



seed **madagascar**

sustainable environment, education & development

A proposal for

**Project Sekoly: provision of improved school infrastructure,  
including four new buildings and new facilities for Manambaro  
Lycée (High School), Anosy Region, southeast Madagascar**

*Module 2: provision of two school buildings and one two-cubicle latrine*

Prepared for GlobalGiving



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*'Ny fianarana no lova soa indrindra'*

*'Education is the best heritage'*

- Anosy proverb

## **1: Project Summary**

**Project Title:** Provision of improved school infrastructure, including four new buildings and new facilities for Manambaro Lycée (High School), Anosy Region, southeast Madagascar.

**Module 2:** *provision of two school buildings, and one two-cubicle latrine*

**Project Aim:** To increase access to formal education and adequate sanitation facilities for young people aged 15 - 24 years in order to enhance their quality of life, build community capacity and alleviate poverty in the Anosy Region

**Location:** Manambaro, Manambaro Rural Commune, Anosy, southeast Madagascar

**Total Duration:** 30 months

**Module 2 Duration:** 14 months

**Module 2 Budget:** £51,065

**Amount Requested:** £17,278

**Current Funder:** Direct Aid Program (Australian Government)

### **Executive Summary**

Madagascar is one of the world's most impoverished and least developed countries, ranking 155/187 on the UNDP 2014 Human Development Index (UNDP, 2014). Insufficient and poor quality educational infrastructure is a widespread and ongoing problem, exacerbated by a political coup in 2009, which caused an 86% reduction to national investment in education (World Bank, 2013). Poor sanitation facilities in Madagascar lead to three million school days being lost each year (World Bank, 2011). Within the isolated Anosy Region in the southeast of the country, the effects of chronic poverty and underinvestment in education are extreme. More than 80% of the local population live under the global poverty line of \$1.25/day (UNDP, 2013) and 45% of 6-35 year olds have never attended school (INSTAT/ENSOMD, 2012-13). The low regional pass rate of the national school leaver's examination is a significant barrier to development in Anosy, excluding people from both high quality employment opportunities and becoming fully qualified teachers themselves, perpetuating the poverty cycle. With only four public high schools in the south of Anosy, lack of classroom capacity is a serious obstacle to development. Manambaro Lycée (high school) turns away up to 500 students every year, preventing them from realising their full potential. Furthermore, with no water point or sanitation facilities before Project Sekoly's (Project 'School') *Module 1*, students fortunate enough to attend the Lycée had to defecate openly and drink from a nearby pond.

Project Sekoly *Module 2* will provide the infrastructure for 160 students to attend Manambaro Lycée each year by building and furnishing two new school buildings. To complement the increased classroom capacity, SEED Madagascar will build a new latrine block and conduct health and sanitation activities to ensure their appropriate and continued use. This will create the infrastructure for 1600 young people to access a safe and sanitary high school education over the next decade. Increasing the number of students that complete high school in the region will not only benefit those

individuals, it will improve the regional human resource base, bringing economic and social benefits to the wider community for years to come.

## 2. Organisational Background

SEED Madagascar is a British registered charity (1079121) established in 1994 and registered in England & Wales in 1999. Since its inception it has worked with local partner organisations and staff to develop, implement and evaluate projects in the southeast of Madagascar. Depending on the project, SEED Madagascar either manage and implement projects directly with local staff teams, or work alongside a local NGO to develop and manage their range of projects.



*A sustainable livelihoods English lesson*



*Distribution of Moringa seedlings*

SEED Madagascar support teams of Malagasy specialists with International staff and volunteers to build capacity, add value and encourage learning. These teams work together on the ground in Madagascar to design, plan, implement, monitor and evaluate projects. This management team works collaboratively to review organisational strategy in which community needs assessments, project evaluations, government plans, and organisational identity and capacity assessments are evaluated to determine the optimal positioning of projects within the local context, and the optimal role of SEED Madagascar in providing on-the-ground and remote capacity building support to enable strategic goals to be met. As such, the International and Malagasy teams work in close collaboration, each bringing vital knowledge and expertise to ensure the ongoing development of the charity and its programmes.

SEED Madagascar's central mission is to build local and international capacity to lead and support effective conservation and sustainable development initiatives. SEED has four programmes – sustainable livelihoods, community health, environmental conservation and education – each with a variety of projects sensitively built around what are directly expressed as the most pressing needs of disadvantaged communities. SEED is a recognised regional specialist in capacity building at the community level and it is estimated that over 125,000 people have benefited from the projects implemented by SEED in southeast Madagascar over the last decade and a half. SEED is the founding member of Anosy's regional maternal and child health platform as well as an active participant in regional and national committees for water and sanitation, reforestation and biodiversity, child

protection, HIV/AIDS prevention and education. SEED has also acted as a consultant to the Malagasy government in the publication of several papers on the state of the environment.



