



**United Nations Peacebuilding Support Office (PBSO)/ Peacebuilding Fund (PBF)  
IRF PROJECT DOCUMENT**

<b>Project Title:</b> Mobilizing rural Youth and adolescents to serve as peacebuilding leaders.	<b>Recipient UN Organization(s):</b> UNDP and UNICEF
<b>Project Contact:</b>  UNICEF: Ms Christine Jaulmes Representative Address: UN Building, Rua Jassi Telephone: +245 96 66 89716 E-mail: cjaulmes@unicef.org  UNDP: Gabriel Dava, Deputy Representative/ Programme Address: UN Building, Rua Jassi Telephone: +245 96 65 25932 E-mail: gabriel.dava@undp.org	<b>Implementing Partner(s) – name &amp; type (Government, CSO, etc) :</b> Ministry of Education National Institute for Education Development (INDE) Secretary of State for Youth, Culture and Sport Ministry of Youth and Employment/National Directorate for Employment and Professional Training National Statistics Institute Youth networks and associations at the national and local level, including: (National Youth Council (CNJ), National Youth Institute (INI), National Forum on youth and population (FNJP), National Network of youth associations (RENAJ), National Network of young and female leaders (RENAJELF), Network of Youth Associations (RAJ), Political Parties Youth Organizations, Targeted Regions Rural Communities Associations Institute for Studies and Research (INEP) Institute of Biodiversity and Protected Area (IBAP) Academy, National Confederation of Student of GB (CONAGUIB) Association of parents and guardian (caregivers) for students (APEEA) Children's Parliament PALMERINHA ( Community Radio Network) Regional Directorate for Education Regional Youth Centres and associations Secretary of State of Planning/Regional Planning Cabinets Civil Society Organizations IOM
	<b>Project Location: Gabon and Cacheu</b>

<b>Project Description:</b> This project will strengthen the resiliency of youth and adolescents to instrumentalization and enable them to advocate on their own behalf for influence in decision-making processes that affect their future, especially those having to do with natural resources management and usage.	<b>Total Project Cost:</b> US\$ 1,564,821 <b>*Approved Peacebuilding Fund budget:</b> Fully allocated first tranche: UNICEF: \$ 539,511; UNDP: \$ 555,863  Conditional second tranche: UNICEF: \$ 231,220; UNDP: \$ 238,227  <b>Government contribution:</b> <b>Other:</b>  *The overall approved PBF budget and release of the second tranche are subject to the PBSO's evaluation and decisional process, and subject to the availability of funds in the PBF account.  <b>Proposed Project Start Date:</b> January 2018 <b>Proposed Project End Date:</b> June 2019 <b>Total duration (in months)<sup>1</sup>:</b> 18
<b>Gender Marker Score<sup>2</sup>:</b> 2 <i>Score 2 for projects that have gender equality as a significant objective.</i> <i>The project includes addressing the issue of empowering and participation of vulnerable groups based on gender analysis.</i>	
<b>Project Outcomes:</b> Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are engaged in peacebuilding and dialogue through increased knowledge, skills and experience within communities	
<b>PBF Focus Areas<sup>3</sup></b> which best summarizes the focus of the project (select one): 2: <del>Promote coexistence and peaceful resolution of conflicts</del> (Priority Area 2); (2.3) Conflict prevention/management;	

<sup>1</sup> The maximum duration of an IRF project is 18 months.

<sup>2</sup> PBSO monitors the inclusion of gender equality and women's empowerment all PBF projects, in line with SC Resolutions 1325, 1888, 1889, 1960 and 2122, and as mandated by the Secretary-General in his Seven-Point Action Plan on Gender Responsive Peacebuilding.

<sup>3</sup> PBF Focus Areas are:

1: Support the implementation of peace agreements and political dialogue (Priority Area 1):

(1.1) SSR; (1.2) RoL; (1.3) DDR; (1.4) Political Dialogue;

2: Promote coexistence and peaceful resolution of conflicts (Priority Area 2):

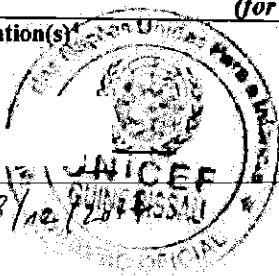
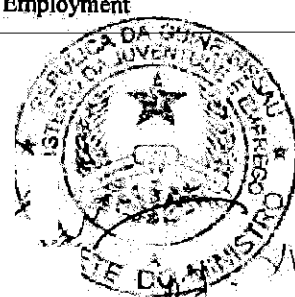
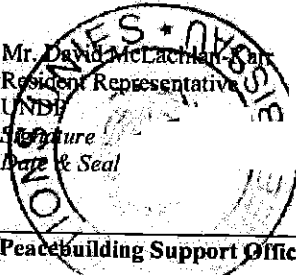
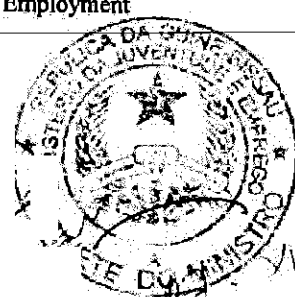
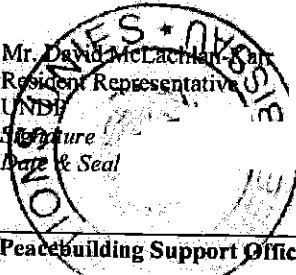
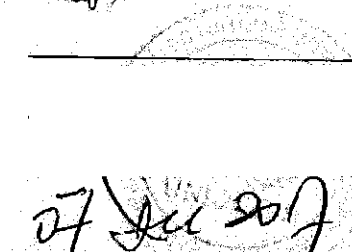
(2.1) National reconciliation; (2.2) Democratic Governance; (2.3) Conflict prevention/management;

3: Revitalize the economy and generate immediate peace dividends (Priority Area 3):

(3.1) Employment; (3.2) Equitable access to social services

4) (Re-)establish essential administrative services (Priority Area 4)

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including JSC/ PBF Secretariats)

(for IRF-funded projects)	
<b>Recipient UN Organization(s)<sup>4</sup></b> Ms. Christine Jaulmes Representative UNICEF <i>Signature</i> <i>Date &amp; Seal</i> 08/12/2017 	<b>Representative of National Authorities</b> Mr. Doménico Oliveira Sanca Minister Ministry of Youth and Employment <i>Signature</i> <i>Date &amp; Seal</i> 
Mr. David McLachlan Resident Representative UNDP <i>Signature</i> <i>Date &amp; Seal</i> 8/12/17 	
<b>Peacebuilding Support Office (PBSO)</b> Oscar Fernandez-Taranco ASG Peacebuilding Support Office <i>Signature</i> <i>Date &amp; Seal</i> 15/12/2017 	<b>SRSG</b> Modibo Ibrahim Toure SRSG UNIOGBIS <i>Signature</i> <i>Date &amp; Seal</i> 07/12/2017 

<sup>4</sup> Please include signature block for each RUNO receiving funds under this IRF.

## I. Peacebuilding Context and Rationale for PBF support

### a) Peacebuilding context:

Guinea-Bissau has a small but rapidly growing population, estimated at 1.5 million people and over half of them are under 18 years of age<sup>5</sup> and the proportion of population in the age between 0-34 years is 80 per cent (population projection for 2016). In 2016, the country ranked low on Human Development Index (HDI) with a rank of 178 (out of 188) countries (UNDP, 2016). The majority of the population (69 per cent) lives on less than \$2 per day (World Bank, 2010). One out of two persons in the country is illiterate.

The country has been characterized by the political instability for many decades resulting in deterioration of the living conditions of its population and in underlying tensions. The lack of accountability of the political system is cause for conflict. This has contributed to failing or ineffective state institutions especially in critical areas of health, education, poverty reduction. Almost a sixth of the population which lives in rural areas facing many challenges to access basic services. The lack of resources coupled with extreme levels of poverty have further exacerbated the situation

The 1998-1999-armed conflict further aggravated the situation and it devastated the country's economic and social infrastructure, worsening the already widespread poverty. The latest coup d'état, in April 2012, prompted the United Nations Security Council to impose targeted sanctions on the military responsible for the unconstitutional change of power. Following a two-year transitional period, legislative and presidential elections were held in 2014, marking the return to constitutional order. The holding of free, fair and transparent elections, as well as the appointment of a new government, created momentum around a national vision for development and peacebuilding. This vision informed the development of the country's national strategic and operational plan for 2015-2020 ("Terra Ranka"), which was presented at an international partners' roundtable in Brussels in March 2015 and attracted US\$ 1.5 billion in pledges from donors in support of its implementation.

