

South Sudan 2012 CHF Standard Allocation Project Proposal

Proposal for CHF funding against Consolidated Appeal

For further CHF information please visit <http://unocha.org/south-sudan/financing/common-humanitarian-fund>
or contact the CHF Technical Secretariat chfsouthsudan@un.org

This proposal shall be submitted by cluster partners in two stages to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the first stage, before cluster defenses, applying partners fill sections I and II. The proposal should explain and justify the activities for which CHF funding is requested and it is intended to supplement information already available in the CAP Project Sheets. The proposals will be used by the cluster Peer Review Team in prioritizing and selecting projects for CHF funding during CHF Standard Allocation round. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Project Summary (Annex 1). In the second stage projects recommended for funding by the CHF Advisory Board must complete Section III of this application and revised/update sections I and II if needed.

SECTION I:

CAP Cluster	EDUCATION
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CHF Cluster Priorities for 2012 Second Round Standard Allocation

This section should be filled by the cluster Coordinators/Co-coordinators before sending to cluster partners. Provide a brief articulation of Cluster priority activities and geographic priorities that the cluster will recommend for funding from the CHF.

Cluster Priority Activities	Cluster Geographic Priorities
Provide protective temporary learning spaces in emergencies	Unity, Upper Nile, Jonglei, Warrap, Lakes, NBeG and WBeG States
Supply emergency teaching and learning materials to ensure continuity of education	
Deliver life-saving messages and psychosocial support to emergency affected children and youth	

Project details

The sections from this point onwards are to be filled by the organization requesting for CHF.

Requesting Organization	Project Location(s) (list State, County and if possible Payam where CHF activities will be implemented. If the project is covering more than one State please indicate percentage per state)
South Sudan Development Agency (SSUDA)	Upper Nile State in the following Counties - Malakal, Malut, Renk and Maban
Project CAP Code	
SSD-12/E/46466/15049	
CAP Project Title (please write exact name as in the CAP)	
Access to life-saving education in acute emergencies for girls and boys in Upper Nile State	

Total Project Budget in South Sudan CAP	Amount Requested from CHF	Other Secured Funding
US\$611,000	US\$90,779	US\$452,111 (CHF 12 round 1)

Direct Beneficiaries (scaled appropriately to CHF request)	Indirect Beneficiaries (scaled appropriately to the CHF)
Women: 36	2,700
Men: 44	
Girls: 6,000	Catchment Population (if applicable)
Boys: 9,000	Girls and boys affected by emergencies
Total:	

Implementing Partner/s (Indicate partner/s who will be sub-contracted if applicable and corresponding sub-grant amounts)	CHF Project Duration (max. of 12 months, starting date will be Allocation approval date)
Nil	Indicate number of months: 6 months

Address of Country Office	Address of HQ
Project Focal Person: Kennedy Odhiambo Onjweru Email & Tel: kenodhiss@gmail.com , +211-955-027200 e-mail country director: ssuda_sudan@ssuda.org.au e-mail finance officer: gatwechkulang@ssuda.org.au Address: Kololo Road, Juba, South Sudan or Hai Mediya, Malakal Upper Nile State	e-mail desk officer e-mail finance officer Address:

SECTION II

A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CHF supported activities will be implemented. Provide evidence of needs by referencing assessments and key data, including the number and type of the affected population¹

The operating environment for humanitarian work in Upper Nile State (where the numbers of returnees and IDPs have been in the increase in the first half of the year 2012) is one of the most expensive and difficult in the new Republic of South Sudan. Up to 60% of the State is cut-off during the rainy season, raising delivery cost for emergency assistance, which can only be done using scarce and expensive airlift and river transport. Access challenges have also impacted the implementation cost, safety and security of target groups and aid workers.

Inter-conflict communal fighting, rebel militia group attacks and cross-border conflict with Sudan have continued to affect communities across the States bordering South Sudan and (North) Sudan and Upper Nile State is more vulnerable. From January - August 2012, about 165,000 people have been displaced of which Upper Nile State bears the repercussion following June militia attack in Makal West and ethnic clashes between Dinka (Akoka) and Shilluk (Fashoda) that has displaced people including additional school children into Meluth, one of the counties where SSUDA is implementing EiE project. Women and children are reportedly the majority of people living in the three IDP settlement camps in Meluth camps namely Takuch, Mobik and Demtang. In Doro, there has been an increased flow of returnees in Doro and Hia Sipitia Returnee settlement camps while in Tarawa area in Malakal is receiving over 2,000 returnees every week.