*Building a fuel efficient stove*



*A sexual health education session*

SEED Madagascar is responsible for the overall financial management of grants, retaining ultimate accountability for all SEED Madagascar funded operations, and recruits specialist volunteers to add value to the team in Madagascar, ensuring best practice is developed and the professional skills of the local team are developed. With 87% of income being spent in direct pursuit of SEED's charitable aims administration costs are minimal.

### **3: Project Rationale**

#### **3.1 Background**

Madagascar is one of the most impoverished countries in the world and, despite its diverse ecosystem and abundance of natural commodities, it is the only country not ravaged by civil war or violent conflict to experience a vast decline in real per capita income between 1960 and 2010. Indeed, the average Malagasy is 42% poorer in 2010 than they were in 1960 (World Bank, 2015). This inability of the Government to support civil society is reflected through dire statistics across a range of socioeconomic development indicators. For example, a lack of investment in the education sector is significantly affecting the quality of education being given to young people in Madagascar, with youth illiteracy among 15-24 year olds at 34% for males and 36% for females (UNICEF, 2013).

Along with deficient school infrastructure, students are faced with severely inadequate access to sanitation facilities. Nationally, only one quarter of schools have a source of drinking water and latrines are in short supply, with an average of one latrine for 1,900 students (MEN, 2012). With over 42% of the population under the age of 15 (WHO, 2012), demand for educational infrastructure is immediate and urgent.

The effects of inadequate educational provision are particularly evident in the Anosy Region. Without passing the Baccaulaureate (national school leaver's examination) at the end of Lycée, access to formal employment and further educational opportunities is largely restricted. However, under the current national education system, those who do not pass their end-of-year exams twice in a row are dismissed from public (i.e. non fee-paying) schools. As a result, the acute lack of capacity in Anosy leads to high drop-out rates throughout primary, middle and high schools, with only 100 - 200 students passing the Baccaulaureate each year through public high schools – in a region with a



population of approximately 400,000, of which 170,000 are school aged children (CISCO, 2014 and INSTAT, 2010). At present, the majority of local people are unable to access employment opportunities in the key tourism and mining sectors. Additionally, the prevalence of under- or unqualified teaching staff perpetuates a self-sustaining cycle that further hinders development.



*Madagascar's children*

There is thus a vital need for infrastructure improvements in Anosy's under-resourced and unsanitary public high schools in order to ensure access to education for all. Through supporting a safe and healthy learning environment, students are more likely to be retained, increasing the number of individuals passing the Baccaalaureate at the end of high school. Better infrastructure will help enable students to achieve their potential and, in doing so, will support the local human resource base and promote sustainable regional development in the long term.

### 3.2 Project Context

Manambaro is the largest village within Manambaro Rural Commune, an administrative district in the Anosy Region. As the commune centre, the village is an important regional hub and, in addition to its primary school, it has a middle school and a high school: Manambaro Lycée.

While Manambaro's primary and middle schools are well established, the Lycée was built in early 2011 by Direction Regional de l'Enseignement National (DREN, the regional educational authority) to address a severe lack of high school capacity in south Anosy. Prior to the school's opening in October 2012, there were only two high schools in the region. Located in the urban centre of Fort Dauphin and in the remote town of Amboasary – both many hours' walk from Manambaro – in theory, these two schools served 25 local middle schools. However, in practice the schools are too far from the majority of middle schools and are not large enough to cope with the number of young people who wish to attend. Furthermore, as a key location for cattle rustling, the security situation in Amboasary has been deteriorating for several years and parents are reluctant to send their children there.

In 2013, DREN announced three further high schools in communities situated to the north of Fort Dauphin, although to date only one of these three schools has any classrooms. DREN's efforts to increase the number of high schools in rural Anosy are imperative and, once fully established, these schools will increase access to post-middle school education for large numbers of young people. The benefits of these schools will be twofold, providing not only a closer option to most rural middle schools than the high schools in Fort Dauphin and Amboasary, but a more affordable one. As living costs are lower outside of the regional capital of Fort Dauphin, there is a greater likelihood that a prospective student will have extended family in one of the communities who can provide accommodation.

Despite the establishment of new schools, capacity issues in the region remain critical. Manambaro Lycée in particular serves a large and populous catchment area containing 16 middle schools. The

school can support an intake of 100 students per year and turns away between 400 and 500 prospective students each year. The two buildings constructed by DREN are of high quality, but each supports only 100 students. With 300 students already attending the Lycée across three grades, an entire grade lacks a school building. As an interim solution, the Head Teacher has reached an agreement with the mayor whereby one grade is taught in the town hall. This is not a permanent arrangement - nor an appropriate location, as the town hall is situated far from the school site and next to a busy regional market.



