

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. 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. Partners should also fill and submit to cluster coordinator/ co-coordinator the CHF Allocation Matrix (Excel template).

SECTION I:

CAP Cluster	Education
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CHF Cluster Priorities for 2012 First 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 Activities
<ol style="list-style-type: none"> 1. Provide protective temporary learning spaces in emergencies 2. Supply emergency teaching and learning materials to ensure continuity of education 3. Deliver life-saving messages and psychosocial support to emergency affected children and youth 	Upper Nile, Unity, Warrap, Jonglei, Lakes

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)
PEACE CORPS ORGANIZATION-SOUTH SUDAN	Warrap State <ul style="list-style-type: none"> • Tonj South • Tonj North • Gogrial West
Project CAP Code	WARRAP: 100%
SSD-12/ E/ 46079	
CAP Project Title	
Emergency Life Saving Education Project for Stranded Returnees, IDPs and Refugees in Warrap and Western Bahr El Gazal states of South Sudan	

Total Project Budget in South Sudan CAP	Amount Requested from CHF	Other Resource Secured
US\$ 916,000	US\$ 293,020	US\$ 0

Total Direct Beneficiaries	Total Indirect Beneficiary
Women: 100 including those with disabilities	2,000 men, 4,000 women; stranded returnees, IDPs, most vulnerable host communities, including those with disabilities.
Men: 50 including those with disabilities	Catchment Population (if applicable)
Girls: 2000 below 18 year of age including those with disabilities	
Boys: 1,600 below 18 years of age including those with disabilities	

Implementing Partners (Indicate partners who will be sub-contracted if applicable and corresponding sub-grant amounts)	Project Duration (max. of 12 months, starting from allocation date)
N/A	Start Date (mm/dd/yy): 03/18/2012 End Date (mm/dd/yy): 03/17/2013

Address of Country Office	Address of HQ
Project Focal Person; Kennedy Onguny Email & Tel: peacecorpssudan@gmail.com +211999240054 and +211911102877 E-mail; country director: peacecorpssudan@gmail.com . E-mail; finance officer: peacecorpssudan@gmail.com . Address: HAI KOSTI Area(Behind University of WBeG) Wau City, Western Bahr El Gazal State, REPUBLIC OF SOUTH SUDAN	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

As is the case with other agencies working in education, PCO-SS is working in a context where the general educational needs are extremely high; whilst progress has been made since 2005, the education system in the country is still relatively weak, with net enrolment for primary school standing at 44.4% (37.1% girls and 50.8% boys) and net enrolment for secondary school at 1.6% (1.3% girls and 1.8% boys).² Analysis shows the hugely detrimental impact emergencies on a system that is already stretched. For example according to displacement figures from the OCHA report of December 2011, 33,025 boys and girls were displaced from their homes and fled into Warrab State following the invasion of Abyei by SAF in May 2011, this is expected to worsen in 2012 due to other unresolved issues e.g. border demarcation, debt sharing, citizenship etc. For example the government of Sudan has decreed that after 8th April 2012 all Southerners (estimated by IOM at 700,000) will be declared as foreigners a situation that is likely to cause panic returns thereby not only displacing thousands of children from schools in the north but also causing psychological stress. Being close to the border with the North, Warrab state is already overstretched by thousands of people fleeing the ongoing conflict in Abyei and South Kordofan. The impact of this influx is likely to be especially severe for children in the state considering that the children per class ratio of 127, pupil per qualified teacher ratio of 129³ and with the percentage of children without access to safe Water and sanitation facilities being 55.9 and 69% respectively, this situation is clearly unbearable for boys, girls and even more dire for those with disabilities.

Considering the fact that the rainy season is only one and a half months away and with it seasonal flooding expected in many parts of the state, boys, girls, women and men from the IDPs, stranded returnees, and most vulnerable host community families are likely to find it especially difficult to cope without external support. In order to cope they may resort to sending children particularly, girls to fetch firewood/grass for sale or boys to make charcoal or cut poles for sale, actions that not only destroy the environment but also predispose them to possible sex attacks, intra-ethnic conflict among other risks, hence the need for life skills education.

