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 **PBF PROJECT progress report**

**COUNTRY: MYANMAR**

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

**YEAR of report: 2020**

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| **Project Title: Empowering young men and women to advocate for peace and challenge hate speech in Myanmar****Project Number from MPTF-O Gateway: 00119346**  |
| **If funding is disbursed into a national or regional trust fund:** [ ]  Country Trust Fund[ ]  Regional Trust Fund**Name of Recipient Fund:**       | **Type and name of recipient organizations:** **Christian Aid Ireland. (Convening Agency)****Implementing partners:** **A) CSOs:** **1**)Treasure Land Development Association (TLDA);2) Organisation for Building Better Society (BBS);3)Peace and Development Initiative (PDI); 4) Myanmar ICT for Development; 5) Development Alliance Myanmar (DAM). **B). Local Social enterprise:** Koe Koe Tech. **1. Non-funded academic partners:** University of London (SOAS) and Yale University, Department of Computer Science.**2. Non-funded UN partner:** United Nations Human Rights Office of the High Commissioner (OHCHR). **3. Non-funded media partner:** Democratic Voice of Burma |
| **Date of first transfer:** 20th December 2019**Project end date:** 16 June 2021 **Is the current project end date within 6 months?** No. |
| **Check if the project falls under one or more PBF priority windows:**[ ]  Gender promotion initiative[x]  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:** Christian Aid Ireland **Amount: $**989,999.89      $ 346,499.96 (35%)      $ 346,499.96 (35%)      $ 296,999.97(30%)        Total: $ 989,999.89 Approximate implementation rate as percentage of total project budget: 30% (not including commitments and expended out of the second tranche payment of $ 346,499.96 (35%) made by UNPBF in September 2020, this will be projected in the next project progress report) COVID-19 mobility restrictions and “stay-at-home” orders have resulted in some delays in partner level activity implementation and associated expenditure. Although Christian Aid Ireland has made full grant transfer to partners as reported in our quarterly financial reports , however activity wise expenditure at the partner level has been reported at slightly lower level , due to the restriction limiting full implementation of all planned activities during the lockdown period and suspension of field level activities by the Government of Myanmar as informed by Christian Aid to UNPBF in the month of April 2020 and the revised context update in September 2020. \*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: $366042.63Amount expended to date on activities focussed on gender equality or women’s empowerment: $99,746.91  |
| **Project Gender Marker: GM2****Project Risk Marker: Medium****Project PBF focus area: 2.3 Conflict Prevention and Management** |
| **Report preparation:**Project report prepared by: Christian Aid Myanmar & Christian Aid Ireland Project report approved by: Project Manager, Country Manager, Head of From Violence to Peace, Program Development and Funding Manager (Global) 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.*

**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):**

In the first year, the project transitioned successfully from inception to implementation. An inception workshop, capacity building activities, contractual compliance and detailed workplans were completed. Coordination mechanisms, a Project Implementation Team (PIT), Project Steering Committee (SC) and Peace Innovation Grant Committee were established, including youth and convening regularly. The baseline report was completed and submitted to UNPBF. ( Annex 4).

Stay-at home orders and mobility restrictions, except for essential life-saving services, remain in place. Faced with COVID-19 challenges, partners engaged key stakeholders, including the Department of Social Welfare, youth groups and religious institutions. CA’s humanitarian work also provided entry points to IDP camps, while observing government guidance. Throughout the pandemic, all partners complied with Ministry of Health and Sports (MOHS) guidance and adapted using virtual solutions and alternative implementation strategies. Detailed adaptation plans have also been developed to align implementation strategies for effective delivery.

Youth from Rakhine were capacitated through online gender sensitive peace education ToT training. TLDA delivered ToT training to participants from Buddhist and Islamic institutions, and a six-month peace education program is underway. Fifteen township level youth affairs committees are being established in Mon and Mandalay. Innovation grants were provided to support fourteen projects delivered by local youth and women -led CSOs. The natural language processing (NLP) app was developed and is being user-tested by CSOs across Myanmar, to tackle hate speech through social media monitoring. Recurring meetings with OHCHR are in place.

