

South Sudan 2012 CHF Standard Allocation Project Proposal

Proposal for CHF funding against Consolidated Appeal
For further CHF information please visit <http://unesco.org/web/unesco/index.htm#page/unesco-homesite/en/index.html>
or contact the CHF Technical Secretariat at chf@unesco.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

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

Provide protective temporary learning spaces in emergencies

Supply emergency teaching and learning materials to ensure continuity of education

Deliver life-saving messages and psychosocial support to emergency affected children and youth

Cluster Geographic Priorities

Unity, Upper Nile, Jonglei, Warrap, Lakes, NBeG and WBeG States

Project details

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

Requesting Organization

UNESCO

Project CAP Code

SSD-12/E/51237/R/5103

CAP Project Title (please write exact name as in the CAP)

Delivering life-saving messages and psychosocial support to children and youth affected by emergencies

Project Location(s) (at 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)

Unity, Upper Nile, Jonglei, Warrap, Lakes, NBeG and WBeG States, Eastern Equatoria, Western Equatoria, Central Equatoria.

10% per State

Total Project Budget in South Sudan CAP

US\$ 300,000

Amount Requested from CHF

US\$ 300,000

Other Secured Funding

US\$ 300,000

Direct Beneficiaries (scaled appropriately to CHF request.)

Women:	1,100
Men:	2,200
Girls:	
Boys:	
Total:	3,300

Indirect Beneficiaries (scaled appropriately to the CHF)

150,000 girls
150,000 boys
Catchment Population (if applicable)
Parents and communities of children and youth, Line Ministry officials for education, social affairs and gender, health.

Implementing Partners (Indicate partners who will be sub-contracted if applicable and corresponding sub-grant amounts)

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CHF Project Duration (max. of 12 months, starting date will be Allocation approval date)

Indicate number of months: 6

Address of Country Office

Project Focal Person: Hannah Snowden
Email & Tel: h.snowden@unesco.org
e-mail country director: s.khaled@unesco.org
e-mail finance officer: ldra@unesco.org
Address: UNESCO Juba, UNDP Compound 1, Juba, South Sudan

Address of HQ

e-mail desk officer:
e-mail finance officer
Address: UNESCO HQ, 7, place de Fontenoy
F-75352 Paris 07 SP, France

A. Humanitarian Context Analysis

Briefly describe (in no more than 500 words) the current humanitarian situation in the specific locations where CTR 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 impact of austerity measures is felt throughout the country. The economic benefits of the recent decision to open oil flow will not take effect for some time and the fragile economy is expected to continue contributing to increased hardship for millions of citizens. Returnees from Kosti and elsewhere have settled in Central Equatoria, stretching already limited resources. Internally displaced people in Western Equatoria continue to live in IDP camps, in fear of returning to conflict prone pockets along the borders with Uganda and Central African Republic. Sexual violence has victimized both children and adults, particularly in Jonglei State and with returnee movement from neighboring States. Incidents of HIV/AIDS are expected to rise. Jonglei, Northern Bahr el Ghazal, Unity, Upper Nile and Warrap states have experienced severe flooding (Humanitarian bulletin, South Sudan, 27.08-2.09), affecting both communities and schools. There is a critical need for effective distribution of water, sanitation, sex education and health messages, particularly among young people who spread these messages in their communities. This project responds directly to this need by providing teaching and learning materials on HIV/AIDS, sanitation, malaria, sex education and communication skills.

177 conflict incidents with humanitarian consequences were recorded by humanitarian organisations from the start of 2012 until the end of June. 3,800 people in Western Bahr el Ghazal State were displaced by conflict in May (Humanitarian bulletin, South Sudan, 27.08-2.09) and border and cattle disputes continue to unsettle areas of Unity and Upper Nile States as well as Jonglei. With a population of 8.2 million, 72% of which are below the age of 30, prolonged conflict has left children and youth highly fragmented. Inter-communal violence has been led by youth deprived of opportunities, with detrimental effect to peace and stability. Issues such as rising bride prices lead young men to enlist in militias, join cattle raids, or seek wives from different ethnic groups or countries (Sommers, M and Schwartz S, (2011) Downy and Division: Youth and State Building in South Sudan). The need to provide youth with learning opportunities and peace-building skills in order to promote personally and economically beneficial alternatives to fighting, during and just after emergencies, is critical.

