

**SECRETARY-GENERAL'S PEACEBUILDING FUND
PROJECT DOCUMENT TEMPLATE**



PBF PROJECT DOCUMENT

(Length : Max. 12 pages plus cover page and annexes)

Country (ies): Myanmar	
Project Title: Myitta Myay (“Myitta” = loving kindness, and “Myay” = land) Project Number from MPTF-O Gateway (if existing project): N/A	
PBF project modality: <input checked="" type="checkbox"/> IRF <input type="checkbox"/> PRF	If funding is disbursed into a national or regional trust fund (instead of into individual recipient agency accounts): <input type="checkbox"/> Country Trust Fund <input type="checkbox"/> Regional Trust Fund Name of Recipient Fund: N/A
List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc): World Vision International – Myanmar (WVM) – INGO List additional implementing partners, Governmental and non-Governmental: Kalyana Mitta Development Foundation (KMF) – CSO Myanmar Council of Churches (MCC) – CSO/FBO Student Christian Movement (SCM) – CSO/FBO World Vision Australia – INGO KMF Alumni Youth Groups in Mon State and Magway Region – CBOs Local University Christian Fellowships in Mawlamyine and Kale Universities – CBOs Other local religious/ethnic associations/groups at Mawlamyine and Kale Universities – CBOs Youth Peace Initiative at Sagaing University of Education – CBO Local councils of churches affiliated to MCC and existing local interfaith platforms – FBOs	
Expected project commencement date¹: 01 January 2020 Project duration in months:² 18 months Geographic zones (within the country) for project implementation: Magway Region and Mon State	
Does the project fall under one of the specific PBF priority windows below: <input type="checkbox"/> Gender promotion initiative <input checked="" type="checkbox"/> Youth promotion initiative <input type="checkbox"/> Transition from UN or regional peacekeeping or special political missions <input type="checkbox"/> Cross-border or regional project	
Total PBF approved project budget* (by recipient organization): World Vision International – Myanmar: \$850,287 Total: \$850,287 ³	

¹ Note: actual commencement date will be the date of first funds transfer.

² Maximum project duration for IRF projects is 18 months, for PRF projects – 36 months.

³ No PBF funds will be channelled through the for-profit entities owned or controlled by World Vision International.

**The overall approved budget and the release of the second and any subsequent tranche are conditional and subject to PBSO's approval and subject to availability of funds in the PBF account. For payment of second and subsequent tranches the Coordinating agency needs to demonstrate expenditure/commitment of at least 75% of the previous tranche and provision of any PBF reports due in the period elapsed.*

Any other existing funding for the project (amount and source): 0

PBF 1st tranche (35%): WVM: \$ 297,600 Total: \$ 297,600	PBF 2nd tranche* (35%): WVM: \$ 297,600 Total: \$ 297,600	PBF 3rd tranche* (30%): WVM: \$ 255,087 Total: \$ 255,087
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Two-three sentences with a brief project description and succinct explanation of how the project is time sensitive, catalytic and risk-tolerant/ innovative:

This project will enhance intercultural cohesion and locally-led conflict prevention between different religious and ethnic groups in Magway Region and Mon State. This will be achieved through an innovative and gender-sensitive approach which empowers select categories of influencers (youth leaders, university students, teachers-in-training, and religious leaders – women and men) to initiate peaceful change and generate catalytic transformation across key segments of society. This intervention is highly time-sensitive since inter-religious and inter-ethnic tensions in the project's target areas continue to rise as national political processes fail to provide stable perspectives or incentives for inter-group trust.

Summarize the in-country project consultation and endorsement process prior to submission to PBSO, including through any PBF Steering Committee where it exists, including whether civil society and target communities were consulted and how:

The proposed project was designed to respond to the situation of rising inter-religious and inter-ethnic tensions accompanied by a lack of peacebuilding and conflict prevention interventions reported by local CSOs including the partners in this project in Magway Region and Mon State. The project was co-designed through a participatory workshop between World Vision International – Myanmar (WVM) and World Vision Australia (WVA), Kalyana Mitta Development Foundation (KMF), the Myanmar Council of Churches (MCC), and Student Christian Movement (SCM). Consortium members brought together evidence and lessons learned from over five years of direct implementation, leveraging insights collected from strong community relationships in target areas as well as other comparable contexts. MCC also provided perspectives of religious leaders as they are represented on the core group of the Religions for Peace – Myanmar network of national level religious leaders as well as has regular dialogue with the government on issues related to social cohesion, national reconciliation, and peace. In addition, WVM consulted with the Peace Development Adviser of the UN Office of the Resident and Humanitarian Coordinator on the UN's priorities related to social cohesion and peacebuilding in Myanmar to ensure alignment of the proposal. The draft project design was verified with stakeholders, in particular youth leaders, in the target areas to ensure local ownership and context sensitivity as well as with the Department of Social Welfare, who provided their approval of this proposal. Acknowledging the sensitivity of conflict-related issues and discussions, direct stakeholder consultations were conducted through assessing perceptions, without referring to specific religious conflicts.

