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**PBF PROJECT progress report**

**COUNTRY:** Myanmar

**TYPE OF REPORT: semi-annual, annual OR FINAL:**

**YEAR of report:** 15 Nov 2020

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| --- | --- |
| **Project Title:** Myitta Myay (Myitta=loving kindness, and "Myay=land")  **Project Number from MPTF-O Gateway:** **N/A** | |
| **If funding is disbursed into a national or regional trust fund:**  Country Trust Fund  Regional Trust Fund  **Name of Recipient Fund:** N/A | **Type and name of recipient organizations:**  **World Vision International Myanmar (WVM - INGO) (Convening Agency)**  **Kalyana Mitta Development Foundation (KMF)- CSO**  **Myanmar Council of Churches (MCC) - CS)/FBO**  **Student Christian Movement (SCM)-CSO/FBO** |
| **Date of first transfer:** 27th Jan 2020  **Project end date:** 26th July 2021  **Is the current project end date within 6 months?** | |
| **Check if the project falls under one or more PBF priority windows:**  Gender promotion initiative  Youth promotion initiative  Transition from UN or regional peacekeeping or special political missions  Cross-border or regional project | |
| **Total PBF approved project budget (by recipient organization):**  **Recipient Organization Amount**  World Vision Internationa Myanmar $ 850287.00        $        $        $  Total: $  Approximate implementation rate as percentage of total project budget: 19%  \*ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE\*  **Gender-responsive Budgeting:**  Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: 331999.00  Amount expended to date on activities focussed on gender equality or women’s empowerment: -39813 | |
| **Project Gender Marker:**  **Project Risk Marker:**  **Project PBF focus area:** | |
| **Report preparation:**  Project report prepared by: **Phwe Yu Mon (Project Manager, Myitta Myay Project)**  Project report approved by: Doris Oo, Grants Management Manager  Did PBF Secretariat review the report: | |

***NOTES FOR COMPLETING THE REPORT:***

* *Avoid acronyms and UN jargon, use general /common language.*
* *Report on what has been achieved in the reporting period, not what the project aims to do.*
* *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
* *Ensure the analysis and project progress assessment is gender and age sensitive.*
* *Please include any COVID-19 related considerations, adjustments and results and respond to section IV.*

**PART 1: OVERALL PROJECT PROGRESS**

Briefly outline the **status of the project** in terms of implementation cycle, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.) (1500 character limit):

***To date, the following preparatory activities for the project have been completed:***

***- Sub-contracting between partners were signed and completed at the end of March.***

***-Appointed A Technical Advisor with TOR for the project from World Vision International- Global Centre.***

***- Almost 95% of staff have been recruited for the whole project. Compliance Officer for WVM and Program Coordinator for KMF are still need to be recruited. Due to limitation on implementation, those positions will recruit depend on the situation. For MCC, 1 M&E assistance will recruit according to requirement of workload and effectiveness by slightly changing the project staff structure.***

***- Project preliminary and program support activities, such as Project-Start Up Workshop to have clear and common understanding on collaboration between all partners, M&E plan (updated again in Oct due to unpredictable situation), ITT and consultation workshop for M&E and outcome harvesting with external organization, CAFOD.***

***- Developed a Revised Plan by organizing several consultation meetings between partners due to the global pandemic in May and Oct. The later one will finalize at the end of Nov.***

***- Developed a Risk Register Matrix by organizing one day workshop with all partners to understand risk possibilities, mitigation mechanisms and plans and risk owner.***

Please indicate any significant project-related events anticipated in the next six months, i.e. national dialogues, youth congresses, film screenings, etc. (1000 character limit):

***If the situation has allowed in the next coming six months, a national level interfaith dialogue event with diverse groups will be organized. Moreover, community or grassroot youth forums through Intercultural Action Plans of alumni are likely to organize. If the situation does not allow to organize with public gathering, such events would move to virtual forum and virtual interfaith dialogue events before at the end of the project.***