*Manambaro Lycée’s original school building in the background as work begins on the first new school building*

As a further indicator of DREN’s capacity shortage, the buildings were provided completely unfurnished. Insufficient furniture also meant that textbooks had to be kept in the Head Teacher’s house in the village for security reasons and science demonstrations could not take place. Through Projects Fanaka (meaning ‘bench’ in Malagasy) and Sekoly, SEED has provided appropriate furniture for each building.

Furthermore, before the implementation of *Module 1*, the school completely lacked toilet facilities, or any source of clean water for drinking and hand washing. The students attending the school had to drink from a pond and defecate in the open, in nearby undergrowth, with serious implications for their health and, consequently, their continued education. The provision of a well and the first latrine block through *Module 1* has begun to address this issue. Nonetheless further sanitation facilities are needed as the school’s capacity increases with the completion of the first new school building in February 2016 and the two new school buildings proposed through *Module 2*.



*The construction of the first latrine block during Module 1*

### 3.3 Proposed Activities

Through the three modules of this Project Sekoly initiative, SEED will build four new brick and concrete school buildings each containing two classrooms on site at Manambaro Lycée, three latrine blocks and one well. Following *Module 1*, the construction of one new school building, a well and a latrine block, *Module 2* will contribute the second and third new school buildings and the second latrine block. This will increase the school's capacity by 160 students while ensuring the learning environment remains clean and safe. The school buildings will each contain 40 standard two-seater desk-benches, one lockable stationery cupboard, one bookshelf and one long table with matching benches for science demonstrations.

SEED anticipates that the provision of the four new school buildings over the project's three modules will give access to a full day of school in appropriate facilities for 480 students across three grades, solving the school's current capacity issues and enabling twice as many students to be admitted each year in the future. This will directly benefit the 1,920 high school students who will access the school over the following decade, with impacts on some 9,600 members of their households (estimate based on average household size in Anosy, INSTAT, 2010). In the long-term, increased numbers of high school graduates are expected to aid wider development across Anosy.

A Community Health Agent and a Health Education Manager from SEED's Water, Sanitation and Hygiene (WASH) team will continue to engage in activities to encourage the appropriate use and maintenance of the well and latrines. These activities reinforce improved sanitation practices at the school and in the surrounding community. Having already supported the school and community in establishing well and latrine maintenance committees through *Module 1*, *Module 2* will focus on delivering sessions to students that encourage positive sanitation and hygiene behaviours.



*Sanitation and hygiene activities being carried out by SEED's Community Health agents during Module 1*

## **4: Project History**

### *Project Sekoly:*

Since 2006, SEED has been implementing primary school building projects in the Anosy Region through Project Sekoly. Primary schools have been constructed in response to requests for assistance received from Circonscription Scolaire (CISCO, the district education authority), or direct requests from rural villages, where access to basic education facilities has historically been extremely limited. For each of these projects SEED entered into formal agreement with the community, providing materials, technical expertise and labour for the construction of a wooden

primary school building containing two fully furnished classrooms, with villages contributing locally available materials including rocks, sand and water. Each project has involved SEED's construction team working alongside local community members and international volunteers recruited through the award-winning 'Pioneer' programme, maximising cost effectiveness while providing valuable opportunities for cross-cultural exchange. To date SEED has completed 15 wooden primary school buildings, with water and sanitation facilities installed on site as necessary. These projects have been implemented in collaboration with CISCO, the body responsible for recruiting qualified teachers for all schools provided by SEED in order to ensure their sustained use.



*SEED-built wooden primary schools at Mahailambo (left), Beandry (centre) and Farafara (right)*

Madagascar is considered to be one of three countries most vulnerable to the effects of climate change (Maplecroft, 2010) and worsening climatic conditions in the region, with increasingly frequent and powerful cyclones, have weathered wooden schools more rapidly than anticipated. Since 2010, SEED has repaired 11 of the 15 wooden primary schools and installed weather-proofing measures such as verandas to extend their lifespan. Meanwhile, stocks of sustainably sourced timber have decreased and prices have risen.

Due to these factors, the six new school buildings that SEED has completed since 2010 have used concrete, rock and brick as alternative building materials. The design for these buildings was produced by SEED's Head of Construction in collaboration with a local masonry specialist and SEED's Head of Quality Control. As sand, water, gravel, rock and clay bricks are all available locally, the building materials are sustainable and inexpensive and it is anticipated that these school buildings will require minimal maintenance and repair due to the greater durability of the materials used. The six buildings most recently completed by SEED have all been for CEGs and EPPs (middle schools and primary schools), aimed at supporting the provision education in the region and increasing the number of students that progress through the education system. SEED's school building activities at Manambaro Lycée are its first to involve a high school.