**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):**

1.1.2. Interfaith technical Peace Education Steering Committees

1.1.3. GEWE and PSEA capacity building to partner institutions

1.1.4. Deliver a peace education programme:

1.1.5. Inter-faith Youth Conference

1.1.6. Youth Reflection sessions in Rakhine

1.1.7. Two youth female-only interfaith platforms in Mon and Mandalay

1.2.1. Peace Innovation Lab Microgrants

1.2.2. Gender sensitive, participatory session on innovation, peace, youth policy and collective action.

2.1.1. Deliver anti-hate speech and media literacy training

2.1.2. Support displaced women in Rakhine with a program of digital literacy

2.2.1. Pilot the first NLP Algorithm able to identify hate speech in Burmese.

2.2.2. Establish a platform for monitoring real time hate speech in Myanmar

2.2.3. Bi-monthly meetings are organized between youth groups and OHCHR

3.1.1. Establish 30 township level YACs in Mon, Mandalay and Rakhine

3.1.2. 6 Coordination and consultation meetings with Regional/State level YACs

3.1.3. Strategic Planning and advocacy workshop

3.2.1. Advocacy on the draft Anti Hate Speech Bill

3.2.2. Youth led peace campaigns

3.2.3. Policy brief and National Youth Conference

**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):**

*"I have learnt that the Peace Education curriculum is very much similar with the religious teaching and practices. Some of the topics such as peace and conflict, negotiation and mediation are very much connected with Buddhist teaching and hence the knowledge that I gained for this training is very useful for me as I will also become a religious leader one day.”,* young monk from Nyaung Thone Pin Buddhist Institution, Mogok tsp, in Mandalay Region.

TLDA’s peace education program has been integrated with the religious institutions curriculum in both Buddhist and Islamic schools. 45 young female and male religious scholars received the Peace Education Training of Trainers, to become the peace education multipliers, training 675 students in religious institutions. Their role is not confined to education, they viewed as leaders, coordinating between school boards and building relationships with other institutions of different faiths. Theyre capacity agents of change is fostered through a structured platforum for youth leadership and an embedded peace education curriculum. A female religious teacher from Pyaw Bwe Marasa School, in Mandalay Region stated *“I have gained enormous knowledges such as managing conlict, negotiation and social skills. The training is very comprehensive and inteactive. I am sure I will be able to deliver the training for my students confidently”.*

DA led planning workshops in Mon and Rakhine on the youth policy National strategic plan (2020-2024). Through this, youth representatives engaged at the state and district levels, to advocate for the anti-hate speech bill in Myanmar. As a result, the development of youth-led peace action committees were approved and supported by the regional government, providing structured and sustainable platforms for youth to engage policy makers and participate in decision making processes within their communities, in Mon and Mandalay (15 township youth affairs committees).

The app was developed and is being user-tested. This is the first local language NLP to tackle hate speech. It also empowers local communities, including local CSOs and communities in Rakhine, to tackle hate speech and inform machine learning processes, through a user-friendly interface, to enhance the agency of local communities and their capacity to effectively tackle hate speech.

**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: Religious coexistence and harmony strengthened through female and male youth (aged 18–25) from religious and secular educational institutions.**

**Rate the current status of the outcome progress: On track, with minor delays**

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

TLDA conducted peace education Training of Trainers with 45 trainee religious leaders from Buddhist and Islamic institutions (14 monks, 11 nuns, 17 alims, 3 alimas) in targeted regions of Mandalay and Mon State. ToT educators are now implementing peace education training with 675 future religious leaders, each empowering 15 future leaders in their respective institutions and integrating peace within the religious curriculum (two hours, twice a week for six months). 81 young religious scholars (19 nuns, 62 monks) from 3 Buddhist institutions were empowered in social skills, understanding peace & conflicts, mediation and negotiation. Training focused on developing capacities in peace education (understanding peace & conflict, mediation & negotiation, peacebuilding & trust building) and social skills (critical thinking, problem solving, self-awareness and empathy). *‘Peace Education Program and curriculum is very comprehensive and practical. This program opened my eyes, how to resolve conflict and what are the social skills that we need to know and practice in our daily life’ young monk (Mottama, Mon State).* PE training in Buddhist Institutions is ongoing but Madrasas remain closed due to Covid-19. TLDA has adapting the peace education training into virtual learning. An interfaith platform was established virtually with women religious leaders (Nuns, Alimas, Dhamma educators and Answaree) from Mandalay and Mon State, engaging monthly. In Rakhine, a female practitioner developed an interactive Gender Sensitive Peace Education training module and delivered TOT with fourteen youth participants, with a high degree of engagement. *“Conflict itself is not a problem. It is there. However, if we cannot handle the conflict, that can turn into the violence”*. The trained ToT trainees will conduct the peace education training for 400 youths from Muslim and Rakhine secular communities.