FOR PROJECTS WITHIN SIX MONTHS OF COMPLETION: summarize **the main structural, institutional or societal level change the project has contributed to**. This is not anecdotal evidence or a list of individual outputs, but a description of progress made toward the main purpose of the project. (1500 character limit):

N/A

In a few sentences, explain whether the project has had a positive **human impact**. May include anecdotal stories about the project’s positive effect on the people’s lives. Include direct quotes where possible or weblinks to strategic communications pieces. (2000 character limit):

N/A

**PART II: RESULT PROGRESS BY PROJECT OUTCOME**

*Describe overall progress under each Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration). Do not list individual activities. If the project is starting to make/has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context.*

* *“On track” refers to the timely completion of outputs as indicated in the workplan.*
* *“On track with peacebuilding results” refers to higher-level changes in the conflict or peace factors that the project is meant to contribute to. These effects are more likely in mature projects than in newer ones.*

*If your project has more than four outcomes, contact PBSO for template modification.*

**Outcome 1:** ***Young current and future leaders design and lead their own peacebuilding initiatives, promoting enhanced intercultural dialogue and peace.***

***Output 1.1: 100 female and male youth leaders trained, supported, and resourced to lead intercultural dialogue and peacebuilding initiatives in communities.***

***Output 1.2: Students trained and supported to established two active intercultural Fellowship Groups (ICFGs) at target universities.***

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

***Youth leadership in peacebuilding has improved. 24 community youth leaders from diverse ethnicity, gender and faith background lead peacebuilding initiatives, called "Intercultural Action Plans (ICAP) in promoting social cohesion, community harmony and dialogues in 5 ownships, even in village levels of Mon and Magway. Those 24 youth started to act as change agents by mobilizing other 41 peer community youth and formed alumni teams to enhance intercultural dialogues and social cohesion. While 2 news alumni groups were formed in 2 targeted areas, the rest of the alumni youth strengthen their existing 3 youth networks to integrate peacebuilding works for their communities in the current context of Covid 19. Moreover, these 5 youth groups took a lead of organizining 10 ICAPs such as peacebuilding awareness raising, intercultural dialogues, social cohesion workshops and trainings, social harmony against Covid 19 campaigns which engage 933 community youth. Related to qualitative, those 24 community youth leaders have changed their perception on conflicts, dealing with conflicts and gender equality derving knowledge from the training and then they utilize those knowledge, tools and skills in forming the teams and action projects with inclusiveness and women leadership. To this progress, the project, KMF, has contributed by providing "Online Peacebuilding Training" for 7 days on understanding conflicts, gender and peacebuilding tools. The 24 participants were selected from diverse background across different ethnics and faiths with their interests and active involvement in community issues. The project team also did close consultations with local partner organizations. 4 microgrants (seed fund) granted to alunmi team through their sumbition of proposals to implement 10 ICAPs. The project also made sure by providing technical support to each alumni team to apply "Do No Harm" and conflict sensitivity approaches in their iniative implementation. The youth were equipped with 1 additional skill-up training, related to finance, proposal writing and reporting, requested by alumni teams.***

***Additionally, output 1.2 is also under onging process. The 151 university students from Kalay and Mawlamyine universities completed "Introductory Peaceuilding Training (Online)", including mainly three main modules, understanding conflicts, gender equality and peacebuilding tools. 85% of participants have changed their perspective related to dealing with conflicts and they are now in the process and first step of transformative journey to lead in enhancing intercultural society, by initiating peacebuilding action plans in their university environment. Those 151 university students were from different ethnic, faith and gender between 18-29 ages. To have this progress, the project has contributed 8 introductory peacebuilding trainings with students from 2 universities, followed by mentoring in their individual transformative action plans to societal change plans.***

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

***The project makes sure that every staff have clear understanding on how gender is cross cutting issues in communal peacebuilding. The Gender Focused Capacity Building Trainings; such as, Gender Matters in Peace Building, Gender integreating in Project Planning and Implementing and Gender Sensitive M&E Training, provided to all project staff. By these trainings, project staff convince that to gendering in each of the project cycle parts. In the second Step, gender mainstreaming is integrated in DIP Planning to implementing where the activities topics, the proposed main topics of the activities and activity schedules and venue, all the things are equally accessible for all male and female participants. For example, some of the Online Peacebuilding Trainings are conducted at night time by considering for youth and female participants avaliable time. "Gender for Social Cohesion" curriculum, has developed to make sure every training scheduling gender mainstreaming topics.***