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

- Considering the fast approaching rainy season and the end of school holiday; affected children are likely to miss out an entire learning year or more if urgent remedial actions are not taken, particularly with regard to construction of temporary learning spaces to cater for boys and girls from stranded returnees, and IDPs displaced by conflict or host communities affected by possible, flooding; Tonj North, Tonj South and Gogrial West have a pupil per classroom ratio of 196.5, 127.5 and 131.1 respectively; temporary learning spaces would therefore be a key priority.
- Temporary learning spaces for emergency affected children must be equipped with emergency teaching and learning materials. As with learning spaces, even in non-emergency contexts in South Sudan, access to teaching and learning materials across the country is poor; in addition providing safe space for children and youth affected by acute emergencies is only possible if teachers, PTAs are trained to be able to support learners and provide lifesaving information and emergency relevant life-skills and psychosocial support. Considering that many displaced persons and stranded returnees are adolescents, may be tempted into risky sexual behavior thereby exposing them to STIs such as HIV/AIDS.
- Boys and girls from the IDP camps and stranded returnees are also facing a myriad of protection related issues especially girls who have to fetch firewood and water in unfamiliar environments face the risk of sex attacks or forced marriages; Boys take care of cattle thereby risking fighting with other boys from the host community, due to crop damage by animals; this underscores the need for safe protected learning spaces where they can interact with their peers and learn life skills; these spaces also provide an opportunity for lost children to be reunified with their parents.
- WASH in schools is a key component of a protective learning environment and has been identified as an urgent need across the country, with analysis undertaken jointly by the WASH and Education Clusters finding that several counties most affected by instability and returnees report the worst indicators in terms of percentage of children in school without access to water and latrines.⁴ For example according to EMIS report 2010 in Tonj North, 98% of the learners have no access to safe water while 60% have no access to sanitation facilities; expected to grow worse with influx of stranded returnees, and IDPs
- PCO-SS is an active participant in EIE cluster and the NGO state focal point for WBeG; in addition the organization has implemented WASH projects at IDP locations in Jur River county, has partnered with SCISS to implement an integrated education project that includes schools rehabilitation, training of teachers, PTA schools including the provision of WASH facilities; we have therefore developed a team of experienced staff and technical expertise with capacity to implement this action in Warrab state; being a national NGO we will also provide considerable value for money considering our low overheads.

C. Project Description (For CHF Component only)

i) Purpose of the grant

Briefly describe how CHF funding will be used to support core humanitarian activities

The purpose of the this project is to ensure that by 18th March 2013; 2,000 girls and 1,600 boys as well as 50 men, 100 women

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.

² *Education Statistics for Southern Sudan: National Statistical Booklet 2010* (Government of Southern Sudan, 2011), p. 40 and p. 63.

³ Education Cluster data Matrix, derived from EMIS 2010.

⁴ Education Cluster Vulnerability Index, Indicators 10 and 11, derived from EMIS 2010 data.

(including those with disabilities) amongst stranded returnees, and IDPs living in Warrab State, who have been affected by the ongoing conflict in Abyei and South Kordofan as well as most vulnerable host communities affected by possible seasonal flooding; have access to quality life-saving education.

ii) Objective

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

The specific objectives for the project are:

1. Provide 24 protective temporary learning spaces including water and sanitation facilities in safe areas (INEE Access and Learning Standards 1, 2 and 3), that take into account the special needs of boys, girls, men and women with disabilities.
2. Through a UNICEF supported PCA complement this project by Supplying assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (INEE Teaching and Learning Standard 3) for 1600 boys and 2000 girls including those with disabilities.
3. Deliver life-saving messages and psychosocial support related to conflict and or floods to the affected 1,600 boys and 200 girls, 40 PTAs, as well as 50 men and 100 women.

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.

- Establish or rehabilitate 24 safe and protective learning spaces for 1,600 boys and 2000 girls in Tonj North, South and Gogrial West; these will be carried out using locally available materials and in order to facilitate peaceful coexistence, these materials would be procured from the host community and; men and women from the stranded returnees, IDPs invited to participate in Cash For Work to construct the learning spaces; special consideration will also be given to those with disabilities; thereby facilitating the realization of INEE standard 1 on Access and Learning Environment in a non-discriminatory manner.
- Provide equal learning opportunities for conflict/floods affected boys and girls in the three counties- efforts will be made to negotiate with existing 15 schools that are close to the returnee or IDP locations to take additional pupils.
- Construction in each of the learning spaces of; safe water sources and separate sanitation facilities for boys and girls, men and women taking special consideration for those with disabilities in the two States.
- Distribution of essential teaching and learning materials that include 24 chalk boards, 24 school in a box kits, 48 recreation kits as well as other IEC materials on safety and child protection issues to emergency affected schools and communities thereby facilitating instruction and learning processes that are learner centred, participatory and inclusive hence realize INEE Standard 3-Teaching and Learning.
- Conduct rapid training or orientation of 50 teachers(30 male, 20 female) PTAs and local leaders(50 men, 50 women) in emergency-related life skills and psychosocial support; where practicable, the teachers will be recruited amongst the emergency affected communities; thereby ensuring that the teachers and other education personnel receive periodic, relevant and structured according to psychosocial needs, rights and development of learners(INEE standard 2 –Teaching and Learning)
- 50 Trained teachers(30 men, 20 female) PTA and local leaders(50 men, 50 female) facilitated to implement the training (emergency related life skills and psychosocial support) when conflict and or flooding occurs