Notwithstanding the overall optimistic national political environment and international attention on Guinea-Bissau, the President of the Republic dismissed the Prime Minister and his government in August 2015 alleging failure to overcome incompatibilities in their institutional relationship and to restore mutual confidence. Since then, successive governments have been unable to secure the approval of a Government program or budget by the National Assembly. Today, Guinea-Bissau continues to face chronic political instability that is having a disproportionate impact on the most vulnerable, among them the young people of this country.

Now, national elections are on the horizon (2018 and 2019), and experience from past election cycles suggest that young adults - and even adolescents - will likely be a targeted social group in the electoral processes and political power disputes. But although they are sought after for their vote and mobilization capacities, young people - practically speaking - have no voice on the issues that shape their lives. They are rarely included in local development planning or conflict resolution efforts. There are no youth in Parliament. At the local level, cultural and religious norms dictate submission and acquiescence - especially of young girls.

In the face of the current political crisis, preventing the instrumentalization of young people and enabling their true inclusion in decision-making could be a stabilizing factor. Youth and adolescents form a critical proportion of the demographic 'youth bulge' (45 per cent) in a young country such as Guinea-Bissau. The proportion of the 12-35 years age-group is 45 per cent which is the focus age-group for the project. For instance, the employment rate<sup>6</sup> for young people aged 15-35 was 10.6% in 2009, with a rate of 4.6% for women. The lack of access to basic services including health, education, vocational and employment opportunities are all potential sources for their multifaceted marginalization, that leave these groups of young people vulnerable to exploitation by those with the means to harness their potential. This is a threat to stability and peace. For a country founded by young revolutionaries, the barriers that have been erected over the past 43 years to young people's participation in decision-making at all levels are truly formidable. This project seeks to redress this issue.

<sup>5</sup> Population projections by National Institute of Statistics (INE), 2013

<sup>6</sup> Youth Policy Document, 2015, Government of Guinea-Bissau

b) Mapping of existing peacebuilding activities and gaps:

c)

Table 1 – Mapping of peacebuilding activities and gaps

Project outcome	Source of funding (Government/development partner)	Key Projects/Activities	Duration of projects/activities	Budget in \$	Description of major gaps in the Outcome Area, programmatic or financial
Supporting Women's and Youth Political Participation for Peace and Development in Guinea-Bissau	PBF	Women and youth participation levels in the political life of the country, implementing change/dialogue initiatives and participate in electoral processes.	January 2018 – July 2019	51,762,642	These projects are complementary. But one project is focused on urban youth and women and the other is focused on rural youth exclusively. The projects use very different methodologies. One is election focused and the other is not.
Access of vulnerable groups to social services and civic participation increased through improvement of Civil registration and vital statistics.	PBF	Promote Access to Protection and Civic Participation through Civil Registration UNICEF/ UNFPA	On-going	1,000,000	There is no overlap or complementarity
This is a grant under the Gender Promotion Initiative III - fits with Outcome 4 of the PPP 2015 – 2017) also supports the Engagement Framework 2018 – 2019 enabling political/institutional stabilization by identifying barriers to women's empowerment and access to decision-making	PBF to Voz di Paz/Interpeace	Vers un nouvel équilibre en Guinée-Bissau : créer l'espace pour une réelle participation de la femme dans le règlement pacifique des conflits et la gouvernance	18 months from 31 March 2017	534,184	The Voz di Paz effort is focused on Women and young women. It will add the interventions in this project because as it will help create an enabling environment for women's inclusion in decision-making by helping address the cultural and structural barriers to women's participation. The data collected from the regions will help with the baseline for this project as well, but using a very different methodology. The projects will reinforce each other without creating duplication. The Voz di Paz/Interpeace project does not focus on youth, Voz di Paz project is a multidimensional advocacy strategy to enable women's engagement. This project will enable change on other issues while adding strength to changes efforts in favour of women's inclusion.

#### d) Rationale for this IRF:

The analysis conducted for the development of *Terra Ranka* and other strategic UN documents identifies a disempowered youth as one of the root causes of the vicious cycle of instability and poverty that plagues Guinea-Bissau. It also notes the disproportionate impact that the political crises have on this vulnerable group. Broadly speaking, young people express an attitude of despair and victimization toward the seemingly insurmountable gap between their current life and what they perceive as their unfulfilled needs and desires.

IOM and its partners (among them the Italian NGO Mani Tese) report that in the eastern region of Gabu, many youths are leaving the country in the hope of a better future elsewhere (Inception Report EUTF-IOM 2017; MRRMII Report 2016). IOM and Mani Tese have been working to sensitize young people of the dangers of irregular immigration. There are increasing number of youth that have recently returned to from abroad. From January to October 2017, 397 migrant returnees came back to Guinea Bissau (among them 4 women) and IOM could assist 142 (including 4 women), some who have come forward tell harrowing stories of their experience of have been trafficked.

Another challenging reality about Guinea Bissau is its low levels of literacy and high proportion of adolescents who are out of school (26%) or have dropped out without acquiring basic competencies related to life skills including literacy and numeracy. On average, only one out two persons is literate. Available data shows that one of two children in school age (6-18 years) are out of schools<sup>7</sup>, and a large proportion of adolescents may not have ever been to school. The low levels of literacy is another factor contributing to the vulnerability of young people and the likelihood of their instrumentalization. This is kindling to the fire of instability. The tables below, shows detailed information on literacy rate among youth aged 15 to 24 years old at the national level and within the two targeted regions (Gabu and Cacheu):

Region	Woman	Men	Total (average)
National level	50,5 %	70,4 %	60,4 %
Gabu	21,6 %	35,5 %	28,5 %
Cacheu	55,6 %	77,1 %	66,3 %

Regarding early marriage, data<sup>8</sup> shows that the percentage of married women before 15 years of age in Gabu Region is two times higher than the percentage at national level (24.8% against 11.4%) while the percentage of married women before 18 years old is 67.2% in Gabu against 37.1% at national level.

In the current political environment that started in August 2015 and last till now, youth and adolescents have become increasing exposed to political instrumentalization by various sides as the negative rhetoric increased. Civic and political marches for and against the status quo are suspected of including paid marchers and trouble makers, most of them youth. These marches are adding to the climate of instability.

Come election time in Guinea-Bissau, young adults are one of the most targeted social group in electoral processes and political power disputes. Even adolescents, while not in the voting age-group, have been observed to participate in demonstrations and are at potential of becoming unwilling part of disruptive activities. With the national elections on the horizon (2018 and 2019), the current intervention is timely to mitigate the effects of this kind of instrumentalization of youth and adolescents.

The important growing network of youth are the so-called "*Bancadas*"<sup>9</sup> which exist throughout the county. They were initially created by youth as strategy to cope with the idleness and the lack of occupational opportunities. However, some groups have been easily instrumentalized for political gain, for criminal activities, or propagate intolerance (mainly religious). Indeed, some groups have been found to be involved in illicit acts. Thus there is a need to prevent these groups from political or criminal instrumentalization. They can also be transformed into important platforms for peacebuilding and social entrepreneurship and enabled as guardians of community safety and environmental stewardship. But, for instance, if youth is not involved now in decision making process related to environmental governance and natural resources management in Guinea-Bissau, the chance of the future

<sup>7</sup> Report on the Situation of Education, 2015 Ministry of Education

<sup>8</sup> Multiple Indicator Cluster Survey, 2014, Guinea-Bissau

<sup>9</sup> *Bancadas* is a local concept and this word translated into English literally means "benches". These are informal social forums which are used by youth in rural and peri-urban areas to meet and socialize to cope with idleness and lack of vocational opportunities.

generation of youth to access to these resources in the future will be jeopardized. Currently, due to the lack of participatory processes in Guinea-Bissau, disputes and disagreements over access to forests, mining resources and agricultural lands have emerged and often lead to violent clashes between disputing communities/individuals, mostly in Blombo, Oio, Cacheu and Tombali Regions (reported by National Diffusion Radio, 2015, 2016 and 2017).

