PROJECT TITLE	**Access to Post Primary and Life Skills Based Education for Girls Pakistan**					
GOAL	**Indicator**	**Baseline + year (April – June 2011)**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target + year (April 2014)**	
To promote gender equality and empower youth especially girls through access to education and information on SRHR						
		Source				
	Indicator	**Baseline + year**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target + year (April 2014)**	
		Source				

PURPOSE	Indicator	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	Assumptions
Increase the adolescent girls' enrolment and completion of post primary education (elementary and secondary) in two selected districts (Muzafargarh and Thatta) in Pakistan by 2014.	a) Increase in completion for girls in post primary education from Muzafargarh: 1948 (Annual exam 2010 results of 9 grades only) to 2048 (100 girls added) Thatta: _____ (100 girls will add) b) Increase in enrolment for girls in post primary education from Muzafargarh: 18827 to 19027 Thatta:6326 to 6526 (400 girls added, 200 in each district)	0	50	200	200	Stakeholders support girl's education and information to life skills.
		0	100	400	400	
		Source 1. School records 2. Board of Secondary Education/ School records. 3. District Education Budget and District Education Annual Plans				

INPUTS (£)	DFID (£)	Govt (£)	Other (£)	Total (£)	DFID SHARE (%)	
	64,8319		264,447	912,766	**71%**	
INPUTS (HR)	DFID (FTEs)					
	195,580					

OUTPUT 1	Indicator 1.1	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	Assumptions
Increased knowledge of girls and boys, parents, communities, traditional leaders and government of the value of investing in girls' education as basic right and more positive attitudes towards girls' potential	# of parents/other adults decide on continuation of girls' education after primary and/or re-send their drop out daughters/girls to school or NFE centre		96	288	288	Communities and other stakeholders willing to support girls' secondary education. No major disaster occurs during the project period. The political environment remains stable.
		Source				
		Baseline? Beneficiary Interviews Case Studies DEMIS Reports				
	Indicator 1.2	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	
	% increase in girls attendance	65 – 70% at districts' level	3%	7%	10% total in the third year	
		Source				
		Education record/Officials				
IMPACT WEIGHTING	Indicator 1.3	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	
30%						
		Source				RISK RATING
						Low- Medium. There is a mild risk of resistance from religious leaders against girls' education.
INPUTS (£)	DFID (£)	Govt (£)	Other (£)	Total (£)	DFID SHARE (%)	
	14777			14777	**100%**	

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INPUTS (HR)	DFID (FTEs)					
	3,584					

OUTPUT 2	Indicator 2.1	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	Assumptions
Improved access to secondary education for girls	# of girls who dropped-out of schools now in non-formal education centres or distance learning centres to complete post primary education	Muzafargarh: 338 (only in grade 9 – as per availability of data) Thatta: Not known as of now	Girls in process to complete post primary education (middle or secondary) in 2.5 years' alternative course	Girls in process to complete post primary education (middle or secondary) in 2.5 years' alternative course	12 NFEs x 50 = 600 12 distance learning centres (DLC) x 50 = 600	
	Source					
	Case studies Evaluation Education department officials					
	Indicator 2.2	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	
	# of girls who dropped-out of school provided with alternate options to continue post primary education.	0	1200 dropped out girls identified and enrolled Alternative education course in process	Alternative education course in process for all enrolled girls, at an expected 70% retention rate	840	
	Source					
	Evaluation List of NFEs/DLCs/AFCs and their records Training materials and reports of training sessions					
IMPACT WEIGHTING	Indicator 2.3	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target + year (April 2014)	
15%						
		Source				**RISK RATING**

		List of members Minutes of the meetings				No Risk
INPUTS (£)	**DFID (£)**	**Govt (£)**	**Other (£)**	**Total (£)**	**DFID SHARE (%)**	
	12059			**12059**	100%	
INPUTS (HR)	**DFID (FTEs)**					
	20,468					

