

# PROJECT TSIRY

**MADAGASCAR - Diocese of Farafangana**

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- Name of the Project:

**PROJECT TSIRY: AGAINST POVERTY AND FOR EDUCATION FOR ALL  
ACTING TOGETHER**

## PAGE TWO – Summary [half a page]

The project will be developed in the region of the Diocese of Farafangana, which is situated on the South East coast of Madagascar.

- The Bishop of the Diocese of Farafangana, MGR BENJAMIN RAMAROSON CM,
- AIC MADAGASCAR, with its 6 groups currently working in the diocese, and its National Board
- and the people in charge of CARITAS Farafangana

have decided **to be involved in a Systemic Change Project, called «Project TSIRY» (seeds)** to contribute to solving the main problems which have a negative impact on the lives of people especially of women and children, through **education**, literacy and an overall education (spiritual, professional, health etc.) while respecting their traditions and customs.

### The main objectives of the project:

- To empower poor and isolated communities in South East Madagascar with regard to literacy, education and overall training **based on their own abilities and human resources**, which is the prerequisite way for developing the individual, the community and the nation.
- To create a Systemic change project which can be duplicated in other poor regions of the country and in other countries.

### The specific objectives of the project:

- **To create sites for education and training** in poor, abandoned villages and districts.
- To teach **children who are not registered in a school** to read and write, and thus within a period of 2 years, place them on the right track to be able to attend a state school or a private school and to follow their progress until they reach the end of primary school (4 years);
- To train and teach reading and writing to **mothers and young girls** in the respective communities.
- To encourage, support and educate **the local population** so that they can take responsibility for the sites and organise themselves around these training centres
- Through helping the children to achieve, to arouse in the parents a desire to send them to school in the future and to be educated themselves.
- To take part in the education and development of the parents so that they will have the necessary material means to allow their children to follow the established school curriculum and to promote the welfare of their families and that of their village.
- To offer poor people, through these sites, an overall education: literacy for children and adults, spiritual training, education in health, hygiene and prevention, the protection of the environment, training in citizenship and human rights and the rights of women.

### The project strategy

- **To recruit people from within the community** who are motivated and accepted by the population, and are capable of giving lessons in literacy, and training for adults and children in their own area.
- **To train them within the project so that they can become instructors** in literacy and provide an overall education for children and adults, especially women.
- To set up a training centre in 10 villages, and be involved in the training of the instructors and gradually, around this centre, arouse the responsibility of the community for the need for literacy and the overall education of children and adults, especially women.
- To set up a local education committee to support and monitor the activities of the instructors and to monitor the beneficiaries so that the best results are achieved. The members of the committee should be people who are respected and listened to in the community.

## **PAGE THREE – Analysis of needs [one page]**

Report about the needs; why is this project necessary?

### **ANALYSIS OF THE REALITY**

#### **a) The social situation:**

The whole of Madagascar is suffering from poor infrastructure, but for the Diocese of Farafangana the situation is even worse. There are many isolated villages which are only accessible along a gravel road and even then not throughout the whole year. There is no airport, and Internet and electricity connections are poor or non-existent and few development organisations work in this isolated part of Madagascar. Increasingly the region is suffering from drought and frequent cyclones due to climate change.

#### **b) The situation of women and girls:**

Customs and traditions discriminate against women. Women have little right to speak within the family and during social events and girls have little access to education. Traditional teenage marriages are current practice and then families are abandoned by men, leaving women alone to educate their children and to provide for their needs. Girls, following tradition, do not have access to education and they grow up in an area where the economy is based on agricultural activity and traditional handcrafts, leaving them as a consequence with precarious funds, a situation which is an obstacle to the development of women, and is an obstacle to access to health care, a situation which makes them vulnerable.

#### **c) The school infrastructure:**

The school infrastructure is inadequate and the standard of living of the parents does not enable children to go to school, and children often have to work from a very early age.

Although the government has begun to embark on implementing the Millennium Goals, including the objective to ensure education for all, the measures which have been taken have not reached the isolated and sparsely populated region of the South East where funding does not reach the area, and in addition teachers, if they do come, soon leave the villages for the towns. The current national crisis has made the situation even worse and is freezing all measures. The rights of children are not respected and society, because of the poverty, is not shocked by child labour and the low enrolment rate at schools.

In addition to the lack of school infrastructure in some villages, there are the economic difficulties which are being experienced by poor families. Children are often looked after by their grandparents who are not able to send them to school. They send them out to look for odd jobs so that the children can contribute to the household expenses. Faced with this situation Caritas is looking for funds to improve the situation of these families through a literacy programme, a project which AIC has been undertaking for years (literacy and the education of children and their mothers).