*Pictures taken of SEED-built concrete schools at Mahatalaky (left), Tsangoria (centre) and Soanierana (right)*

SEED has already begun improving the situation at Manambaro Lycée through *Module 1* of the project. In April 2015 the first latrine block and a 21 metre deep well, equipped with a Canzee pump,



were installed. In October, building work started on the first new school building, which is scheduled to be completed in February 2016 and will increase the school's capacity by 100 school places each year. Sanitation and hygiene activities have also been carried out by SEED's Community Health team, ensuring sustained and appropriate use of both the well and the first latrine block.



*SEED's Module 1 construction activities at Manambaro Lycée including the first latrine block (left), the first new school building (centre) and the surface of the 21 metre deep well (right)*

#### *Project Fanaka:*

Since 2010 SEED has supplied over 1000 benches for various primary middle and high schools in the Anosy Region as well as providing other key furnishings such as teacher's tables and lockable cupboards for teaching resources. The provision of basic classroom furniture is extremely limited in the region; only half the schools in Madagascar have enough benches for their students (World Bank, 2005), contributing to the fact that 50% the region's school aged children have never even been to school (UNESCO 2012). Transport costs make infrastructure provision much more expensive in rural communities than in the regional capital of Fort Dauphin. As a result, rural schools tend to have worse facilities. Project Fanaka has therefore focused on remote and isolated schools, providing them with the classroom furniture that is needed for students to reach their full potential.

In 2015 SEED provided 100 desk-benches for Manambaro Lycée to supplement the inadequate and insufficient furniture they received from DREN. The 200 students that currently occupy the Lycée are now able to work in a comfortable environment, helping them focus on their studies.

SEED used locally available and sustainably sourced eucalyptus for the main structure of the benches, with sustainably sourced pine from Madagascar's highlands for the seat and table. The eucalyptus was used to provide strength to the base of the desk-bench, with pine being used for the planks because it is a lighter wood and less likely to crack. These two species are not native to Madagascar but are regularly used for construction by virtue of their fast-growing nature, aiding to offset losses of indigenous species for building purposes. SEED will use a similar design when equipping the classrooms built in *Modules 1* and *2* of this phase of Project Sekoly.

## 5: Project Activities

### 5.1 Activity Details

Completion of *Module 2*, the provision of two fully furnished school buildings and a latrine block and the delivery of health and sanitation sessions is expected to take 14 months.

Preparation:

- Source building materials

Implementation:

- Transport materials to project site
- Groundbreaking ceremony
- Construction of two new brick school buildings, each containing two classroom
- Construction of classroom furniture
- Construction of a new latrine block

Latrine management training and WASH education delivered by an SEED Community Health Agent and a Health Education Manager:

- Training for teachers and parent-teacher association on latrine management and maintenance
- Ongoing monitoring and evaluation of project progress, including regular meetings with construction team, teachers and other stakeholders, along with case studies of beneficiaries
- Delivery of interim narrative reports to donors

Follow-up:

- Monitoring and evaluation activities: data on attendance and academic performance will be gathered after the completion of all four modules
- Delivery of final reports to donors and local stakeholders
- WASH follow-up activities to support the community to adopt long-term sustainable sanitation practices
- Official inauguration (on completion of all four modules)



## 5.2 Project schedule (Ideal programme, funds permitting)

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb
Construct Building 2														
Construct Latrine 2														
Construct Building 3														
Health and sanitation activities														
Report delivery														

## 5.3 Cost Summary

SEED will construct each school building on a foundation of reinforced concrete and rock. The walls will be constructed of reinforced concrete columns with courses of bricks laid between, with the interior and exterior surfaces covered in a concrete finish. The rooves will be constructed of corrugated metal sheeting on overbuilt wooden frames and cyclone-proofed with reinforced concrete fastenings at the sides. Overall, the design ensures soundness of structure and excellent value for money. The buildings will be strong and easy to maintain, and will be constructed using locally available materials, keeping costs to a minimum. The same design has been used successfully by SEED in six previous school buildings in addition to the building currently under construction.

All classroom furniture will be built of locally sourced sustainable timber and built to a durable design with reinforcements to maintain the furniture's stability. Through Projects Sekoly and Fanaka, SEED has built benches to a similar design since 2006 – all of which are still in daily use in schools throughout south Anosy.



*Construction of benches by SEED's Construction team, international volunteers and community members during Project Fanaka*

The latrine will be built of concrete-skinned breezeblocks on top of an elevated concrete platform, above a breezeblock chamber. In line with international best practice, each latrine will have two cubicles, one for female students and one for male students.

SEED is able to reduce costs involved in the work since much of the labour required will be provided by international volunteers participating in the Pioneer programme, along with contributions in kind from the local community.

#### 5.4 Project Stakeholders

*SEED Madagascar:* SEED's construction team will implement the project, with all technical construction overseen by the Head of Construction and the Construction Manager. International Pioneer volunteers will be trained and supervised to assist with construction activities. Monitoring and evaluation will be led by the Head of Construction in collaboration with the project development team.