At the end same time, 115,000 people, more than 25% of expected numbers of returnees have returned to South Sudan this year. Majority of returnees are stranded for months with their families at the border posts such as in Renk and Maban Counties waiting to be transported to various areas. Emergency assistance is provided to the vulnerable people in transit and reinsertion including education in emergencies. The continued influx of Sudanese refugees as a result of conflict in Southern Kordofan and Blue Nile States is straining the scarce resources and basic services to the host communities including education infrastructure. According to UNHCR in South Sudan, 160,000 refugees have fled Sudan into South Sudan in the past six months.

The annual flooding season has seen an increase in reported flooding in several parts of the State. However, most floods so far have not warranted major humanitarian interventions due to their predictable and localized nature. SSUDA is working with the rest of Education cluster members and the State Ministry of Education in Upper Nile State to respond where the impact of flooding has outstripped community, with focus on support to emergency education interventions. The hygiene and sanitation in the returnees and IDP camps have also deteriorated in the past six months and this has affected the condition in the camps. SSUDA has hired WASH focal person who will work together with Education staff to create the link and address the problems of sanitation and hygiene in target schools.

Sexual and gender based violence is widespread in South Sudan and Upper Nile settlement camps and affects IDPs, returnees and host communities. The children and girl child attending schools in the camps in particular are vulnerable. Referral and monitoring had to be improved while awareness of the problem must be increased among the teachers, communities and service providers that work with the children in the camps. Some of the temporary schools in the IDPs and returnees camps are operated without single latrines. Due to deplorable conditions and poor sanitation about 70% interviewed during SSUDA's assessment do not like to attend school, this affect mostly girls than boys. Girls who are more than 14 years of age also find it very hard to cope with their menstruation process. The reports indicate that a high number of girls drop out of school in their mid teenage age.

In general, the increase in number of children in need of education in emergencies as a result of natural and man-made disasters and increased cost of operation in the five counties in Upper Nile State have created the gap on the availability of funds that SSUDA had earlier raised for that purpose and therefore calls for additional funding of about USD 96,182. The amount received by SSUDA from CHF Round One was USD 452,111. This requested amount will cover the gap and support the on-going activities and also support other emerging challenges that are fundamental in achieving the objectives of the project.

B. Grant Request Justification

Briefly describe (in no more than 500 words) how proposed activities support the agreed cluster priorities and the value added by your organization

South Sudan Development Agency (SSUDA) will continue to implement EiE in Upper Nile under the support of CHF though with additional activities based on the prevailing circumstances in the settlement camps. The situation in the returnee and IDP camps has deteriorated following an increased number of returnees from Sudan and cases of conflict in the first half of the year. The UNHCR put the number of stranded returnees and IDP to over 73,000 and 13,000 respectively. Out of these numbers, 45% is school going age that requires non existing learning spaces/school. The most affected counties are SSUDA targeted area. However, this number is higher as compared to the number that the organization has projected, thereby creating demand for provision of additional learning activities that can keep them safe, occupied and socializing with peers. Just like many communities in South Sudan, the returnees are coming from Sudan where respect for the rights of a girl child is almost non-existence.

Cases of sexual gender based violence are rampantly reported in the returnee and IDP camps. As a result of this the vulnerability of girls in the settlement are worsened. For this particular reason there is urgent need to impart skills and engage teachers, parents, service providers and host communities in prevention and protection of gender based violence. Without this action girls will be exposed to earlier and force marriages among other violations. SSUDA is planning to enhance its monitoring and sharing relevant information with other clusters including WASH and Child Protection to come up with joint strategy to implement Child protection activities in school. SSUDA is actively taking active role in National Girl's Education Strategic Plan where issues of gender violence will be addressed. SSUDA in collaboration with State Ministry of Education (Gender Department) is currently implementing Girl Child Education campaign through a weekly Radio Call-in Programme which has attracted public participation and enthusiasm over the

¹ To the extent possible reference needs assessment findings and include key data such as mortality and morbidity rates and nutritional status, and how the data differs among specific groups and/or geographic regions. Refer situation/data/indicators to national and/or global standards.

past two months.

