



SUPPORTING CHILDREN'S LEARNING IN MADAGASCAR

Annual Report and Financial Statements 2020





AT A GLANCE

Over 800 books
donated since 2018

4 schools
received books
from Boky Mamiko

265 students
attend a school financially
supported by Boky Mamiko

8 high school students
are recipients of a Boky
Mamiko scholarship to
complete their education

2 university students
are recipients of a Boky
Mamiko scholarship to train
as qualified teachers

6 teachers
receive a salary
from Boky Mamiko

1 librarian
receives a salary
from Boky Mamiko

50 students
are taught Environmental
Education by a Boky
Mamiko teacher

216 students x 3 months
received a hot
morning meal

9'224 Swiss Francs
spent on projects
in 2020

98% of donations
spent on projects

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PRESIDENT'S FOREWARD

2020 has been a difficult year for countries around the world, and Madagascar is no exception. The **suspension of international flights** began on March 20th and is not yet over. Alongside flights, all tourism-related activities – an important source for families' income – was stopped. The **lack of tourism** particularly affects the North West – where Boky Mamiko is active – as this region is greatly dependent on tourism, due to its proximity to the internationally renowned island of Nosy Be. Moreover, the suspension of aerial and maritime transport created major logistical difficulties for **export and import activities**.

Besides the **loss of employment** in hotels, restaurants, and other implicated sectors, lockdown measures affected families through fluctuating **prices**. **The sale of farming and fishing products became more difficult and less profitable** due to the restrictions to farmer markets and to the lack of demand from hotels, restaurants and exporters. In rural Madagascar, where families rely on fishing and agriculture to make ends meet, this was a serious strain on people's living conditions. For instance, a lady from the village of Djangoa told us that since the local market was closed, in order to sell her products she had to walk for more than two hours every day to reach another market that was located deep in the forest and out of the purview of the police. Similarly, a local vanilla cultivator informed us that at the official vanilla auctions in Ambanja in May vanilla prices fell 75% compared to the previous year. Buyers, confronted with the scarcity of air and sea freight options, offered suppliers a very low price on their goods. Meanwhile, the **devaluation of the Ariary**, the national currency, against all major currencies, made **imported goods** (including rice) **more expensive**, reducing families' purchasing power.

In a country where **75% of the population lived in poverty** *before* the pandemic ([World Bank](#) data for 2019), these are life-threatening changes. A survey conducted in August 2020 by the national statistical office in collaboration with the World Bank, measured the impact of COVID-19 on households' living conditions and revealed that 40.7% of the 1580 surveyed **households reduced food consumption as a consequence of the COVID pandemic**, and that 58.2% ate less than they should.¹

The effect on education has been equally harsh. **School closures lasted a full semester**, which meant a full semester **without learning** for children. The lack of electricity, schools' under-equipment and poverty in rural Madagascar, made online schooling and self-learning practically impossible. The consequences were clear in the village of Djangoa, for example, where only 24 students out of 143 passed the end-of-primary school exam in September, a historical low. Aside from school performance, COVID-19 is very likely to affect **children's school attendance**, as their help in the fields, at the market, or in domestic chores is needed more than before.

Throughout 2020, Boky Mamiko continued working towards its **goal of increasing the quality of education for underprivileged schools and children in rural Madagascar**, where only 6% of children can read at the end of primary school ([UNESCO](#) data for 2019). This is achieved through books, scholarships, teachers' salaries and training, environmental education and health-oriented actions. With respect to the previous year, the biggest development is that we expanded our impact beyond the Mamiko school in Djangoa by providing **books and learning materials to three more schools** in the same region (p. 6-7).

¹ INSTAT et Banque Mondiale (2020), [Impact du COVID-19 sur les conditions de vie de ménages. Vague 2](#), (p. 27-29).

The pandemic affected Boky Mamiko in various ways. First, an unplanned **financial support** was offered to the **Mamiko nursery and primary school** in Djangoa, as its very existence was threatened by the job loss of its founder and main financier, who used to work for an international tourist company in the island of Nosy Be (p. 11). Second, members of the association could neither visit Madagascar nor bring books and learning materials. This had the positive implication of intensifying the network of international and local collaborators and volunteers, with whom Boky Mamiko worked from a distance to **create, translate, buy and distribute books and educational material for students and teachers** at our partner schools. Third, all fundraising events and books collections in schools or other venues were cancelled. Moreover, the devaluation of the Ariary against the Swiss Franc implied that the unit cost of local expenditures, such as teachers' salaries and scholarships, decreased.

The highlight of the year was the launch of **Boky Mamiko's high school scholarships program** in collaboration with the French NGO Docenda (p. 9). This program currently includes eight students (three girls and five boys) and adds to our pre-existent **university scholarships program** (p. 10), including two girl students. Particularly for **girls**, this is an important opportunity not only to extend their studies but also to **reduce the risk of an early marriage or pregnancy**, affecting respectively 18% and 15% of girls aged 15-17 years in Madagascar ([UNICEF](#) data for 2020, see also p. 24).

Other highlights included the publication of the **French-Malagasy version of the book *Wayan and the Turtle King*** (p. 8), in collaboration with the author Yvette Bezuidenhout and our volunteer translator Aina Harvel Randrenjatovo, as well as the creation of a wonderful **puzzle** in collaboration with the brilliant **Swiss illustrator Adrienne Barman** (p. 17).

I strongly believe that quality education is at the foundation of economic development and global peace, and that by working to increase the quality of education in rural Madagascar Boky Mamiko targets the root cause of poverty.