**Outcome 2: *Local religious and education leaders with significant societal influence become champions of intergroup dialogue, peace, and trust building.***

***Output 2.1: 150 teachers-in-training are equipped and supported to champion intercultural dialogue and peace in their classrooms and schools.***

***Output 2.2: 300 religious leaders from diverse faith groups trained and supported to promote intra-interfaith dialogue and mediation in their communities.***

***Output 2.3: Five inter-faith Dialogue Groups (IFDGs) established at township level to proactively prevent and respond to inter-group conflicts.***

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

***Under Output 2.1 - working with teachers in trainning has been postphoned to next year 2021 due to unfavoriable siutation of Covid 19 by informing to the UNPBF office.***

***However, the other sector, working with faith leaders in 5 targeted areas under output 2.2 and 2.3 is in ongoing process with certain progress. Trust between the implementation organization, "Myanmar Council of Churches" and local faith leaders has improved to step forward for interfaith group forming by conducting series of meetings, exploring their local voices based on their local context. Networking has improved with related faith institutions and leaders to have wider inclusiveness from Mon and Magway Regions. At least 50 faith leaders from different religious and gender background from targeted areas are now engaging and involving in interfaith dialogue process and formation process of "Interfaith Dialogue Groups (IFDGs)" with inclusiveness, sustainability and local context in their related communities. Moreover, they have improved in understanding of the important of intra- and inter-faith and the role of faith leaders through the discussions, online meetings and dialogues. They have started to recognize that preventing potential conflicts can be dealt through enhancing social cohesion, interfaith works and trust-building between groups because particularly in Htilin and Gangaw townships, they did not have communication or intra - or interfaith working together in the past. Due to consultation process, the progress is being received recognition and involvement of local authority to form IFDGs. To reach this output progress, the project has published "Interfaith Understanding Guidebook" comprising of 7 chapters about core main values and teaching of each religion. Moreover, 3 inception workshops in 3 townships of Magway region were organized to have deeper understanding on diversity of the communities. The project also contributed by organizing 3 intra-faith workshops with 37 faith leaders including youth faith leaders and women in 5 targeted areas. These was carried out through virtual platform. The participants have increased awareness about dialogue and recognized invisible intra-religious conflicts which are also one of key reasons causing inter-religious tension and conflicts. Through reflection and discussion process, they are motivated taking lead the role of religious leaders working for social harmony and peacebuilding. Interfaith dialogue was organized in every township and there were around 64 faith and local leaders totally joined in 5 dialogues. They all gained the knowledge of interfaith while discussing their community issues related to misinterpretation and misunderstanding between different religious. Informal or temporary working committees have formed to take roles and responsibilities for further trust building. Overall, this outcome is ongoing to have further progress.***

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

***Gender inclusiveness and youth participation is one of the priorities of the project. In this case, not only focuses on the current leaders, also considers for the potential male and female youth leaders, second line leaders from religious groups. Along the implementing process under outcome 2, it's rarely to see the active and meaningful participants of women in religious community. The project staff identify the reasons of the obstacles to get the voice and active participation of women and youth. After that prepared the extra intensive activities such as meet with women participants exclusively and listen to their voice and also regulate on the activities and make sure all male and female participants equally could engage in activities. On balance, under the outcome 2, gender is the systemtic consideration of the differences between conditions, situations and needs of women and men in all action integrate to all decision and interventions based on the local context.***