Adding to this situation is perceived deprivation that both young adults and adolescents feel with regard to their right to participate in decision-making at any level. It is the type of exclusion leads to a disaffected youth that turns it back on cultural and positive social norms and adopt unhealthy coping mechanism. One of the failings of the current system is that it does not meaningfully involve all stakeholders, especially the marginalized groups, such as the youth and adolescents. In fact the future belongs to them, and they have more interest in constructing a better society.

In the context of Guinea Bissau, other youth networks and organizations have been promoting life skills and competences development through Open Universities and scout's camps, but few include peacebuilding values in strict sense. Access by adolescents aged 12-16 years old to these learning opportunities is not evident. Nevertheless, both the groups have a tremendous potential to transform communities and act as harbingers of peace and conflict resolution if provided with the right kind of knowledge, skills and competencies.

This project will help empower youth (17-35 years age) and adolescents (12-16 years age) with the tools and skills they need to effectively advocate on their own behalf for their inclusion in decision-making at all levels. By enabling rural and local level youth engagement with local, regional and national decision and policy makers, the opportunity is opened up to examine the multiplicity of issues that are adding to the vulnerability of youth sector and find appropriate, accountable, responsive, practical and effective solutions. If youth and adolescents are engaged in finding appropriate solutions to the problems that affect them, they will NOT likely be involved in the kind of activities that add to the instability of the country. In the longer term, the experience gained in youth leadership could enable the emergence of a new kind of leaders, capable and committed to building this country.

## **II. Objectives of PBF support and proposed implementation**

### **a) Project outcomes, theory of change, activities, and sequencing**

The project aims to develop leadership skills among rural adolescents and youth on peacebuilding and build their resilience to instrumentalization and manipulation. Further the project aims to strengthen capacities of adolescents and youth to be able to influence the decision -making process at local and national level.

More specifically, the project will provide youth and adolescents in rural areas with access to a package of training, support them in finding ways to exercise their newly acquired capacities to act as key peace builders and social innovators within their communities. This will help them to open the doors to decision-making spaces that will enable their voices to be heard on a variety of key issues that affect their lives. These can include: environmental safety and security, local development planning, or basic service delivery. In this way, the project will empower youth and adolescent leaders and youth organizations to act as promoters of social innovative solutions for peace and inclusive development.

The project therefore focusses on building capacities of the adolescent girls and boys and young men and women in peacebuilding and life skills, how to use the media to influence community decision-makers, make more young voices heard and undertake community peacebuilding projects to enhance the delivery of basic services and exercise their role as responsible citizens.

This project will formulate two different youth leadership development and engagement models. One model is for engaging with adolescents (12 – 16) and involve them early in the critical years of individual- and collective-identity formation and enable them to become confident and competent contributing citizens. The adolescent model recognizes the importance, in this context, of enabling the acquisition of functional literacy, citizen education and peacebuilding competencies, including the capabilities to convene and create safe space for their voices in the public sphere and through the use of media.

The second model will do similarly with young adults between 17 and 35. Moreover, this second age – appropriate model will engage and leverage the potential of young adults for influencing decision-making processes, particularly around local development, natural resource management and peacebuilding planning. Both models will be innovative and contextualized for Guinea-Bissau. Both models will feature life skills, values and citizenship education, foster participation in decision-making processes and help prevent political or any other form of instrumentalization. The proposed activities such as leadership training on peace building, establishing community spaces, community action projects will be of complementary nature. For example, the community spaces will provide the backdrop for the interaction between the adolescents and youth leaders to plan their activities on peacebuilding, sharing of information on policies/strategies. Another example is that of community action projects could be about adolescents and youth working together to prevent/mitigate conflict around poor natural resource management.

Providing youth and adolescents with the right opportunities, skills, competencies and knowledge will enable them to participate actively in the social change now and foster a new generation of future adults who will uphold democratic values and promote peace and stability in the country and national development. This is expected to catalyse peace building efforts in the community by harnessing their energy and channelize it into a positive direction.

The following section provides a description of the outcomes, outputs and the main activities envisioned:

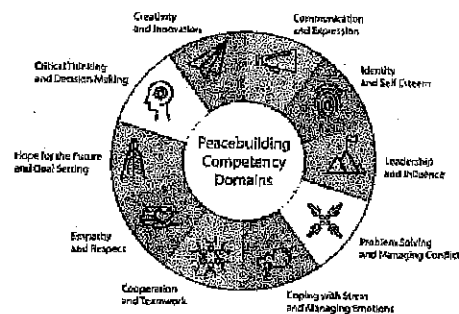
*Outcome: Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are actively engaged in and capably contribute to peacebuilding and dialogue activities in their communities.*

**Output 1.1: Adolescent (in target areas with special attention to inclusion of girls) have increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders.**

The project includes building capacities of the adolescent girls and boys on peacebuilding and life skills, and using media for influencing the key persons in the community and making their voices heard.

The competency framework<sup>10</sup> for peacebuilding is depicted in the adjacent figure. It will offer the basis for developing a contextualized curriculum and training programme for adolescents (12 -16) in 30 village communities (Tabankas) in the regions of Gabu and Cacheu. Given the context, the methodology will include an accelerated functional literacy courses as part of the competency building intervention. In addition the curriculum will also include modules related to reproductive health services and well-being of adolescents. The competency building component will include:

- **Learn** about rights and citizenship and about peacebuilding, conflict resolution, functional literacy and numeracy and practice through discussions and simulations;
- **Apply** in the community the acquired skills for peacebuilding initiatives; and
- **Work** closely and act as the liaison with government structures to ensure that adolescents' voices are included in decision making. At the community level the platform for influencing the key decision makers is the participation of adolescents in the Management Committee of the village.



**Training and curriculum for peace building:** This will be a four-month programme where adolescents will be participating in learning sessions aimed at developing their competencies in communication and expression, problem solving, critical thinking, decision-making, leadership and influencing. The content on civic education and peacebuilding will be integral to this training. The training curriculum will be developed in collaboration with National Institute for Education Development (INDE) which is the national entity mandated for such tasks. An estimated group of 40 adolescent girls and boys will be trained from each community. Each group will have two youth facilitators who will facilitate the training process with the adolescents. The training package will have an inherent practical aspect of applying the skills learnt and competencies by engaging in community action projects which are described in the output 1.2

<sup>10</sup> Adolescents as peacebuilders toolkit, UNICEF 2016

**Functional literacy and civic education:** In addition, a programme to develop functional literacy and civic education will be also be conducted for adolescents who are out-of-school and are illiterate in the same 30 communities. The experience gathered during the adult literacy programme implemented by Ministry of Education with support from UNICEF will be of advantage. The functional literacy intervention will also draw the content for the modules from the Youth and Women peacebuilding project. This six-month **accelerated functional literacy programme** curriculum will be developed based on the adult literacy modules already existing in the country as well as the primary school curriculum of first six grades. This functional literacy programme will be implemented through local facilitators. Preference will be given to the facilitators already familiar with the adult literacy modules. This will run concurrently with the training for peacebuilding. In both the training curriculum the content on reproductive health such as personal hygiene, menstrual hygiene management, and harmful effects of early pregnancy and prevention of HIV will be cross-cutting. Other cross-cutting areas include gender and environmental protection.

**Output 1.2: Adolescents have a safe space through local and national media to express their views and access and influence key actors in the public sphere**

The second output of the project is about applying the training into action projects in the community and working with media. This is expected to facilitate adolescents to communicate their concerns and possible solutions related to peace and the overall impact of conflict and political instability on their lives as well as those of the larger community.

Involving adolescents in media use simultaneously offers wide ranging possibilities from training and educating them on developing and broadcasting content, as well as reporting on issues/events in the community using both print and digital media. Adolescents can be trained (especially those who are already literate) on using media for advocacy on social and political issues, as well as sensitizing communities and key people. It is an effective way of involving them in participatory policy discussions. Working in a participative way with media will facilitate adolescents to apply the skills and competencies learned in Output 1. They will be equipped with skills of documenting and writing about issues, interviewing different stakeholders and to reach out to larger community with information. The use of media will also serve as the link to put the learning from the training on peacebuilding competency and functional literacy and civic education into action. The **main activities** envisaged are:

**Establishment of safe spaces/multi-purpose spaces:** At the community level, spaces will be identified for adolescents to come together for their meetings and activities. These spaces will be identified jointly by the community and the adolescents and developed into multi-purpose resource centres/information centres. These multi-purpose spaces will facilitate adolescents to participate in trainings such as peace building skills, plan their activities with communities, exchange information and access information on different government policies and relevant documents. The assets including their security will be managed by the already existing Village Community Management Committees.