*Community participation:* This project has been developed in response to requests for assistance from the local community. Their participation is essential in all stages of the project. Community members will contribute in kind to the construction as follows:

- Men will contribute to construction activities by transporting locally available materials (rock and gravel)
- Women will contribute to the construction activities through the provision of locally available materials (sand and water)
- The latrine management committee, composed of teachers and parents, will be responsible for the latrine, including organising emptying and any necessary repairs to the facilities.

*Officials:* CISCO, DREN, the Mayor of Manambaro, Manambaro's Chef *fokontany* and Manambaro Lycée's Head Teacher have all contributed to the development of this project. They will participate in the official ground-breaking and inauguration ceremonies in accordance with traditional Malagasy culture and will continue to assist with monitoring and evaluation activities and long term follow-up.

#### 5.5 Monitoring and Evaluation

SEED will monitor progress towards objectives throughout the duration of the project. The project development team will conduct monthly site visits to monitor construction activities and communicate with the project beneficiaries (including the head teacher, teachers, students and parents). All qualitative information from these visits will be fed back into project implementation. Additional support visits will be made as the latrines become full to support the school in emptying them, enabling their continued use. Monthly meetings will be held with SEED's Project Development team, Head of Construction and Health Education Manager in order to assess project progress, address any challenges and ensure the project continues to meet the practical needs of the participants as effectively and efficiently as possible. As well as case studies of individual beneficiaries, an initial baseline and end-of-project evaluation will assess overall impact and feed into future project development and expansion, using quantitative data on attendance and examination pass rates. While pass rates are unlikely to change over the duration of the project, SEED anticipates a long-term increase in Baccalaureate passes, both in absolute terms and as a proportion of the number of students at the school. As with all SEED Madagascar projects, detailed financial monitoring will be in place and narrative reports will be produced for funders at six monthly intervals throughout the project.



## 5: Sustainability

With 1,920 young people expected to access the school over the next decade, the positive impacts of the project's activities will continue well beyond its 14 month timeframe. Better education is anticipated to have a variety of positive social and economic outcomes at the individuals, household and community levels, including increased awareness of safe health and sanitation practices. A greater appreciation of the benefits of education is anticipated, with alumni encouraging school attendance within their communities, and an increase in the number of high school graduates entering the teaching profession and returning to their rural communities to teach. Overall, increased human and social capital from a better-educated population will catalyse further development in the south Anosy region, including improved provision of non-fee paying education.



*Children from the Manambaro community*

All infrastructure proposed as part of Project Sekoly has been designed for longevity, and to require the minimum and simplest possible forms of maintenance. Designs have been in use by SEED for several years and follow-up visits to previous beneficiaries of Projects Sekoly and Fanaka have confirmed that the infrastructure will last for long periods of constant use with very low levels of maintenance.

Ensuring the sustainable use of the new sanitation facilities is particularly important. Students are not accustomed to the use of latrines and their maintenance is unfamiliar to the community. As well as ongoing support from SEED's staff throughout the project, including training sessions on latrine use and hand washing with students and teachers, SEED staff will return when the latrines are full to support the school in exchanging chambers. Each cubicle will contain two sealable holes, corresponding to the two halves of the composting chamber. Once a chamber is full (a process anticipated to take approximately one year), the hole into the second chamber is unsealed in both cubicles and the previous holes are sealed. In addition, SEED staff will return to support the latrine maintenance committee in emptying the chambers.

SEED Madagascar has a permanent office in Fort Dauphin and frequent visits to Manambaro by the NGO's experienced Community Agents will address any issues encountered after the close of the project and will help to guarantee the sustainability of Project Sekoly.

## 5: Budget & Funding Status

SEED has received £20,713 from the Australian government's Direct Aid Program and requires a further £30,352 to fund the activities required for *Module 2* of this Project Sekoly initiative, building the second and third durable brick school buildings with four fully furnished classrooms along with desk-benches, a latrine block, whilst also providing regular monitoring, evaluation and reporting to ensure maximum project impact. Ultimately the Project Sekoly initiative will provide Manambaro Lycée with four school buildings, a well and three new latrines.