I would like to thank everyone who believes in Boky Mamiko and contributes to its cause, especially this year, which affected everyone with unprecedented personal and professional challenges. Your support is vital for children in rural Madagascar, who can aspire to a better future only through more and better learning.

Rossana Galli, Co-founder and President



Students of the Mamiko secondary school in Djangoa, Madagascar

Photo by [Ian Oggenfuss](#)

INTRODUCTION

Boky Mamiko is a Swiss association founded in 2018 and officially recognized in 2019 by the Canton Zurich as a non-profit organization. “Boky Mamiko” means “Books, my love!” in Malagasy. Its main goal is to increase the **quality of education** in rural Madagascar, through **books, teachers’ salaries and training, scholarships for high school students and prospective teachers**, as well as through **environmental education**, health-oriented actions such as **nutrition**, and any other social project supporting education more generally. Originally founded by a group of researchers and students of the University of Zurich, the association also promotes development-oriented academic research in Madagascar.

Boky Mamiko’s mission is in line with the United Nations’ **Sustainable Development Goals** (SDGs) for 2030, in particular with SGD 4, calling “*to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.*” More specifically, the UN has defined its first target for SDG 4 as the ability “*to ensure by 2030 that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.*” One of the indicators used to track the achievement of this target is the share of children achieving at least a minimum proficiency level in reading at the end of primary school. Another target set for SDG 4 by the UN is to “*substantially increase the supply of qualified teachers*” by 2030. This is measured by the proportion of teachers in primary and secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) required for teaching at the relevant level in a given country. Furthermore, the UN looks to “*substantially expand globally the number of scholarships available to developing countries.*” (target 4.B of SDG 4).

Madagascar scores very low in all education quality indicators. Only **6% of children achieve a minimum proficiency level in reading at the end of primary school**. This is one of the lowest rates in the world, as well as in Sub-Saharan Africa. Less than half of Malagasy children continue their studies after primary school, and only one in five children make it to the end of high school. Furthermore, only 15% of primary school teachers are trained teachers (UNESCO data for 2018). Moreover, these are national level average data, and the situation in rural Madagascar is certainly worse than in urban areas.

The reasons for this are multiple: most **schools do not have the resources** to buy books and other essential learning materials (like a dictionary or a world map), **classrooms are overcrowded** (50-60 pupils per class is not unusual), many **teachers are not trained**, have scarce knowledge of French or even official Malagasy (the two official languages taught in Malagasy schools), lack access to official curricula and other sources to prepare their classes, and often have a secondary job as their earnings from teaching are irregular or insufficient. Furthermore, **families are poor**, children need to help in the fields or in domestic chores, and irregular and low earnings do not allow many families to pay for school fees and appliances, thus affecting school attendance.

For these reasons, Boky Mamiko provides support to underprivileged schools and children in rural Madagascar, with the aim of improving the quality of their education, and extending the number of years of school attendance. Boky Mamiko is currently active in the **district of Ambanja**, in northwest Madagascar, in collaboration with **four schools** in varying capacities. This region is particularly disadvantaged by its distance from the capital,



Antananarivo, made worse by poor road conditions. Aside from the touristic island of Nosy Be, the region is known for the cocoa plantations along the Sambirano river (for further details, see Appendix A).



Silent reading at the library of the Mamiko school

Since its founding in 2018, Boky Mamiko has been supporting the **Mamiko school in Djangoa**, a rural coastal village about 20 km from Ambanja, the district capital. The school was founded in 2008 by Ms. Geneviève Soaritony and originally included a nursery and a primary school. With the financial support of Boky Mamiko, the **school library** was opened in 2018 and the **secondary school** in 2019. In school year of 2020-2021, **265 students** were enrolled at the Mamiko school. Aside from books and learning materials, our support to the Mamiko school includes teachers' and librarian's salaries, environmental education activities and teachers' training.



An independent reading session at Docenda school in Anjanjano

In 2019 we started a collaboration with the **Docenda school**, located in the remote village of **Anjanjano**, only reachable by boat (or rather pirogue) from Ankify, the port connecting the main island to the island of Nosy Be. The school was founded in 2012 by Ms. Irène Petit, president of the French NGO [Docenda](#), and it offers free education to **150 children** between the ages of 3 and 18 from the nearby villages, often more than an hour's walk through the forest. Our collaboration with the Docenda school includes the provision of **books and learning materials**, as well as the co-management of our **high school scholarships program**. In fact, six out of our eight high school bursary students completed their lower secondary education at Docenda.



The school of Ambatokisindra

About an hour from Anjanjano, in the even more secluded village of **Ambatokisindra**, lies a nursery and primary school, which currently hosts **55 children**. This school is in great financial and material need and is currently supported by the Docenda association. Boky Mamiko bought books for this school and plans to help more in the future.



A read-aloud session at La Racine school in Nosy Be

In 2020 we started collaborating with a fourth school, **La Racine**, located in the island of **Nosy Be**. This school was founded by Ms. Haingotiana Rajaonarivelo, and it hosts **245 children**, from nursery to upper secondary education. La Racine received books and learning materials from Boky Mamiko. Moreover, one of our high school bursary students is currently attending grade 10 at La Racine.



The SE.VE.MA. high school in Ambanja

We are also in regular contact with the directors of the private catholic **high school SE.VE.MA.** in **Ambanja**, attended by seven of our eight high school bursary students, and of the [Institut Supérieur Pédagogique d'Antananarivo](#) (I.S.P.A.), attended by our two university bursary students. We get regular updates regarding the students' academic and personal developments.