Project Gender Marker score: 2⁴

Specify % and \$ of total project budget allocated to activities in direct pursuit of gender equality and women's empowerment: 39%, US\$ 331,999

⁴ **Score 3** for projects that have gender equality as a principal objective and allocate at least 80% of the total project budget to Gender Equality and Women's Empowerment (GEWE)

Score 2 for projects that have gender equality as a significant objective and allocate at least 30% of the total project budget to GEWE

Score 1 for projects that contribute in some way to gender equality, but not significantly (less than 30% of the total budget for GEWE)

Project Risk Marker score: 1 ⁵	
Select PBF Focus Areas which best summarizes the focus of the project (<i>select ONLY one</i>): ⁶ 2.3 – Conflict prevention/management If applicable, UNDAF outcome(s) to which the project contributes: N/A – Myanmar’s national UNDAF expired in 2015 and the new UNDAF is not yet approved by Myanmar’s government. If applicable, Sustainable Development Goal to which the project contributes: Goal no. 16 – Peace, justice and strong institutions If applicable, National Strategic Goal to which the project contributes: Within Myanmar’s Sustainable Development Plan (2018-2030), this project contributes to Pillar I Peace & Stability: Strategy 1.1 Secure and foster Union-wide peace in a multi-ethnic society	
Type of submission: <input checked="" type="checkbox"/> New project <input type="checkbox"/> Project amendment	If it is a project amendment, select all changes that apply and provide a brief justification: Extension of duration: <input type="checkbox"/> Additional duration in months (number of months and new end date): Change of project outcome/ scope: <input type="checkbox"/> Change of budget allocation between outcomes or budget categories of more than 15%: <input type="checkbox"/> Additional PBF budget: <input type="checkbox"/> Additional amount by recipient organization: USD 0 Brief justification for amendment: <i>Note: If this is an amendment, show any changes to the project document in RED colour or in TRACKED CHANGES, ensuring a new result framework and budget tables are included with clearly visible changes. Any parts of the document which are not affected, should remain the same. New project signatures are required.</i>

⁵ **Risk marker 0** = low risk to achieving outcomes

Risk marker 1 = medium risk to achieving outcomes

Risk marker 2 = high risk to achieving outcomes

⁶ **PBF Focus Areas** are:

(1.1) SSR, (1.2) Rule of Law; (1.3) DDR; (1.4) Political Dialogue;


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

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

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3)

Governance of peacebuilding resources (including PBF Secretariats)

PROJECT SIGNATURES:

<p>Recipient Organization(s)⁷</p> <p>Name of Representative: Suresh Bartlett Signature </p> <p>Name of Agency: World Vision International – Myanmar Date & Seal 19 SEP 2019</p> 	<p>Recipient Organization(s)</p> <p>Name of Representative: PA PA PHYO Signature </p> <p>Name of Agency: Kalyana Mitta Development Foundation Date & Seal</p> 
<p>Recipient Organization(s)</p> <p>Name of Representative: Mahn Palmerston Signature </p> <p>Name of Agency: Myanmar Council of Churches Date & Seal 20th Sep 2019</p> 	<p>Representative of National Authorities</p> <p>Name of Government Counterpart: Dr. Min Thein, Director, Department of Disaster Management, Ministry of Social Welfare, Relief & Resettlement Signature </p> <p>Title Date & Seal</p> 
<p>Head of UN Country Team</p> <p>Name of Representative: June Kunugi Signature </p> <p>Title: UN Resident Coordinator Date & Seal 19 September 2019</p> 	<p>Peacebuilding Support Office (PBSO)</p> <p>Name of Representative Oscar Fernandez-Taranco Signature </p> <p>Assistant Secretary-General, Peacebuilding Support Office Date & Seal 19 November 2019</p>

⁷ Please include a separate signature block for each direct recipient organization under this project.

I. Peacebuilding Context and Rationale for PBF support (4 pages max)

- a) A brief summary of **conflict analysis findings** as they relate to this project, focusing on the driving factors of tensions/conflict that the project aims to address and an analysis of the main actors/ stakeholders that have an impact on or are impacted by the driving factors, which the project will aim to engage. This analysis must be gender- and age- sensitive.

Mon State is perceived as the homeland of ethnic minority Mon people, while Magway Region is regarded as a traditional Bamar⁸ Buddhist area. In reality, while both areas are religiously and ethnically diverse, the myths of homogenous communities and ways of life combined with fear of ‘the other’ are strong – 29% and 55% of Buddhists in Magway considered Christians and Muslims respectively not to be loyal to the country in a crisis.⁹ In Mon state, Mon, Karen and PaO were most likely to express uncertainty over whether a Bamar would act in the interests of the country or their own ethnic group in a national crisis.¹⁰ These attitudes reflect the wider conflict context of Myanmar where a history of shifting ethnic and religious supremacy have led to deep-seated siege mentalities, with young women and men among the most vulnerable to imbibing this. In Magway and Mon, 58% and 45% of 18-27 year olds respectively felt that the interests of their ethnic group should take precedence over those of the nation; the highest among all age groups.¹¹ This could be due to the strong influence on youth of family and religious elders, an education that emphasizes cultural divisions, and direct experiences of ethnic discrimination. Increasing political space as well as the move towards a federal system in recent years has also led to more identity based politics as ethnic groups assert competing claims. Mon and Magway are currently not hotspots of significant intercommunal violence so the tense and at times hostile intercommunal situation in these areas does not receive adequate attention from peacebuilding actors. However, campaigns in the lead-up to the 2020 general election are likely to deepen social tensions, with communal, religious, and nationalist claims center stage, raising the possibility that tensions could boil over.¹²