OUTPUT 3	**Indicator 3.1**	**Baseline + year (April – June 2011)**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target + year (April 2014)**	**Assumptions**
Improved basic education facilities for girls in target schools	% increased allocation of budget for post primary girls' education in target districts for improved facilities and improved educational resources.	To be established.	SDP developed in 48 schools	DEP (1 for each district) development process started	5 – 10%	Key staff of education department not transferred. No change in the political environment. Budget available for school improvement/ Rehabilitation.
	Source					
	District education budget Case studies District EMIS reports					
	Indicator 3.2	**Baseline + year (April – June 2011)**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target + year (April 2014)**	
	# of Schools Development and district education plans created or improved showing increased resources and improved facilities for post primary education for girls.	48 schools targeted	24 school development plans	48 school development plans 2 three-year district education plan developed (one per district)	48 school development plans 2 three-year district education plans (one per district)	
	Source					
	District education budget. District Education Plan. School development plans.					

IMPACT WEIGHTING	Indicator 3.3	Baseline (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target (April 2014)	
15%	# of gender sensitive school management committees, school representative committees	0	24	48	48	
		Source				RISK RATING
		EMIS DEP Plan survey?				Low Due to political change, lack of budget with district government, flooding in Muzafargarh, Cyclone and flooding in Thatta.

INPUTS (£)	DFID (£)	Govt (£)	Other (£)	Total (£)	DFID SHARE (%)
	4415			4415	100%

INPUTS (HR)	DFID (FTEs)	
	14,620	

OUTPUT 4	Indicator 4.1	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target (April 2014)	Assumptions
Girls supported to attend post primary education through involvement of parents, young women, men and girls & boys in dealing violence and protection issues	# of male AFCs and female NFE/AFC have functional gender support groups	0	12 AFCs (6 for Boys + 6 for Girls)	24 AFC (12 for Boys + 12 for Girls)	24 AFC (12 for Boys + 12 for Girls)	Transport providers are willing to support the program Community members willing to join the gender support groups. Girls retain at learning centres
		Source				
		Monitoring report Beneficiary interviews				
	Indicator 4.2	Baseline + year (April – June 2011)	Milestone 1 (April 2012)	Milestone 2 (April 2013)	Target (April 2014)	
	# of parents/adults who are satisfied with the safe access to schools for girls	0	96	288	288	

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		Source				
		Beneficiary interviews. Protection committee meeting minutes and records MOU with transporters				
IMPACT WEIGHTING	**Indicator 4.3**	**Baseline**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target (April 2014)**	
30%	# of enrolment and % retention of girls at NFE centres/DLCs and AFCs showing satisfaction of parents.	0	1200 girls 70% retention	840 girls 70% retention	840 girls 70% retention	
		Source				**RISK RATING**
		Record at NFE Centres/DLCs/AFCs Parents' interviews Documentation on surveillance and transportation mechanisms				Low. It is an innovative approach therefore may take more than expected time for community to assimilate,
INPUTS (£)	**DFID (£)**	**Govt (£)**	**Other (£)**	**Total (£)**	**DFID SHARE (%)**	
	1555			1555	100%	
INPUTS (HR)	**DFID (FTEs)**					

OUTPUT 5	**Indicator 5.1**	**Baseline + year**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target (April 2014)**	**Assumptions**
Improved knowledge and skills of girls and boys around sexual and reproductive health and rights	# of boys and girls with increased knowledge regarding SRH rights and services and support	0	600 Girls 600 Boys	1200 Girls 1200 Boys	1200 Girls 1200 Boys	
		Source				
		Plan Pakistan: Parent's interviews, girls and boys interviews				
	Indicator 5.2	**Baseline + year**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target (April 2014)**	
	# of girls and boys with	0	600 Girls	1200 Girls	1200 Girls	

		600 Boys	1200 Boys	1200 Boys	
		Source			
		Plan Pakistan: Parent's interviews, girls and boys interviews			
IMPACT WEIGHTING	**Indicator 5.3**	**Baseline**	**Milestone 1 (April 2012)**	**Milestone 2 (April 2013)**	**Target (April 2014)**	
15%						
		Source				**RISK RATING**
INPUTS (£)	**DFID (£)**	**Govt (£)**	**Other (£)**	**Total (£)**	**DFID SHARE (%)**	
	35103			**35103**	100%	
INPUTS (HR)	**DFID (FTEs)**					