Indeed, it is really urgent to take these problems seriously and to develop a more comprehensive project which will bring real transformation and, through Systemic Change, involve the communities themselves and train teachers from amongst them.

## **PAGE FOUR – The organisation of the Project [one page]**

### **CREATING THE SITES FOR EDUCATION AND TRAINING IN THE COMMUNITIES:**

For the first stage of the Tsiry Project it is planned to have **ten sites for literacy and an overall education**, identified for the project according to the needs expressed, **with 700 beneficiaries**, in the villages of Vangaidrano (2 sites), Vohipeno, Vondrozo (2 sites), Ambohigogo, Manambato, Manakara, Manapatra, and Tangainony.

A partnership has been set up with a **similar** Project, VOZAMA, which has been in existence for more than 10 years in the neighbouring Diocese of Fianarantsoa, a project which has had good results.

### **THE STAFF:**

**The instructors** (including those who may be needed to replace them) **are to be recruited on the spot**, in the villages, and trained for this task: literacy, education and training adults.

**The trainers will be people who** have had training in teaching and will be in charge of the initial training of the instructors and will help them. They will be trained for this specific task in order to ensure training for all the staff and to supervise the instructors through monthly visits to the centres.

**The person in charge of the trainers** will coordinate the work of the trainers. He/she will look after the monitoring and evaluation and act as a link with the local and diocesan committees.

**A local education committee** will support and monitor the beneficiaries to ensure the best results. The members of the committee will be people who are respected and listened to in the community.

**A diocesan committee** will coordinate all the activities, and be a body in charge of monitoring and evaluation, representing the project in the society and in relation to funding bodies and be responsible for administering the funds.

### **THE METHOD: There are different levels of training**

That of the **instructors**:

After 3 cycles of 3 weeks of training, the instructors will begin the literacy and basic training in their villages. There will be one teacher training day per month when inspectors will ensure monitoring and evaluation.

That of the **trainers**:

A month of training in teaching, administration and evaluation at the beginning of the project. Afterwards the trainers will start the training of the instructors, the training of adults, and the monitoring and evaluation of the project. They will receive regular training.

That of the **children**:

4 sessions of 3 hours per week for 2 years (gradual weaning)

If possible, after those two years, the children will go into the second year level of state and private schools where the Tsiry project will continue to monitor them.

That of **the fathers and mothers in the communities** : Regular fortnightly training (literacy, health, hygiene, prevention, agriculture, financial management, small businesses, micro credit, spiritual training, training in citizenship.

### **THE PREMISES**

For the training of children and adults in the villages, the project will not have any dedicated building, **just a room in a hut provided by the parents in the village.**

For the training of the staff, **premises will be provided by local public, private or church groups.**

### **THE TEACHING CONTENT**

**For the training of the children:** For two years they will follow the curriculum of the first school year of a state school ; this will enable them to go into the second year at a state school once they have finished the cycle. If there is no state school in the village, the project will provide their basic education (four years)

**For the training of the instructors:** The teaching skills needed for the first school year of state teaching. Training and literacy for adults

**For the training of the trainers:** Training in the monitoring of the instructors and in administration. Training of adults

**For the adults:** Literacy, spiritual training, introduction to family education – Civic education – Agricultural techniques and management – Health, hygiene, food, illnesses (AIDS, tuberculosis, leprosy) environment.

## **PAGE FIVE – Finances [one page for the summary, in addition to the budget]**

- **What will the launch costs be?**

**Phase I of the project** – identification of the needs, aspirations and vision of the target group : poor people, living in isolated communities in the South East of Madagascar - this has already been carried out by AIC volunteers and the local Caritas group at no cost.

**Phase II** - identification of the trainers, instructors and people in charge of local committees will be carried out free by the AIC volunteers and the local Caritas members

**Phase III** – Launch meeting, division of tasks, training of the trainers and instructors - see the budget

**Phase IV:** Setting up local and diocesan committees, and identification of localities: the beneficiaries of the project in collaboration with AIC volunteers, Caritas and those in charge of the Diocese and the Vincentian Family - free

**This summary shows that the launch costs will be limited to the training of the trainers, inspectors and instructors and to monitoring and evaluating the project. The unique feature of the Tsiry Project is that it only needs investment in human resources.**

- **In terms of money and staff, how will the project continue in the future?**

**In the short term** – for the training of the trainers, the setting up of the project and the progress of the project during the first two years, external funding will be needed. This funding is included in the budget for the project.