The following sections describe in greater detail what was done and how much was spent in 2020. Our activities are organized around **four major goals: quality education, employment creation, environment protection, and health and nutrition**. Each goal is followed through with a series of actions. For instance, quality education is followed through with the provision of books and learning materials to schools, scholarships for high school students, and scholarships for university students to become qualified teachers. Overall, in 2020 Boky Mamiko spent a total of **9'224 Swiss Francs** towards its goals.

GOAL : QUALITY EDUCATION
ACTION : BOOKS AND LEARNING MATERIALS

Providing underprivileged schools and children with access to books and learning material is the cornerstone of Boky Mamiko. In 2020 Boky Mamiko provided a total of **124 books to four schools** located in the region of Ambanja: the Mamiko school in Djangoa, Docenda in Anjanjano, a small school in Ambatokisindra, and La Racine in Nosy Be. We also paid for locally printed **teaching material**, including the official curricula of the Ministry of Education and environmental education posters created by the local NGO Blue Ventures.

A charming drawing of a Madagascar mangrove habitat with its typical plants and animals was created for Boky Mamiko by the Swiss illustrator [Adrienne Barman](#). This drawing was printed on **puzzles** for the schools we support in Madagascar as well as for fundraising (see p. 17). The board game *Le Tour d'Afrique* was also bought for one of the schools.

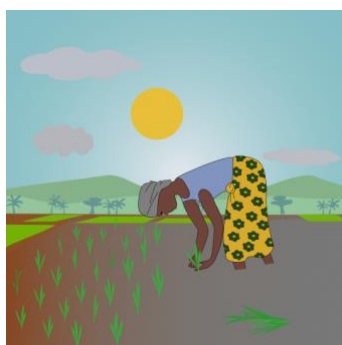
Most importantly, we organized the **Malagasy translations** of two children's books – *Wayan et le Roi Tortue* and *La Légende du Colibri* – in accordance with the authors. Both books have a significant **environmental message suitable to Madagascar's environment**. The texts were translated by two local women, one of whom worked voluntarily and the other received a compensation for the translation. Several copies of these translations were given to the Mamiko and Docenda schools. The bilingual French Malagasy version of *Wayan et le Roi Tortue* can be purchased from the main online bookstores, while the Malagasy version can be freely downloaded from the open access library [African Storybook](#).

Finally, we bought the graphic design software Affinity to create **our first French Malagasy book** in collaboration with a local teacher. The book's title is *Les 12 mois de l'année à Madagascar* and uses simple illustrations and texts to represent the main characteristics of the calendar months in Madagascar. We are excited to share that the **local publisher, Editions Jeunes Malgaches**, has accepted it and will publish the book towards the end of 2021.

Expenses 2020 (CHF)

Goal : Quality Education - Books and Learning materials

Books (105 + 19 donated)	451.31
Teaching material (official curricula, environmental education posters)	118.57
Educational games (12 puzzles, 1 board game)	193.80
Translations and proof reading	51.31
Graphic design software	50
Total	864.99



January's illustration in our book "The 12 Months of the Year in Madagascar"

GOAL : QUALITY EDUCATION
ACTION : HIGH SCHOOL SCHOLARSHIPS

In Madagascar, only one in four children (26%) complete lower secondary education and **only one in six children (15%) complete high school** ([UNICEF](#) data for 2018). These national average percentages are even lower in rural areas, as poverty is more widespread, and high schools, which are usually located in urban areas, are less accessible to rural children. The addition of the final three more years of schooling and of obtaining a high school diploma would not only allow rural children to access a diverse set of professional paths, but also to avoid an early marriage or pregnancy (see Appendix B).

For this reason, in 2020 Boky Mamiko decided to offer students of rural villages **scholarships** to attend **high school** in the regional capital. **Eight students** (3 girls and 5 boys) are currently receiving this scholarship. Seven of them attend the private catholic high school SE.VE.MA. in Ambanja, while one student attends La Racine high school in Nosy Be. Since students must leave their villages and find an accommodation in town in order to attend school, a necessary undertaking that can be particularly dangerous for girls, Boky Mamiko pays for **full-board accommodation** for the **three female students** in a girls' hostel run by nuns connected to the SE.VE.MA. school. The boys, meanwhile, either stay with relatives or share rented lodgings.

We are in regular contact with the high school directors, the hostel director and with a local nurse, who is in charge of following the **health and academic progresses** of our bursary students. This scholarship program is run in collaboration with the French NGO [Docenda](#).

Expenses 2020 (CHF)

Goal : Quality Education – High school scholarships

Enrollment (documents and photocopies)	16.12
Tuition fees (SEVEMA, 3 months, 7 students)	147
Tuition fees (La Racine, 10 months, 1 student)	107.46
School uniforms (7 students)	116
Stationery (7 students)	190
Boarding fees (3 months, 3 girls)	387
Linens/Laundry supplies and toiletries (3 girls)	160
3 rice sacks (60 kg each)	92
Bank charges	12.44
Total	1228.02



Our high school bursary students at SE.VE.MA. in Ambanja

GOAL : QUALITY EDUCATION
ACTION : UNIVERSITY SCHOLARSHIPS

Poor quality of education in Madagascar is rooted in the lack of qualified teachers: only 15% of primary school teachers, 22% in lower secondary education, and 16% in upper secondary education are trained teachers ([UNESCO](#) data for 2019). The vast majority of teachers, in fact, have not benefitted from formal teacher training, and often have a very limited academic education themselves.