**Community Action projects:** This will offer the opportunity to apply the competencies learnt during the training. Issues for this project will be identified by the adolescents and also the key people they would like to engage with in the process. The community action projects for example could include awareness raising about citizen rights, reflective sessions with key local authorities to improve social services, ensuring that all children have birth certificates, monitoring basic services such as health centres or school or water availability and advocacy with religious leaders on harmful traditional practices. Adolescents (including adolescent reporters) will be encouraged to collaborate with community leaders to raise awareness on the social issues which threaten peace using local theatre groups, cultural events and community festivals. Theatre performances will be organized for clusters of village communities (Tabankas). These projects will have an interface with the community environmental peacebuilding initiatives by the youth in the village (described in output 1.4)

**Advocacy on sustainable development for peace:** A national level advocacy through media and conference/seminars will be organised by the adolescents on the issue of SDGs (especially those related to Health, Education, Poverty, Environment and Violence prevention and Gender equality) and peacebuilding. This will be the opportunity for bringing the national level government personnel and key stakeholders such as the religious

leaders, political leaders for a dialogue on initiatives to promote the aspirations of the adolescents and political stability and peace. Children's parliament will be a key partner in this activity.

**Radio and Television Programmes:** The high illiteracy rates among adolescents, young people and adults renders radio a prime means of communication to a large proportion of the population. There are over 30 community radio centres in the country and UN agencies and government and civil society organizations have used them for awareness creating activities. In this project it is envisaged that a schedule of programmes will be developed in partnership with the community radios centres. The content of the programmes will be generated by adolescents from targeted village communities, trained on developing and broadcasting content. The content developed in the community radios will also be shared with other radio centres for national reach. The programmes developed will also include content related to SDGs in the country context.

**Television programmes:** Selected girls and boys will be trained on television programme production. A regular programme will be designed, developed and facilitated with adolescents will be broadcast. This will be primarily done in collaboration with the national television and Children's Parliament.

**Adolescents as reporters:** In the project area of the adolescents will be trained on reporting news and events with a conflict-sensitive lens. These adolescents will be trained to write and cover events happening in their community, highlight the issues pertaining to their lives including reporting about the functioning of basic services.

**Periodic newsletters** will be developed by adolescents in targeted communities and will be shared and disseminated to the key influential people and local authorities. These newsletters are developed locally and the primary audience will be local community including children. The format will be a combination of simple text with visuals (photographs/illustrations) and rely on contributions from the community. These newsletters will be posted in public spaces in the community including health centres, school walls for dissemination. Adolescent reporters will also organize regular news reading sessions based on the newsletter for communities and reach out to those who are illiterate and cannot read.

#### **Output 1.3: Youth leaders and organizations have enhanced skills and competencies as environmental and gender-sensitive peacebuilders.**

Equipping youth organizations and leaders with knowledge, competences and leadership skills will enable them to become peacebuilders and influencers of decision-making process, thus contributing for peace and stability. The main activities proposed are:

**Training package:** A curriculum and modules for peace building and collaborative advocacy will be developed and implemented, to enable youth leaders to lead, innovate, manage, communicate and deliver peacebuilding efforts with a gender-sensitive approach. This will be based on the UNDP Core Competence Framework. The key content areas will include peacebuilding competencies, gender-analysis and natural resource management for environmental peacebuilding.

The curriculum and training package will be developed in collaboration with youth associations and local NGOs which have prior experience in proven capacity on the subject. While designing the training contents will addresses the existing knowledge and competency gaps of youth on peacebuilding and leadership in conflict management, decision-making influencing team work and risks related to clandestine migration. The training package will have modules to orient participants on conducting gender analysis of policies and budgets concerning youth.

**Testing of the training package:** The training package will be tested for its effectiveness, duration, methodology and training support materials in the selected communities. This will facilitate in finalizing the curriculum and the training materials for national level use.

**Training of Trainers:** Two youth from each of the 30 targeted communities will be identified and trained. In addition select members from the youth organization operating in the target region will be included in the training of trainers. Existing youth forums for discussions and debates around different thematic issues such as the

*bancadas* will also be included. The facilitators of these fora will be prioritised for inclusion in the training of trainers.

**Output 1.4: Youth leaders (with special attention to inclusion of young women) apply peacebuilding and leadership training to the design and implementation of innovative initiatives, including those related to natural resource management through grants support.**

Under this output, opportunities will be given to youth leaders and respective organizations to apply the knowledge and competencies gained under Output 1.3. A small grant scheme with 100,000 \$USD will be developed based on UNDP previous youth for peace project, including its criteria of selection, simplified template for proposals formulation and accompaniment structure. Through the scheme is expected to fund 17 innovative initiatives promoted by youth leaders and organizations with a maximum amount per initiative below or equal to 5,000 \$USD. A Steering Committee composed by representatives of PBF Secretariat, UNDP, UNICEF and youth network organizations will be established to ensure the transparency process of selection and approval of initiatives proposals for funding promoted by youth leaders and organizations. A participatory evaluation of grantees and beneficiary communities will be convened at the end of the grant implementation period to identify best practices and lessons learned. Through this mechanism, the youth will be in position to translate into practice the acquired competences and skills under Output 1.3.; especially for the prevention of harmful Natural Resource Management (NRM) practices that can lead to disagreements and violent disputes. In these initiatives, adolescents trained in the methodology outlined in Output 1 will be included in project implementation.

This engagement will be through advocacy/lobbying and problem-solving with traditional, regional and national authorities. This will include awareness raising actions on issues like: harmful public policy decision leading to environmental degradation such as illegal timber logging or heavy sands exploitation in Varela beach; pollution; migration and other issues that lead to youth manipulation and exploitation. The goal is to ensure that youth voices are taken into account in the process of decision-making, especially regarding access and control of natural resources, and corruption prevention around the revenue from natural resources and promote equitable sharing. The projected land tenure regulatory text formulation in next year will be one of the priority policy decision making process to influence through well informed youth participation. Three types of micro-grants will be given:

**Peacebuilding Forum:** The first set of micro-grants will go to dialogue initiatives that will be enable youth to organize discussions around the drivers of conflict in Guinea-Bissau. These spaces may focus on issues related to natural resource management, as well as other issues affecting youth like those that lead to their manipulation and exploitation. Local, regional and national level leaders, elders and traditional/religious leaders will be invited to these events. It's expected to support a total of 33 peacebuilding forum events, 30 at the level of communities (tabankas), two at regional level and one at national level, will be organized. In this way, the Peacebuilding Forums will be spaces for intergenerational engagement and advocacy with government and traditional authorities at various levels. The Peacebuilding Forums will also enable gender analysis of policies affecting youth and enable the dissemination of information about critical issues. These fora will capitalise on the multi-purpose spaces being established as part of output 1.2 and the community activities planned by the adolescents. These dialogue initiatives to be funded with a micro-grant, should be seen as quick-win initiatives. They are designed to enable good works and give youth the opportunity to have a first experience advocating for their own interests at the national level and in so doing help them acquire voice. It is above all a learning experiences where failure is to be expected but where youth gain the confidence and knowledge needed to articulate their concerns in a factual and effective manner. Through this experience they will gain visibility for good works which they can leverage to gain higher leadership positions within youth and civil society organizations. The funds will help bring to the forefront of national attention issues of concern of youth and enable them to advocate for systemic changes by proposing recommendations for policy creation or modification or propose how they could partner with government to help address their concerns. Besides that, as matter of sustainability, is expected that the youth network organizations will succeed in institutionalizing Peace Building Forums by mainstreaming the curricula and format developed and successful tested under this project into the learning events that youth network organizations promote each year in fourth quarter.

**Media Partnerships:** A second set of micro-grants, provided under the governance structure and criteria selection as explained above will enable youth partnership with national media and journalists, youth network organizations and scout movements to develop communication materials and peacebuilding awareness campaigns

supportive of peace and stability, national unity, human rights, conflicts management, terrorism prevention. This activity will be done in conjunction with the output 1.2 on engaging adolescents with media.

