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 <u>two stages</u> to the Cluster Coordinators and Co-coordinators for each project against which CHF funds are sought. In the <u>first stage</u>, 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 <u>second stage</u> 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

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
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)
South Sudan Development Agency (SSUDA)	Upper Nile State in the following counties - Malut, Renk, Malakal, and Maban. UPPER NILE: 100%

Project CAP Code
SSD-12/E/46466/15049

CAP Project Title
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 Resource Secured
US$ 611,000	US$ 452,111	US$ 0

Total Direct Beneficiaries		Total Indirect Beneficiary
Women:	1,500	60,000
Men:	1,200	**Catchment Population (if applicable)**
Girls:	5,200	Stranded returnees and conflict -affected populations.
Boys	6,800	

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)
Nil	**Start Date (mm/dd/yy): 04/01/2012** **End Date (mm/dd/yy): 03/31/2013**

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

Upper Nile is one of the worst emergency hit States in South Sudan with an estimated 50,000 children unable to attend schools in 2011 due to conflicts and influx of returnees, majority of who are still stranded in various points of transit. In the year 2011 and early 2012, Upper Nile has recorded several ethnic conflicts in northern counties. Two major conflicts in Jonglei State between Nuer, Murle and Dinka's in July and December 2011 respectively that claimed thousands of lives pushed large number of people to refuge in Upper Nile while internal attacks by militia groups including one headed by renegade general the late George Athor inflicted serious destruction on education.

Between September 2011 and January 2012 SSUDA, UNICEF and State Ministry of Education in Upper Nile, conducted several joint assessment trips to the most conflict affected and needy areas to ascertain general conditions of children and in particular to accessibility to education in emergencies. In their reports Malut, Maban and Renk were found to host estimated 10,000, 15,000 and 25,000 stranded returnees respectively. These areas in addition, receive large number of refugees putting pressure on available resources including education facilities, making it difficult for stranded children to access education. Maban to be specific have a mixture of South Sudanese IDPs moving to the camps from the border fearing violence and bombardment, there are also returnees from Sudan. On the other hand Manyu and Panyikang Counties have been engulfed in inter-ethnic conflicts leaving a number of schools to be closed and people moved to safer places. Between January and July 2011, four cases of school burning and destruction of teaching and learning materials were reported in Upper Nile. According to a joint assessment conducted by SSUDA and UNICEF in the three counties of Fashoda, Renk and Malut in June/July 2011, additionally, four schools were occupied by either returnees or conflict affected IDPs. The affected schools had to stop learning activities in such circumstances or use open air classes. 50% of street children dropped out from school due to conflict related problems and they did not go back after staying for long out of school.

The emergencies caused by perennial floods, is another big concern that interrupts learning in several counties in Upper Nile State every year. During rainy seasons, floods usually cause havoc, destroying school facilities and displacing people who have to move to raised areas for safety. Just like in the past, heavy rains are expected in 2012 from April when the schools are just re-opening and will last for many months. In above regard, support is required to provide temporary learning spaces that will meet the immediate protection needs of displaced and stranded returnee children kept away from home or transit points for longer than three or more weeks. In regard to sanitation facilities, there is very low coverage of latrines in schools in Upper Nile. 52.3% of learners have no access to latrine and sanitary facilities. Education stakeholders cited lack of sanitary facilities and water as one of the main contributing factors of dropouts especially among girls. With the number of stranded returnees, the situations in the affected schools are expected to worsen.

South Sudan Development Agency (SSUDA) is one of the few national organizations providing education services to some of the most remote areas in Upper Nile State. Since 2009, SSUDA has been the NGOs' lead agency in education cluster collaborating and coordinating with all stakeholders in the state to ensure that children in emergencies continue to access life-saving education without much interruption. Over the past 3 years, the organization has been receiving support from UNICEF and State Ministry of Education the same services. However, despite the positive results, the demand for EiE remains enormous and requires more resources. SSUDA intend to ensure continuity of education for 15,000 most affected by emergencies in four of the thirteen Counties of Upper Nile State through provision of temporary learning spaces, training of teachers on psychosocial support and life skills and provision of emergency teaching and learning materials.