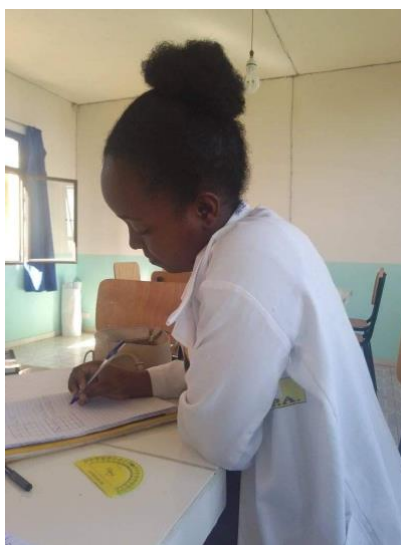
Thus, in order to increase the quality of education in rural Madagascar in the long run, it is necessary to increase the supply of qualified teachers. To this end, we are currently providing a **scholarship for two female students** (20 and 21 years old) to attend a **three-year Teacher Education academic program** at the Institut Supérieur Pédagogique d'Antananarivo (I.S.P.A.) in Antananarivo. These students are currently in their second and third academic year respectively.

Much like everywhere in the world, the **university lockdown** affected I.S.P.A. too. The university was closed for some time in March-April 2020 and then resumed through distance learning from May until September. During this time, our two bursary students went back to their respective families in rural Madagascar and were therefore disadvantaged by the lack of internet access and electricity. Fortunately, in October classroom teaching was allowed and our bursary students could return to Antananarivo, where they now regularly attend their courses.

Expenses 2020 (CHF)

Goal : Quality Education – University scholarships

Tuition fees, food and accommodation (April 2020 – March 2021, 2 students)	1336.57
Mobile phones (2) and connection costs	208.80
Travel costs	114.42
Medical expenses	13.57
Total	1673.36



Ursula and Lucia, Boky Mamiko's bursary students at ISPA in Antananarivo

GOAL : EMPLOYMENT CREATION**ACTION : TEACHERS, LIBRARIAN, COOK AND TRANSLATOR**

A second overarching goal of Boky Mamiko is to **create local employment** in every possible way. We realize this goal mainly through the payment of a **salary** to a **librarian**, and to the **teachers of the Mamiko secondary school**. Besides expanding the possibility for children to attend secondary education in their own village, our support of the secondary school aims to create local employment, providing a stable income to our teachers, our librarian, and their families. The salary of a teacher is around 60 Swiss francs per month. In the school year 2020-2021, **46 students** are enrolled in the four grades of the Mamiko secondary school.

In 2020 Boky Mamiko's financial support was exceptionally extended to the Mamiko **nursery and primary school**, as the school founder lost her job in May due to the coronavirus crisis. We provided financial help both for the second semester of 2019-2020 and the first semester of the 2020-2021 school year. At the same time, the school closure implied that two secondary school teachers quit their teaching jobs and left the village, so only two secondary school teachers and our librarian received salaries in May-October. In the new school year, 3 full-time and 3 part-time teachers are employed in the secondary school.

A local woman was also employed to **cook** a morning meal for all the students during the three "hard months" (January to March) of the rain season. In addition, since our librarian gave birth to her first child in February, we paid her hospital bill (she needed a cesarean section) and employed a **local young woman** to work in the library during our librarian's **maternity leave**. We also paid a local teacher to **translate books** and teaching materials from French to Malagasy. Moreover, we provided two teachers with a mobile phone, to be able to communicate with them throughout the year.

Expenses 2020 (CHF)**Goal : Employment creation & quality education**

May 2020-October 2020	1876.70
2 secondary school teachers, 5 months: ca. 600	
1 librarian, 5 months: ca. 300	
COVID-19 special support to nursery and primary school: ca. 950	
November 2020-April 2021	2440.86
3 full-time and 3 part-time secondary school teachers, 6 months: ca. 1500	
1 librarian, 6 months: ca. 340	
COVID-19 special support to nursery and primary school, 6 months: ca. 600	
Maternity benefits	
Delivery hospital fees	220
Salary of substitute librarian	96
Mobile phones (2 teachers)	196.73
School cook January-March 2020 (<i>salary included in the Morning meals section, p. 13</i>)	
Books translations (<i>pay included in the Books section, p. 8</i>)	
Total	4830.29

GOAL : ENVIRONMENT PROTECTION
ACTION : ENVIRONMENTAL EDUCATION PROGRAM

Protecting the environment and sensitizing students to the importance of protecting nature is another overarching goal of Boky Mamiko. To this end, since 2019, we introduced the study of **environmental education at Mamiko secondary school** and we pay the salary of the environmental education teacher (p. 11). We also support environmental education by buying and translating children's books with environmental messages suitable for Madagascar (p. 8).

The first part of the year began with our enthusiastic environmental education teacher's indoor and outdoor classes: a **schoolyard cleaning day**, a **mangrove planting excursion**, and learning about the environmental risks affecting Madagascar, such as **deforestation and soil erosion** (see pictures below).

Unfortunately, the environmental education program was brought to a sudden halt by the school closure in March. At the start of the new school year in November, the Mamiko school assigned environmental education to the newly hired natural science **teacher**, who holds a degree in **Biodiversity Management and Environment Protection** from the University of Antananarivo. We are looking forward to develop new environmental education activities for the Mamiko students with his help.