Project Sekoly, Manambaro Module 2								
Exchange Rate: £1 = 3500 Ariary								
Input	Detail	Unit	Number of unit	Cost per Unit	Total Cost (Ar)	Total Cost (£)		
Materials	2 school buildings	Bricks	cost/item	115.5	46,000	5,313,000	£1,518.00	
		Cement	cost/item	30,000	460	13,800,000	£3,942.86	
		Fine wire	cost/item	5,250	20	105,000	£30.00	
		Rebar #6	cost/item	11,550	300	3,465,000	£990.00	
		Rebar #8	cost/item	16,800	120	2,016,000	£576.00	
		Rebar #10	cost/item	26,250	40	1,050,000	£300.00	
		Large rocks	cost/item	189	12,000	2,268,000	£648.00	
		Medium rocks	cost/item	4,200	100	420,000	£120.00	
		Gravel	cost/item	840	1400	1,176,000	£336.00	
		Fine grain sand	cost/item	89,250	7	624,750	£178.50	
		Clay	cost/item	63,000	4	252,000	£72.00	
		Sheet metal 2.5 m	cost/item	42,000	152	6,384,000	£1,824.00	
		Apex cover	cost/item	31,500	18	567,000	£162.00	
		Black board paint	cost/litre	12,600	16	201,600	£57.60	
		Primer salt	cost/item	42,000	4	168,000	£48.00	
		Primer chalk	cost/item	26,250	14	367,500	£105.00	
		White emulsion paint	cost/litre	84,000	28	2,352,000	£672.00	
		Red vinyl paint	cost/litre	210,000	6	1,260,000	£360.00	
		Green oil paint	cost/litre	47,250	12	567,000	£162.00	
		White spirit	cost/litre	5,250	50	262,500	£75.00	
		Large brush	cost/item	5,250	40	210,000	£60.00	
		Brush handle	cost/item	1,050	40	42,000	£12.00	
		Paint rollers	cost/item	9,450	20	189,000	£54.00	
		Paint brush set	cost/item	9,450	4	37,800	£10.80	
		Door	cost/item	210,000	4	840,000	£240.00	
		Window	cost/item	105,000	16	1,680,000	£480.00	
		Hinge	cost/item	4,200	92	386,400	£110.40	
		Bolt	cost/item	3,150	48	151,200	£43.20	
		Thick 4.0 m plank	cost/item	15,750	120	1,890,000	£540.00	
		Thick 5.0 m plank	cost/item	24,150	24	579,600	£165.60	
		Nuts and bolts	cost/item	4,200	240	1,008,000	£288.00	
		Wood oil	cost/litre	2,100	80	168,000	£48.00	
		4.0 m round pole	cost/item	1,260	450	567,000	£162.00	
		3.0 m round pole	cost/item	1,050	150	157,500	£45.00	
		Planks for scaffolding	cost/item	5,250	280	1,470,000	£420.00	
		Roofing nails	cost/kilo	5,250	16	84,000	£24.00	
		Nails #6	cost/kilo	4,200	20	84,000	£24.00	
		Nails #7	cost/kilo	4,200	40	168,000	£48.00	
		Dedication Plaque	cost/item	472,500	2	945,000	£270.00	
		site entrance sign	cost/item	577,500	1	577,500	£165.00	
		Nails #10	cost/kilo	4,200	40	168,000	£48.00	
		benches	Nails #5	cost/item	4,500	120	540,000	£154.29
			Thick planks	cost/item	7,000	260	1,820,000	£520.00
			Thin planks	cost/item	4,200	260	1,092,000	£312.00
			Post 3.0 m	cost/item	7,350	160	1,176,000	£336.00
			Sandpaper belt	cost/metre	3,675	24	88,200	£25.20
			Glue for sandpaper	cost/item	8,400	12	100,800	£28.80
			Sanding machine hire	cost/item	2,100	88	184,800	£52.80
			Varnish	cost/litre	15,750	20	315,000	£90.00
		cupboard	Paint brush	cost/item	9,450	6	56,700	£16.20
			Post 3.0 m	cost/item	7,350	8	58,800	£16.80
			Thick plank	cost/item	6,300	20	126,000	£36.00
			Nails #5	cost/item	4,200	6	25,200	£7.20
			Bolt	cost/item	3,150	4	12,600	£3.60
Hasp	cost/item		2,100	2	4,200	£1.20		
bookshelf	Hinges	cost/item	4,200	8	33,600	£9.60		
	Padlock	cost/item	5,250	2	10,500	£3.00		
	Post 3.0 m	cost/item	7,350	8	58,800	£16.80		
	Thick planks	cost/item	6,300	6	37,800	£10.80		
	Thin planks	cost/item	4,200	4	16,800	£4.80		
long table	Nails #5	cost/item	4,200	4	16,800	£4.80		
	Varnish	cost/item	15,750	4	63,000	£18.00		
	White spirit	cost/item	5,250	8	42,000	£12.00		
	Post 3.0 m	cost/item	7,350	4	29,400	£8.40		
long table	Thick planks	cost/item	6,300	6	37,800	£10.80		
	Thin planks	cost/item	4,200	4	16,800	£4.80		
	Nails #5	cost/item	4,200	2	8,400	£2.40		