Based on SSUDA assessment education in emergencies that target girls wouldn't be successful without provision of sanitary services. About 60% teenage girls enrolling in the schools drop out in the EiE learning facilities due to lack of sanitary facilities. According to interview conducted in Maban and Renk returnee children, girls pointed out that they fear being ridiculed by boys. They also feel unsafe and uncomfortable when they attend classes during menstruation periods. Since coordination between education and WASH cluster normally takes time to deliver WASH supplies, SSUDA intends to purchase and preposition 2,500 hygiene kits that will benefit girls who are above 14 year of age. SSUDA has also developed a simple booklet for hygiene promotion which will be distributed together with hygiene kits.

Prepositioning of pipeline and monitoring of EiE activities has become very costly in the recent past due to the high cost of fuel. The fact that SSUDA lacks a vehicle make it very hard for the organization to response effective and also coordinate Cluster activities at State level. Increase mobility will guarantee sufficient and effective coordination and positive outcome.

C. Project Description (For CHF Component only)

i) Purpose of the grant

Briefly describe how CHF funding will be used to support core cluster priorities

The funds requested will be used to cover the gap in the Round 1 of the project in order to implement activities that seek to increase opportunities for 12,000 children to access quality and relevant education during emergencies by providing protective temporary learning spaces with emergency teaching and learning materials and psychosocial training to teachers and PTA/SMC in the four most affected Counties in Upper Nile State.

ii) Objective

State the objective/s of the project. Objective/s should be specific, measurable, achievable, relevant and time-bound (SMART)

The overall objective of this project is to ensure 12,000 children and youth both girls and boys in the 4 Counties of Upper Nile State have access to life-saving education in acute emergencies.

iii) Proposed Activities

List the main activities to be implemented with CHF funding. As much as possible link activities to the exact location of the operation and the corresponding number of direct beneficiaries.

- Pre-position and distribute 30 large school tents to emergency areas within two weeks of the emergency outbreaks and support the construction of 12 locally built child friendly sustainable classrooms in extreme conflict affected as well as areas with high population of stranded returnees Maban, Renk, Malakal and Malut to target 840 children. The county education department will be fully involved in the implementation of the project.
- Conduct 2 day training workshop for 80 teachers, community and service providers on gender based violence in emergencies.
- Mobilize and support the community to rehabilitate damaged learning spaces child friendly classrooms, damaged by rains and strong wind. The project will support rehabilitation of 15 classrooms in flood affected areas. SSUDA will provide an engineer to assess the facility and rehabilitate the school.
- Procure and distribute 2,500 hygiene kits to more than 14 year- old girls attending schools in the four counties where SSUDA implement EiE.
- Develop and reproduce more public education and training materials including (reproducing UNESCO materials),
- Support Girls' Education campaign through Radio Call-In programme.
- Conduct monthly monitoring, assessment and coordination meetings with other clusters of WASH, Child protection and relevant Ministries at State level in Upper Nile to ensure that the multi-sectoral approaches are employed to provide protection and sanitary services to the children affected by conflict and disasters. SSUDA will publish quarterly newsletters on behalf of Upper Nile State Education Cluster.
- Provide teaching, learning and playing materials including text books, school in a box and recreation kits to 30 schools most affected by conflict and floods in the 8 counties. Teaching materials will be secured from the Ministry of Education through SMoE or from UNICEF. The Ministry has developed text books and syllabus based on South Sudan curriculum. SSUDA will contribute in reducing pupil/text book ratio especially those in emergencies.
- The text books and teaching teachers guide will be procured and distributed to 24 schools affected by emergencies. Other accompanied will be recreational kits and trophies. The kits will be disaggregated to ensure boys and girls as well as children with disabilities are considered.
- Provide 2,500 comfort kits to girls including information on HIV/AIDS. Life-skill training on HIV/AIDS, reproductive health, child rights programming and counseling for both girls and boys will be conducted. Ensure life skill clubs are formed and functional including environment which will encourage tree planting and sanitation.
- Facilitate a 2-week rapid teacher training course for a total of 80 teachers (40% of whom will be women) from emergency prone area. The course will cover health and hygiene promotion, child protection and psychosocial support, child rights and alternative ways of discipline, disaster risk reduction, protection skills, culture, recreation, sport and arts. The trainees will be able to take steps to address distress and provide psychosocial support to children inside and outside class.