According to rapid assessment conducted by Upper Nile Education Cluster members in 2011, most of the displaced children spent more than three weeks without attending school thereby creating demand for provision of learning activities that can keep them safe, occupied and socializing with peers. Upper Nile Cluster has reported cases of displaced children who stay for too long without attending schools that get influenced by out of school children into joining activities that are detrimental to their lives such cattle raiding, street life and other forms of criminalities. Majority of cattle camp boys are very young, with some being less than 13 years of age. These boys have been associated with cattle raiding which is one of the main causes of conflict and tension in Upper Nile. Keeping these boys in school will decrease their participation cattle riding and enhance development levels. Young girls who are affected by emergencies are likely to be married off at early ages while at the same time exposed to risk of engaging in unsafe behaviours that put their lives at risk of contracting STDs including HIV/AIDS.

Education in emergencies wouldn't be successful without trained teachers to support and provide life-saving information and emergency relevant life-skills. SSUDA will provide emergency-specific teacher training that ensures that teachers have necessary information to provide support and life-saving information to emergency affected learners considering that displaced people are vulnerable to increased prevalence of HIV/AIDS and that most of conflict prone places are still heavily mined. Vulnerability of girls and children living with disabilities increases and most often are not accounted in emergencies. Research has revealed girls and women are vulnerable and at higher risk of Sexual gender based violence during emergencies. Additionally, several communities in Upper Nile are intolerant to children with disabilities. SSUDA is taking into consideration the needs of girls and children with disabilities in designing and implementation of education in emergencies. While providing temporary learning spaces for emergency affected children, it is also imperative that provision of teaching and learning materials be considered priority.

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[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.

C. Project Description (For <u>CHF Component</u> only)

i) Purpose of the grant
Briefly describe how CHF funding will be used to support core humanitarian activities

The funds will be used to increased opportunities for 15,000 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 15,000 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
<u>List the main activities to be implemented with CHF funding</u>. As much as possible link activities to the exact location of the operation and the corresponding number of <u>direct beneficiaries.</u>

- 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.

- 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.

- 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 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.

- Recreation kits will be procured and distributed to 24 schools affected by emergencies. 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 sanitation.

- Facilitate a 2-week rapid teacher training course for a total of 80 teachers (40% of whom will be women) from emergency prone areas. 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 are girls are given equal opportunity to access education services. Efforts will be made to ensure women are involved in all aspect 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. Schools will be encouraged to establish tree nurseries and children to plant trees.

- 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

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 <u>three</u> of the indicators should be out of the cluster <u>defined Standard Output Indicators</u>.

	Indicator	Target (indicate numbers or percentages)
1 (a)	No. of temporary learning spaces (TLS) established	30 Temporary Learning spaces
(b)	No. of emergency affected children and youth (both Male & female) attending temporary learning spaces;	15,000 youth and children (40% of which are female)
(c)	No. of emergency affected learning spaces damaged provided with gender latrines	15 learning spaces from 5 schools
2 (a)	No. of school in a box distributed to emergency affected children, youth and teachers kits	70 school in a box
(b)	No. of recreation kits distributed to emergency affected children, youth and teachers	70 recreation kits
3 (a)	No. of teachers (M/F) in emergency affected areas trained on life skills and psychosocial support teachers	80 teachers of which 40% are women
(b)	% of trained teachers (M/F) who use training materials and apply psychosocial and life-saving principles in their teaching in emergency affected learning spaces	80% of trained teachers.
(c)	% of children and youth (M/F) reporting feeling safe and protected in emergency affected learning environments	100% children of which 50% are girls.

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 <u>in-kind supports</u> in monetary terms (USD)	
Source/donor and date (month, year)	**Amount** (USD)

SECTION III:

LOGFRAME		
CHF ref. Code: <u>SSD-12/E/46466/15049</u>	**Project title:** <u>Access to life-saving education in acute emergencies for girls and boys in Upper Nile State</u>	**Organisation:** <u>SSUDA</u>