Activities Log

OUTPUT 1	ACTIVITY 1.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring Officer
Increased knowledge of girls and boys, parents, communities, traditional leaders and government of the value of investing in girls' education as basic right and more positive attitudes towards girls' potential Split into right	Baseline study conducted in year 1 (M&E)	Baseline study conducted			• Weather conditions • Law and order situation • Community's/sample's response during the month of Ramazan • Communities and other stakeholders willing to support girls' secondary education. • No major disaster occurs during the project period. • The political environment remains stable.	CPME Coordinator, Coordinator MER-DRM, Education Specialist, PUM & FRUM
	ACTIVITY 1.2	**Milestone 1**	**Milestone 2**	**Milestone 3**		**Monitoring Officer**
	Conduct research study to analyse district level education governance with gender perspective to better understand gaps in access of girls to post primary education		1 Research study on district level education governance and gender completed.			CPME Department, Education Specialist, Learning Advisor, Health Advisor

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holders and duty bearers	ACTIVITY 1.3	Milestone 1	Milestone 2	Milestone 3		Monitoring Officer
	1.3.1 Orientation, sensitization and strengthening of the CBOs and Youth Groups on women's rights and importance of girls education	24 sessions conducted across these groups (24 schools in each district, 70 participants in each group, 40 adults, 15 boys, 15 girls)	48 sessions conducted across these groups (48 schools in each district, 140 participants in each group, 80 adults, 30 girls, 30 boys)	48 sessions conducted across these groups (48 schools in each district, 140 participants in each group, 80 adults, 30 girls, 30 boys)		District Coordinator, Project Coordinator, Implementing Partner, Advocacy Coordinator, Education Specialist, Learning Advisor, Health Advisor,
	1.3.2 Engagement with the district level forums of CBOs and Youth groups for advocating girls access to education	5 meetings held with district level forums (15 to 20 participants)	10 meetings held with district level forums (30 to 40 participants)	10 meetings held with district level forums (30 to 40 participants)		
	1.3.3 Awareness raising material developed, printed and disseminated among the CBOs and Youth groups 1.3.4 Advocacy and awareness raising campaign on girls' access to post primary education and their rights	1 Media campaign held (in each district) for awareness about girls' access to post primary education and their rights. 5,000 girls, boys and other education stakeholders in each district will reach out	2 Media campaigns held (in each district) for awareness about girls' access to post primary education and their rights. 10,000 girls, boys and other education stakeholders in each district will reach out	2 Media campaigns held (in each district) for awareness about girls' access to post primary education and their rights. 10,000 girls, boys and other education stakeholders in each district will reach out		
	1.3.5 Partner with local theatre groups on interactive theatre and a *putlee tamasha* (puppet show) on life skills, gender, access, inclusion and protection arranged in	5 interactive puppet shows targeting 50 girls and boys per show.	10 interactive puppet shows targeting 100 girls and boys per show.	10 interactive puppet shows targeting 100 girls and boys per show.		