<b>Materials</b>	long benches	Post 3.0 m	cost/item	7,350	4	29,400	£8.40	
		Thick planks	cost/item	6,300	4	25,200	£7.20	
		Thin planks	cost/item	4,200	8	33,600	£9.60	
	latrines	Cement	cost/item	30,000	86	2,580,000	£737.14	
		Rebar #6	cost/item	10,500	42	441,000	£126.00	
		Rebar #8	cost/item	16,800	32	537,600	£153.60	
		Fine wire	cost/item	5,250	15	78,750	£22.50	
		Gravel	cost/item	735	610	448,350	£128.10	
		Hinge	cost/item	2,100	6	12,600	£3.80	
		Roofing nails	cost/item	5,250	1	5,250	£1.50	
		Hasp	cost/item	2,100	2	4,200	£1.20	
		Padlock	cost/item	5,250	2	10,500	£3.00	
		Primer salt	cost/item	42,000	1	42,000	£12.00	
		Primer chalk	cost/item	31,500	1	31,500	£9.00	
		White emulsion paint	cost/litre	105,000	2	210,000	£60.00	
		Bolt	cost/item	3,150	2	6,300	£1.80	
		Post 6x6	cost/item	9,450	4	37,800	£10.80	
		Post 8x8	cost/item	12,600	5	63,000	£18.00	
		White spirit	cost/litre	5,250	4	21,000	£6.00	
		Poles	cost/item	2,100	70	147,000	£42.00	
		Thick planks	cost/item	8,400	10	84,000	£24.00	
		Thin planks	cost/item	6,300	80	504,000	£144.00	
		Nails #7	cost/item	4,200	15	63,000	£18.00	
		Sheet metal 2.0 m	cost/item	31,500	7	220,500	£63.00	
		Paint rollers	cost/item	9,450	5	47,250	£13.50	
		Paint brushes	cost/item	9,450	1	9,450	£2.70	
		PVC pipe	cost/item	42,000	2	84,000	£24.00	
		Pipe head	cost/item	15,750	4	63,000	£18.00	
		Red vinyl paint	cost/litre	12,600	5	63,000	£18.00	
		Green oil paint	cost/litre	47,250	2	94,500	£27.00	
		tools	Generator hire	cost/week	84,000	1	84,000	£24.00
			Generator fuel	cost/litre	3,675	5	18,375	£5.25
			Metal saw	cost/item	52,500	3	157,500	£45.00
			Crow bar	cost/item	10,500	2	21,000	£6.00
			Spade	cost/item	5,250	5	26,250	£7.50
			Shovel	cost/item	15,750	5	78,750	£22.50
	Wheelbarrow		cost/item	105,000	1	105,000	£30.00	
	Plastic gloves		cost/pair	12,600	10	126,000	£36.00	
	Plastic boots		cost/pair	52,500	2	105,000	£30.00	
	Sponge		cost/item	210	50	10,500	£3.00	
	Rope		cost/item	6,300	2	12,600	£3.80	
	Setsquare		cost/item	10,000	2	20,000	£5.71	
	Metal bucket		cost/item	10,500	10	105,000	£30.00	
	Barrel		cost/item	84,000	1	84,000	£24.00	
	Leather work gloves		cost/pair	15,750	5	78,750	£22.50	
	Trowel		cost/item	5,250	5	26,250	£7.50	
	Latrine cleaning materials		cost/item	78,750	1	78,750	£22.50	
	Tool transport costs from UK		cost/item	175,000	2	350,000	£100.00	
	laptop Computer		cost/item	1,500,000	1	1,500,000	£428.57	
	camera		cost/item	500,000	1	500,000	£142.86	
	Tents		cost/item	350,000	5	1,750,000	£500.00	
	Secure storeroom and preparation space in FD		cost/month	400,000	4.5	1,800,000	£514.29	
	WASH		School workshop materials	cost/item	30,000	24	720,000	£205.71
		Educational posters	cost/item	2,500	30	75,000	£21.43	
		Training materials	cost/item	30,000	1	30,000	£8.57	
	Subtotal:		£21,101.38					
	<b>Activities</b>	Volunteer campsite establishment	cost/item	112,500	1	112,500	£32.14	
		Groundbreaking ceremony	cost/item	100,000	2	200,000	£57.14	
		Wash Activities	cost/item	500,000	1	500,000	£142.86	
		Staff/community capacity building	cost/item	250,000	5	1,250,000	£357.14	
		campsite construction and maintenance	cost/item	520,000	1	520,000	£148.57	
	Subtotal:		£737.86					
	<b>Communications</b>	Contribution to office phone & internet	cost/month	150,000	4.5	675,000	£192.86	
		Mobile phone credit	cost/item	160,000	4.5	720,000	£205.71	
	Subtotal:		£398.57					
	<b>Transport</b>	Staff town taxis	cost/ trip	2,000	45	90,000	£25.71	
		4x4 transport	cost/ day	300,000	5	1,500,000	£428.57	
Staff Lanirano taxis		cost/return trip	8,000	12	96,000	£27.43		
Taxi brousse for construction team		cost/return trip	4,000	50	200,000	£57.14		
Staff motorcycle fuel		cost/litre	3,500	80	280,000	£80.00		
Rock transport		cost/item	80,000	35	2,800,000	£800.00		
Wood transport	cost/item	120,000	2	240,000	£68.57			