During the reporting period, peace innovation micro-grants supported fourteen youth and women-led CSOs to reach 4000-5000 people in Mandalay, Mon, Rakhine and Kachin. In preparation for phase one, the innovation committee established key selection criteria: Project Relevance 20, Innovation & Creativity 40, Impact and reach 20, Gender sensitivity & Do no harm 20. The first cycle of innovation micro-grants supported projects that are 42 % women-led, and 29% focus on gender equality and women’s empowerment themes (additional support will be provided for GEWE projects in phase two). Projects include ‘*Women and Social Cohesion*’ which aims to promote the role of women in the peacebuilding and decision making processes; ‘*The Stories for Communities*’ project intends to bring positive messages of peace, diversity and tolerance through storytelling; ‘*Peace of Goal*’ promotes freedom of religion and belief working to promote human rights and coexistence; the Shan Women Development Network’s ‘*Community Peacebuilding among Ethnic Youths*’ promotes social cohesion within and between diverse ethnic groups; and ‘*We Together Harmony* *in Mon State*’ aims to promote peace, gender quality and media literacy skills on responsible use of social media to mitigate hate speech. To support CSOs and ensure gender sensitive delivery with a strong do no harm approach, Christian Aid delivered two, five-day capacity building course for 51 youths (F-27, M-24), while MEAL staff have supported the CSOs bi-laterally to enhance capacity to measure the project outcomes and achievements.

**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)*

Phase one of the innovation micro-grants supported 42 % women-led and 29% GEWE initiatives and low baseline indicators provide a clear impetus for round two to adopt a more specific GEWE focus, to address women’s participation and issues affecting women within the community. A female consultant designed and delivered a gender sensitive peace education curriculum for youths from secular communities in Rakhine. Female religious advisors from Buddhist and Islamic institutions shaped the design of a GESI integrated curriculum that builds gender awareness and women rights. Partners engaged religious institutions, school boards, to explain power inequalities and challenge traditional gender roles. Rakhine and Rohingya community leaders, including male community gatekeepers, were also consulted to support for female youth’s participation. Fifteen youth action committees established in Mon and Mandalay are building the capacity of youth leaders to engage at state and district levels, and advocate for the hate speech bill. Peace education in Buddhist and Islamic institutions empowers youth religious leaders as peace multipliers.

**Outcome 2: Ethnic and religious hate speech is challenged, creating an environment more conducive to social cohesion, by female and male youth (18 – 25).**

**Rate the current status of the outcome progress: On track, with minor delays**

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

Myanmar ICT Development Organization (MIDO) delivered three rounds of gender sensitive media literacy training of trainers to 67 youths (F-30, M-33, LGBT-4) from Rakhine, Mandalay and Mon. This supported youth to evaluate sources, understand bias and disinformation. Subsequentmultiplier training is underway and has reached 219 participants (F-118, M-101). In Rakhine, this brought Rakhine and Kaman Muslim communities together, addressed gendered aspects of hate speech, deep-rooted patriarchal norms and ideologies, perpetuated through hate speech. Christian Aid and local consortium partners adapted to an online training format in response to the COVID-19 to continue media literacy ToT work, following a three-pronged approach: (1) pre-recorded videos; (2) live-stream interactive sessions; (3) an online test.

* *“Hate Speech and fake news targeting to the election are being escalated across social media as the 2020 election is going to happen soon. Thus, we do need to ensure not to share the fake news and need to know how to identify between misinformation and disinformation.”* said Yee Mon Phyo (Mon State Youth Affair Committee Member).
* *“I am so careful now at using social media and I thoroughly verify between misinformation and disinformation.” Kaman Female Youth -Rakhine*
* “*This training opened my eyes that the journalists and media have to take both accountability and responsibilities along with ethical principles. Media literacy is important because many of us are using social media largely and hence all the users need to know the media literacy to be able to verify between good or bad*.” Su Su Hlaing (female youth)

Over next six months, the trained ToT trainees will be delivering the gender integrated media literacy multiplier sessions in religious institutions, secular communities and to the youth affair committee members to reach out to 2654 youths in Mon, Mandalay and Rakhine.

Koe Koe Tech (KKT) developed the Sayarma application to tackle hate speech online, and completed the ToT component, with 11 IDP women in Rakhine, and materials translated were delivered in Rakhine and Rohingya to support active engagement. Multiplier digital literacy trainings has begun and accessed 100 women in the Kyauktaw IDP camps in Rakhine. The team will deliver training to the remaining 500 women in Rakhine camps over next six months. Women and girls gained digital literacy through practical, hands-on experience with devices and software to identify inaccurate misleading online content. Peer review of KKT’s NLP algorithm was completed and user testing is underway, with periodic review sessions. This includes 15,000 data points identifying and labelling hate- and non-hate speech categories. KKT has built a case for a legal framework for hate speech labelling based on international law, as an alternative to community standards policies currently overserved by social media platforms such as Facebook. KKT’s approach was published in the Yale Journal on Regulation, “*Applying International Human Rights Law for Use by Facebook*” (see Annex 3). OHCHR was also consulted in the draft stages of the paper and bi-monthly meetings with Christian Aid, KKT and OHCHR build on the project’s NLP work and track trends in hate speech. KKT has made considerable progress in recent weeks through CSO outreach activities, including product testing and strategy consultations, building the community’s skills and trust to support local ownership of the app.