A key factor driving inter-religious/ethnic tensions is an established status quo among religious groups to protect their identities along with antagonism towards the ‘other’. All major faith groups (Buddhist, Hindu, Muslim, Christian) are led by senior religious leaders, mostly men, who often have strong reservations towards diversity and conservative gender norms. Buddhist hardliners tend to see other faith groups as less pure, while Christian hardliners tend to communicate a notion of superiority towards others; Muslims are seen by many as extremists.¹³ These attitudes are passed on to younger generations in faith-based and secular schools. The conflict analysis highlighted that youth absorb such attitudes, sometimes to a greater extent than elders; 25% of 18-27 year olds in Magway and Mon take religion into account when interacting with friends or colleagues of other ethnicities, the highest among all age groups.¹⁴ Women and girls are seen as instrumental in protecting these cultural identities and therefore bear the brunt of restrictive social norms in areas such as their choice of marriage partner and reproductive rights.¹⁵ This status quo is further solidified by a culture of unquestioning obedience in children and youth towards elders in religious and educational institutions.¹⁶

⁸ Bamar is the majority ethnic group in Myanmar, also known as Burman or sometimes referred to as Burmese

⁹ Centre for Diversity and National Harmony (CDNH), *The State of Social Harmony in Magway Region*, 2016

¹⁰ CDNH, *The State of Social Harmony in Mon State*, 2016

¹¹ CDNH, *Citizen Voices in Myanmar's Transition: Magway Region / Mon State*, 2016

¹² Mary Callahan and Myo Zaw Oo, *Myanmar's 2020 Elections and Conflict Dynamics*, Peaceworks 2019

¹³ Stephen Grey and Josefins Roos, *Intercommunal Violence in Myanmar: Risks and Opportunities for International Assistance*, 2014

¹⁴ CDNH, 2016

¹⁵ GEN, *Raising the Curtain: Cultural Norms, Social Practices and Gender Equality in Myanmar*, 2015

¹⁶ Win Han Oo, *The evolution of cultural practices: Are changes to education in Myanmar leading to a shift in*

Conflict analysis further highlights the impact of de facto segregated community spaces where many young women and men from different religious and ethnic groups live in mostly homogenous clusters, lacking frequent or meaningful interaction with youth of other faiths as cited by KMF and SCM. This makes youth vulnerable to manipulation and hate-speech, enhancing the potential for mobilization by extremist actors for violence. A study showed that youth are disproportionately implicated in intercommunal violence; interviewees repeatedly commented that youth would not engage in such activities were they not sanctioned by others.¹⁷

Changes in Myanmar over recent years toward greater democratic space, increased civil society mobilisation, a nationwide peace process, international exposure and support for peacebuilding, and a more open economy have also created a latent sense of frustration among young women and men and an eagerness to do things differently. Individual religious leaders from different faiths have also shown an openness towards positive intercultural collaboration. The government took initial steps since 2016 to curb religious extremism and strengthen interfaith relations. This readiness of individuals creates an entry point to expose religious leaders, students, and young women and men to new ways of thinking about religious and ethnic identities and to create opportunities for them to lead their communities toward greater intercultural understanding. There are examples where religious leaders tried to thwart intercommunal violence, e.g. in Mon, potential mob violence was averted by rapid, joint responses by religious leaders and local officials to inflammatory rumours. However, some have faced persecution from within their own communities and mid- or lower-level religious leaders tend to be excluded from dialogue opportunities, which misses an opportunity to reach their spheres of influence.¹⁸ Myanmar youth are also contributing formally and informally to a host of peacebuilding initiatives. Leveraging these contributions, that are often innovative and catalytic, can support the multiple transitions the country is undergoing.¹⁹ Existing ad hoc interfaith connections in Mon and Magway present another important entry point. While these events are open to all, their structure and functioning are tenuous with limited participation of individuals of diverse faiths and ethnicities, reducing their effectiveness in driving intercultural cohesion. Several faith-based groups are involved in these efforts, which provides an opportunity to expand and establish interfaith cooperation structures.

Women are systematically underrepresented in senior leadership positions, both within communities and religious institutions. However, women in their roles that society ascribes to them, i.e. as nurturers, woman-to-woman networkers, multitaskers, and reconcilers of disparate interests in households and communities, bring unique perspectives, skills, and networks to bear on intercultural relations and conflicts in ways different from men. Since women are excluded from leadership and peacebuilding efforts, their experiences of conflict and conflict transformation requirements are overlooked, undermining the sustainability of peacebuilding efforts. The combination of Myanmar's male-dominated culture and the increase of tensions between religious and ethnic groups in the project's target area means that women are often most vulnerable to antagonism. For example, one of SCM's young women leaders stopped her social involvement after facing verbal abuse.