**Outcome 3:**

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

**Outcome 4:**

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)  ***1) Organized monthly meetings with all partners whether the process in on track. areas can not do.***  ***2) Conducted 1 day quarterly partner meeting as monitoring activity, called "Reflection and Learning Workshop" in August. (Report Attached)***  ***3) Revised DIP and M&E Plan (May & Oct 20)***  ***4) Conducted Meetings regularly with targeted audience to monitor outcome progress.*** | Do outcome indicators have baselines?  Has the project launched perception surveys or other community-based data collection? |
| **Evaluation:** Has an evaluation been conducted during the reporting period? | Evaluation budget (response required): **47245.00**  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*: ***Due to Covid 19, most of the activities are in delay and upcoming situation is really unpredictable so we are likely to request for "No Cost Extension." Outcome harvesting methodology for Evaluation workshop has been conducted with external resource person from CAFOD. Meanwhile, we is in the stage of consultation to develop TOR for hiring external evaluator or team for end of the project. Internal evaluations are also being planned within own organization and between partners in upcoming six months.*** |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project. | Name of funder: Amount:  N/A |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* | ***The pandemic makes the project implementation delayed. As the situation is really uncertain and unpredictable, developing revised plan is a big challenge because context has often changed. Myanmar is now in second wave and the governement releases more restriction, particularly in mobility. The nature of peacebuilding work requires in-person communication and experiencing in building trust and relations. Moreover, there are very limited implementation strategy as Myanmar is also a state of unfamiliar with technology. Budget is also in underspending.*** |

**PART IV: COVID-19**

*Please respond to these questions if the project underwent any monetary or non-monetary adjustments due to the COVID-19 pandemic.*

1. Monetary adjustments: Please indicate the total amount in USD of adjustments due to COVID-19:

$ We will update later about monetary adjustments after making final calculation.

1. Non-monetary adjustments: Please indicate any adjustments to the project which did not have any financial implications:

***Until now, we have underwent through with adjusting implementing style and activity level adjustment by moving to virtual learning instead of in-person activities. But there are certain outputs which we can implement so far so we are in discussion for those areas. According to the situation, we are planning to adjust output 21 and 2.2 under outcome 2 by reducing numbers in the following-***

***- Output 2.1: 50 teachers-in-training are equipped and supported to champion intercultural dialogue and peace in their classrooms and schools.***

***Output 2.2: 75 religious leaders from diverse faith groups trained and supported to promote intra-interfaith dialogue and mediation in their communities.***

1. Please select all categories which describe the adjustments made to the project (*and include details in general sections of this report*):

Reinforce crisis management capacities and communications

Ensure inclusive and equitable response and recovery

Strengthen inter-community social cohesion and border management

Counter hate speech and stigmatization and address trauma

Support the SG’s call for a global ceasefire

Other (please describe):

If relevant, please share a COVID-19 success story of this project (*i.e. how adjustments of this project made a difference and contributed to a positive response to the pandemic/prevented tensions or violence related to the pandemic etc.*)

***There are a number of success stories related to Covid 19 in this project. In the first wave of Myanmar, as the number of Covid positive cases has increased from Christian religious ceremony, people started to spread hate speeches based on religious identity and treated patients by doing victim blaming. In this situation, community youth alumni from the project targeted areas took different roles in addressing those issues in fighting against Covid 19. Over 10 alumni in their townships and villages volunteered in facility quarantine centres where inclusiveness was not considered by authorities and communities. The prominent cases were that our youth had advocated local community to consider different needs based on gender and religious practices while working as volunteers in community Covid centres. Moreover, they raised lots of awareness raising to stop identity-based hate speeches in their communities due to Covid 19. There were significant results of being inclusiveness and equitable recovery particularly in Kyikemayaw and Paung villages.***

***Moreover, one success story is that some of the participants from Kalay have been assiduously working hard in the Covid 19 volunteer program at their township level to bring their service contribution to fight against the COVID-19 epidemic. Not only did these students with township CSOs engaged in sensitization awareness and community outreach, but there have also been online campaigns to raise funds for needy families in Paletwa IDPs camp to help them with basic needs such as bags of rice, oil, and many other essential items. In addition, KMF, SCM, MCC and WVM had participated in calling for global ceasefire by SG. Over 100 youth joined online IPD 2020 online campaigns by changing public profiles, involving in peace song challenges, writing poems and drawing cartoon contests. Online interfaith dialogue with 4 prominent religious leaders was also organized to release inter-group tension and to stop hate-speeches.***