Overall Objective: *What is the overall broader objective, to which the project will contribute? Describe the expected long-term change.* • To increase access and retention of children in school by ensuring that children and youth in conflict affected areas and stranded returnees' learning is not irrupted during acute emergency;	**Indicators of progress:** *What are the key indicators related to the overall objective?* • No of children and youth (M/F) access and retained in school during emergency;	**How indicators will be measured:** *What are the sources of information on these indicators?* • Joint Assessments report , • Education Cluster and • State Ministry of Education;	• Lack of cooperation from officials of Ministry of Education; • Negative Attitude against girls • Continued violence; • Poor road and communication
Specific Project Objective/s: *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.* • To ensure 15,000 children and youth (M/F) in 4 Counties of Upper Nile State have access to life-saving education in acute emergencies.	**Indicators of progress:** *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?* • No of children and youth (M/F) in conflict affected and high stranded return area in the 4 counties accessed live-saving education during emergencies	**How indicators will be measured:** *What are the sources of information that exist and can be collected? What are the methods required to get this information?* • Joint Assessments report , • Education Cluster and • State Ministry of Education; • SSUDA final report	**Assumptions & risks:** *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?* • Cooperation from the Ministry of Education; • Negative Attitude against girls; • Continued violence
Results - Outputs (tangible) and Outcomes (intangible): • *Please provide the list of concrete DELIVERABLES - outputs/outcomes (**grouped in Workpackages**), leading to the specific objective/s:* • 30 temporary learning spaces established • 15,000 emergency affected children (M/F) attending temporary learning spaces • 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	**Indicators of progress:** *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?* • No. of temporary spaces established • No. of emergency affected children and youth (M/F) attending TLS • No. of damaged Learning spaces rehabilitated; • No. of school in a box kits distributed to emergency affected children and youth (MF); • No. of recreational kits distributed to emergency affected children and youth (M/F) • No. of teacher in emergency affected area trained on life-skills and psychosocial support;	**How indicators will be measured:** *What are the sources of information on these indicators?* • Reports from SSUDA and Ministry of education and Education cluster; • School registers • Reports from the Ministry of Education • Field visit and observation • Waybills/invoices/delivery notes; • Interviews with beneficiaries	**Assumptions & risks:** *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?* • Cooperation from the Ministry of Education; • Negative Attitude against girls; • Continued violence • Improved infrastructure

and psychosocial support • 80% of trained teachers (MF) 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.	• % of trained teachers (M/F) who use psychosocial and lifesaving principles in their teaching; • % of children and youth (M/F) reporting feeling safe and protected in emergency learning		
Activities: *What are the key activities to be carried out (__grouped in Work packages__) and in what sequence in order to produce the expected results?* • Conduct assessment in the affected areas • Preposition and distribution of TLS • Rehabilitate damaged learning spaces • Preposition and distribute Learning, teaching and recreational materials; • Conduct 2 weeks training for teachers in life-skill and psychosocial • Develop, reproduce and disseminate IEC materials; • Organize Training for PTAs/SMCs; • Monitoring of psychosocial and life-skill activities in schools through field visit • Organise and participate cluster monthly meetings • Develop and disseminate reports; • organize state inter-clusters assessment and forums	**Inputs:** *What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?* • Training materials • Personnel • Means of transport and communication • Consultants • Stationeries	• Reports from SSUDA and Ministry of education and Education cluster; • School registers • Reports from the Ministry of Education • Field visit and observation • Waybills/invoices/delivery notes; • Interviews with beneficiaries • List of participants	**Assumptions, risks and pre-conditions:** *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?* • Cooperation from the Ministry of Education; • Negative Attitude against girls; • Continued violence • Poor infrastructure • Bad weather

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	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Result 1: 15,000 Emergency affected Children and Youth provided with temporary protective spaces															
Activity (1.1) Conduct assessment in the affected areas	X	X													
Activity (1.2) Preposition TLS			X	X											
Activity (1.3): Distribute TLS					X	X		X	X	X					
Activity (1.4): Rehabilitation of damaged Learning Spaces						X	X				X	X			
Result 2: 15,000 emergency affected children and youth supplied with learning and recreational material															
Activity (2.1): Preposition learning and teaching materials			X	X											
Activity (2.2): Distribution of learning, teaching and recreational materials/kits					X	X	X								
Result 3: 80 teachers in (M/F) in Emergency affected area trained on life-skill and psychosocial support and provided essential messages and support to emergency affected children															
Activity (3.1): Conduct 2 weeks training for teachers in life-skill and psychosocial					X	X	X	X							
Activity (3.2): Develop, reproduce IEC materials			X	X											
Activity (3.3): Organize Training for PTAs/SMCs			X	X											
Activity (3.4): Distribution of ICE Materials				X	X	X	X	X							
Activity (3.5): Monitoring of psychosocial and life-skill activities in schools					X	X	X	X	X	X	X	X			
Result 4: State level Education Cluster Strengthened															
Activity (4.1): Participate and organize cluster monthly meeting	X	X	X	X	X	X	X	X	X	X	X	X			
Activity (4.2): Develop and disseminate reports			X												
Activity (4.3): organize state inter-clusters assessment and forums	X			X				X			X				

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