- Adopt, reproduce disseminate simple and easy to understand materials for psychosocial support and disaster risk reduction to 30 schools affected by emergencies.
 - Undertake girl's education campaign in emergency affected communities by linking up with other on-going national campaign strategies such as PAGE, UNICEF and other relevant locally structured campaigns. The media campaign strategy (organize radio talk-shows in Malakal in local Radio station) will be used. SSUDA will ensure that other cluster members are actively involved to reach out to emergency affected populations, including stranded returnees.
- SSUDA will support through training officials of Parent-Teacher Association and school management committee in the 30 schools to conduct schools and community mobilization. The PTAs and school management committees will increase the quality of community participation in education provision in emergency situations while promoting girls and children with physical disabilities.

iv) Cross Cutting Issues

Briefly describe how cross-cutting issues are taken into consideration (i.e. gender, environment, HIV/AIDS)

- SSUDA's policy on gender mainstreaming will be used to ensure that both boys and girls are given equal opportunity to access education services. Efforts will be made to ensure women are involved in all aspects of the project including teachers training. Reducing problem putting girls and women in vulnerable state and preventing them from participation will be given priority. SSUDA is also inquisitive with Human Resource policy that demands for not less than 30% of either gender as senior staff members.
- The areas targeted by this project have very poor environment management systems. In Malakal for instance, annual floods have been partially linked to environment degradation. Destruction of forest for wood fuel, construction of dwelling and cultivation is contributing a lot to desertification and poor distribution of rainfall. Sanitation and hygiene is very poor in most of these places. The project will encourage introduction of environment clubs as one of life-skill activities in schools.
- The government has recognized HIV/AIDS as one of the biggest threats to the country's achievement in all spheres. Upper Nile is one of the States with low awareness of HIV/AIDS, yet spread of the disease has been confirmed to be growing in the past years. In Upper Nile prevalence is reported to be at 2.1%. Youth and teachers are at high risk of contracting the disease and the situation is worse in emergencies. Integration of HIV/AIDS awareness and education is one of the priority matters for SSUDA.

v) Expected Result/s

Briefly describe (in no more than 300 words) the results you expect to have at the end of the CHF grant period.

The expected result of this project is increased access and retention of children and youth in school by ensuring that 12,000 boys and girls affected by emergencies in four counties of Malakal, Malakal, Maban and Renk in Upper Nile State continue with their learning within 3 weeks of the occurrence of emergencies. Specifically, the project will ensure that 30 temporary learning spaces established, 12,000 emergency affected children (M/F) attending temporary learning spaces (tents), 15 damaged learning spaces rehabilitated, 70 school in a box distributed to emergency affected children, youth, 70 recreational kits distributed to emergency affected children, 80 teachers (M/F) in emergency affected areas trained on life-skills and psychosocial support, 80% of trained teachers (MF) use training materials and apply psychosocial and lifesaving principles, 100% of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environment.

List below no more than five indicators you will use to measure the extent to which those results will have been achieved. At least three of the indicators should be out of the cluster defined Standard Output Indicators (annexed).

	Indicator	Target (indicate numbers or percentages)
1	No. of temporary learning spaces (TLS) established	30 Temporary Learning spaces
2	No. of emergency affected children and youth (both Male & female) attending temporary learning spaces;	12,000 youth and children (40% of which are female)
3	No. of emergency affected learning spaces damaged provided with gender latrines	15 learning spaces from 5 schools
4	No. of girls received hygiene kits and booklets	2,500 above 14 years of age girls
5	No. of school in a box distributed to emergency affected children, youth and teachers kits	70 school in a box

vi) Implementation Mechanism

Describe planned mechanisms for implementation of the project. Explain if it is implemented through implementing partners such as NGOs, government actors, or other outside contractors.

SSUDA will take overall responsibility of implementing the project and if necessary will time and again hire the services of consultants. The following will be direct personnel in charge of the project: -

Executive Director – will be responsible for overall implementation of the project including planning, programme management, providing leadership and link with UNOCHA and other stakeholders, administration and monitoring and evaluation. The programme director will provide 40% of his time in the project working primarily in and out of the offices in Malakal and Juba. The programme director will be assisted by a team of other SSUDA staff and technical personnel.

Programme Manager – is responsible for monitoring and evaluation and guiding and reporting technical team in reviewing and coordinating of the project activities to ensure timely implementation and completion. The programme manager will spend 40% of his time to the project and works from Malakal and Juba as well as occasionally travel to all project sites for meetings, monitoring and briefings with County administrators.

Finance Manager – will provide oversight and support in the management of finances. She is responsible for financial transactions, monitoring of the accounting procedures, schedule and support internal audits and financial reporting. S/he will spend 30% of her/his time on the project implementation.