Expenses 2020 (CHF)

Goal : Environment protection – Environmental education program

Environmental books included in books section (p. 8)

Environmental education teacher's salary included in salaries section (p. 11)



Schoolyard cleaning day and mangrove planting excursion with the Mamiko students

GOAL : HEALTH AND NUTRITION
ACTION : MORNING MEALS TO STUDENTS

The three months of the **rainy season** in Madagascar (**January, February and March**) are called the “**hard months**” by Malagasy people. Many families don’t have **enough to eat** due to the heavy rains and stormy weather which negatively affects agriculture and fishing activities, their primary sources of food. The situation is the same in Djangoa, where the poorest families eat only twice per day during these months. To support the children’s health and learning capacity, Boky Mamiko pays for a **nutritious morning meal** offered every day to all the students of École Mamiko from January to March. Besides improving the students’ nutrition and learning capacities, school meals are an incentive for actually going to school.

The total amount of 415 Swiss francs paid in 2020 covers the cost of the ingredients and the cook’s work to prepare the morning meals for **216 students** of the nursery and primary Mamiko school for 10 weeks between January and March.

Expenses 2020 (CHF)

Goal : Health and nutrition – Morning meals to students

Morning meals for 216 students, January-March	415
Total	415



Morning meals at the Mamiko school in Djangoa
help students’ learning capacities and are an incentive for going to school

GOAL : HEALTH AND NUTRITION
ACTION : SCHOOL ACCESS TO CLEAN WATER

In 2019 we started planning for the construction of a water well for the Mamiko school by conducting a preliminary hydro-geophysical study and contacting local constructors. In March 2020, we received a satisfactory offer from a formal local constructor and agreed to start the works in the following dry season, i.e. September 2020. According to this offer, an expenditure of 3500 francs for the construction of the water well was approved by the General Assembly in April 2020.

The situation dramatically changed in May 2020, when the founder and main financial supporter of the Mamiko nursery and primary school lost her job in a large tourist facility in Nosy Be, as a consequence of the lockdown measures. With no access to unemployment benefits (non-existent in Madagascar, similar to most developing countries) and no alternative job opportunities, Ms. Soaritony fled to France in September, where she has since been taking on a series of temporary jobs to support herself, as well as her family in Madagascar and the Mamiko nursery and primary school.

Given that **this exceptional and unforeseeable situation puts the very survival of the Mamiko nursery and primary school at stake**, the Board decided, in agreement with the school management, to allocate the funds originally intended for the construction of the well to pay the salaries of the teachers of the nursery and primary school **over three school years, 2019-20, 2020-21, and 2021-22** (p. 11).



The Mamiko school in Djangoa closed for more than three months during the lockdown in spring 2020

ADMINISTRATION COSTS

Boky Mamiko is **entirely based on volunteer work**. All Board members, active members and volunteers work without pay. The only administration costs borne by Boky Mamiko are bank charges, the cost of the website, and fundraising expenditures. This allows us to spend the quasi-totality of donations directly to the charity cause. This year **98% of the donations received was spent directly on the charity cause** and 2% on administrative expenses.

With regard to **bank charges**, it should be noted that actual bank charges are higher than the 87.50 francs reported, in that each bank transfer to Madagascar is charged both by the Swiss and the Malagasy banks involved. A rough estimate of these extra costs for this year is about 200 francs, which are bundled within the project expenditures.

With regard to **fundraising expenditures**, coronavirus restrictions made it impossible to hold any fundraising events. In view of this difficulty, we had to seek alternative solutions for fundraising, such as our puzzle sale (p. 17), which had the advantage of having no dead costs.

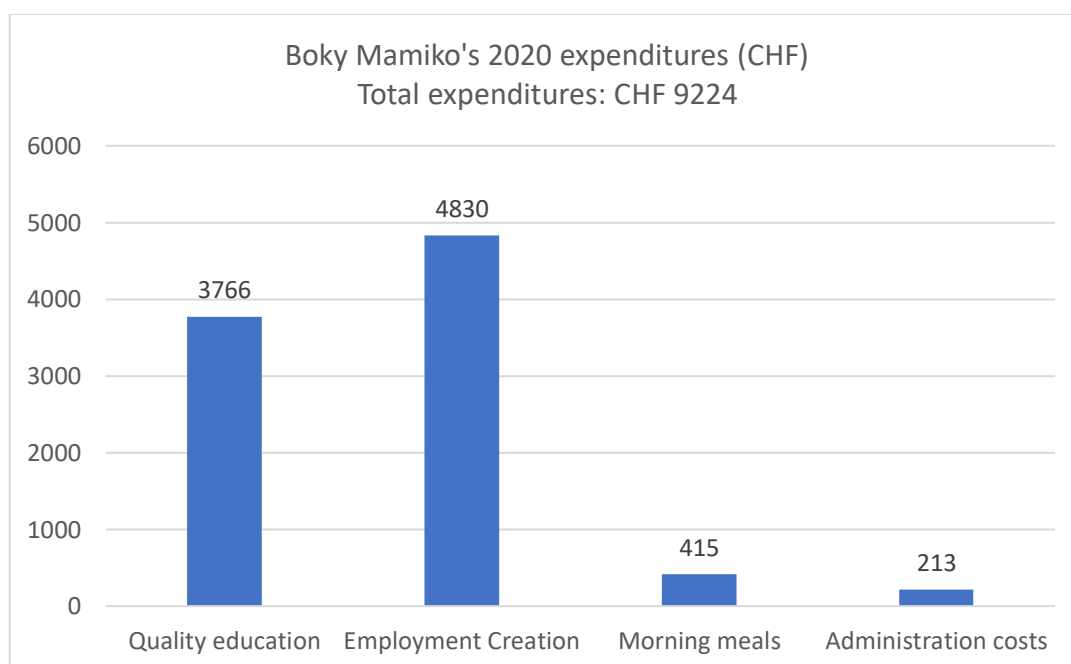
Expenses 2020 (CHF)	
Administration costs	
Bank charges	87.50
Website and domain (yearly fee)	90
Fundraising expenditures	35
Total	212.50

SUMMARY OF 2020 EXPENDITURES

In 2020, **total expenditures were 9'224 Swiss Francs**, 11% higher than in 2019. The highest expenditure head was employment creation (52% of total expenditures), due to the financial support offered to the Mamiko nursery and primary school in the face of the coronavirus situation. Around 41% of total costs were spent on quality of education projects. Health and nutrition projects account for 5% of total expenditures and administration costs for around 2%.