**In the medium term** - the diocesan Committee will require funding from the government for the salaries of the instructors and the inspectors - the government is committed to carrying out the Millennium objective of education for all. The Education Ministry is already a partner with AIC for the training of the instructors to improve methods for preschool children from 4 to 6 years of age through regular workshops, on a regional and national level.

**In the long term** - through training parents and encouraging activities which will generate income in the villages, self-financing - at least partial – is anticipated.

Each centre is required to have a committee of parents who will monitor the running of the centre and look after the **launch of micro-realizations ; these are intended to add money to the funds**

**For the premises and the material** used on the spot, poor communities are encouraged to be responsible for this or at least to contribute to this, supported by AIC partnerships. Funding could for example be provided by parents doing fund raising, selling local produce from the fields (communal fields or others)

- **What other sources of funding for the project are there?**

UNESCO where one of the main objectives is Education for all and various other organisations (Misereor, Action Trois Rois, Caritas internationalis, UNDP) and donors. The NGO ASMAE, may provide teaching material for the children.

The setting up of a «Project Tsiry» Fund is envisaged.

- **How will the grant be used if the bid is successful?**

For the training of trainers and instructors and their salaries for the first two years, for monitoring and evaluating the project.

- **Is there a deadline for using the money? When will you need it?**

There is no deadline. The project will start when the funding is secured

- **Please attach the total budget.**

**PAGE SIX –**

**Evaluation [half a page]**

**How, when and by whom will the project be evaluated?**

**MONITORING AND EVALUATION OF THE PROJECT**

**The regular evaluation of the Tsiry project** will be carried out by the team responsible at the diocesan level (the Diocesan Tsiry Committee) consisting of:

- representatives from the Church
- representatives from AIC
- representatives from the Vincentian Family
- the Caritas diocesan representative and their colleagues in charge of implementing the project
- the person in charge of the instructors

The members of the diocesan Committee will participate together in the monitoring and evaluation of this project through regular contact with the trainers, studying their reports, visits, and **evaluation meetings at least every 3 months.**

**A general evaluation will be carried out annually by the same Committee.**

**For the centres in the communities** the regular evaluation is to be carried out by:

- the local training Committee
- the parents' committee
- the AIC volunteers
- the local catechist
- the instructors
- the Diocesan committee

through reports, visits and a meeting every 2 months

There will be monthly evaluation meetings for parents

At a local and diocesan level, collaboration with Vozama is anticipated for monitoring and evaluation

**The monitoring of the administration of funding and materials** will be carried out by an accountant under the supervision of Caritas, monitored by the Tsiry Diocesan Committee.

To enable the sustainability of the project, we anticipate **having a leader amongst the groups of women**, who will encourage her fellow women and will facilitate monitoring after the training.

The AIC volunteers, the structure of the Church and Caritas in the Diocese, whose leaders originate from the same societies from which the women and children come, will take part in the monitoring of the activities as well as the local authorities.

## **PAGE SEVEN – Criteria for Systemic Change [one page]**

**How does the project answer the criteria set out above? Grants will be awarded to projects which:**

### ***a. Involve the poor people themselves,***

**From the start stress has been placed on the participation of the poor people themselves, which is the key to development. Poor parents and communities took the initiative of asking for "a centre for literacy and training".** There is a requirement that each centre should have a **committee of parents** monitoring the coordination of the centre and looking after the launch of micro-realizations; the aim of the latter is to provide funding for the centre, financing the teaching material, and a meal for the children etc. Through making the parents aware of the importance of education, their involvement being the key to success, enabling them to be touched and to become agents in their own development.

The main strength in the change is that the instructors, and if possible also the inspectors **should be members of the community**, they do not come from the town or from abroad, they are trained and are real agents for development.

To educate the children **a room is to be made available by the parents of the village.** They will prepare the room and make it habitable and put in it either mats or benches. To train the staff, **premises are to be made available by local state, private and Church groups.**

***b. Have a holistic vision, tackling a whole series of basic human needs.*** The TSIRY project aims at resolving the main problems which have a negative impact on the life of women and children with respect to their traditions and customs, through **education**, literacy and an all round education: spiritual, professional, health, hygiene and citizenship, because knowing how to read and write and being able to vote without the help of someone else gives people back their dignity and their human and civic rights. Particular stress is placed on the environment (planting trees).