**PART V: INDICATOR BASED PERFORMANCE ASSESSMENT**

*Using the* ***Project Results Framework as per the approved project document or any amendments****- provide an update on the achievement of* ***key indicators*** *at both the outcome and output level in the table below (if your project has more indicators than provided in the table, select the most relevant ones with most relevant progress to highlight). Where it has not been possible to collect data on indicators, state this and provide any explanation.* Provide gender and age disaggregated data. (300 characters max per entry)

|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Indicator Milestone** | **Current indicator progress** | **Reasons for Variance/ Delay**  **(if any)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome 1**  Young current and future leaders design and lead their own peacebuilding initiatives promoting enhanced intercultural dialogue and peace | Indicator 1.1  Improved interfaith and interethnic perceptions among male and female youth and university students in target areas | 0 | **0** | **Thrid Six Month** | **0%** | **This indicator will measure in last six month as we revised the plan and decided to use "Outcome Harvesting" methodology to be meaningful and qualitative. Moreover, due to covid situation and limited mobility, this outcome indicator harvesting is moved to the last six months.** |
| Indicator 1.2  # of change story haversted | 0 | **8** | **Second Six month** | **0** | **This indicator plan to measure in the third six months of the project according to revised Plan.** |
| Indicator 1.3  # of initiative activities through ICAPs | 0 | **20** | **Second six month** | **4** | **Awareness raising and online campaign Activities had been implemented through ICAPs along with covid response. 933 local people from 5 townships were improved awareness on social cohesion, interfaith dialogues and inter-groups harmony.** |
| Output 1.1  100 female and male youth leaders trained, supported, and resourced to lead intercultural dialogue and peacebuilding initiatives in communities. | Indicator 1.1.1  # of male and female youth leaders successfully completing peace camp trainings | **0** | **75** | **Second six month** | **24** | **24 youths from 7 twonships sucessfully completed online peace training . They are from different ethnic group as well as different religious . 80 % of total participants gained the knowledge of peacebuilding concepts.** |
| Indicator 1.1.2  # of interfaith/interethnic male and female youth alumni teams formed across target townships | **0** | 10 | **Second six month** | **5** | **Five alumni teams formed for intercultural implementing in targeted areas.** |
| Output 1.2  Students trained and supported to establish five active Intercultural Fellowship Groups (ICFGs) | Indicator 1.2.1  # of university students successfully completed peace camp training | **0** | **160** | **Second six month** | **0** | **DIP needed to be revised due to covid situation.So, Peace camp trainings were postponed to later six months according to the revised plan. But 151 university students were completed introductory training during reporting period.** |
| Indicator 1.2.2  # of inter-faith/inter-ethnic ICFGs formed and active at universities | **0** | **2** | **Second six month** | **0** | **Peacebuilding training couldn't conduct as original plan due to Covid 19 situation. All of the activities are linking to each other as process. So, The rest of the activities also postpone to later months.** |
| Output 1.3 | Indicator 1.3.1 |  |  |  |  |  |
| Indicator 1.3.2 |  |  |  |  |  |
| Output 1.4 | Indicator 1.4.1 |  |  |  |  |  |
| Indicator 1.4.2 |  |  |  |  |  |
| **Outcome 2**  Local religious leaders and teachers become champions of intergroup dialogue, peace, and trust building | Indicator 2.1  Increased support for interfaith cooperation among faith groups affiliated with religious leaders participating in the project | **0** | **30%** | **Second six month** | **0** | **This indicator plan to measure in the third six months of Project according to revised plan.** |