The table and graph below summarize the main heads of expenditures as described in the previous sections.

Expenditures 2020 (CHF)		
Quality education		3'766.37
Books and learning materials	864.99	
University scholarships	1'673.36	
High school scholarships	1'228.02	
Employment creation		4'830.29
Health and nutrition		415
<i>Total expenditures on projects</i>		<i>9'011.66</i>
Administration costs		212.50
of which bank charges	87.50	
Total expenditures		9'224.16



DONATIONS

In 2020, Boky Mamiko received donations for a total of **25'544 Swiss Francs**. This amount is higher than total expenditures for this year (9'224 Swiss francs) allowing to set aside provision for future projects.

Donations from active and non-active members of the association account for almost half of total donations (12'133 Swiss francs).

Donations from corporate and association donors account for about one third of total donations (7'500 Swiss francs). Specifically, **Prakriti Projects** donated 5'000 CHF for the high school scholarships. **Offconsult** and **Philos & Partners** donated 1'000 CHF each. Moreover, the retirees' group **Pensionati Anni Sereni** of Thalwil offered 500 CHF for the morning meals of the Mamiko school. Individual one-off donations in 2020 account for 3'408 Swiss francs, around 13% of total revenues.

Moreover, a collaboration has been established with the **Missione Cattolica Italiana** in Horgen. The Mission devoted to Boky Mamiko the Mass offerings of all Holy Masses throughout the Advent and collected a total of 3'200 Swiss francs. This donation will appear in the accounting for 2021.

As for fundraising, possibilities were extremely limited by the COVID-19 pandemic. Nevertheless, our **puzzle sale** allowed us to raise about 2500 Swiss francs, 10% of total revenues. This success is due to the collaboration with the brilliant Swiss illustrator [Adrienne Barman](#) who created for Boky Mamiko a lively drawing of Madagascar's natural habitat, with its typical plants and animals. This drawing has been printed on puzzles of various sizes, with the collaboration of [myphotopuzzle.ch](#), who kindly offered us a 30% discount on printing costs. A total of 224 puzzles have been sold so far. The puzzle can be ordered in Switzerland by sending an email to Boky Mamiko. In France, it has been included in the online catalogue of [Africa Vivre](#).

Income 2020 (CHF)

Association members	12'132.67
Corporate and association donors	7'500
Individual donors	3'407.80
Fundraising (puzzles)	2'503.99
Total	25'544.46



The puzzle created from Adrienne Barman's drawing

ASSOCIATION MEMBERS – MEMBERSHIP STATUS IN 2020

Board members

Rossana Galli, President
Geneviève Soaritony, Vice-President
Felicia Sexsmith, Educational Director
Ana Von Bock, Treasurer
Sarah Steinegger, Secretary

Active members

1. Isabella BELLOTTI
2. Monika CODOUREY
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This project would not be possible without the support of the association members, individual, corporate and association donors, and everyone who contributed their time to Boky Mamiko.

A special mention goes to Irène Petit, president of the French association Docenda for sharing her expertise with exceptional devotion and transparency, to Adrienne Barman, for offering her talent of illustrator with simplicity and generosity, and to Don Gabor Szabo of the Italian Catholic Mission in Horgen, for his heartfelt support to Boky Mamiko.

With your efforts and generosity, many children in Madagascar can receive higher quality education and aspire towards a better future.

To all of you, thank you for your support !

APPENDIX A
FINANCIAL STATEMENTS
For the period from 01.01.2020 to 31.12.2020

Balance Sheet
As at 31 December 2020
(in Swiss Francs)

	<u>31.12.2020</u>	<u>31.12.2019</u>
ASSETS		
Current assets		
Cash	<u>52'455.34</u>	<u>36'135.55</u>
	52'455.34	36'135.55
Total Assets	<u>52'455.34</u>	<u>36'135.55</u>
EQUITY AND LIABILITIES		
Liabilities		
Fund for Future Projects	52'455.34	36'135.55
Net Equity		
Capital	0	0
Result for the period	<u>0</u>	<u>0</u>
Total Equity & Liabilities	<u>52'455.34</u>	<u>36'135.55</u>

Profit & loss account
For the period from 01.01.2020 to 31.12.2020
(in Swiss Francs)

	<u>31.12.2020</u>	<u>31.12.2019</u>
INCOME		
Donations received	25'544.46	42'554.27
Bank interest	0	0
Total income	<u>25'544.46</u>	<u>42'554.27</u>
 EXPENSES		
Expenses	9'136.66	8'188.68
Bank charges	87.50	88.25
Total Expenses	<u>9'224.16</u>	<u>8'276.93</u>
Provisions for Future Projects	<u>16'320.30</u>	<u>34'277.34</u>
Result for the period	<u><u>0</u></u>	<u><u>0</u></u>

APPENDIX B

BACKGROUND INFORMATION ON THE AMBANJA DISTRICT

by Sarah Steinegger²

Boky Mamiko supports three schools that lie in rural areas of the Ambanja district within Madagascar's Diana region. École Mamiko, which is at the heart of Boky Mamiko's activities, is located in Djangoa, on the coast of the Ampasindava Bay. Boky Mamiko further promotes quality education at two schools that are majorly supported by the French association Docenda, located in Anjanjano and Ambatokisindra, on the Ampasindava Peninsula within the rural municipality Bemaneviky Ouest. A fourth school supported by Boky Mamiko is located in the island of Nosy Be.

