**Tool 5.A1.2 – Action Plan activity timeline – Example**

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| **Outputs/ Activities / Actions** | **Activity owner**  **(i.e. responsible person)** | **Progress** | **Time frame (months)** | | | | | | | | | | | | |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| 1. Selection of alternatives |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Validate segregation scheme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Chose organic waste management (option +  location + responsible“ |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Chose recyclers (partners + contract) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Define MRD (location + responsible) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Define disposal site (location + responsible) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Adjust the Action Plan |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Revise the organization setup |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Revise collection scheme |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Define training/capacity building events schedule (segregation, MRF, recycling, disposal) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Define communication strategy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Evaluate cost + Partners (construction +  training) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. Adjust timeline (activity + schedule) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Mobilize financial resources |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Implementation of the New Waste  Management system |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Socialize the project |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * Students * Teachers * Non-teaching staff * Staff living on campus * Communication channel |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Adapt the educational framework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Curricular activities: Conduct workshop with environmental teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ii. Extra-curricular activities: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. School: Define school events |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Clubs: Meet to define waste-related activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. Support waste generation reduction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Implement waste reduction strategies + monitor  changes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Kitchen |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. Construct new facilities (MRF, Organic waste treatment, Disposal site) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Identify & evaluate suppliers (offers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ii. Mandate for construction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iii. Supervise construction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. Build capacity among school stakeholders |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Train whole school community on waste  segregation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Teachers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Non-teaching staff |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Kitchen staff |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Staff flat members |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ii. Train responsible of the MRF + substitute |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iii. Train responsible of organic waste treatment +  substitute |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| iv. Train responsible of disposal site + substitute |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. Monitoring and adaptation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. Monitor the project |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. Monitor waste flows (MRF + Kitchen + Disposal  site) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. Adapt the Action Plan according to results obtained |  |  |  |  |  |  |  |  |  |  |  |  |  |  |