**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)*

In Rakhine and Rohingya communities, access to technology and social media is often limited to men. Baseline figures showed law rates of GEWE awareness (55%) and low capacity on access to work and education (45%). Partners engaged male community gatekeepers to secure women’s participation in gender integrated media literacy training, facilitated by female trainers. Access was secured through CA’s humanitarian work, overcoming connectivity issues, and ToT training was completed, building women and youth’s skills to think critically about online content and information shared through social media, including gendered dynamics of hate speech. Female Kaman and Rakhine youths led multiplier training in each region, adopting leadership roles and facilitated training to challenge established mindsets in relation to social media. Sayama App training with IDP women also worked to promote gender equality and women empowerment. This will allow women to also empower men within the community on digital and media literacy. The NLP algorithm also accounts for gender dimensions of hate speech, which was fully integrated in hate speech detection and labelling processes.

**Outcome 3: Female and male youth improve the implementation of the Peace component of the Youth Policy and the drafting of Anti-Hate Speech Policy.**

**Rate the current status of the outcome progress: On track, with minor delays**

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

Development Alliance Myanmar (DA) coordinated with established regional-level YACs to complete a needs assessment and identified 30 townships in Mandalay, Mon and Rakhine for township-level YACs, mobilizing youth leaders, civil society organizations, youth networks and local government authorities, and facilitating advocacy workshops to establish the township youth affairs committees (YACs). At the baseline, only three regional/state level YACs exist and no township level YACs were formed. Leveraging the national youth policy strategic plan (2020-2024) DA coordinated with the Director General of Department of Social Welfare (DSW) and Secretary of Myanmar Youth Affairs Committee, ensuring youth leadership and providing structured programmes of engagement to lobby regional policy makers. To date, engagement with the regional government throughout lockdown, has secured agreement for the establishment of 15 township level YACs in the Mon and Mandalay Region. While the capacity of regional YACs was strongest in Rakhine, at the baseline, Covid-19 restrictions have delayed the establishment of township level YACs. Two state and regional level strategic planning workshops were held in Mon and Rakhine State, to operationalise the national strategic plan for Myanmar’s youth policy, with sixty representatives from YACs as well as state and local authorities. Youths identified critical needs and opportunities in their region and shared their views on diversity and inclusion. Agreement was secured for regular youth / government dialogues within the constituency. Strategic planning workshops organized by YACs identified keys priorities in conjunction with government officials, including education, security and peace, health, natural resources and drug policy, which youth will continue to engage on as the policy progresses through implementation.

In roundtable discussions YACs have emphasised security and peace policy in their work to date, including developing strategies and advocating for anti-hate-speech policy at the National level, citing the impact of hate speech, the importance of interfaith harmony, and the role of youth as agents of change. DA organized two YAC-led campaigns, in conjunction with International Youths Day in Mon State (reaching 200 local youths from 10 townships) and a virtual campaign on International Peace Day in Rakhine State. The former focused on participation of youth in politics and provided key messages on the impacts of hate speech, information on tackling hate speech and voter education. The latter engaged youth, the Department of Social Welfare and Rakhine State Youth Affairs Committee and focused on freedom of speech and conflict affected communities in Rakhine. In coordination with DA, Arakan YAC published a peace magazine “Essential PEACE for Future”, including articles, poems, cartoons and photo essays focused on peace and distributed in quarantine centres, IDP camps, libraries and public spaces across Rakhine State, reaching 1,000 people. YACs also facilitated the virtual youth talk “*Shaping Peace Together*”, urging for peace and the protection of civilians. There were almost 8,000 online visitors and 57 sharers. Guiding Star and Wailu Wum Monastic educational institutions also led peace talk with 50 students engaging on impacts of hate speech on peace.