South Sudanese authorities continue making progress in addressing the issue of school occupation. However, the psychosocial impact on children and youth affected by the occupations is long-term. Rebuilding a sense of school as a safe place takes time and competent teachers who are trained in addressing their student's concerns and needs.

Teaching children and youth how to protect themselves from health risks and security threats can save the lives of them and their families and communities, with whom they share this information. The need for messages to promote girls education as well as gender-related health and security risks is specifically important in communities where water and sanitation services are poor and cultural practices such as early marriage prevent girls from completing school. Girls and boys and male and female youth recognize that they can have different and complementary roles in resolving conflicts with their communities and have asked for support in doing this. Providing this captive audience with the relevant skills also has a multiplier effect as both learners and teachers can be expected to communicate and share their skills with family members and the community, thereby helping to reinforce peace building messages and the efforts of civil society and government bodies to stem the violence. In addition to these specific needs for life-saving messages and psychosocial support, is the need to equip teachers with training, materials and knowledge with which to cope with increased class sizes in locations where the influx of returnees is significant.

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

The rising insecurity in multiple locations has resulted in an increased need for teachers to support their students and to respond to their questions and fears. Teacher trainers and teachers affected by emergencies in South Sudan consistently prioritize the need for training in the areas of life-saving messages and psychosocial support. Girls and young women in South Sudan have no or limited opportunities to learn and talk about their health, sanitation, cultural expectations related to their gender and specific protection issues and needs. Youth, male and female have almost no access to reliable sex education, information on HIV/AIDS and STIs. Providing teachers with the tools to engage with topics which can be deemed sensitive is critical in ensuring that girls and women are empowered with the information they need to protect themselves in emergencies and avoid life threatening health risks. Working together with other relevant clusters will be a crucial component of ensuring that the materials produced accurately respond to the needs of the young people.

Whilst UNESCO has been working on an initial set of teaching and learning materials, the need for a more developed teaching and learning package has been emphasized by teachers, children and youth. The materials will be shared with all Cluster partners and partners intending to work in this area will be trained on delivery of the materials. The project directly addresses two of the three cluster priorities:

- Supply emergency teaching and learning materials to ensure continuity of education
- Deliver life-saving messages and psychosocial support to emergency affected children and youth

In order to supply adequate materials to affected populations, it is critical that these comprise priority topics and are widely distributed. The design, development and printing of the materials on life-saving messages and psychosocial support, will build on the modules already produced. Specifically these will relate to messages on protection, water and sanitation, HIV/AIDS, nutrition, environment, health of both boys and girls, and material on peace building and conflict resolution skills, which have been prioritized by teachers, youth and children in conflict-affected areas. The topics comprise life-saving messages necessary for children and youth to survive in emergency situations. The training of 300 teacher trainers in all States will comprise roll-out plans to ensure that trainers are prepared to deliver their own trainings. The training of 3000 teachers in all States on life-saving messages, psychosocial support and peace building messages and methodologies will provide a solid foundation for children and youth affected by emergencies to have access to life-saving messages and psychosocial support.

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 standard/safestandards to national and/or global standards.

UNESCO has worked on developing Life Skills and Peace Education packages in numerous contexts, including Liberia and Democratic Republic of Congo. The Organisation's strategy on providing Psychosocial Support in Emergencies, leads its approach to this critical area and adheres to the IASC Guidelines on Mental Health and Psychosocial Support in Emergency Settings. As an active member of the Education Cluster in South Sudan, UNESCO has worked closely with partners to develop the first round of materials on Life Skills and Psychosocial Support, forming a reference group for the project and drawing on in-country expertise. Members of the health, protection and WASH Clusters will continue to contribute to the respective modules. As part of this, UNESCO is committed to promoting and training on South Sudan's Teacher Code of Conduct and the INEE Minimum Standards for South Sudan. UNESCO Juba is therefore well-placed to design further priority modules and manage the production and distribution of these to emergency-affected areas.