Based on this analysis, this project will empower four key groups of actors that have significant influence in their respective societal segments to promote social cohesion and prevent conflict.

the way child-adult relationships are constructed?, 2015

¹⁷ Stephen Grey and Josefins Roos, 2014

¹⁸ Ibid.

¹⁹ PSF, *Youth and Everyday Peace in Myanmar: Fostering the Untapped Potential of Myanmar's Youth*, 2017

1) Young women and men show significant potential for enhancing social cohesion. Prevalent age-related norms perpetuate views that youth do not have the capacity, experience, or ability to lead, relegating them to supportive roles in decision-making and overlooking their contributions to peace. While youth can be influenced by peers and elders to perpetuate negative biases and discriminatory stereotypes, they also have immense capacity and experience as peacebuilders, including active youth-led civil society engaged in interfaith and peace activities²⁰ such as KMF and SCM. They have built up capacities and experience through external support and participation in national and regional networks. However, youth at the grassroots generally lack the knowledge, skills, and experiences required to promote social cohesion. Youth-led CSOs also lack funding for peacebuilding activities.²¹ While youth groups tend to have active female leaders, co-founders, or members, young women face cultural barriers to taking leadership at the community and national level.²² Through this project, young women and men will receive knowledge and experience to foster social cohesion in their areas.

2) University students in Myanmar have historically been at the forefront of political and social change, leading democratic transitions and mobilizing peers for collective action. They have similar strengths and face challenges as the youth segment (above). While university students have associations for religious and ethnic groups that have some interaction with other groups, their largely homogenous membership restricts sustained inclusion of individuals of diverse faiths/ethnicities. This project will harness students' capacity for change by sensitizing them to inter-group conflicts and mentoring them to start cross-cultural bridge-building actions.

3) School teachers, the majority of whom are young women, have a unique opportunity to educate, role-model and promote intercultural respect and understanding within their schools. However, in many instances, teachers are unaware of their importance and potential influence to foster peacebuilding and lack the knowledge and skills required to effectively enhance students' knowledge, understanding, and appreciation of diverse identities. This can be addressed through incorporating peace education in teacher training as well as ensuring teachers themselves demonstrate respect for local people, culture, and languages, and competencies in professional and social relations.²³

4) Religious leaders: As authority figures within their respective faiths, religious leaders have significant influence over the attitudes and beliefs of their followers. Furthermore, they wield significant power to mediate and resolve faith-based disputes. Religious leaders are predominantly men; however, there are women religious leaders, especially among the Buddhist and Christian communities. The project will engage with both male and female religious leaders and especially include female religious leaders where feasible.

- b) A brief description of how the project aligns with/ supports **existing** Governmental and UN **strategic frameworks**, how it ensures **national ownership** and how the project builds on any previous phase of PBF support and/or any **concrete lessons learned**.

The lack of trust between conflict actors of different ethnicities and religions represents a key barrier to the Government's aim of an inclusive and sustainable peace process. While the Government's priority of ending armed conflict between the Myanmar armed forces and ethnic armed organizations is beyond the scope of this project, empowering young women, men, and influential leaders from diverse ethnic and religious communities to take practical actions to build trust between groups would be a significant game changer in support of peace. Therefore, this project directly contributes to Myanmar's Sustainable Development Plan Pillar I – Peace

²⁰ PSF, *Unlocking Civil Society and Peace in Myanmar: Opportunities, obstacles and undercurrents*, 2018

²¹ Irena Grizelj, *The Youth Space of Dialogue and Mediation in Myanmar*, 2017.

²² Ibid.

²³ Thabyay Education Foundation, *Making Education Policy a Force for Peace*, 2017

and Stability. This project also contributes to high-level dialogue on interfaith relations through MCC, which is a core member of the Religions for Peace Myanmar network. The proposed project directly contributes to the UN's peacebuilding strategy in Myanmar by strengthening intercommunal relations and social cohesion. It complements the UN's peacebuilding portfolio, which focuses on supporting the national peace process, including UNICEF's project on child soldier reintegration in which WVM is an implementing partner. Finally, this project strengthens intergenerational relationships so that young women and men and religious leaders come together to work for peace. The project builds trust between young women and men across religious and ethnic divides as well as addresses gender norms that constrain young women's leadership potential in peacebuilding. Co-designing and implementing this project in partnership with local youth-led CSOs and FBOs and empowering local youth, teachers, and religious leaders ensures ownership of this intervention by local and national actors.

c) A **summary of existing interventions** in the proposal's sector by filling out the table below.