**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)*

Activities have focused on women’s empowerment in decision-making processes, through YACs. DA has worked to establish 15 Township level YACs in Mon and Mandalay, ensuring a gender balance 50% female membership, including female youth in leadership positions. In all advocacy meetings, partners encouraged stakeholders to engage on gender related issues and ensuring participation in all activities. Both the peace campaigns were led by female youth. During the Mon State campaign, female YAC members engaged communities and advocated against hate speech, including gender dimensions of hate speech. The Rakhine campaign was led by, Hnin Yu Wai, a female youth leader and member of the Young South East Asian Leaders Initiative and ASEAN Youth Summit delegate, who developed innovative and participative methodologies to engage the community and increase impact within the target area. The literature competition also engaged female contestants (40 per cent) who have developed the poems and articles focused on peace. Female youth from Mro, Rakhine and Chin ethnic minority groups also disseminated the peace magazine within their communities.

**Outcome 4: N/A**

**Rate the current status of the outcome progress: N/A**

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

**N/A**

**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)*

**N/A**

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)*Internal financial controls and monthly partner workplans facilitate monitoring and effective delivery**Monthly PIT meeting with partners— focus on implementation with each partner detailing activities, budget, achievement, challenges and situational updates. CA provides guidance, and develops action points and adaptation strategies in consultation with partners.**Bi-monthly M&E meeting— provides technical support on M&E plans and adaptation strategies to all partners, related to data collection, data inputting, database and spreadsheet support aligned with output level indicator values, and agreed M&E action points for each period.**Collecting M&E data for the output level achievement—implementing partners collect real-time data during implementation. Data collection techniques include satisfaction rating on training; performing pre and post-test in monitoring; and registration. Partners use M&E tools to collect data according to required data disaggregation.**Quarterly SC meetings focusing on overall progress, strategic direction, project risks management* *The baseline study was successfully completed.* | Do outcome indicators have baselines? YesHas the project launched perception surveys or other community-based data collection? Yes |
| **Evaluation:** Has an evaluation been conducted during the reporting period? | Evaluation budget (response required):      *Christian Aid facilitated MEAL training for partners to promote reflection on the project’s Theory of Change and to strengthen participants’ understanding of adaptive and participatory approaches. This, together with the baseline process, has enhanced the MEAL capacities of local consortium partners. While end-line research and external evaluation is scheduled for the closing phase of the project, the baseline ensured accurate measures of project indicators to support reflection on the project’s core assumptions. This will position partners to effectively engage in all evaluations.*If project will end in next six months, describe the evaluation preparations *(1500 character limit)*:       |
| **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:                                  |
| **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)* | *COVID-19 posed a significant challenge to the project in 2020, requiring detailed monitoring of changes in the local context, pressures on communities, national level guidance and access restrictions (submitted to the PBSO in October 2020. This has impacted the activity expenditure rate at the partner level, with some activities experiencing delays. Christian Aid Ireland, full grant transfer of the first and second tranche payment has been made to partners.* *Christian Aid has continued to focus on risk management, taking a participatory approach to identify risks, assess impact and develop mitigation plans. Building on this, risk management is a core agenda item in monthly PIT meetings, and the quarterly SC meeting, facilitating interactive discussion on risk, systematically review of the risk register and mitigation strategies.* *Christian Aid has harnessed lessons learned from Ebola response in Sierra Leone and DRC in 2014 and 2019 respectively, to maintain implementation and delivery. This focuses on: minimising the risk of COVID-19 spread to communities; mitigating poverty and social impacts; and modifying existing humanitarian and development programmes. A do no harm approach and engagement with local partners and communities was crucial in our response, guiding project adaptation and ensuring the health and safety of all stakeholders. Our team coordinated with other local, national and international actors to align with sectoral developments, and used our humanitarian response as an entry point to access communities and maintain progress on the PBF project. Technical security supports also informed contingency and response plans for program delivery across Myanmar.* |

**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:

$TBC

The challenges posed by Covid-19 have resulted in the development of detailed adaptation plans (narrative and budgetary) in conjunction with all implementing partners. This will ensure the project is implemented to scale, adapts effectively to changes in context of each intervention zone, and utilises methodologies that work for each region and beneficiary group. Christian Aid will be sharing with UNPBF a COVID-19 adaptation plan, which will have some adjustments on the budget category lines, but well within the 15% threshold limit as indicated on UNPBF contract guidelines. Post review from UNPBF, we will proceed with the adaptation plan.

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

The Sayarma App was adapted at no cost to provide humanitarian COVID-19 awareness communication for IDPs in Rakhine State. This enabled access to IDP camps which would otherwise not have been possible to access Rakhine State.

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.*)

COVID-19 brought unprecedented challenges to the project this year and with the Government of Myanmar imposing lockdowns and stay at home orders, it became difficult for most partner organizations to continue with the implementation of committed activities as planned. Access to Rakhine State, was near to impossible for few months and the disruption of internet connections and communication channels added to the already existing challenges.