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

As stated above, the project directly addresses two of the three cluster priorities:

- Supply emergency teaching and learning materials to ensure continuity of education
- Deliver life-saving messages and psychosocial support to emergency affected children and youth

In order to supply adequate materials to affected populations, it is critical that these comprise priority topics and are widely distributed. The design, development and printing of the materials on life-saving messages and psychosocial support, will build on the modules already produced. Specifically these will relate to messages on protection, water and sanitation, HIV/AIDS, nutrition, environment; health of both boys and girls; and material on peace building and conflict resolution skills, which have been prioritized by teachers, youth and children in conflict-affected areas. The topics comprise life-saving messages necessary for children and youth to survive in emergency situations. The training of 300 teacher trainers in all States will comprise roll-out plans to ensure that trainers are prepared to deliver their own trainings. The training of 3000 teachers in all States on life-saving messages, psychosocial support and peace building messages and methodologies will provide a solid foundation for children and youth affected by emergencies to have access to life-saving messages and psychosocial support.

ii) Objective

State the objectives of the project. Objectives should be specific, measurable, achievable, relevant and time-bound (SMART)

To train trainers and teachers to deliver life-saving messages and psychosocial support to children and youth affected by 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.

- 1) Design, develop and print material on life-saving messages and psychosocial support, building on modules already produced. Specifically these will relate to messages on protection, water and sanitation, HIV/AIDS, nutrition, environment, health of both boys and girls; and material on peace building and conflict resolution skills.
- 2) Train 300 teacher trainers (including 100 females) in all States on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings.
- 3) Train 3000 teachers (including 1000 females) in all States on life-saving messages, psychosocial support and peace building messages and methodologies.
- 4) Develop a monitoring and evaluation and peer-to-peer mentoring plan for teacher trainers and teachers trained in these methodologies to ensure that 300000 (including 100000 females) children and youth receive teaching on these modules. Trainers will receive training on this monitoring and evaluation plan as well as on peer-to-peer monitoring.

iv). Cross Cutting Issues

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

Gender: The project will ensure that 100 female trainers and 1000 teachers are trained on life-saving messages, psychosocial support and peace-building messages and methodologies. 100,000 female children and youth will receive teaching on the modules. The modules will specifically address issues of girls' protection, sanitation and health risks.
HIV/AIDS and disability: Modules will include the promotion of inclusive education and access of disabled young people to learning opportunities during emergencies. Modules will also include life-saving, protective teachings on HIV/AIDS, trachoma, malaria, water-borne diseases and other health risks.

v) Expected Results

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

- 1.) A comprehensive, visual and easy-to-use teaching and learning package on life-saving messages and psychosocial support.
- 2) 300 teacher trainers trained (including 100 females), in life-saving messages, psychosocial support and peace-building skills and methodologies;
- 3) 3000 teachers trained (including 1000 females) in all States on life-saving messages, psychosocial support and peace-building messages and methodologies.
- 4) Teachers and teacher trainers are supported, monitored and evaluated, including by their peers, to ensure that 300,000 children and youth (including 100000 females) are receiving teaching on the modules.

List below no more than five indicators you will use to measure the extent to which these 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 Teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	3000 teachers
2 Trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	2,400 teachers
3 Children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	300,000 children and youth

v) 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.

The project will be implemented directly by UNESCO, with technical support from Education Cluster partners through the reference group previously formed. UNESCO will deliver the work through the recruitment of the following consultants:

Project manager: On a 50% basis, the project manager will oversee all aspects of the project, including supervision of the work of the two consultants.

Teacher training consultant: On a full-time basis over the 6-month project duration, the teacher trainer consultant will review existing materials and write the material for 5-7 new modules. The consultant will consolidate the two sets of materials into one tool kit. The consultant will conduct trainings in the 3 State hubs.

Communications for Development Consultant: On a full-time basis over the 6 month project duration, the consultant will review existing materials and messaging used and will design 5-7 new modules. The consultant will assist with conducting trainings in 3 State cluster hubs.

The design and printing of the materials will be contracted to companies used in the previous phase of the project. The tool kit will comprise of (i) a training of trainers manual, (ii) a teacher guidance manual (iii) a visual flip book, (iv) a set of posters, 1,000 tool kits (approximately 100 per State) will be printed and distributed. Once the material package is ready, it is expected that cluster partners will use it beyond the scope of this project to implement their own life skills and psychosocial support trainings.

vi) Monitoring Plan

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

Monitoring will be done throughout each project activity. Teacher trainers will monitor and evaluate each other's training of the modules by observing their sessions and feeding back, to each other and to UNESCO (through assessment forms). This will monitor the use of the tools as well as progress teachers' are making.