Project name (duration)	Donor and budget	Project focus	Difference from/ complementarity to current proposal
Empowering young women and men as agents in peacebuilding in Myanmar	PBF – IRF \$2M	In support of realization of the ground-breaking the UNSCR 2250 on Youth, Peace and Security, this project recognizes the positive role and constructive potential role of young women and men in peace building and conflict transformation in Myanmar.	Complementary in strengthening capacities of youth; difference in focus on national peace process as opposed to intercultural conflict and peacebuilding.
Overcoming barriers to strengthen the voices of all women in Rakhine State for social cohesion and peace	PBF – IRF \$2.08M	The project has been designed within a women peace and security rights based framework to address the social and structural barriers that prevent women's participation and voices both in the formal peace process and bottom up peace building processes through fostering social cohesion between communities in Rakhine	Complementary in focus on social cohesion and empowering young women; difference in geographical target areas and women vs. youth as target group.
Paung Sie Facility (multi donor fund)	DFID, DFAT, Govt. of Sweden \$22.3M	The PSF works in partnership with organizations and individuals to build and strengthen social cohesion in Myanmar. Since 2014, PSF has worked with more than 75 partners across Myanmar.	Complementarity focus on social cohesion and youth and women led groups/CSOs; difference in partners and target areas.
Advancing Transition to Peaceful Democracy Through Participation of Civil Society and Media	USAID \$25M	Promote the participation of civil society and locally owned independent media in strengthening democratic governance and social justice to advance the transition to peaceful democracy in Myanmar.	Complementarity in strengthening civil society for promoting intercommunal harmony and peace; difference in partners and target areas.

II. Project content, strategic justification and implementation strategy (4 pages max Plus Results Framework Annex)

- a) A brief **description of the project content** – in a nutshell, what are the main results the project is trying to achieve, the implementation strategy, and how it addresses the conflict causes or factors outlined in Section I (must be gender- and age- sensitive).

The overarching peacebuilding outcome that this project contributes to is ‘Enhanced intercultural respect, tolerance, and understanding between different ethnic and religious groups in Magway Region and Mon State’. This will be achieved through a strategy aligned with Security Council Resolutions 2250, 2419, and 1325. The project aims to introduce catalytic and lasting change through engagement in four key segments of society that have potential to contribute towards intercultural relations and social cohesion, namely youth, universities, schools, and religious leaders. The interventions in each segment are designed to create direct and meaningful intergroup cooperation in peacebuilding efforts to address identified conflict drivers in the target areas. The underlying assumption is the project interventions will result in target segments of society becoming resilient towards incitement, manipulation, and hate speech that aim at further dividing religious and ethnic identity groups and play an active role in preventing conflict and building peace.

In the first segment, **male and female youth leaders** from different religions and ethnic groups will be selected by project partners in close consultation with community/faith based organizations in the target areas. They will be trained on principles and strategies for peacebuilding and gender equality (including conflict analysis, Do No Harm (DNH), conflict early warning, and culture of peace), form teams with peers from diverse religious/ethnic groups from their townships, and then jointly develop and implement Intercultural Action Plans (ICAPs), fostering collaboration on conflict transformation across religious and ethnic divides. In the second segment, **university students** from diverse ethnic and religious groups will be trained on peacebuilding and gender equality, and jointly launch Intercultural Fellowship Groups (ICFGs) at their universities. These ICFGs provide interfaith and interethnic platforms and will intentionally support intercultural dialogue through planning and implementing ICAPs comprising initiatives such as intercultural festivals/events, sporting events, seminars, debates, and campaigns to engage with the wider university community. The implementation of ICAPs in both segments will be supported through micro-grants which have been used effectively to empower civil society in Myanmar through an action-reflection model that enables ‘learning by doing’²⁴. Undertaking structured initiatives to catalyze change will empower young women and men, creating a basis for leadership in the future from this generation of change-makers.

In the third segment, **teachers-in-training** will receive capacity building to model and promote intercultural communication and peace, drawing on WV’s Empowering Children as Peacebuilders approach. On graduation, these teachers will teach at government high schools²⁵ and their subsequent efforts will enable children to develop positive attitudes towards diversity early on, thereby building trust between communities. The teachers’ unique position of authority affords them significant influence over young people’s thoughts, attitudes, and perceptions relating to intercultural issues. Following training, the project will support teachers to practice their newly acquired knowledge and skills through short placements of up to three weeks in a host community of a different religion/ethnicity. The project will also establish a

²⁴ For example, by Paung Ku which has a successful civil society strengthening program in Myanmar supported by a number of international donors.

²⁵ High schools are currently from grades 5-11 with children aged 10-16 and are in the process of being changed to grades 6-12, with children of ages 11-17

closed social media group for participants as a platform for sharing, learning, and ongoing motivation in the long-term. The fourth segment focuses on **religious leaders** in the target area whose behavior and messaging significantly influences their faith groups' views and attitudes. Participants will include religious leaders identified through MCC and KMF's existing local networks. They will then be trained in mediation and dialogue skills including a contextualized DNH tool for faith groups and supported to establish local Interfaith Dialogue Groups (IFDGs) comprising Buddhist, Christian, Muslim, and Hindu religious leaders. IFDGs will act as an early warning and response mechanism for addressing interfaith issues within their areas, including those referred to IFDGs by religious leaders and other community members. Finally, the project will train and support IFDG members to provide higher-level interfaith mediation support to de-escalate and prevent tensions and conflict based on religion.