	Muzafargarh and Thatta districts					
	ACTIVITY 1.4	**Milestone 1**	**Milestone 2**	**Milestone 3**		**Monitoring Officer**
	Advocate with parents of girls who have dropped-out of school to bring them back to the targeted schools or NFE centres 1.4.1 Identification of the drop out and non-enrolled girls	Enrolment of 1200 girls in alternative education model	70% girls continue their post primary education course	840 girls appear in post primary examination.		District Coordinator, PUM/FRUM, Education Specialist, Learning Advisor
	1.4.2 Focused group discussions to explore the reasons for drop out/non enrolment at the specific community level	5 focused group discussions (FGDs) held with 72 parents at community level	15 focused group discussions (FGDs) held with parents (288) at community level	15 focused group discussions (FGDs) held with parents (288) at community level		
	1.4.3 Regular meetings and dialogue with local opinion leaders engaged for attitude change	5 meetings, dialogues with local opinion leaders (100 participants) held	10 meetings, dialogues with 200 local opinion leaders held	10 meetings, dialogues with 200 local opinion leaders held		
	1.5 Advocate and involve District Education and Non-Formal Literacy Department in brining girls back to education.	1 quarterly meeting held with Education and Literacy departments in each district (12 participants)	5 quarterly meetings held with Education and Literacy departments	5 quarterly meetings held with Education and Literacy departments		
	ACTIVITY 1.5	**Milestone 1**	**Milestone 2**	**Milestone 3**		**Monitoring Officer**
	2 Provincial Conferences on Female Literacy and Education held in year 2 in partnership with the Ministry/Department of Education, Women Development, Ministry of Youth Affairs and other relevant ministries.		1 provincial level conference/event on Post Primary Female Literacy and Education held in each province *(subject to availability of*		Availability of alternate funding	District Coordinator, Project Coordinator, Implementing Partner, Advocacy Coordinator,

	(subject to availability of funds from other resources)		*funds from other resources)*			Education Specialist, Learning Advisor, Health Advisor

OUTPUT 2	**ACTIVITY 2.1**	**Milestone 1**	**Milestone 2**	**Milestone 3**	**Risks**	**Monitoring Officer**
Improved access to post primary education for girls	Advocacy and lobbying with Provincial Education Ministry for enhancing access of education for girls.	1 coordination meeting per quarter held with district/provincial Education department/ministry for advocacy and lobbying to enhance access of education for girls (12 participants)	5 coordination meeting per quarter held with district/provincial Education department/ministry for advocacy and lobbying to enhance access of education for girls (12 participants)	5 coordination meeting per quarter held with district/provincial Education department/ministry for advocacy and lobbying to enhance access of education for girls (12 participants)	• Transport providers are willing to support the program • Community members willing to join the gender support groups. • Girls retain at learning centres	District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor
	ACTIVITY 2.2	**Milestone 1**	**Milestone 2**	**Milestone 3**		**Monitoring Officer**
	2.2.1 Establish NFE centres for post primary accelerated learning program for girls 2.2.2 Establish distance education centres for girls 2.2.3 Examination and assessment of the girls who complete elementary/secondary education.	12 NFEs and 12 distance learning centres established to cater to post primary educational needs of 1200 girls	70% girls retain and continue post primary education at 24 NFE/DLCs	840 girls appear in post primary board examinations		District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor

OUTPUT 3	ACTIVITY 3.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring Officer
Improved basic education facilities for girls in selected schools	3.1.1 Gender sensitisation for SC & SMCs in boys and girls schools	1 gender sensitisation workshop held for 48 SMCs/SCs (5 members each on an average)	2 gender sensitisation follow-up workshops held for 48 SMCs/SCs (5 members each on an average)	2 gender sensitisation follow-up workshops held for all SMCs/SCs (5 members each on an average)	• Key staff of education department not transferred. • No change in the political environment. • Budget available for school improvement/ • Rehabilitation	District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor, Gender Advisor
	3.1.2 Information gathered on the status of SCs/SMCs. Existing procedures of the SCs & SMCs implemented in schools of the two selected districts	Information gathered on 48 SCs/SMCs. Procedures implemented in 48 schools.	48 SCs/SMCs reactivated, issues identified, and action plans developed	48 issues minimized through Implementation of SDPs.		
	3.1.3 Student representative committees formed and sensitized on gender issues	Student (5 in each) Representative Committees (SRCs) in 48 schools formed and sensitized on gender issues.	2 capacity building workshops held for all SRCs (240 girls) on issues related to gender and access to education.	2 capacity building workshops held for all SRCs (240 girls) on issues related to gender and access to education.		
	ACTIVITY 3.2	Milestone 1	Milestone 2	Milestone 3		Monitoring Officer
	3.2.1 District Education Management Information System strengthened	Issues in the current district EMIS and data collection system and its use identified and support strategy developed.	2 need-based capacity building workshops on reviewing data collection mechanism and use of data for effective decision making for 20 education staff held. EMIS/Website strengthened /	2 workshops held and Education department collected robust data on staff & facilities at post primary schools and used by the Department for development of District Education Plans (1 for each district).		District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor

	ACTIVITY 3.3	Milestone 1	Milestone 2	Milestone 3		Monitoring Officer
				developed		
	Training workshops for school management committees/school councils (SMCs/SCs) conducted on school development planning	48 SMCs/SCs trained on school development planning

48 schools developed SDPs and started implementation | 48 SDPs are reviewed for tangible improvements in schools | SDPs are reviewed by 48 SMCs/SCs, achievements and further needs identified in SDPs are reflected in the DEP. | | District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor |
| | ACTIVI TY 3.4 | Milestone 1 | Milestone 2 | Milestone 3 | | Monitoring Officer |
| | Improvement of physical facilities and teaching resources in girls post primary schools | Needs for physical improvement and teaching resources in the selected 48 schools identified and reflected in SDPs | Implementation of SDPs in 48 schools focussed on rehabilitation, reconstruction, and making teaching resources available at schools | Further schools needs identified in reviewed SDPs and are reflected in the DEPs of two districts | | |

OUTPUT 4	ACTIVITY 4.1	Milestone 1	Milestone 2	Milestone 3	Risks	Monitoring Officer
Girls supported to attend post primary education through involvement of parents, young women, men and girls & boys in dealing violence and protection issues	4.1.1 Sensitization and mobilisation of Communities/gender support groups on importance of girls post primary education

4.1.2 Community based Surveillance System (SS) developed (in year 2) to monitor and address protection issues (including communities' agreement with transport providers) ensure safe and easier access of girls to | 24 sessions on community/gender support groups mobilization and sensitization held

Communication strategy developed and implemented to inform all community about the surveillance system | 48 sessions on community/gender support groups mobilization and sensitization held

48 Community-based Surveillance System developed including communities' MoUs with transport | 48 sessions on community/gender support groups mobilization and sensitization held

48 community based surveillance systems function to provide safe access to girls for post primary education | It is an innovative approach therefore may take more than expected time for community to assimilate | District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor, Health Advisor, Child Rights Advisor |

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	schools/NFE centres and AFCs		providers/unions		
	ACTIVITY 4.3	**Milestone 1**	**Milestone 2**	**Milestone 3**	**Monitoring Officer**
	Alternative models through AIOU and Systems Foundation explored for out of school girls.	Two models (Fast Track through Systems Foundation and Distance Learning through AIOU) explored. Partnership with the two organizations established. 24 NFE centres/DLCs for post primary education for girls established Dropped out girls identified and enrolled in NFE centres to complete post primary (middle and secondary) education through alternative model.	1200 dropped out girls provided alternative options to continue post primary education.	70% (840) Girls participated in Board examination to complete post primary (middle and secondary) education.	District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor
OUTPUT 5	**ACTIVITY 5.1**	**Milestone 1**	**Milestone 2**	**Milestone 3**	**Risks**	**Monitoring Officer**
Improved knowledge and skills of girls and boys around sexual and reproductive health and rights	5.1.1 Advocate at district level for LSBE in schools and in AFCs and sensitise local community advisory committees	6 Monthly meetings with elders at community level, and 2 quarterly structured meetings with government at district level for ASRH for LSBE in AFCs and local	12 Monthly meetings with elders at community level, and 4 quarterly structured meetings with government at district level for ASRH for LSBE in AFCs and local	12 Monthly meetings with elders at community level, and 4 quarterly structured meetings with government at district level for ASRH for LSBE in AFCs and local Schools	• Sensitive area of intervention. • Talking about sexual health is taboo in society • Security situation • Political will missing	District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor, Health Advisor, Child