The final package of teaching materials will include a teachers' guidance manual, comprising monitoring forms for the lessons and the students' progress. This will monitor both progress of students' learning as well as teachers' understanding of the materials. The distribution of printed materials will be done throughout the teacher training roll-out and monitored accordingly.

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)



SECTION III:

LOGFRAME			
CHRef./CAPCode: SSD-12/E/51237/R/5103	Project title: Delivering life-saving messages and psychosocial support to children and youth affected by emergencies	Organisation: UNESCO	
Overall Objective: <ul style="list-style-type: none"> To increase the survival and coping skills of children and youth in emergencies. 	Indicators of progress: <i>What are the key indicators related to the overall objective?</i> <ul style="list-style-type: none"> # children and youth who have received lessons on life skills and psychosocial support in emergencies 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ul style="list-style-type: none"> Collation of monitoring forms within the teacher guidance manuals. 	
Specific Project Objectives: <i>What are the specific objectives, which the project shall achieve? These relate to the immediate effect of the intervention measured at the end of the project.</i> <ul style="list-style-type: none"> To train trainers and teachers to deliver life-saving messages and psychosocial support to children and youth affected by emergencies 	Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i> <ul style="list-style-type: none"> # teacher trainers trained to deliver teaching and learning materials # children and youth who have received lessons on life skills and psychosocial support in emergencies 	How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i> <ul style="list-style-type: none"> Training of trainer workshop participant lists Collation of monitoring forms within the teacher guidance manuals. 	Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i> <ul style="list-style-type: none"> Relies on teacher trainer and teacher motivation to participate in and follow-up on trainings <p>Roll-out relies on trainers following through on roll-out plan designed in the training workshop and disseminating materials accordingly</p>
Results - Outputs (tangible) and Outcomes (intangible): <ul style="list-style-type: none"> Please provide the list of concrete DELIVERABLES - outputs/outcomes, leading to the specific objective/s: 1,000 tool kits comprising training of trainers manual; teacher guidance manual; flip book; posters 300 teacher trainers trained (including 100 females), in life-saving messages, psychosocial support and peace-building skills and methodologies; 3000 teachers trained (including 1000 females) in all States on life-saving messages, psychosocial support and peace-building messages and methodologies; 300,000 children and youth receive lessons on life skills and psychosocial support in emergencies; 	Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i> <ul style="list-style-type: none"> # tool kits printed # teacher trainers trained to deliver teaching and learning materials # teachers trained to deliver teaching and learning materials # children and youth who have received lessons on teaching and training materials # teachers reporting improved understanding of life skills and psychosocial support issues covered. 	How indicators will be measured: <i>What are the sources of information on these indicators?</i> <ul style="list-style-type: none"> The finalized tool kit <p>Training of trainer workshop participant lists</p> <p>Collation of monitoring forms within the teacher guidance manuals.</p> <ul style="list-style-type: none"> Collation of monitoring forms within the teacher guidance manuals. <p>Feedback from informal monitoring and peer-to peer support groups, carried out by teacher trainers and fed back to UNESCO Juba</p>	Assumptions & risks: <i>What external factors and conditions must be realized to obtain the expected outcomes and results on schedule?</i> <ul style="list-style-type: none"> Funding received on time Trainers and teachers deliver and roll-out materials as planned Designers, printers etc keep to their committed deadlines Venues able to cater for training of trainer workshops

<ul style="list-style-type: none"> Teachers and teacher trainers are supported, monitored and evaluated, including by their peers, to ensure that 300,000 children and youth (including 100,000 females) are receiving teaching on the modules. 			
<p>Activities: <i>What are the key activities to be carried out and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> 1. Design, develop and print material on life-saving messages and psychosocial support, building on modules already produced. Specifically these should relate to messages on nutrition; environment; health of both boys and girls; and material on peace building and conflict resolution skills. 2. Develop a monitoring and evaluation and peer-to-peer mentoring plan for teacher trainers and teachers trained in these methodologies to ensure that 300,000 (including 100,000 females) children and youth are receiving lessons on these modules. Trainers will receive training on this monitoring and evaluation plan as well as on peer-to-peer monitoring 3. Train 300 teacher trainers (including 100 females) in all States on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings. 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff, time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> 1 P4 teacher training Specialist Consultant - Juba - 100% 6 months 1 P3 Communications for Development Specialist - Juba - 100% 4 months 1 P3 Project Manager Consultant - Juba - 50% - 6 months Existing set of pilot materials for reference, revision and elaboration. 		<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> Receipt of funds Adequately secure conditions and political stability for staff to work in South Sudan and travel to States for Training of Trainer Workshops.