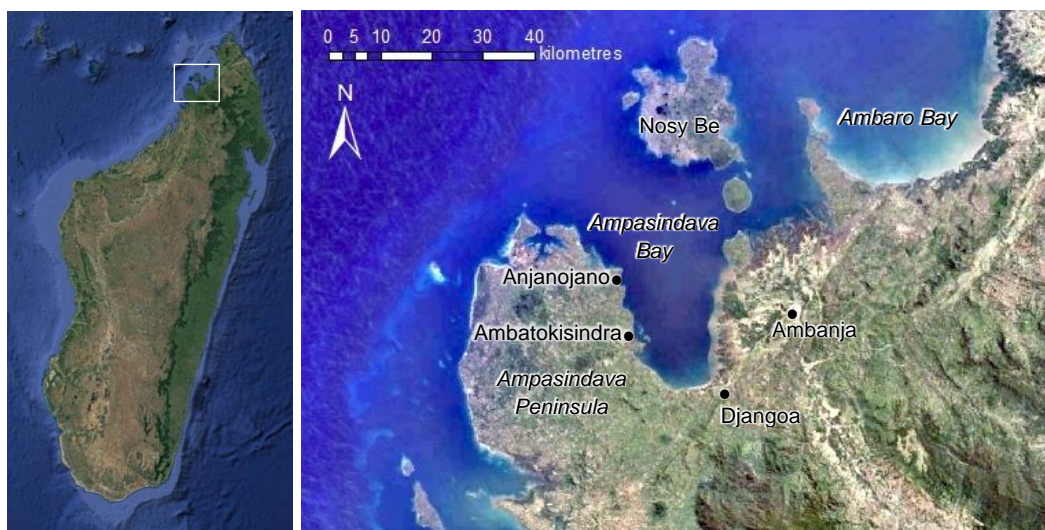


Figure 1: Location of the sites of Boky Mamiko's activities

The rural population of the Ambanja district mainly works in the primary sector. The region is particularly well-known for cash crops like coffee, cocoa, pepper, vanilla, and essential oils. In Djangoa, both subsistence crops (mostly rice, manioc, and potatoes) and cash crops (mostly cocoa, pepper, and coffee) are cultivated. In addition, cattle are kept for traction, manure, and consumption; goats for consumption and manure; as well as poultry, pigs, and sheep for consumption. Along with agricultural work, fishing constitutes a widespread food and income generating occupation in Djangoa. The vast majority of fishers are small-scale fishers, which is defined as fishers who carry out their trade with motor boats of an engine power below 11kW, without motor, or without boat. Fishers aim to catch demersal fish, pelagic fish, clams, mangrove crabs, lobsters, sea cucumbers, sea turtles, sharks, shrimps, squids, and octopuses. In addition, some people living in Djangoa also engage in charcoal production, or in the provision of services, for instance at schools or in the hospital.

² This appendix is an extract from Sarah Steinegger's Master's dissertation "Resource Politics in Frontier Spaces: The Use and Governance of the Mangrove Ecosystem in Djangoa, North-Western Madagascar," University of Zurich, 2020. For further information, please contact [Sarah Steinegger](#) directly.

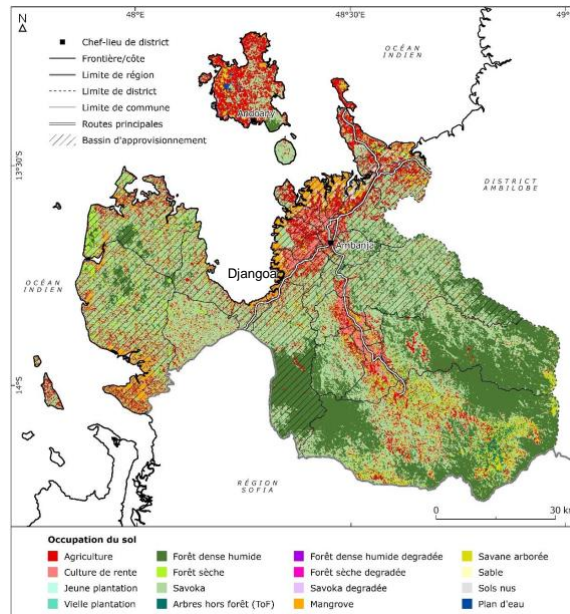


Figure 2: Forest stratification in the districts of Ambanja and Nosy Be in 2016

In the Ambanja district, the climate is tropically hot and humid, with a hot rainy season from November to April, and a cooler season with interspersed rainfalls the rest of the year. From January to March, the region is affected by cyclones. The increasing and intensifying occurrence of cyclones during the rainy season and decreasing precipitation during the dry season since the 1980s are attributed to climate change. The region is nevertheless characterised by rich flora, which is related to a North-South rainfall gradient along the West coast. The forest stratification consists of humid forest and secondary forest, and includes a comparatively significant mangrove cover.