				Rights Advisor, Gender Advisor
	Schools respectively.	Schools respectively.	respectively.	
5.1.2 Communities mobilized to establish community-based advisory committees engaging key community gate keepers	6 community-based advisory committees established to support community based 12 AFCs (6 Girls AFCs and 6 Boys AFCs).	12 community-based advisory committees established to support community based 24 AFCs (12 Girls AFCs and 12 Boys AFCs).	12 monthly meetings at community level, and 4 quarterly meetings held at district level for ASRH including LSBE understanding and adoption	
5.1.3 Parallel activities in community and with district government on understanding and endorsement of the initiative	a) Local advisory committee endorse the establishment of AFCs b) MoU signed with the relevant department of the district government		12 community-based advisory committees sustain to support community-based 24 AFCs (12 Girls AFCs and 12 Boys AFCs).	
5.1.4 Workshops/Seminars for advocacy, networking and experience sharing on ASRHR	2 workshops/ seminars on advocacy, networking and experience sharing for 30 participants	4 workshops/ seminars on advocacy, networking and experience sharing for 60 participants	4 workshops/ seminars on advocacy, networking and experience sharing for 60 participants	
5.1.5 On-going interaction meetings/ discussions with government officials and politicians for sensitization, advocacy for LSBE curriculum	2 meetings per quarter (one in each district) with government officials and politicians for sensitization, advocacy for LSBE curriculum	4 meetings per (two in each district) with government officials and politicians for sensitization, advocacy for LSBE curriculum	4 meetings per (two in each district) with government officials and politicians for sensitization, advocacy for LSBE curriculum	

ACTIVITY 5.2	Milestone 1	Milestone 2	Milestone 3		Monitoring Officer
Engage parents, religious and local leaders and work with the Government and other partners to address underlying issues that impede SRH	12 sessions with 240 parents and community leaders.	24 sessions with 480 parents and community leaders.	24 sessions with 480 parents and community leaders.		. District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor, Health Advisor, Child Rights Advisor, Gender Advisor
ACTIVITY 5.3	Milestone 1	Milestone 2	Milestone 3		Monitoring Officer
5.3.1 24 AFCs (12 for girls and 12 for boys) established	In 6 communities 12 AFCs (6 Girls AFCs and 6 Boys AFCs) established.	In 12 communities 24 AFCs (12 Girls AFCs and 12 Boys AFCs) established.	In 12 communities 24 AFCs (12 Girls AFCs and 12 Boys AFCs) locally sustain and function.		District Coordinator, Project Coordinator, PUM/FRUM, Education Specialist, Learning Advisor, Health Advisor, Child Rights Advisor, Gender Advisor
5.3.2 Engage adolescents on ASRHR (includes life skills based education).	12 ToTs each of 5-day for 180 adolescents (girls and boys)	24 ToTs each of 5-day for 360 adolescents (girls and boys)	24 ToTs each of 5-day for 360 adolescents (girls and boys)		
5.3.3 Training materials and student workbooks on LSBE developed and printed	600 age specific workbooks developed and printed	1200 age specific workbooks developed and printed	Total 1200 age specific workbooks developed and printed		
5.4.4 5-day TOT for AFC Facilitators & Community Health Educators (CHE) on ASRHR and Life Skills	5-day 12 ToT trainings for 28 participants	5-day 24 ToT trainings for 64 participants	5-day 24 ToT trainings for 64 participants		
5.3.5 Interactive Theatre ToT for AFC members/activists	a) 3-day ToT on interactive theatre for identified 20 AFC members (10	a) Second 3-day ToT on interactive theatre for	a) 6-day training on interactive theatre for total 40 members trained b) New Contents		

		girls and 10 boys) completed b) Contents and delivery tested	another 20 AFC members (10 girls and 10 boys) total 40 members trained b) New Contents added, tested	added, tested		
	5.3.6 Interactive theatre events conducted by girls and boys	24 Sessions on importance of ASRH/LSBE delivered in 12 communities	c) 48 Sessions on importance of ASRH/LSBE delivered in 24 communities	48 Sessions on importance of ASRH/LSBE delivered in 24 communities		