iv). Cross Cutting Issues

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

PCO currently implementing an HIV/AIDS awareness project in WBeG state; staff from this project will therefore be periodically deployed to support HIV/AIDS mainstreaming in all programme activities planned for this project in the neighbouring Warrab state; all the community committees formed round the education facilities will act as forums for disseminating relevant information, Communication and Education (IEC) materials as well as discussing key information, and all staff will be sensitized on key aspects of HIV/AIDS pandemic.

For CFW activities, PCO will prioritize female headed households, who are comparatively more vulnerable and presently make up the majority of the displaced and stranded returnee families. Culturally, women bear the burden of accessing food for their families and managing children related issues at household level. PCO, through this proposed project, will reduce the workload amongst women and girls thus contributing to their level of participation, access and control of household incomes and decision making in other productive activities

PCO in partnership with SCiSS (through the Dutch Consortium for Rehabilitation-DCR) is also implementing an integrated education, community governance and food security and livelihoods project in neighbouring Jur river county. The project will form the ideal forum for PCO staff from this project to discuss and implement initiatives that contribute to better water resource management, soil conservation and general environmental conservation technologies, without additional cost

v) Expected Result/s

List below the results you expect to have at the end of the CHF grant period, and provide 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.

- 70 % of school-aged emergency affected children and youth i.e. 1,400 Girls and 1,120 Boys including those with disabilities; from the stranded returnees, IDPs and families using the safe and protected learning spaces.
- 100 % of required i.e. 24 temporary, safe and protected learning spaces available to emergency affected boys and girls in the targeted locations, needs of disabled persons taken into consideration in the design of the spaces. WASH facilities included in the design and separate sanitation facilities constructed for boys and girls, male and female teachers.
- 75% of Boys and Girls reporting feeling safe and protected in conflict/floods affected learning environments in the two States
- 50 teachers; 30 male and 20 female in affected areas trained on life skills(including helping boys and girls with disabilities) and psychosocial support
- 40(80%) of trained teachers; 24 male and 16 female and PTA members/local leaders(40 male, 40 female) using training materials and apply psychosocial and lifesaving principles in their teaching in the emergency affected learning spaces and amongst the communities.

- 75% of the targeted boys, girls, women and men are aware about the basics of natural resource management; the ABCs of HIV/AIDS transmission, prevention and control.

	Indicator	Target (indicate numbers or percentages)
1	Number of temporary learning spaces established	24 TLS constructed, one space for every 150 learners(80 Girls, -70 boys including those with disabilities)
2	Number of emergency affected learning spaces provided with gender segregated latrines	24Units, separate ones for boys, girls; men and women; design takes in account the needs of those with disabilities.
3	Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support	30 male, 20 female teachers and; 50 men, 50 female PTA members; able to impart life skills training and offer psychosocial support to conflict/floods affected, boys, girls, men and women including those with disabilities amongst their respective communities.
4	% of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces	70% of the learners(both boys and girls) express ability to cope with prevailing emergency situation, with limited stress
5	Percentage of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	80% of the targeted girls and boys express positive response to safety and protection within the temporary learning spaces.

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.

In order to ensure effective implementation of this project, PCO-South Sudan will as an entry point hold a meeting with the community leaders, local authorities including the ministry of Education, Water officials; Education and WASH cluster leads and PTA members from schools in the targeted areas. The purpose of the meeting would be to introduce the project, discuss and agree on roles and responsibilities of each of these stakeholders, develop beneficiary selection criteria and agree on an implementation as well as coordination modalities.