Christian Aid and Partners analysed the situation and proactively resorted to adapting most project activities which had face to face engagements to virtual platforms which proved very helpful in continuing with most project activities. Christian Aid shared its first COVID-19 situational context and immediate adaptation plans to UNPBF in the month of April 2020 (Annex 1) and a subsequent COVID-19 context analysis was shared with UNPBF in the month of September 2020. (Annex 2). To catch up on the setbacks the project has had this year due to COVID-19 ,Christian Aid and partners are working on a program and budget adaptation plan , looking at projected activity timelines , potential risk and adjustment of underspends in the first three quarters of the year. This will enable robust implementation from next quarter onwards. Christian Aid will be share this with UNPBF for full review and approval shortly.

The Sayarma App was adapted to provide humanitarian COVID-19 awareness communication for IDPs in Rakhine State. This enabled access to IDP camps which would otherwise not have been possible at no cost to the project while contributing to minimising the risk of COVID-19.

100 female youth have since received Digital Literacy Multiplier training Kyauktaw IDP camps since the last week of September with training continuing until the end of January 2021.

**PART IV: 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**Religious coexistence and harmony strengthened through female and male youth (aged 18 – 25) from religious and secular educational institutions**.** | **Outcome Indicator 1a:** Number (%) of targeted youth who have taken action, to promote religious coexistence and harmony, disaggregated by sex and age | **14%** | 70% of targeted women (322/460) and 70% of targeted men (378/540) | 40% of targeted women (184/460) and 40% of the targeted men (216/540) | **NA** | This outcome level indicator will be measured twice only. One at the baseline and another at the end-line. This indicator will be reported after doing the end-line assessment. |
| **Outcome Indicator 1b** (GEWE): % of female participants report speaking out more often on religious coexistence within their immediate sphere of study/work (e.g. monastery, grant recipients in the grant activity, tutoring employment) | **12%** | No milestone was set in the proposal | 60% of female participant’s report speaking out | **NA** | This outcome level indicator will be measured twice only. One at the baseline and another at the end-line. This indicator will be reported after doing the end-line assessment. |
| **Output 1.1:** 400 trainee religious leaders (40% female) in Mandalay and Mon, 600 Buddhist and Muslim youth in Rakhine (50% female) undergo a program of peace education that is integrated into the targeted religious and educational institutions | **Output Indicator 1.1a:** Average level of satisfaction with peace curriculum on a scale of 1 - 4 disaggregated by sex | **0** | a minimum of 3.0/4 for female and male youth | a minimum of 3.0/4 for female and male youth | 3.00Disaggregated data by sex:Male-3.0, female-3.0 | **NA** |
| **Output indicator 1.1b:** institutions having the capacity and commitment to continue offering peace education as part of their syllabus. | The curriculum is not officially adopted as part of the core curriculum in any of the target institutions | At least one of the targeted religious educational institutions has the appropriate strategy to integrate the Peace Education component durably into their core curriculum. | The Technical Working Group has discussed with the institutions a strategy to integrate the curriculum as part of their core curriculum | 3 religious institutions are already integrating the PE training modules into their core curriculum. | **NA** |
|  | **Output Indicator 1.1.c** (GEWE): Percentage of targeted institution members demonstrating an adequate understanding of GEWE including safeguarding and protection, and prevention of sexual abuse | **0%** | 80% of targeted institution members demonstrate an adequate understanding of GEWE, safeguarding and protection, and prevention of sexual abuse. | **NA** | **NA** | This indicator will be measured by a tailored survey assessing understanding GEWE, safeguarding and protection, and prevention of sexual abuse. It will be measured twice, one in the baseline and another in the end-line. The value of this indicator will be reported after doing the end-line assessment. |
|  | **Output indicator 1.1d** (GEWE): Average level of satisfaction on a scale of 1 - 4 by young female trainee religious leaders participating in issue -based dialogue and strengthening critical voice on gender and interfaith. | **0** | 100% of targeted female youth | **NA** | **0** | The activities contributing to this indicator are not implemented yet. |
