, Andrononobe, Ambodifiakarana, Ambohitrarahaba, Anosisoa, Nanisana, Manarintsoa Isotry, Atsimon’ny Mahamasina |
| Vakinankaratra (Antsirabe) | Mahazoarivo |
| Atsinanana (Toamasina) | Espérance Mangarano |
| Atsimo Andrefana (Toliara) | Besakoa |
| Boeny (Majunga) | Bariday, Fiofio |
| Alaotra Mangoro (Moramanga) | Ambohimandroso |

It is worth noting that the selection of these young students will be done in collaboration with the director of the primary school or the establishment and will be reserved to pupils who are vulnerable and are willing to attend the 6 weeks program.

Finally, we will also need about 10 volunteers for each location, making a total of around 400 volunteers for the whole project.

**Project Implementation**

**Implementation Plan and Timeline**

This project is intended to run, for the targeted beneficiaries mentioned above, for a one year period. This program comprises three steps: planning, doing and checking.

**A- Planning**

This step will plan activities within localities. As reality is all different, this planning will structure the way we are leading and implementing our activities within these localities.

**B-Doing**

We will run 6 weeks mentoring activities that will be scheduled as from 20th July – 24 August 2019

It is important to note that these mentoring activities will be preceded by a training day session of all volunteer (15 days prior the activities).

The themes of the mentoring activities are as follow: Strengthening logic and learning ability, English language initiation, personal development and protection of the environment. The curricula of each mentoring activity are as follow:

1. Strengthening logic and learning ability

* Ability to memorize: teaching mnemotechnical tips, Interactive games with words and figures helping children to have a better visual memory, singing and dancing;
* Ability to concentrate: labyrinth game, finding the intruder, completing two tasks at a time, playing chess and fanorona;
* Reinforcement of logical reasoning: decryption exercise, letters and figures;
* Ability with numbers.

1. English language initiation

* Greetings introductions: learn to greet and basic English phrases for meeting and greeting people, polite expressions when it comes to thank people and ask for help and direction;
* Giving Personal Information: learn some English words for talking about yourself and your body parts;
* Know the English alphabet;
* Numbers: learn English words for numbers and also telling the time (days / dates) Learn about fruit; vegetables; clothes; different type of job and house and home;
* Action verb (learn few action verbs with gesture and review all them at the end of the program through games);
* Activities: Watching videos, quizzes, team work, small workshops, and games.

1. Personal development

* After these activities, pupils will know who they are, what they want to be and how they are going to be there;
* Self-esteem in understanding their personal values and capabilities as well as their right and duty as kids: candy game, hygiene activities, role play in understanding good manners;
* Creativity: writing and playing a short drama scene / drawing a poster about the family, knotting and bracelet, painting and hand drawing;
* Career guidance for each individual: doing career direct assessment (capabilities they have, objectives, students values); company visiting;
* Time management clock and discussion;
* Civic education to promote the development of personality. The activities will be role playing in solving individual problems and how to become responsible in their actual life (school, home and community);
* We will also conduct group work to enhance communication between children and to promote active participation in their home as well as in the classroom.

1. Protection of the environment

* Content: bush fire, domestic garbage, human waste, reforestation, understanding of global warming, community garden;
* Showing the IMANAKASINA video to the children;
* Using the “Imanankasina” and “Imanga” books from the ONE (Office National de l’Environnement). On the one hand, the short movie is aimed to bring awareness to the actual destruction of our environment. On the other hand, Imanga is showing the richness of our ecosystem especially our fauna and flora as well as our endemic species;
* Splitting them into groups and giving each team a topic on which they will create a short drama scene and they can have a say related to environment;
* Recycling through plastic art;
* Community garden;
* Diorano wash activities;
* Visiting park.

**C- Checking**

After the end of all activities, a certificate award ceremony will be held. Then an assessment of desired outcome will be evaluated against expectation, to really ask if the activity has worked or not and how we can improve them. A post evaluation is scheduled 15 days after each phase.

**Communication Plan**

In order to have a long standing project and attract partners, volunteers and members, we will be using the following communication plan and tools.

On the one hand, our main communication channel of the project will be facebook. From a volunteer side, every single volunteer can have their say and pictures from their own social facebook page and they will use the hash tag #Ank\_izy. We are sure that our posts through facebook will promote the project by getting the word out about the project, informing and educating the public about our motives, objectives, challenges and how we are accomplishing our objectives and also how they can contribute.

On the other hand, we will be using a group page <https://www.facebook.com/ankinnyhoavyizy/>, another platform that we will use to be our tools in attracting more volunteers and participants, outreach other sponsors and raising money to support our activities and to support children, rallying supporters, announcing events, celebrating the certificate award and the end of the activities within a community.

Then we will distribute posters, free fliers and brochure within the targeted schools to raise awareness of the project among interested pupils and parents. We are also creating a roll up with contact and information about the project, and this roll up will be used during a national or international fair, salon or exposition.

Finally, a message related to our project will be printed in a tee shirt and will be given to volunteers and the project team. As they are the one who are doing the volunteer work, it will be natural for them to spread out about the association activity through a word of mouth.

**Monitoring and Evaluation plan**

The assessment of the program will be divided in three different parts: pupils, volunteers and the program itself.

First of all, from a pupil’s perspective, apart from an attendance list, we will conduct a questionnaire before and after the project in order to evaluate if the desired outcome has been attained. Another short survey will also be conducted among parents and teachers in the primary school in order to get their perception of the project and the effect of the project to the children.

Then, for the program itself, a post-evaluation is scheduled 15 days after each phase in order to ensure effectiveness of each activity, to review if the project is implemented as planned, and to propose recommendations.

Finally, a year end evaluation is done after all phases are done, to review all the project impacts in all areas where the program is implemented and every locality will draw an annual report. The purposes of this final evaluation are to :

* Identify any problems encountered (technical, human, financial, etc.) and to propose solutions;
* Review the next annual working plan;
* Identify the most significant changes thanks to the project;
* Determine the numbers of children graduated from the entire program.

**Sustainability plan**

Through this program, we are aiming to bring personal development to 2000 pupils.

Beyond the initial year of funding, we have different sustainability strategies:

* Communication strategy: The communication plan we had earlier will helps us share reports to potential individuals or organizations on how the program were successfully impacted the pupils. We believe that the more people will be involved in the project and the more importance the program will have.
* Local community involvement: Workshops and activities will be done in the area where the program is implemented, in a way that we will make the community actors of the development of its pupils. Not only will we have volunteers from different background but we will be selecting volunteers mainly from the community they belong to.
* From a volunteer perspective, the volunteers are citizens and they are the one who are doing the activities. In addition to that, it will be normal to them to talk about the project, so that they can inspire more citizens to our objectives. We will also give the appropriate tool and support for volunteers to inspire and really empower them in creating these activities within their communities. We also believe that being in the Ank’Izy association will increase their network, their personal growth as coach, and each member will be nurtured and cultivated through different opportunities and trainings. Actually, volunteers will be trained before heading to the field as a way of building their capabilities in sharing within the community.

**FUNDING AND BUDGET**

Please find enclosed the budget for this Project.

**Proposal drafted by**

* Name: Dimby Tsilavina RANOELIMANANA
* Post: Founding President and Project Manager
* Date: 22 / 05 / 2019