Transport		Wood dockers	cost/item	30,000	2	60,000	£17.14
		Cement transport	cost/item	100,000	6	600,000	£171.43
		Cement dockers	cost/item	50,000	6	300,000	£85.71
		Gravel transport	cost/item	80,000	8	640,000	£182.86
		Gravel dockers	cost/item	20,000	8	160,000	£45.71
		Plank dockers	cost/item	50,000	2	100,000	£28.57
		Plank transport	cost/item	100,000	2	200,000	£57.14
		Clay transport	cost/item	110,000	4	440,000	£125.71
		Transport of latrine materials from FD	cost/item	100,000	2	200,000	£57.14
		Return transport	cost/item	38,000	2	76,000	£21.71
		Volunteer transport	cost/item	100,000	4	400,000	£114.29
		Taxi brousse for Construction Community	cost/item	4,000	4	16,000	£4.57
		Taxi brousse for WASH activities	cost/item	4,000	22	88,000	£25.14
	Taxi brousse for emergencies	cost/item	2,000	10	20,000	£5.71	
Subtotal:		£2,430.29					
HR/salaries	Subsistence	Town staff subsistence	cost/day	6,500	1680	10,920,000	£3,120.00
		Bush staff subsistence	cost/day	2,000	1410	2,820,000	£805.71
	Perdiems	Head of construction perdiems	cost/day	10,000	5	50,000	£14.29
		Construction manager perdiems	cost/day	10,000	5	50,000	£14.29
		WASH perdiems	cost/day	10,000	22	220,000	£62.86
		Construction Community Agent perdiems	cost/day	10,000	30	300,000	£85.71
		Head of construction perdiems	cost/day	10,000	22	220,000	£62.86
		Construction manager perdiems	cost/day	10,000	22	220,000	£62.86
		Construction manager perdiems	cost/day	10,000	22	220,000	£62.86
	rent	Staff rent	cost/month	50,000	9	450,000	£128.57
		Contribution to Health Education	cost/month	120,000	3	360,000	£102.86
		Contribution to Head of Community	cost/month	118,000	3	354,000	£101.14
	salaries	Contribution to administration, HR and security	cost/month	400,000	12	4,800,000	£1,371.43
		Contribution to Head of volunteering	cost/month	300,000	12	3,600,000	£1,028.57
		Contribution to Head of construction	cost/month	691,000	9	6,219,000	£1,776.86
		Contribution to Construction manager	cost/month	459,000	9	4,131,000	£1,180.29
		WASH Community Agent	cost/month	57,000	8	456,000	£130.29
		Quality control	cost/month	463,800	9	4,174,200	£1,192.63
		Team leader	cost/month	359,000	9	3,231,000	£923.14
		Technician	cost/month	259,600	9	2,336,400	£667.54
Casual basic labour		cost/day	7,000	920	6,440,000	£1,840.00	
Casual unskilled labour		cost/day	4,000	1560	6,240,000	£1,782.86	
Casual rendering work		cost/m2	4,000	800	3,200,000	£914.29	
Cook		cost/day	4,000	270	1,080,000	£308.57	
Storeroom guardian		cost/month	300,000	9	2,700,000	£771.43	
Construction Community Agent		cost/month	296,100	1	296,100	£84.60	
Subtotal:		£18,533.63					
Running costs	Madagascar	Contribution to financial reporting, monitoring and internal audit	cost/month	300,000	12	3,600,000	£1,028.57
		Administration	cost/month	200,000	12	2,400,000	£685.71
		NGO/UK liaison and direction	cost/month	300,000	12	3,600,000	£1,028.57
		Partner Trustees monitoring and liaison	one off	250,000	1	250,000	£71.43
	Contribution to Fort Dauphin office rent and utilities	cost/month	300,000	12	3,600,000	£1,028.57	
	UK	Contribution to permits, accord, ministry Liaison in Capital	cost/item	250,000	3	750,000	£214.29
	Contribution to UK office rent and utilities	cost/item	200,000	12	2,400,000	£685.71	
	Contribution to UK staff salaries	cost/day	250,000	12	3,000,000	£857.14	
Subtotal:		£5,600.00					
MEL		Project Development	cost/month	300,000	9	2,700,000	£771.43
		Monitoring visits	cost/item	180,000	9	1,620,000	£462.86
		Reporting	cost/item	300,000	6	1,800,000	£514.29
		MEL meetings and coordination	cost/month	200,000	9	1,800,000	£514.29
Subtotal:		£2,262.86					
<b>TOTAL:</b>		<b>£51,064.58</b>					