**Community environment peacebuilding initiatives:** A third set of small grants will enable the design and implementation of natural resource management initiatives. Funds will help analyse and find innovative and enduring solutions to natural resource use and environmental issues in consultation with affected communities to prevent instability and conflicts arising from disagreements and disputes over access and control of natural resources. Grants will enable youth groups to apply the skills gained in 1.3. These will be also linked with the community action projects planned by adolescents in output 1.2.

### **Theory of Change**

A number of factors and dynamics are contributing to the vulnerability of youth and adolescents and making them prone to manipulation by various actors for destabilizing and socially detrimental purposes. The premise of this project is:

If more adolescents and youth develop and have the necessary leadership and life skills, literacy, knowledge of how to use the media, and peacebuilding competencies and if they are supported in their efforts to advocate for more inclusive decision making at the community level and if afforded opportunities to engage with decision makers so that they can apply the knowledge and skills acquired then these adolescents and young adults will be more likely to have the confidence and capacities to effectively participate in the management of the challenges that affect their lives (including resource management issues) and thus become drivers of peace in their communities. If they have the skills and confidence to engage with local government structures they will be in a better position to advocate for more inclusive decision making around local development planning and implementation. They will also have better skills for overseeing basic service delivery and giving leaders feedback that can enhance accountability and transparency in the delivering of basic services.

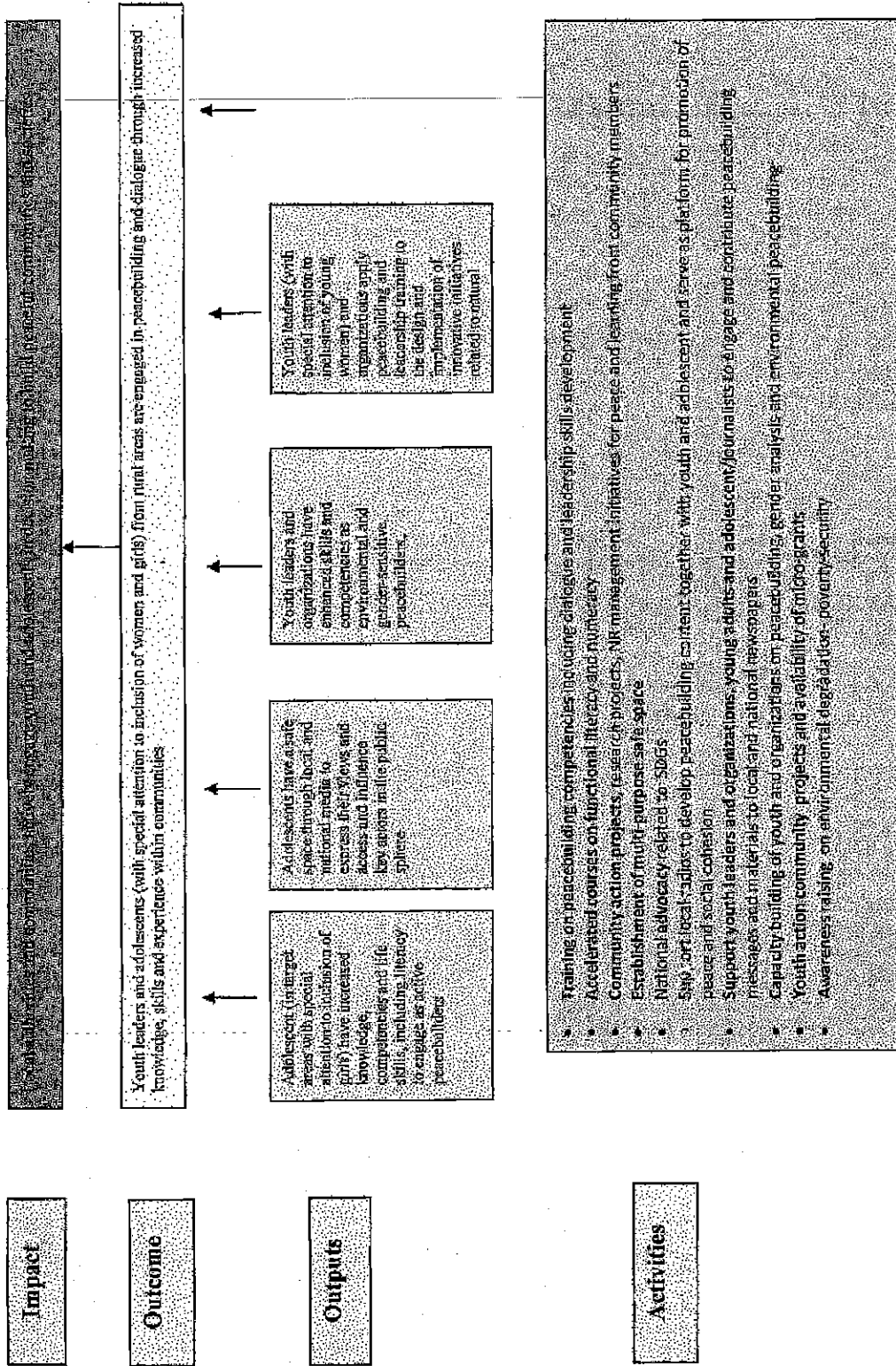
In addition, if these youths have more effective life and problem-solving skills, then there is a greater likelihood that they will have greater resilience to the kinds of manipulation and exploitation that contribute to political instability and perpetuate their vulnerability and better prepared to assume the role of a responsible citizen.

If both the young adults and adolescents have resiliencies to manipulation and exploitation and are more engaged in their communities in positive ways, they will not be adding to the political chaos. If they are not adding to the political instability they will be contributing to the processes of stabilization and even create positive political reverberations.

If the project is able to foster the creation of effective, age-appropriate and contextualized leadership training models focused on building youth resilience, UNDP and UNICEF will each have a potentially catalytic age-appropriate leadership training model to upscale and disseminated nation-wide with the help of other donors.

### **Sequencing**

A primary focus of this project is developing models for engaging adolescents and youth in peace building in the context of Guinea-Bissau. While adolescents have not been directly involved in trainings and capacity building, at the same time, using an environmental peacebuilding approach for youth is also non-existent. Therefore the sequence of activities will start by establishing baselines on the current status of knowledge, practices and engagement of adolescents and youth. This will be followed by adapting and finalizing the curriculum for training and the materials. These will be tested on the ground and applied in the target communities (tabancas). Following the training, community action projects will be initiated by adolescents and youth respectively. The training on media will follow the training on peace building competencies. Awareness raising activities will be organized by adolescents and youth on issues pertinent to them and are described in the previous sections. An end-line will be established in the last quarter of the project activity.



#### **b) Expected content of support including scope and scale**

**Target groups:** The project aims at working with adolescents (12-16 years age) and youth (17-35 years) in the select communities in mainly rural areas. In case of adolescents, the scope includes those in-school and out-of-school. The existing 'bancadas' and youth organizations (if any) in the project communities will be the starting point for the selection process.

Equitable selection of the adolescents and youth for the trainings will be done through pre-established selection criteria. A committee comprising of adolescents, youth (beneficiaries) and members from the village committee with support from national staff will oversee the establishment of criteria in a participative and transparent manner. The criteria for participation will be developed in a participatory and transparent manner through these dialogues and will take into consideration the gender balance and representation of the most vulnerable groups of the community. The 'vulnerable' adolescent and youth will also be identified based on these criteria developed in a participatory manner.

The selection process will be preceded by meetings in the communities in general and specific meeting with the adolescent and youth. The dialogue with the community will centre around understanding issues that threaten peace and stability in their communities. During the dialogue with the adolescents and youth their interest in participation in the project will be understood.

These dialogues will also inform the baseline and questions regarding the perceptions about the participation of adolescents and youth in peacebuilding initiatives. Through this participatory dialogue process, the adolescents and youth participants will be selected. All efforts will be made to maximize the participation of the most of the adolescents and youth in the communities. During the course of the project, regular exchange between the adolescents and youth who are directly participating in the activities with those who are indirect beneficiaries will be organized.