Thereafter PCO-South Sudan will hold general community meetings in each of the targeted areas introduce the project, explain the agreed roles and responsibilities, selection criteria for targeting beneficiaries, TLS locations and describe the proposed implementation plan/schedule of the project. During these general meetings, the communities will be sensitized to form implementation committees in locations with existing schools or planned TLS facilities; to ensure gender equity, women will comprise 50% of these committees. The committees will be responsible for community mobilization for CFW activities as well as procurement of the local construction materials from their respective localities.

Whilst these mobilization and sensitization activities are on ongoing at community level, our programme support teams will procure the necessary inputs and put in place all the logistics needed to quickly deliver the project. Schools and their respective teachers and PTAs will be specifically targeted for life skills and psychosocial support training including HIV/AIDS awareness and sustainable natural resource management

vii) Monitoring Plan

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

Monitoring and Evaluation: PCO South Sudan will develop a comprehensive log frame to track the impact indicators as well as formats and tools that will be used to invite feedback from the Teachers, PTA, pupils, local leaders and general community members; PCO-SS will also send in narrative and financial reports to UNDP as mutually agreed; a consultant will be invited to carry out a real time and end of project evaluation; PCO-SS will liaise with UNDP to undertake an audit as needed.

E. Committed funding

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

Source/donor and date (month, year)	Amount (USD)

SECTION III:

LOGFRAME			
CHF ref. Code: <u>SSD-12/E/46079/13010</u>	Project title: Emergency Life Saving Education Project for Stranded Returnees and IDPs in Warrap state of South Sudan	Organisation: PEACE CORPS ORGANIZATION(PCO) SOUTH SUDAN	
<p>Overall Objective: <i>What is the overall broader objective, to which the project will contribute? Describe the expected long-term change.</i> The overall objective of the this project is to ensure that by 18th March 2013; 2,000 girls and 1,600 boys as well as 50 men, 100 women (including those with disabilities) amongst stranded returnees, and IDPs living in Warrab State, who have been affected by the ongoing conflict in Abyei and South Kordofan as well as most vulnerable host communities affected by possible seasonal flooding; have access to quality life-saving education through improved access to safe, protected TLS equipped with WASH facilities, teaching and learning materials and psychosocial support as well as life skills training.</p>	<p>Indicators of progress: <i>What are the key indicators related to the overall objective?</i></p> <ul style="list-style-type: none"> • Number of temporary learning spaces established • Number of emergency affected learning spaces provided with gender segregated latrines • Number of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support • % of trained teachers (M/F) who use training materials and apply psychosocial and lifesaving principles in their teaching in emergency affected learning spaces • Percentage of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Real Time Evaluation Report • End of project Evaluation Report • Quarterly progress Reports • Pictures • Community Feedback(from girls, boys, men and women including those with disabilities) • Field Visits 	
<p>Specific Project Objective/s: <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></p> <p>The specific objectives for the project are:</p> <ol style="list-style-type: none"> 1. Provide 24 protective temporary learning spaces including water and sanitation facilities in safe areas (INEE Access and Learning Standards 1, 2 and 3), that take into account the special needs of boys, girls, men and women with disabilities. 2. Through a UNICEF supported PCA 	<p>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></p> <ul style="list-style-type: none"> • 24 TLS constructed, one space for every 150 learners(80 Girls, -70 boys including those with disabilities • 24 latrine Units Constructed, separate ones for boys, girls; men and women; design takes in account the needs of those with disabilities • 30 male, 20 female teachers and; 50 men, 50 female PTA members; able to impart life skills training and offer 	<p>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></p> <ul style="list-style-type: none"> • Real Time Evaluation Report • End of project Evaluation Report • Quarterly progress Reports • Pictures • Community Feedback(from girls, boys, men and women including those with disabilities) • Field Visits 	<p>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></p> <ul style="list-style-type: none"> • Absence of heightened conflict in the targeted project locations. • Communities willingness to send children, particularly girls to the protected, safe TLS • Targeted project locations accessible