Both Djangoa and Anjanjano include protected areas. Djangoa's dense humid forest cover, which amounts to around 51'750 ha, constitutes the Manongarivo Protected Area (see "forêt dense humide", Figure 2; see Figure 3). Furthermore, Djangoa's mangrove cover is managed by a community-based association. Anjanjano lies within the Ampasindava "Paysage Harmonieux Protégée", which includes 91'790 ha.

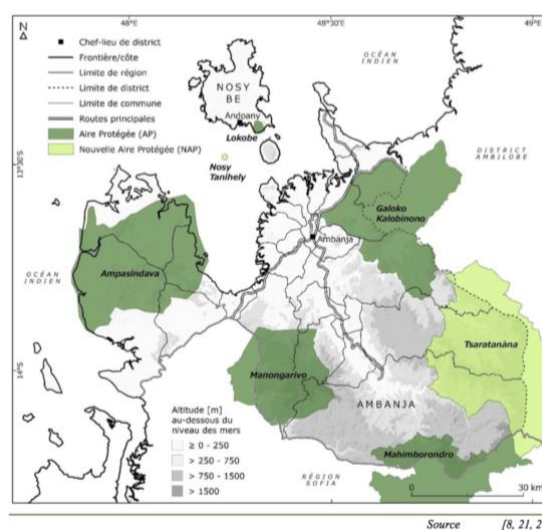


Figure 3: Protected areas in the Ambanja and Nosy Be districts (GIZ, 2019)

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APPENDIX C

CHILD MARRIAGE AND EARLY PREGNANCY IN MADAGASCAR

A recent UNICEF report on children's well-being in Madagascar, provides data for prevalence of child marriage, early pregnancy and sexual violence among teenage girls ([UNICEF](#), 2020).

The UNICEF report shows that marriage before 18 – prohibited for both sexes by a national law passed in 2007 – remains a reality for many Malagasy children: **almost two in five girls (18.4%) aged 15-17 years get married** or enter a marital union. This is one of the highest rates worldwide. **Adolescent pregnancy** is similarly common: the report shows that **15.5% of girls aged 15-17 years** have been pregnant. **Sexual violence** is estimated to affect **8.7%** of girls aged 15-17 years.

These shares are even higher in the **North** province of Antsiranana and **West** province of Mahajanga, which are culturally close to the area where Boky Mamiko is active. In these provinces, **one in four girls** aged 15-17 years is **married** or in a marital union (25.6% in Antsiranana and 22.7% in Mahajanga) and/or has been **pregnant** (23.5% and 24.6%). Sexual violence is reported at 12% and 10.4% respectively in these two provinces. Although the relatively higher prevalence of child marriage, early pregnancy and sexual violence in the North West could be due to a higher propensity to share personal information with the surveyors, these data reveal a very precarious reality for girls.

This background information provides context to the motivation letter we received from one of the students applying for a high school scholarship in 2020:

“Sir, Madam

I have the honor of offering my candidature to your association for a scholarship for the school year 2020-21. My parents are farmers. In my family, we are eleven. I have five brothers and one sister who live with me and my parents. My grandmother and cousin also live with us. My older brother and my older sister are already married, because we are a very large family. I believe that to combat early marriages like my brother's and my sister's, it would be better that I continue my studies...

...I promise that if I pass my BEPC, I am going to follow your rules and discipline. This means life will be hard if I do not study. When I finish my studies and grow up, I would like to become a doctor...”

For this reason, we decided to provide **full-board scholarships for teenage girls**. In this way they can attend high school and live in a protected environment at the same time. This solution was possible thanks to the presence of a nuns' hostel connected to the private catholic school SE.VE.MA., locally recognized as the best high school in Ambanja.

Objet : Lettre de motivation,

Monsieur / Madame,

J'ai l'honneur de vous demander ma candidature au sein de votre association parmi les élèves qui ont les bourses d'études pour l'année 2020-2021. Mes parents sont cultivateurs. Dans la famille, nous sommes 11 (11) enge. J'ai (05) cinq frères et (1) une sœur qui habitent avec moi chez mes parents. Ma grande sœur, la fille de la sœur de mon père qui habitent avec nous. Mon grand frère et ma grande sœur ne sont déjà mariés parce que nous sommes beaucoup nombreux. Je sais que pour lutter contre le mariage précoce comme mon frère et ma sœur, il vaut mieux que je continue mes études.

Je me plait beaucoup d'entendre le son de l'école pour que je continue mes études. J'aime d'écouter des poèmes, de lire des livres de primaire et regarder les bandes dessinées, de chanter, de regarder les dessins animés de l'école et aussi de raconter des histoires à ma famille. Je crois que la solution c'est une meilleure solution pour que je sois à ce moment et pour savoir ce que je continue pour la maison. J'ai quelques fois aider mes parents de faire la récolte et de s'occuper mes petits frères et ma petite sœur.

Je préfère de gagner mon argent pour que j'aidrai ma famille et de gagnerai ma sœur dans ma vie. L'importante et le plus difficile ce que je continue mes études. Je sais que si je réussis mon BEPC, je vais recevoir des récompenses et un diplôme. Cela m'implique la vie sera dure, si on n'étudie pas. Et quand je finis et quand je serai grande, je veux devenir un docteur parce que j'aime bien le 124 F et surtout le français et je ne suis pas si nulle en histoire-géographie. Dans l'attente d'une suite favorable de votre part, veuillez agréer, Monsieur/Madame, l'assurance de mes très respectueuses salutations.

d'intervenir

[Signature]