For the small grants project, competitive call for proposals will be used to encourage as many youth to apply. The selection criteria will be developed in a participating manner with the beneficiary committee and national staff. These criteria will be widely disseminated to encourage as many youth to apply. The selection will also be done in a transparent through the committee already established. The results of the selection will be shared in a transparent manner.

In addition to that, regarding youth 'Bancadas', a members profiling and vulnerabilities to instrumentalization exercise will be carried out in early stage of the project implementation to inform planning exercise for better support of their environmental peacebuilding initiatives.

#### **Geographic Focus:**

The project sites will be located in the Regions of Gabu and Cacheu which are areas with the lowest rate of literacy in the country and where tensions around access to livelihood resources between farmers and cattle breeders and or migrants and hosting communities, child marriage of adolescents' girls and use of violent means to settle disputes have been reported in local media.

30At the national level select advocacy activities will be carried out.

#### **c) Envisaged modalities of support/Implementation approach**

The project envisages the capacity building of youth and adolescent girls and boys including on using media and play an active role as conveners of peacebuilding and transforming communities in a participative manner with local authorities. A partnership agreement will be established with the implementing partners including CSOs as per the needs to support the implementation of project activities, such as applied research, training and awareness raising on peace building values.

The leading national implementing partner is the Ministry of Youth and Employment (MYE), and the co-implementing partners are the Ministry of Education (MoE), and the Ministry of Women Family and Social Cohesion (MWFSC). These entities' role will be to ensure the alignment with the national peacebuilding priorities and to support the process implementation by ensuring synergy with the ongoing initiatives on peacebuilding, particularly from youth national networks and organizations, CSO and intra-community and national dialogue for peace. All implementing partners will be subject to capacity assessment using UNDP/UNICEF corporate checklist for CSO/NGO. A MOU and Micro-grants funding for leadership development support around peacebuilding values, including conflicts management will be quality assured as per RUNOs Quality Assurance Guidelines.

The development of the curriculum for peacebuilding competency framework and civic education will be done in collaboration with the National Institute for Education Development (INDE), supported by an expert, if needed. Trainings will be conducted in collaboration with INDE and civil society organization, particularly youth national network associations. Partnerships will be established with CSOs/NGOs to facilitate implementation. The existing youth networks in the geographic area will be identified and linkages established to support the community projects to be carried out by the youth and adolescents in their own communities.

The 'Do no harm principle' and "No one left behind principle" will be inherent in the project interventions including the monitoring system. This will be done by designing the capacity building activities in a participative manner with the youth and adolescents themselves as well as through dialogue with the local authorities and key influential persons. The capacity building for youth and adolescents will focus on using non-violent approaches and dialogue processes to influence local authorities and making their voices heard. The project aims to bring about a positive influence on how adolescents deal with the situations in life and build resilience to use peaceful approaches for voicing their issues and not be vulnerable to manipulation. Regarding youth the project aims to develop their analytical and advocacy capacities and increase their level of awareness and preparedness to address issues that concern them through concrete and impacting actions.

**d) Budget:**

**Table 2: Project Activity Budget**

Outcome/ Output number	Output name	Output budget by RUNO (UNICEF & UNDP)	UN budget category (see table below for list of categories)	Any remarks (e.g. on types of inputs provided or budget justification)
<i>Outcome 1: Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are actively engaged in and capably contribute to peacebuilding and dialogue activities in their communities</i>				
Output 1.1	Adolescent (in target areas with special attention to inclusion of girls) have increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders	484,413	1 = US\$103,000 2 = US\$ 34,527 6 = US\$346,886	UNICEF
Output 1.2	Adolescents have a safe space through local and national media to express their views and access and influence key actors in the public sphere	138,579	2 = US\$ 85,805 6 = US\$ 52,774	UNICEF
Output 1.3	Youth leaders and organizations have enhanced skills and	485,000	1= US\$ 20,000 2=6US\$ 65,000	UNDP

	competencies as environmental and gender-sensitive peacebuilders.		3= US\$ 5,000 4= US \$ 30,000 5= US\$ 15,000 6= US\$ 350,000	
Output 1.4	Youth leaders (with special attention to inclusion of young women) apply peacebuilding and leadership training to the design and implementation of innovative initiatives, including those related to natural resource management through grants support.	141,800	1= US\$15,000 2= US\$ 45,000 5= US\$ 5,000 6 = US \$ 76,800	UNDP
	General Cost	34,300 35,340		UNICEF UNDP
	M&E	143,017	4= US\$30,000 4=50,000 5 = US\$33,017 5=US\$30,000	UNICEF UNDP UNICEF UNDP
<b>Total</b>		<b>1,462,449</b>		

Table 3: Project budget by UN categories

PBF PROJECT BUDGET							
CATEGORIES	UNICEF			UNDP			TOTAL
	1 <sup>st</sup> Tranche**	2 <sup>nd</sup> Tranche	Subtotal	1 <sup>st</sup> Tranche	2 <sup>nd</sup> Tranche	Subtotal	
1. Staff and other personnel	72,100	30,900	103,000	24,500	10,500	35,000	138,000
2. Supplies, Commodities, Materials	84,232	36,100	120,332	77,000	33,000	110,000	230,332
3. Equipment, Vehicles, and Furniture (including Depreciation)	0	0	0	3,500	1,500	5,000	5,000
4. Contractual services (including M and E)	21,000	9,000	30,000	56,000	24,000	80,000	110,000
5. Travel (including M and E)	23,112	9,905	33,017	35,000	15,000	50,000	83,017
6. Transfers and Grants to Counterparts	279,762	119,898	399,660	298,760	128,040	426,800	826,460
7. General Operating and other Direct Costs	24,010	10,290	34,300	24,738	10,602	35,340	69,640
Sub-Total Project Costs	504,216	216,093	720,309	519,498	221,642	742,140	1,462,449
8. Indirect Support Costs*	35,295	15,127	50,422	36,365	15,585	51,950	102,372
<b>TOTAL</b>	<b>539,511</b>	<b>231,220</b>	<b>770,731</b>	<b>555,863</b>	<b>238,227</b>	<b>794,090</b>	<b>1,564,821</b>

\* The rate shall not exceed 7% of the total of categories 1-7, as specified in the PBF MOU and should follow the rules and guidelines of each recipient organization. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, according to the Agency's regulations, rules and procedures.

\*\* PBSO will authorize an initial transfer amounting to 70% of the requested budget and, upon timely submission and acceptance of the project reports and at least 80% expenditure of the total budget for the first transfer, the Fund will release the remaining 30%. Please note that all subsequent tranches are also contingent on the availability of resources in the Peacebuilding Fund.

#### e) Capacity of RUNO(s) and implementing partners:

UNDP and UNICEF Country Office have proven capacity on development and peace building projects management in Guinea-Bissau. Both the agencies have its core program and operations teams composed of technical and financial specialists. These technical persons are in charge of performing functions such as project management, procurement, monitoring and evaluation, reporting based on results and program oversight management. Both organisation have ongoing work with media (print and electronic) and existing partnership with National Television and network of Community Radios will be of immense advantage.

#### UNDP

As PBF funding recipient since 2008, UNDP has helped design and implement several PBF funded projects covering thematic domains such as rule of law and justice, elections and youth employment. From 2014-2017, UNDP's annual budget allocations to support Guinea-Bissau's development efforts has ranged from \$13,338,220 USD to \$23,918,082 USD. The annual delivery rates in 2014, 2015 and 2016 were respectively 79.9%, 83.4% and 83.4%.

## UNICEF

UNICEF is currently implementing a peacebuilding project on promoting Civil Registration. UNICEF has a comparative advantage of technical expertise in different programme sectors such as Health, Education, Water and Sanitation, Social Policy and Planning. UNICEF works with all the key line Ministries. UNICEF also works closely with other UN Agencies under the UN Development

Regarding joint programming, UNDP has jointly with UNIOGBIS+UNODC designed and successfully implemented the project "Interagency SSR Task Force". Last year, with UNICEF, UNIOGBIS, UN-WOMEN and UNODC a Joint Program on Police, Justice and Correction was designed and approved, ready for implementation. The experiences gained in the aforementioned processes of jointly programming exercises places UNDP and UNICEF in the position to contribute for the successfully design and implementation of the current project proposal.