| Indicator 2.2  % fo alumini who applied knowledge and skills related interculture | **0** | **60%** | **Second six month** | **0** | **This indicator will be measure in the end of Project according to revised plan.** |
| Indicator 2.3  Improved understanding of gender equality among women and men influenced by religious leaders | **0** | **30%** | **Second six month** | **0** | **This indicator will be measure in the end of Project according to revised plan.** |
| Output 2.1  150 teachers-in-training are equipped and supported to champion intercultural dialogue and peace in their classrooms and schools. | Indicator 2.1.1  # of teachers successfully completed peacebuilding and intercultural communication training | **0** | **200** | **Second six month** | **0** | **All activities have planned to postpone to the later months of project. Although activities were designed to conduct during university semesters, universities are still close and students went back to their hometowns becauseof covid pandemic. Also accessing technology and internet is very limited for this targeted group.** |
| Indicator 2.1.2  # of teachers in training with skills and knowledge to develop and implement intercultural awareness content for their future classrooms | **0** | **44** | **Second six month** | **0** | **Peacebuilding training couldn't conduct as plan due to Covid 19 situation. All of the activities are linking to each other as process. So, The rest of the activities also need to postpone to later months.** |
| Output 2.2  300 religious leaders from diverse faith groups trained and supported to promote intra- and interfaith dialogue and mediation in their communities | Indicator 2.2.1  # of leaders successfully who completed dialogue and mediation training | **0** | **50** | **Second six month** | **0** | **Religious leaders are taking leadership roles in community response against Covid 19. And they have limited time to join online training. So, all of training could not organized as plan and need to postpone to later months of project.** |
| Indicator 2.2.2  # of female and male leaders who participated in and completed interfaith exposure visits | **0** | **25** | **Second six month** | **0** | **This activity has planned to implement in the later months of the project** |
| Output 2.3  Five Inter-Faith Dialogue Groups (IFDGs) established at township level to proactively prevent and respond to inter-group conflict | Indicator 2.3.1  Inclusive IFDGs successfully formed and supported by local leaders in each target township | **0** | **5** | **Second six month** | **0** | **Although In Person Workshops couldn't organized to form IFDGs. initial activities such as Inception workshops ,Situational Analysis and One-day Intra-Faith Understanding Workshops had been conducted for forming IFDGs in 3 townships through video confrence.** |
| Indicator 2.3.2  # of leaders from each main religion joined interfaith group in their township | **0** | **125** | **Second six month** | **0** | **In initial activities such as Context Assessment,Situational Analysis and intra-faith workshop has been done. One-day Interfaith dialogue, totally 64 religious leaders from (Pakokku, Htillin, Gangaw, Paung and Kyikemayaw) including (6) women, have paritcipated .** |
| Output 2.4 | Indicator 2.4.1 |  |  |  |  |  |
| Indicator 2.4.2 |  |  |  |  |  |
| **Outcome 3** | Indicator 3.1 |  |  |  |  |  |
| Indicator 3.2 |  |  |  |  |  |
| Indicator 3.3 |  |  |  |  |  |
| Output 3.1 | Indicator 3.1.1 |  |  |  |  |  |
| Indicator 3.1.2 |  |  |  |  |  |
| Output 3.2 | Indicator 3.2.1 |  |  |  |  |  |
| Indicator 3.2.2 |  |  |  |  |  |
| Output 3.3 | Indicator 3.3.1 |  |  |  |  |  |
| Indicator 3.3.2 |  |  |  |  |  |
| Output 3.4 | Indicator 3.4.1 |  |  |  |  |  |
| Indicator 3.4.2 |  |  |  |  |  |
| **Outcome 4** | Indicator 4.1 |  |  |  |  |  |
| Indicator 4.2 |  |  |  |  |  |
| Indicator 4.3 |  |  |  |  |  |
| Output 4.1 | Indicator 4.1.1 |  |  |  |  |  |
| Indicator 4.1.2 |  |  |  |  |  |
| Output 4.2 | Indicator 4.2.1 |  |  |  |  |  |
| Indicator 4.2.2 |  |  |  |  |  |
| Output 4.3 | Indicator 4.3.1 |  |  |  |  |  |
| Indicator 4.3.2 |  |  |  |  |  |
| Output 4.4 | Indicator 4.4.1 |  |  |  |  |  |