| **Output 1.2:** 20 Youth-led organisations develop and implement youth-led innovations on hate speech and peace education reaching 7,000 young men and women. | **Output Indicator 1.2.a:** Number of youth-led organisations/ groups:• applying for funding• completing their project Initiative with 50% focusing on GEWE and 40% women led - disaggregated by sex of innovation team (female, mixed or male) | **0** | A minimum of:• 40 apply (minimum 40% female led),• 20 receive (minimum 40% female led) | A minimum of:• 20 apply (minimum 40% female-led),• 10 awarded grant (minimum 40% female-led)• 9 complete innovations (minimum 40% female-led) | 14 CSOs being provided with grants * - 6 out of 14 CSOs are women-led CSOs (42% female led)
* - 4 out of 14 CSOs are focusing on GEWE (29 % focusing on GEWE)
 | NA |
|  | **Output Indicator 1.2b**: Number (%) of youth-led innovations that have met the youth-determined criteria 'successfully promoted peace' (disaggregated by female-led, male-led and mixed group innovations) | **0** | 70% of youth led interventions have met the criteria.  | **NA** | **NA** | This indicator can only be measured once the grant awarded CSOs have finished implementing their small projects. They are yet to start their projects. |
| **Outcome 2:** Ethnic and religious hate speech is challenged, creating an environment more conducive to social cohesions, by female and male youth (18 – 25).  | **Outcome Indicator 2 a:** Proportion of targeted youth who report that they countered\* online hate speech in the previous month, disaggregated by sex and religious affiliation | **10%** | An estimated 70% both female and male youth (2,100/3,000) self-report countering online hate speech in the previous month | **NA** | **NA** | This outcome level indicator will be measured twice only. One at the baseline and another at the end-line. This indicator will be reported after doing the end-line assessment. |
| **Outcome Indicator 2 b:** Proportion of youth who report believing that hate speech should be challenged/ removed from social media, disaggregated by sex and whether in displacement setting. | **0%** | An estimated 70% female and male youth (2,100/3,000). | **NA** | **NA** | This outcome level indicator will be measured twice only. One at the baseline and another at the end-line. This indicator will be reported after doing the end-line assessment. |
|  | **Outcome Indicator 2c:** Proportion of youth (disaggregated by sex and religion) who can challenge specific narratives of hate speech, especially gendered hate speech | **7%** | **27%** | **NA** | **NA** | This outcome level indicator will be measured twice only. One at the baseline and another at the end-line. This indicator will be reported after doing the end-line assessment. |
| **Output 2.1** 3,600 female and male youth have the skills to identify and challenge hate speech | **Output Indicator 2.1a**: Number of ToT and youth that complete social media literacy and hate speech curriculum delivered (disaggregated by ethnicity, religion and sex) | **0** | 60 ToT and 3600 youth (at least 50% women) | **NA** | 286 people which include 67 TOT attendees and 219 youth participantsDisaggregated Data:a) By Ethnicity: Rakhine- 83, Kaman 36, Chin-3, Mon-9, Bamar-134, Pa’O-5, Pa Laung-5, Lisu-1, Narga-2, Kayin -2, Kachin-2, Shan-2, Thet-1, Danu-1b) By Religion: Buddhism-214, Islam-68, Other-2c) By Sex: male-134, female-152 | **NA** |
| **Output Indicator 2.1b**: Proportion of youth that are able to identify hate speech, disaggregated by sex and displacement setting | **0** | An estimated 70% female and male youth (2,100/3,000). | **NA** | **97%**Disaggregated Data:By Sex: Male-95%, Female-84%By IDP status: 84% | **NA** |
|  | **Output Indicator 2.1c:** Average level of satisfaction with 'social media and literacy curriculum' and Sayarma training, disaggregated by sex and age. | **0** | a minimum of 3.0/4 for female and male youth | a minimum of 3.0/4 for female and male youth | **3.57**Disaggregated Data:By Sex: Male-3.66, Female-3.59By Age: 18 to 25 years old-3.83, 26 to 35 years old-3.91 | **NA** |
|  | **Output indicator 2.1d:** Number (%) of young IDP women report using the Sayarma app. | **0%** | **80%** | **NA** | **NA** | This indicator can be measured only a couple of months after giving Sayarma app training. The training sessions were just delivered at the end of September and October. This indicator will be reported after doing phone survey with training attendees in next two or three months.  |
| **Output 2.2** Female and male youth, local CSOs and OHCHR utilize the findings from the algorithm Natural Language Processing algorithm to counter hate speech | **Output Indicator 2.2a:** Functional NLP algorithm that can detect hate speech in Burmese is developed. | NLP exists but requires further development for piloting. | SOAS and Yale professors, and results from the testing, that confirm that NLP is functioning as anticipated. | **NA** | - NLP, AI algorithm machine learning is now in the intermediate stage, and can automatically detect Burmese hate speech comments and posts- Categorizing hate speech needs to be done manually- KKT organized discussion sessions to introduce the NLP to six CSOs and five UNPBF partners, especially on data labelling and how to use the NLP platform | **NA** |