Table 4: Overview of RUNO funding in the country				
	RUNO 1: NAME  UNDP and UNICEF	Key Source of Funding (government, donor etc)	Annual Regular Budget in \$	Annual emergency budget (e.g. CAP)
Previous calendar year (2016)	UNDP	Donors Regular Resources	16,248,935	N/A
	UNICEF	Donors Regular Resources	15,892,633.67 2,571,000 Total:18,463,633.67	785,124.53 \$
Current calendar year (2017)	UNDP	Donors Regular Resources	23,918,082	N/A
	UNICEF	Donors Regular Resources	13,498,155.27 3,115,170.73 Total:16,613,326.00	132,979.17 \$

### a. Management and coordination

#### a) Project management:

The day-to-day management of this joint program rests with a Project Coordinator – an International UNV specialized in peacebuilding and leadership skills development to be hired for this purpose will be placed in UNICEF, Bissau office but she/he will be under supervision of UNDP-UNICEF. A Joint Coordination and Implementation Team (JCIT) will be established and have 6 professional staff (Program Specialist, Education Specialist, Program Associates, Monitoring and Evaluation Specialists, Gender Specialist and Communication Specialist).

The JCIT will be in charge for the supervision of the project implementation process, including joint field missions for programmatic visits and project overall quality assurance and reporting, and for technical backstopping and programmatic guidance to the Project Coordinator. Project Board composed by UNDP-UNICEF and implementing partners' representatives, will be established to perform the duties and tasks assigned as per UNDP Guidelines on Annual Review process. It will meet once per quarter.

Each output has been assigned to each RUNO who will be accountable for that output according to its own programmatic and financial structures. More specifically, financial oversight and quality assurance functions will be managed and undertaken by each RUNO.

A project coordination structure at regional level will be established with local government authorities, local leaders, representatives from Association of Parents and Guardians (APEEA), Children's Parliament and Civil Society Organizations and youth organizations. At the community level, the implementation approach will include collaborations with local civil society organizations, Committee for Management of the Tabanca (village communities) and youth organization. A beneficiaries' committee will be set up to provide ongoing feedback to the management team, ensure transparency of processes and budgets, and enable effective communication with beneficiaries

The PBF Secretariat helps enable reporting by the RUNOs to the PBSO in NY and provides tailored technical support in peacebuilding and M&E related matters. The project also operates within the substantive framework of the UNPAF Outcome Group on Governance (OG1), for which there is a Joint Program Management Committee and a Steering Committee (JPSC) that brings together senior United Nations and Government officials. Project results will also be reported through this mechanism.

RUNOs will be responsible for complying with all narrative and financial reporting requirements established by both the PBF and the JPSC, in addition to any internal agency reporting requirements. RUNOs shall submit an Annual Work Plan to the PBF Secretariat by 31 January for each year of the project. UNICEF will be responsible for submission of the report.

Under Harmonized Approach to Cash Transfers Framework (HACT), in use since 2016, spot check and programmatic visit to assess implementing partner compliance with corporate procedures in the project management will be held to mitigate fiduciary risks and timely undertake remedial actions throughout the project implementation.

**b) Risk management:**

**Table 5 – Risk management matrix**

<b>Risks to the achievement of PBF outcomes</b>	<b>Likelihood of occurrence (high, medium, low)</b>	<b>Severity of risk impact (high, medium, low)</b>	<b>Mitigating Strategy (and Person/Unit responsible)</b>
Political crisis can act as a constraint to implementation	high	medium	Work at decentralized level with governmental structures and increase partnerships with CSOs.  Increase technical expertise (human resources) to key governmental IP.  Development of joint funding project proposal and increase advocacy for budgeting.
Inter-institutional and intergroup rivalries	high	low	Disputes between groups and institutions can create negative perceptions that can impact the project. To mitigate this a beneficiaries contact groups will be created to enable feedback between project

**c) Monitoring & evaluation:**

The Monitoring and Evaluation plan will include regular monitoring activities, to be conducted jointly with project partners. The project coordinator will be overall responsible for data collection from the project activities in close consultation with partners, including close collaboration with the Monitoring and Evaluation Officers of the partner agencies. The Project Coordinator, the RUNOs and the PBF Secretariat will work together to organize regularly monitor activities. Much of the travel costs itemized in the budget are to cover expenses related to monitoring beyond the Capital. The time of technical experts is an in-kind contribution of the Agencies.

**Project baseline:** This will be established within three months of the start of the project through a survey. The information gathered will inform the various indicators identified in the Monitoring matrix.

**Field Monitoring Visits:** Regular monitoring visits will be carried out based on a plan for feedback from the beneficiaries. Quarterly reviews will be conducted with the local authorities participating in the project coordination and implementation.

**Project End-line:** An end-line will be conducted at the end of the project and data analysed against the baseline.

**Independent evaluation:** An independent evaluation carried out at the end of the project to appraise its achievements and gauge its overall effects.

In all the monitoring and evaluation activities will be approximately 9.78% of the direct costs of the project.

**Reports:** Half-yearly and Annual Reports will be provided to PBF. A final report will be provided at the end of the project implementation. The reports will be jointly prepared by the RUNOs

The project will be subject to external audit as part of the agencies audit annual planning.

The PBF Secretariat will accompany project implementation and provide technical support. The PBF M&E Specialist will work with the UN M&E Group and project implementers to ensure a workable Results Framework is in place and that it has the proper tie-ins or complementary to the UNPAF and other UN strategic documents. If necessary, the PBF Secretariat will provide capacity building support to PBF projects with regards to their M&E systems. Attached to the document is a draft Results Framework.

In addition, in the framework of the joint program, the PBF Secretariat and the Joint Program Management Committee (JPMC) of OGI under UNPAF and local authorities need to participate in scheduled verification missions. These missions ensure national ownership and help analyze, discuss and increase field coordination between all participating actors as well as to increase coordination between all joint project actors at field level. It will also enable a better understanding, coherence and complementary actions among all actors, and thereby better overall efficiency of project operational activities.

**d) Administrative arrangements** (This section uses standard wording – please do not remove)

The UNDP MPTF Office serves as the Administrative Agent (AA) of the PBF and is responsible for the receipt of donor contributions, the transfer of funds to Recipient UN Organizations, the consolidation of narrative and financial reports and the submission of these to the PBSO and the PBF donors. As the Administrative Agent of the PBF, MPTF Office transfers funds to RUNOs on the basis of the signed Memorandum of Understanding between each RUNO and the MPTF Office.

**AA Functions**

On behalf of the Recipient Organizations, and in accordance with the UNDG-approved "Protocol on the Administrative Agent for Multi Donor Trust Funds and Joint Programmes, and One UN funds" (2008), the MPTF Office as the AA of the PBF will:

- Disburse funds to each of the RUNO in accordance with instructions from the PBSO. The AA will normally make each disbursement within three (3) to five (5) business days after having received instructions from the PBSO along with the relevant Submission form and Project document signed by all participants concerned;
- Consolidate narrative reports and financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF consolidated progress reports to the donors and the PBSO;
- Proceed with the operational and financial closure of the project in the MPTF Office system once the completion is notified by the RUNO (accompanied by the final narrative report, the final certified financial statement and the balance refund);
- Disburse funds to any RUNO for any costs extension that the PBSO may decide in accordance with the PBF rules & regulations.

#### **Accountability, transparency and reporting of the Recipient United Nations Organizations**

Recipient United Nations Organizations will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each RUNO in accordance with its own regulations, rules, directives and procedures.

Each RUNO shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent from the PBF account. This separate ledger account shall be administered by each RUNO in accordance with its own regulations, rules, directives and procedures, including those relating to interest. The separate ledger account shall be subject exclusively to the internal and external auditing procedures laid down in the financial regulations, rules, directives and procedures applicable to the RUNO.

Each RUNO will provide the Administrative Agent and the PBSO (for narrative reports only) with:

- Bi-annual progress reports to be provided no later than 15 July;
- Annual and final narrative reports, to be provided no later than three months (31 March) after the end of the calendar year;
- Annual financial statements as of 31 December with respect to the funds disbursed to it from the PBF, to be provided no later than four months (30 April) after the end of the calendar year;
- Certified final financial statements after the completion of the activities in the approved programmatic document, to be provided no later than six months (30 June) of the year following the completion of the activities.
- Unspent Balance at the closure of the project would have to be refunded and a notification sent to the MPTF Office, no later than six months (30 June) of the year following the completion of the activities.