Acknowledging that across all these segments, women are underrepresented in leadership, all components of the project are designed to support and sustain women's agency and leadership. Trainings conducted by the project will include sessions on gender equality, including self-reflection exercises, enabling leaders in all segments to surface their own implicit biases and address gender discrimination in their areas of influence. All groups formed within the project will pursue gender equality in their composition. Mentoring of young women leaders by the project partners will focus on strengthening their leadership. Collective leadership and action by young women and men as well as male and female religious leaders seeks to prevent backlash from communities on individual women. Ongoing context analysis and project monitoring will assess the impact of the project on both women and men to ensure they both benefit from the project activities.

- b) Provide a **project-level 'theory of change'** – i.e. explain the type of change envisaged by the project and how do you expect the project interventions to lead to results and why have these interventions been selected. What are the assumptions that the theory is based on?

The project will contribute to the overall peacebuilding outcome through achieving two outcomes that simultaneously initiate locally-led change within targeted areas of influence, such as among male and female youth leaders and university students, teachers, and religious leaders. Synergies between the interventions are expected to contribute to catalytic change in intergroup attitudes, behavior, and conflict levels, leading to crossover across society segments.

Outcome 1: Young current and future leaders design and lead their own peacebuilding initiatives, promoting enhanced intercultural dialogue and peace. For outcome 1 to be achieved, male and female youth leaders and university students will be supported to develop and utilize the necessary knowledge, skills, and confidence to lead intercultural dialogue and peacebuilding initiatives in their own communities. Addressing the prevailing mindsets, lack of skills and confidence, and relationships for youth to take initiative to build peace in their own communities, the project focuses on equipping Myanmar's current and future leaders with the understanding of intergroup sensitivities alongside practical skills in communication, project management, and mediation/negotiation to promote peace, social cohesion, and gender equality. For young women and men who are eager to see change in their own communities and wish to respond to and prevent inter-group conflicts, this training will enable them to be effective at initiating, designing, and maintaining stable intercultural spaces (ICFGs and peace groups) for such dialogue to occur. Given that the lack of resources is another key barrier for youth to engage in peacebuilding, the project will provide financial resources through micro-grants for young women and men to implement ICAPS, which will also establish community

ownership of peacebuilding initiatives, while reinforcing the value of young people's participation in peacebuilding and social cohesion.

Outcome 2: Local religious and education leaders with significant societal influence become champions of intergroup dialogue, peace, and trust building. For outcome 2 to be achieved, male and female religious and teacher trainees will be supported to address their own attitudes and better utilize their platforms and societal influence in practical ways, enabling them to champion peacebuilding efforts and support positive shifts in community attitudes and practices towards cooperation and trust. Recognizing the limited knowledge and skills of religious leaders and teachers to enhance peacebuilding, the project will equip them to take practical actions, such as integrating messages and activities into their day to day lessons, preaching, give them the skills to analyze and address intercultural tension and conflicts, be effective at intercultural dialogue and negotiation, and be able to integrate positive messaging into their interactions with students and communities. This will prepare the ground for stable intercultural relationships. Given teachers are seen as authority figures and role-models, if they incorporate peacebuilding elements into their day to day lessons and introduce activities for cross-cultural understanding, then children will form more inclusive and positive attitudes towards other faith and ethnic groups and become more resilient towards hate speech. Given religious leaders work across religious divides, the project will further train them in Do No Harm, context analysis/conflict early warning, Channels of Hope²⁶, mediation and dispute resolution methods to be able to establish dialogue mechanisms at the intersection of identity groups, while sending a strong signal on the importance of interfaith cooperation. To address the lack of platforms available for communities to easily refer disputes and grievances, the project provides an opportunity for religious leaders and local authorities to work together using the IFDGs to enable effective identification, mediation, and resolution of interfaith disputes, thus preventing escalation. Through these efforts, the project will not only address the 'knowledge' gap, but also attempt to strengthen these groups to break other key barriers such as prevailing mindsets, lack of self-confidence, inability to harness wider support through networking, and fear.

- c) **Project result framework**, outlining all project outcomes, outputs, activities with indicators of progress, baselines and targets (must be gender- and age- sensitive). Use **Annex B**; no need to provide additional narrative here.
- d) **Project targeting and sequencing strategy** – provide justification for geographic zones, criteria for beneficiary selection, expected number and type of beneficiaries and justification, timing among various activities, any measures to ensure coherence and connection between outcomes, and any other information on implementation approach (must be gender- and age-sensitive). No need to repeat all outputs and activities from the Result Framework.