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 Design, develop and print material on life-saving messages and psychosocial support, building on modules already produced. Specifically these should relate to messages on nutrition; environment; health of both boys and girls; and material on peace building and conflict resolution skills.			x	x	x	x									
Activity 2 Develop a monitoring and evaluation and peer-to-peer mentoring plan for teacher trainers and teachers trained in these methodologies to ensure that 300000 (including 100000 females) children and youth are receiving lessons on these modules. Trainers will receive training on this monitoring and evaluation plan as well as on peer-to-peer monitoring					x	x									
Activity 3 Train 300 teacher trainers (including 100 females) in all States on life-saving messages, psychosocial support and peace building messages and methodologies. These teacher trainers will receive materials and training to ensure they are prepared to plan and roll-out their own trainings.							x	x							

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

Total Estimated Budget USD

300,000

Items Description (insert more budget line rows as needed)	Cost Type	Unit of measurement	Quantity	Unit Cost	Total Cost (USD)	Other secured funding
	D or I					
1 SUPPLIES/COMMODITIES/EQUIPMENT/TRANSPORT (please itemize expendable operational inputs including asset purchases)						
1.1 1,000 tool kits comprising training of trainers manual, teacher guidance manual, flip book, posters - to be covered by external funding (UNICEF)	D				0	In kind
Sub-total SUPPLIES, COMMODITIES...					0	
2 PERSONNEL (provide detailed information on responsibility/title, post location and the percentage dedicated to the CHF project)						
2.1 1 PA teacher training Specialist Consultant - Juba - 100% 6 months (includes DSA monthly lump sum of USD 2000)	D	months	6	11,000	66,000	
2.2 1 P3 Communications for Development Specialist - Juba - 100% 4 months (includes DSA monthly lump sum of USD2000)	D	months	6	9,000	54,000	
2.3 1 P3 Project Manager Consultant - Juba - 50% - 6 months (includes DSA monthly lump sum of USD 2000)	D	months	3	9,000	27,000	
Sub-total PERSONNEL COSTS					147,000	
3 STAFF TRAVEL (flights, DSA, Per diem, Terminalia - Provide detailed description of staff members title, post location...)					0	
Sub-total STAFF TRAVEL					0	
4 TRAININGS, WORKSHOPS, SEMINARS, CAMPAIGNS - (Describe type of training, number of participants, location, duration)						
4.1 Three 5-day Training of Trainers workshops in three State hubs (Wau, Malakal, Juba); 35 participants per workshop; Includes flight and DSA costs for training of trainer participants	D	workshops	3.0	44,456	133,374	
Sub-total TRAINING, WORKSHOPS...					133,374	
5 CONTRACTS (Specialized services for the project provided by outside contractors or partners/NGOs)					0	
Sub-total CONTRACTS					0	
6 VEHICLE OPERATING & MAINTENANCE COSTS (provide detailed information on item/activity, location)					0	
Sub-total VEHICLE OPERATING & MAINTENANCE COSTS					0	
7 OFFICE EQUIPMENT & COMMUNICATIONS (provide detailed information on item/activity, location)					0	
Sub-total OFFICE EQUIP. & COMMUNICATIONS					0	
8 OTHER COSTS (e.g. bank charges) - provide itemized description of costs.					0	
Sub-total OTHER COSTS					280,374	
(A) SUBTOTAL Project Costs					280,374	
(B) Programme Support costs Not to exceed 7% of Project requirements(A)	I	% PSC ratio>>		7%	19,626	
(C) AUDIT COSTS for NGO implemented projects NOT LESS THAN 1% of the Project Costs(A) and PSC(B)						
GRAND TOTAL (A+B+C)					300,000	