| **Output Indicator 2.2b:** Number of webforms reporting hate speech submitted and number of views of hate speech trends platform. | **0** | 200 webforms reporting hate speech submitted, and hate speech trends platform has 100 views monthly | 50 webforms reporting hate speech submitted, and hate speech trends platform has 50 views monthly | 0 | - the webforms are defined as reports submitted by user CSOs by copying URL links and reporting it to the NLP platform, simultaneously selecting some labelling options to finish the reporting process- Users can copy the URL links that appear to be hate speech and report it to a browser extension, which they can find on their facebook account with a KKT logo- Reporting the URL links through this browser extension is a quick way for users to access the NLP platform by immediately switching from facebook to the NLP platform- there is "0" webform to be counted for now because the NLP is in the process of improving to perform beta testing with real users—CSOs and consortium partners. It is expected to be ready in a couple of weeks.- Once it is ready, CSOs will use the NLP platform to send webforms, then webforms can be counted to measure this indicator. |
|  | **Output Indicator 2.2c:** OHCHR is using NLP to inform early warning system | OHCHR have an interest in using the platform, however it is not yet developed | OHCHR is using NLP to inform their early warning system | OHCHR is starting to access the NLP data to explore whether it can inform the early warning system | **NA** | KKT and CA have met with OHCHR two times to introduce the platform to them. OHCHR has not decided to use it yet, since the platform is not yet ready. |
| **Outcome 3:** Female and male youth improve the implementation of the Peace component of the Youth Policy and the drafting of Anti-Hate Speech Policy | **Outcome Indicator 3a:** Capacity and strength YACs, as assessed by their female and male members (Rubric to include gender criterion) | a) Poor - 1 YAC (33%)b) Moderate - 2 YACs (67%)c) Well-functioning- 0 YAC (0%)d) Excellent - 0 YAC (0%) | 30 township-level YAC and 3 regional YAC have action plans and all are being implemented | 3 YAC have action plans. All (3) regional-level plans being implemented, and 50% (15) township-level plans being implemented. | All (3) regional-level plans being implemented, and 50% (15) township-level plans being implemented. | 15 YACs have been established in regions of Mon and Mandalay. In Rakhine mobility restrictions has constrained mobilization of YACs |
| **Outcome Indicator 3 b:** Level of change in female YAC member’s behavior of speaking out in their role on the committees | **0** | 20 percentage point rise in self-reported frequency of speaking out in YAC meetings | **NA** | **NA** | Since only 3 regional level YAC existed and the number of female members was only three when the baseline was conducted, it was not possible to have a representative sample for measuring this indicator.This outcome level indicator will be measured only in the end-line. |
| **Output 3.1** 30 township level Youth Affairs Committees are established and have strengthened capacity to coordinate and take action. | **Output Indicator 3.1a:** Number of YACs established and their membership, disaggregated by sex | 3 regional YACs existing, with 30 members | 30 township level YACs established, in addition to 3 regional YACs, with total membership of 330 youth. Minimum 30% committee members are female | 30 township level YACs established, in addition to 3 regional YACs, with total membership of 330 youth. Minimum 30% committee members are female | **15** | This activity contributing to this indicator is not yet implemented. |
| **Output Indicator 3.1b**: Average level of YAC committees' confidence (scale of 1 - 6) that they can advocate and campaign on youth policy and hate speech | **0** | TBA-following baseline- more improved than the baseline situation. | **NA** | **NA** | Establishing and reforming YACs are not done yet. This indicator will be reported once all the YACs are established.  |
|  | **Output Indicator 3.1c**: Average level of satisfaction of youth with training and capacity building sessions, disaggregated by sex. | **0** | a minimum of 3.0/4 for female and male youth | **NA** | **NA** | The activity contributing to this indicator is not yet implemented. |
| **Output 3.2** 300 Female and male youth participate in advocacy, dialogue and campaign initiatives, which seek to influence the implementation of the Youth Policy and drafting of the Anti-Hate Speech policy. | **Output Indicator 3.2a:** Number of youth participating in campaigns, debates, youth conference, disaggregated by sex. | **0** | **250** | **NA** | **450** | Disaggregated data cannot be collected because the nature of the activity is campaign, and it is not possible to register attendees in campaign activities. |
| **Output Indicator 3.2c:** Policy briefs developed by youth individuals and CSOs that include recommendations for peace component of youth policy, with recommendations on gender considerations" | **0** | 2 policy briefs, one led by female members, are produced and shared with government and state officials. | **NA** | **NA** | The activity contributed to this indicator is not yet implemented. |