Mon and Magway have been identified as areas with high levels of 'out-group' antagonism and the target townships are defined by a lack of peacebuilding activities and actors. Paung and Kyaikmaraw townships in Mon are home to diverse religious and ethnic communities including the largely Buddhist Mon ethnic group and are an important base for Buddhist nationalist groups such as *Ma Ba Tha*. Tilin, Gangaw, and Pakkoku townships in Magway also have Buddhist majorities but host diverse religious and ethnic communities, and have seen incidents of religious conflict in recent years against Muslims and Christians. In 2017, a nationalist mob

²⁶ A project model that World Vision uses to bring different faith leaders together to sustain child well-being

attacked a mosque and property owned by Muslims in Magway Region.²⁷ There have also been instances since 2012 of rules restricting Muslims from entering some villages in Magway.

Young women and men have been specifically targeted as they have been found to be more open, willing and able to work across dividing lines than the older generation.²⁸ By targeting them, the project seeks to break the inter-generational cycle of fear, discrimination, and prejudice against religious and ethnic groups. University students at Kale University and Mawlamyine University were selected since they are immersed in culturally and religiously diverse environments and the character of intergroup relationships here often determines future relations. The selected universities are in close proximity to the target townships and will have students from those areas, complementing the work done at community level. The project's focus on teacher trainees at the Sagaing University of Education (SUoE) is grounded in teachers' unique position of authority and influence over future generations. KMF has a long standing relationship with SUoE which allows engagement and project implementation.

The project applies two key selection criteria for all project participant groups: 1) An interest and the ability to commit time to participate in project activities throughout the entire project, and 2) Openness to learning about and promoting intercultural understanding and peacebuilding. The direct project participants and beneficiary groups are: a) **100 young women and men** (50% men and 50% women): from five target townships, including different religious and ethnic groups in the area, identified through community engagement, aged 18-29 years, who are active in working for their communities. The project will also coordinate with other CSOs who are working for marginalized groups such as migrant or refugee returnees and ensure their inclusion. These participants are expected to reach an additional 1,000 young women and men in the target townships through engaging them in intercultural initiatives. b) **480 university students** (50% men and 50% women): members of religious and ethnic associations at universities aged 16-29 years. The ICFGs will also include members who are not represented in existing associations at the universities. c) **150 student teachers** (predominantly female) aged 16-29 years from different ethnic and religious groups at SUoE. d) **300 religious leaders** at community and township level from the main religions in the target areas, with priority given to women and younger/mid and lower level leaders.

This project is designed to enhance social inclusion as a cross-cutting theme. Gender equality is supported by creating opportunities for women and girls to actively participate in project activities. This includes actively encouraging and supporting the recruitment and capacity development of women and girls as targeted youth leaders, ICFG members, student teachers, religious leaders, and IFDG members through ensuring equitable participation in project activities, providing mentoring, and assessing how they benefit through M&E using sex disaggregated indicators. The project will do the same for other vulnerable and marginalized groups including people with disabilities and ethnic minorities. Social inclusion will be further enhanced by integrating training sessions on social inclusion topics in trainings. Youth leaders and ICFG members will be trained to develop ICAPs that are socially inclusive, including through the review of ICAPs against inclusive programming checklists. Trainings will also include human rights and civic education topics. The project will build on existing curricula used by KMF, SCM, and MCC, which will be reviewed by WVM technical specialists, and revised in consultation with partners to incorporate global and Myanmar-specific best practices, whilst also ensuring contextualization to the target groups of the project.

²⁷ <https://www.irrawaddy.com/specials/year-in-review-2017.html>

²⁸ Irena Grizelj. *The Youth Space of Dialogue and Mediation in Myanmar*. 2017

III. Project management and coordination (4 pages max)

- a) **Recipient organizations and implementing partners** – list direct recipient organizations and their implementing partners (international and local), specifying the Convening Organization, which will coordinate the project, and providing a brief justification for the choices, based on mandate, experience, local know-how and existing capacity. Also fill out the table below for each recipient organization:

World Vision International – Myanmar (WVM), the Convening Organization, is part of the World Vision partnership of development and humanitarian agencies active in 97 countries. WVM has been operating in Myanmar since 1960, and registered with the Ministry of Home Affairs in 1993 with current MOUs with the Ministry of Health, and the Ministry of Social Welfare, Relief and Resettlement. WVM has over 660 full-time staff and 5,000 volunteers with a deep understanding of the local context and close community engagement. In 2017/2018 WVM had activities covering 46 townships in 12 States and Regions, through a range of programming including WVM's key areas of strategic focus: education, health, economic development, child protection, and humanitarian response. Over 2.2 million people directly benefited from this work and an additional two million children benefited from WVM's contributions to policy change; total funding was over \$30M and donors included bilateral government donors, multilaterals and UN agencies, corporations, Trust Funds, and individual private donors. WVM's operations are overseen by a National Director, and Directors of Operations, Programme Quality and Development, Humanitarian and Emergency Affairs, Finance, and People and Culture, each of whom are responsible for a number of teams. WVM employs dedicated technical specialists as well as a Faith and Development Focal Point who leads engagement with religious groups. WVI's global peacebuilding team provided technical support in the development of this project and will support implementation. WV Australia will also provide management support as well as technical support on gender and inclusion.