Education Officer – a qualified education officer provides technical assistance on the implementation and monitoring of all aspect of project activities. She traverses the project target areas at intervals and supported by field staff. The education officer facilitates various training and other capacity building, supervises distribution of learning and teaching material and other activities as stipulated in the work plan. S/he spends 100% of her time for the project.

Programme Support – SSUDA will also engage other support staff to provide programme support services to the project such as accountant, cleaners, guards, procurement and logistics and other necessary services required to effectively implement the project.

Implementation Strategies:

Community Mobilization and collaboration: the project will strive to receive support and participation of local community by ensuring that the needs, positive values, beliefs and contribution is appreciated and acknowledged while allowing them to understand some cultural practices that are retrogressive and detrimental to the rights of children. SSUDA believes in “working with community but not work for them model”.

Networking and Collaboration: SSUDA is already and will continue to network and forge working relationship with existing structures and groups which include relevant government departments more importantly SMOE and respective County Education Directors, community-based groups, and other stakeholders in the Education cluster. This is to avoid conflict of interest, duplication of activities and also maximize limited resources by making sure they are used to the advantage of the overall objective of the project. The other object of networking is to share ideas and lessons learnt with the rest of other stakeholders for purposes of using the information to replicate the same in other needy areas and also use it to limit challenges that might have been experienced in similar projects.

Capacity building: Training workshops supported by this project will be conducted in a “peer education model” that employs adult education facilitation methodology that includes lectures, case studying, skits, role plays, team building among others. At the end of the workshop a general and individual plans of action will be developed to guide the skills acquired in each of the training workshop to implementation stages. Teachers will be encouraged to use child friendly learning methodologies to promote self-esteem.

vii) Monitoring Plan

Describe how you will monitor progress and achievements of the project.

SSUDA usually apply participatory approach in monitoring and Evaluation exercise. Sufficient sum of fund will be allocated to ensure effective monitoring and documentation of success stories, challenges and lessons learned during project implementation. The reports from monitoring exercise will form part of project reviews and scaling up should SSUDA decide to do so.

Monitoring will be conducted as an integral part of the project implementation and will include taking into consideration the project objectives, activities and outcomes. Monitoring will be conducted through periodic field visits, reflections, discussions and interviews with beneficiaries, SMCs/PTAs and State/County Education officials. Joint assessment will be encouraged both by donor and government officials to ensure that project contributes to the main government efforts and donors programme. SSUDA will adopt a general checklist to be used as monitoring tool. At the end of the project an evaluation will be undertaken to assess whether the project achieved its overall objectives and purpose.

Reporting of monitoring exercise will be done through monthly activity and progress reports. SSUDA will adopt report format developed by UNOCHA. The progress report submitted to UNOCHA will also contain financial reporting. If need be, the progress reports will be shared with cluster members and State Ministry of Education. SSUDA will promote the visibility UNOCHA's support of the project by ensuring that all the materials and equipment procured by the funds bears both donor and SSUDA's logo and a written statement “Supported by UNOCHA”. SSUDA will also acknowledge the contribution in all events and meetings supported by the same funds.

E. Committed funding

Please add details of committed funds for the project from other sources including in-kind supports in monetary terms.

Source/donor and date (month, year)	Amount (USD)
CHF (March, 2012)	\$452,111

SECTION III:

LOGFRAME			
CHF ref./CAP Code: SSD-12/E/46466/15049	Project title: Access to life-saving education in acute emergencies for girls and boys in Upper Nile State	Organisation: SSUDA	
Overall Objective: To increase access and retention of children in school by ensuring that and youth in conflict affected areas and stranded returnees learning in not interrupted during acute emergencies	Indicators of progress: <ul style="list-style-type: none"> No. of children and youth (M/F) accessed and retained in school during emergency 	How indicators will be measured: <ul style="list-style-type: none"> Joint Assessment reports Report from Ministry of Education/EMIS Reports from Cluster SSNLA Reports 	<ul style="list-style-type: none"> Good cooperation with the MoGEI, Negative attitude against girls education, More disasters
Specific Project Objective/s: 12,000 children and youth (M/F) and children with disabilities in 4 counties of Upper Nile State have access to quality life-saving education in acute emergencies	Indicators of progress: <ul style="list-style-type: none"> No. of children and youth (M/F) in conflict affected and stranded return areas accessed live-saving education during emergency 	How indicators will be measured: <ul style="list-style-type: none"> Joint Assessment reports Report from Ministry of Education/EMIS Reports from Cluster SSUDA monitoring and final report Reports from County Education Directors. 	Assumptions & risks: <ul style="list-style-type: none"> Good cooperation with the MoGEI, Negative attitude against girls education, More disasters occurring
Results - Outputs (tangible) and Outcomes (intangible): <ul style="list-style-type: none"> 30 Temporary Learning spaces established. 12,000 youth and children (40% of which are female) attending TLS. 15 damaged learning spaces from 5 schools rehabilitated. 2,500 above 14 years of age girls. 70 schools in a box distributed to emergency affected children and youth. 70 recreational kits distributed to emergency affected children 80 teachers (M/F) in emergency affected areas trained on life-skills and psychosocial support 80% of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles 100% of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environment 	Indicators of progress: <ul style="list-style-type: none"> No. of temporary learning spaces (TLS) established No. of emergency affected children and youth (M/F) attending temporary learning spaces No. of damaged emergency affected learning spaces rehabilitated and provided with gender friendly sanitary services No. of girls received hygiene kits and booklets No. of recreational kits distributed to emergency affected children, youth and teachers No. of school in a box distributed to emergency affected children, youth and teachers. No. of teacher (M/F) in emergency affected areas trained on life-skill and psychosocial support. % of trained teachers (M/F) who use training materials and apply psychosocial and life-saving principles in their teaching in emergency affected learning spaces. % of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environment. 	How indicators will be measured: <ul style="list-style-type: none"> Monitoring Report from SSUDA Data from Ministry and EMIS Field Visit and interviews Delivery note SSUDA progress and financial reports 	Assumptions & risks: <ul style="list-style-type: none"> Improved infrastructure Good cooperation with the MoGEI, Negative attitude against girls education, More disasters occurring Conducive weather Insecurity in some areas

<p>Activities:</p> <ul style="list-style-type: none"> • Conduct joint assessment in the affected area • Preposition and distribute pipeline supplies • Rehabilitate damaged learning space • Conduct Teacher training in life-skill and psychosocial • Distribute hygiene kits to girls over 14 years of age. • Develop, reproduce and disseminate IEC materials • Organise training for PTAs/SMCs • Monitoring of psychosocial and life-skill activities in schools through field visits. • Organise and participate in monthly cluster meetings. • Coordinate state-inter-cluster assessment and forums 	<p>Inputs:</p> <ul style="list-style-type: none"> • Training materials • Personnel (staff and consultant) • Transport • Communication equipment • Stationary • Hygiene kits • Pipeline supplies • ICE materials 	<ul style="list-style-type: none"> • SSUDA Monitoring and final reports • Reports from cluster (Upper Nile State) • Reports from Ministry of Education • Field Visits • Waybills/invoices/delivery notes • Workshop report with signed up list of participants 	<p>Assumptions, risks and pre-conditions:</p> <ul style="list-style-type: none"> • Improved infrastructure • Good cooperation with the MoGEI, • Negative attitude against girls education, • More disasters occurring • Conducive weather • Insecurity in some areas
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PROJECT WORK PLAN

This section must include a workplan with clear indication of the specific timeline for each main activity and sub-activity (if applicable).

The workplan must be outlined with reference to the quarters of the calendar year.

Activities	Q3/2012			Q4/2012			Q1/2013			Q2/2013			Q3/2013		
			Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Activity 1: Conduct joint assessment in the affected areas				X	X										
Activity 2: Preposition and distribute pipeline supplies				X	X	X	X								
Activity 3: Rehabilitate damaged learning space			X	X	X	X									
Activity 4: Conduct Teacher training in life-skill and psychosocial			X	X	X	X									
Activity 5: Develop, reproduce and disseminate IEC materials						X	X	X							
Activity 6: PTAs/SMCs Training workshop				X	X	X									
Activity 7: Monitoring of psychosocial and life-skill activities in school through field visit				X	X	X	X	X	X						
Activity 8: Organize and participate in cluster monthly meetings and activities			X	X	X	X	X	X	X						
Activity 9: Develop and dissemination report				X	X	X									
Activity 10: Coordinate inter-cluster assessment and forums			X	X		X	X		X						
Activity 11: Distribution of hygiene kits to girls above 14 years				X	X	X	X								

*: TIMELINE FOR EACH SPECIFIC ACTIVITY MUST BE MARKED WITH AN X AND SHADED GREY 15%