### ***c. Place particular stress on programmes which help the individual and allow them to be independent***

Through the education of the children, it is proposed to arouse in the parents the need to send them to school in the future, education being a means of development. At the same time the TSIRY project plans to **put in place a leader among the groups of women**, to encourage her fellow women and to facilitate training to develop the parents so that later they have the necessary material means to allow their children to follow the established school curriculum and to encourage the welfare of their families and that of their village. Through educating girls and making them literate, it is aimed to increase the number of women taking part actively in the various activities which generate income in the Diocese of Farafangana including micro-credit projects and healthcare groups.

### ***d. Encourage transparency and democratic structures***

Members of the community are invited to take part in preparing the budgets and to comment on financial accounts, while encouraging good management of the money, and carefully maintaining control of the use of this capital sum.

A local literacy and training committee will be set up in each village to support and monitor the activities of the instructors and to monitor the beneficiaries to obtain the best results. The members of the committee will be respected people who are listened to in the community.

### ***e. Develop a vision which is shared by the various stakeholders:***

The network includes: AIC Madagascar, the Diocese of Farafangana, the Caritas group in the diocese, the Vozama project, the NGO ASMAE group, the local authorities: village mayors and presidents of communities and village leaders, the government: the Ministry of Education which is already a partner of AIC, especially during the last two years aimed at improving preschool methods through regular workshops at a regional and national level.

### ***f. Either a new project or introducing a new approach into an existing project.***

Until now it has been AIC volunteers or professionals from Caritas who have taken care of education. **Project Tsiry is aiming at Systemic Change because it is proposing to train people from the community (especially women)** to be able to take care of the education of children, the literacy of women and making the community aware of the importance of education as a factor in the development of people and the country.

**Poor communities, especially parents, will become responsible for education**, especially where the government cannot guarantee education.

In addition Project Tsiry is responding to a poverty which many isolated communities are suffering from and can serve as a model anywhere in the world – the multiplying effect.

- **Collaborative projects** involving several branches of the Vincentian Family will be looked at favourably during the evaluation of the proposals submitted.

There is very close collaboration **with the Congregation of the Mission**, namely the Bishop of the Diocese, Fr. Benjamin Ramaroson, C.M. **The good collaboration between AIC Madagascar and the Daughters of Charity will continue within Project Tsiry, as well as the involvement of the Vincentian Marian Youth.**

**Appendix: Budget**

## Appendix 1: PROVISIONAL BUDGET

- The training of 4 trainers, one of whom will be in charge, will be provided by the Diocesan Committee in collaboration with the VOZAMA project (a course). The initial training of 3 weeks will be followed by regular training days. Afterwards the trainers will receive a salary and will be involved in training instructors and mentoring them, following their progress in their centres and in the lessons teaching the adults.
- The initial training of the instructors (2 for each of the 10 centres) will take place in three stages: 3 sessions of three weeks. Afterwards there will be regular training and evaluation through the trainers and committees.
- The AIC volunteers and Caritas will be involved in developing the training programmes for adults, supported by the Fathers of the Mission, the Daughters of Charity and local catechists. Their travel expenses will be paid for by an AIC partnership project.
- In order for there to be effective monitoring, it will be necessary to provide training at the same time for 1 member of the local literacy committee who will also be involved with the teaching of the adults - 30 people for the 10 sites.
- The rooms for training and meetings will be organised on the spot as well as the teaching materials, with the help of the NGO ASMAE

### a) Phase 1: Training of the trainers – three weeks

Item	Number	Frequency/days	Unit price	Ariary	Euros
Travel	4	2	9000	72,000	27.38
Living expenses	4	21	10,000	840,000	319.50
Material			60,000	60,000	22.82
<b>Total</b>				<b>972,000</b>	<b>369.70</b>

### b) Phase 2: Training of the instructors – 3 sessions of 3 weeks

Item	Number	Frequency/days	Unit price	Ariary	Euros
Travel	30	6	9000	1,620,000	608.83
Living expenses	30	63	10,000	18,900,000	7,103.08
Material				100,000	37.58
<b>Total</b>				<b>20,620,000</b>	<b>7,749.49</b>

### c) Phase 3: Development of the 2 year project

Item	Number	Frequency	Per month	Ariary	Euros
Travel expenses for the Diocesan Committee				2,800,000	1065.00
Salary for the trainers	3	24 months	150,000	10,200,000	3,833.41
Salary for the person in charge of the trainers	1	24 months	160,000	3,840,000	1443.17
Travel expenses for the trainers	4	24		2,800,000	1,065.00
Salary for the instructors	20	24	90,000	43,200,000	16,235.60
<b>Total</b>				<b>67,840,000</b>	<b>25,495.90</b>
<b>Total for the setting up and the running of the first two years of the project</b>				<b>33,610.09 €</b> <b>89,432,000 Ariary</b>	