#### **Ownership of Equipment, Supplies and Other Property**

Ownership of equipment, supplies and other property financed from the PBF shall vest in the RUNO undertaking the activities. Matters relating to the transfer of ownership by the RUNO shall be determined in accordance with its own applicable policies and procedures.

#### **Public Disclosure**

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (<http://unpbf.org>) and the Administrative Agent's website (<http://mptf.undp.org>).

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**Annex A: Project Summary (to be submitted as a word document to MPTF-Office)**



**PEACEBUILDING FUND  
PROJECT SUMMARY**

<b>Project Number &amp; Title:</b>	PBF/ Mobilizing rural Youth and adolescents to serve as peacebuilding leaders.	
<b>Recipient UN Organization:</b>	UNICEF and UNDP	
<b>Implementing Partner(s):</b>	Ministry of Education National Institute for Education Development (INDE) Secretary of State for Youth, Culture and Sport Ministry of Youth and Employment/National Directorate for Employment and Professional Training National Statistics Institute Youth networks and associations at the national and local level, including: (National Youth Council (CNJ), National Youth Institute (INJ), National Forum on youth and population (FNJP), National Network of youth associations (RENAJ), National Network of young and female leaders (RENAJELF), Network of Youth Associations (RAJ), Political Parties Youth Organizations, Targeted Regions Rural Communities Associations Institute for Studies and Research (INEP) Institute of Biodiversity and Protected Area (IBAP) Academy, National Confederation of Student of GB (CONAGUIB) Association of parents and guardian (caregivers) for students (APEEA) Children's Parliament PALMERINHA ( Community Radio Network) Regional Directorate for Education Regional Youth Centres and associations Secretary of State of Planning/Regional Planning Cabinets Civil Society Organizations IOM	
<b>Location:</b>	Gabu, Cacheu	
<b>Approved Project Budget:</b>	1,564,821 USD *Approved Peacebuilding Fund budget: Fully allocated first tranche: UNICEF: \$ 539,511; UNDP: \$ 555,863  Conditional second tranche: UNICEF: \$ 231,220; UNDP: \$ 238,227	
<b>Duration:</b>	<b>Planned Start Date:</b> January 2018	<b>Planned Completion:</b> July 2019
<b>Project Description:</b>	This project will strengthen the resiliency of youth and adolescents to instrumentalization and enable them to advocate on their own behalf for influence in decision-making processes that affect their future, especially those having to do with natural resources management and usage	

<b>PBF Focus Area:</b>	2: <del>Promote coexistence and peaceful resolution of conflicts (Priority Area 2)</del> (2.3) Conflict prevention/management;
<b>Project Outcome:</b>	Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are engaged in peacebuilding and dialogue through increased knowledge, skills and experience within communities
<b>Key Project Activities:</b>	<ul style="list-style-type: none"> <li>• Training on peacebuilding competencies including dialogue and leadership skills development</li> <li>• Accelerated courses on functional literacy and numeracy</li> <li>• Community action projects, research projects, NR management initiatives for peace and learning from community members</li> <li>• Establishment of multi-purpose safe space</li> <li>• National advocacy related to SDGs</li> <li>• Support local radios to develop peacebuilding content together with youth and adolescent and serve as platform for promotion of peace and social cohesion</li> <li>• Support youth leaders and organizations, young adults and adolescent/journalists to engage and contribute peacebuilding messages and materials to local and national newspapers</li> <li>• Capacity building of youth and organizations on peacebuilding, gender analysis and environmental peacebuilding</li> <li>• Youth action community projects and availability of micro-grants</li> <li>• Awareness raising on environmental degradation- poverty-security</li> </ul>

## Annex B: IRF Results Framework

<b>Country name:</b> Guinea-Bissau
<b>Project Effective Dates:</b> January 2018 – July 2019
<b>PBF Focus Area:</b> 2: <i>Promote coexistence and peaceful resolution of conflicts (Priority Area 2):</i> (2.3) Conflict prevention/management.
<p><b>IRF Theory of Change:</b></p> <p>A number of factors and dynamics are contributing to the vulnerability of youth and adolescents and making them prone to manipulation by various actors for destabilizing and socially detrimental purposes. The premise of this project is:</p> <p>If more adolescents and youth develop and have the necessary leadership and life skills, literacy, knowledge of how to use the media, and peacebuilding competencies and if they are supported in their efforts to advocate for more inclusive decision making at the community level and if afforded opportunities to engage with decision makers so that they can apply the knowledge and skills acquired then these adolescents and young adults will be more likely to have the confidence and capacities to effectively participate in the management of the challenges that affect their lives (including resource management issues) and thus become drivers of peace in their communities. If they have the skills and confidence to engage with local government structures they will be in a better position to advocate for more inclusive decision making around local development planning and implementation. They will also have better skills for overseeing basic service delivery and giving leaders feedback that can enhance accountability and transparency in the delivering of basic services.</p> <p>In addition, if these youths have more effective life and problem-solving skills, then there is a greater likelihood that they will have greater resilience to the kinds of manipulation and exploitation that contribute to political instability and perpetuate their vulnerability and better prepared to assume the role of a responsible citizen.</p> <p>If both the young adults and adolescents have resiliencies to manipulation and exploitation and are more engaged in their communities in positive ways, they will not be adding to the political chaos. If they are not adding to the political instability they will be contributing to the processes of stabilization and even create positive political reverberations.</p> <p>If the project is able to foster the creation of effective, age-appropriate and contextualized leadership training models focused on building youth resilience, UNDP and UNICEF will each have a potentially catalytic age- appropriate leadership training model to upscale and disseminated nation-wide with the help of other donors.</p>

Outcomes	Outputs	Indicators	Means of Verification	Year 1				Year 2				Milestones
Outcome 1: Youth leaders and adolescents (with special attention to inclusion of women and girls) from rural areas are engaged in peacebuilding and dialogue through increased knowledge, skills and experience within communities		Outcome Indicator 1 a: # of community level committees including participation of young people (disaggregated by region, sex)  Baseline: 0 Target: 30	Minutes of the meeting					x	x			Dialogue established with the local community development group Agreement of the committee for the local management to include young people/adolescents
		Outcome Indicator 1 b: # of communities engaged environmental peacebuilding initiatives  Baseline: 0 Target: 30	Minutes of participation in environmental peacebuilding initiatives  Concept note of environmental peacebuilding initiatives					x	x	x		Baseline data produced, Leaders of youth network associations trained and environmental peacebuilding and national integration initiatives implemented
		Outcome Indicator 1-c: Extent to which communities are satisfied with youth leader civic engagement, including peace building, conflict resolution and development initiatives (Measurement: 0-4) Baseline: N/A () Target:	Initial and final Survey Reports		x					x		Baseline data produced Survey Consultant timely recruited Surveys conducted Validation workshop held Youth leaders and organizations collaborate

Output 1.1 Adolescent (in target areas with special attention to inclusion of girls) have increased knowledge, competencies and life skills, including literacy to engage as active peacebuilders	Output Indicator 1.1.1 Baseline establishment in the target area  Baseline: No baseline exists Target: Baseline available	Survey Report	x							Terms of reference for the baseline. Selection process for the consultancy for baseline establishment Baseline survey protocol developed and implemented Analysis and baseline report including recommendations Project activities action plan refined based on baseline recommendations Curriculum finalized and
	Output Indicator 1.1.2 Peacebuilding competency manual for adolescents produced.  Baseline: No Manual does not exist Target: 1 manual available	Programme document with the Civil Society Organization. Workshop reports  Curriculum document	x	x						Terms of reference for partnership with a CSO developed. Partnership established with CSO to facilitate implementation. Draft curriculum for peacebuilding competency developed and field tested Curriculum finalized and validated. Xx number of facilitator and participant manuals produced and printed
	Output Indicator 1.1.3 Adolescents trained on peacebuilding competencies  Baseline: 0 Target: 1000 (disaggregated by sex and age)	Training reports Pre-post tests					x	x	x	Tot conducted Workshops conducted Experience evaluated  Action plans developed by adolescents for their respective communities
	Output Indicator 1.1.4 Number of Adolescents successfully complete the functional	Post training assessment report		x			x	x	x	Training reports Completion reports of participation adolescents.