<p>complement this project by Supplying assorted emergency teaching and learning materials to ensure continuity of quality and relevant education (INEE Teaching and Learning Standard 3) for 1600 boys and 2000 girls including those with disabilities.</p> <p>3. Deliver life-saving messages and psychosocial support related to conflict and or floods to the affected 1,600 boys and 200 girls, 40 PTAs, as well as 50 men and 100 women</p>	<p>psychosocial support to conflict/floods affected, boys, girls, men and women including those with disabilities amongst their respective communities</p> <ul style="list-style-type: none"> • 70% of the learners(both boys and girls) express ability to cope with prevailing emergency situation, with limited stress • 80% of the targeted girls and boys express positive response to safety and protection within the temporary learning spaces. 		
<p>Results - Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Work packages), leading to the specific objective/s: • 70 % of school-aged emergency affected children and youth i.e. 1,400 Girls and 1,120 Boys including those with disabilities; from the stranded returnees, IDPs and families using the safe and protected learning spaces. • 100 % of required i.e. 24 temporary, safe and protected learning spaces available to emergency affected boys and girls in the targeted locations, needs of disabled persons taken into consideration in the design of the spaces. WASH facilities included in the design and separate sanitation facilities constructed for boys and girls, male and female teachers. • 75% of Boys and Girls reporting feeling safe and protected in conflict/floods affected learning environments in the two States • 50 teachers; 30 male and 20 female in affected areas trained on life skills(including helping boys and girls with disabilities) and psychosocial 	<p>Indicators of progress: <i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> • Signed contracts with contractors undertaking the construction of the TLS and WASH facilities • Teachers and pupils using teaching and learning materials. • Trainers providing psychosocial support and life skills education to teachers, PTA and community leaders 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Real Time Evaluation Report • End of project Evaluation Report • Quarterly progress Reports • Pictures • Community Feedback(from girls, boys, men and women including those with disabilities) • Field Visits • Attendance list at safe protected TLS • Participant lists of the TOT • Distribution list of the teaching and learning materials • Training reports for TOT, HIV/AIDS awareness workshops 	<p>Assumptions & risks: <i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> • Absence of heightened conflict in the targeted project locations. • Communities willingness to send children, particularly girls to the protected, safe TLS • Targeted project locations accessible

<p>support</p> <ul style="list-style-type: none"> • 40(80%) of trained teachers; 24 male and 16 female and PTA members/local leaders (40 male, 40 female) using training materials and apply psychosocial and lifesaving principles in their teaching in the emergency affected learning spaces and amongst the communities. • 75% of the targeted boys, girls, women and men are aware about the basics of natural resource management; the ABCs of HIV/AIDS transmission, prevention and control 			
<p>Activities: <i>What are the key activities to be carried out (grouped in Work packages) and in what sequence in order to produce the expected results?</i></p> <ol style="list-style-type: none"> 1. Establishment or rehabilitation of 24 safe and protective learning spaces for 1,600 boys and 2000 girls in Tonj North, South and Gogrial West. 2. Construction and rehabilitation of 24 blocks of sanitation facilities, with hand washing units(separate ones for boys, girls, men and women 3. Development or rehabilitation of water supply facilities. 4. Distribution of Teaching and learning materials 5. TOT and refresher workshop for teachers- psychosocial support and life skills 6. TOT and refresher workshop for PTA and community members 7. Community meetings on life skills 	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, motilities, publications etc.?</i></p> <ol style="list-style-type: none"> 1. Local construction materials, iron sheets, roofing nails 2. Sand, cement, Wire mesh and plastic sheeting/tarpaulin sheets 3. Assorted hand pump spare parts; sand cement 4. Transport facilities for the construction materials. 5. Assorted teaching and learning materials, will be provided through PCA with UNICEF 6. Stationery supplies, food and refreshments, accommodation facilities 7. Transport facilities for staff 		<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"> • Absence of heightened conflict in the targeted project locations. • Communities willingness to send children, particularly girls to the protected, safe TLS • Targeted project locations accessible

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.

Activity	Q1 / 2012			Q2 / 2012			Q3 / 2012			Q4 / 2012			Q1. / 2013		
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Result 1															
Activity (1.1)															
Community mobilization, sensitization- Identify TLS sites, beneficiary targeting criteria etc															
Procurement of local construction materials, iron sheets, roofing nails etc															
Construction of 24 safe protected TLS,															
Construction of 24 WASH facilities equipped with hand washing units															
Recruitment and teaching of beneficiaries in TLS															
Result 2															
Activity (2.1)															
Procure assorted teaching and learning materials through UNICEF PCA															
Distribution of Teaching and Learning materials to the 24 safe protected TLS															
Result 3															
Activity (3.1)															
TOT and refresher for 50 teachers(30 male and 20 female)															
TOT and refresher for 100(50men, 50 women) PTA and Community members; psychosocial support and life skills															
Community Awareness on life skills, Psychosocial support															
Community awareness meeting on cross cutting issues-HIV/AIDS, Environment, Gender															

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