Implementing partners: **1) KMF** is a youth-led organization that works with socially engaged Buddhist youth including monks and nuns on peace and environmental conservation. They have existing relationships with youth groups and local communities in the target areas of this project. They have experience in training and mentoring young peace leaders from diverse ethnic and religious groups. They also have existing links with SUoE and have experience engaging with teacher trainees through providing training and supporting teachers' initiatives on peace education. They will be responsible for working with young women and men from the target townships and supporting them to implement the ICAPs as well as training and supporting teachers. **2) SCM** works with university students on peacebuilding, civic education, and promoting youth and women's leadership. They have relationships with existing associations at Kale and Mawlamyine universities and have initiated an interfaith network with other CBOs at Mawlamyine University. SCM is a department of MCC and will receive funding for this project through MCC. SCM's role will be to work with the two universities on forming ICFGs and supporting them to implement ICAPs. **3) MCC**, an umbrella body of 16 churches, has expertise and experience on working on interfaith dialogue and capacity building of religious leaders of different faiths. They are also represented on the core group of the Religions for Peace Network – Myanmar, where they participate in interfaith dialogue as well as policy dialogue with the government at a national level. In this project, MCC will work with religious leaders on establishing and strengthening the capacity of IFDGs, and share learning from this project with existing networks and the government at the national level.

Agency	Total budget in previous calendar year	Key sources of budget (which donors etc)	Location of in-country offices	No. of existing staff, of which in project zones	Highlight any existing expert staff of relevance to project
World Vision Myanmar (WVM)	\$30 million	Private donors, USAID/DoS, MFAT, GAC, DFAT, WFP, UNICEF, UNHCR, MHF, LIFT Fund, ILO, Coca Cola, P&G, UNICITY, ADH	42 offices in: Kachin, Kayah, Kayin, Chin, Mon, Rakhine, Shan, Yangon, Magway. Mandalay, Ayeyarwaddy, Tanintharyi	677 staff in total; 36 staff in Magway region; 33 staff in Mon state	WVI Associate Director, Peacebuilding, WVA Gender Specialist, WVM Child Protection & Gender Advisor, Faith & Development focal point
Kalyana Mitta Development Foundation (KMF)	\$500,000	United States Institute of Peace, Diakonia, CAFOD, CCFD, DKA	Yangon, Inle, Loikaw	29	KMF's program staff have technical expertise on intercultural peacebuilding and gender
Myanmar Council of Churches (MCC)	\$385,742	Member churches, local contributions, Bread for the World, Church of Sweden, Christian Aid, Danmission	Yangon and MCC has member churches across Myanmar	37	MCC and SCM's program staff have technical expertise on interfaith peacebuilding and gender

- b) **Project management and coordination** – present the project implementation team, including positions and roles and explanation of which positions are to be funded by the project (to which percentage). Explain project coordination and oversight arrangements and ensure link with PBF Secretariat if it exists. Fill out project implementation readiness checklist in **Annex C** and attach key staff TORs.

WVM's Project Manager will lead overall management and implementation of the project in close collaboration with the project partners and under oversight of the Grant Management Department Manager and Operations Director. Key project staff of WVM, KMF, MCC, and SCM will form a project management team and meet regularly to coordinate project implementation, review monitoring findings, and take course correction. WV Australia's Grant will provide management and reporting support Manager and WVI's Associate Director Peacebuilding will provide technical support. WVM's Program Quality Department and M&E team will provide technical support on M&E. The key project staff are: 1) Project Manager (100%): overall project management. 2) Technical Specialist (100%): technical lead on intercultural dialogue, peacebuilding, and gender. 3) M&E Specialist (50%): technical support on M&E. 4) Grant Management Department Manager (20%): overall management oversight and support, supervision of project staff. 5) Finance Capacity Building and Compliance Officer

(100%): financial capacity building and support to partners including management of micro-grants as per needs identified by WVM's pre- capacity assessment. 6) Grant Finance Manager (10%): overall financial management and accountability to donor, supervision of finance team members. 7) Grant Finance Analyst (50%): financial accounting and preparation of financial reports, compliance with donor and WV policies and systems. 8) Operations Director (5%): oversight of project management, support with government and external engagement.

- c) **Risk management** – assess the level of risk for project success (low, medium and high) and provide a list of major project specific risks and how they will be managed, including the approach to updating risks and making project adjustments. Include any Do No Harm issues and project mitigation.

The project will undertake regular context monitoring to assess risks and changes in the context that require adaptation of the project and approaches, ensuring adherence to DNH principles. Youth will also be trained and supported to undertake initial and ongoing context monitoring and DNH analyses, and to adapt the design and delivery of their ICAPs accordingly. To ensure alignment with principles of conflict sensitivity and DNH, partners jointly conducted an up-to-date conflict analysis of Magway and Mon with a focus on the target townships. The conflict analysis included detailed conflict actor mapping and Force Field analyses. Findings were used to adapt the final project design in line with intergroup dynamics and interaction patterns.

Risks to the achievement of PBF outcomes	Likelihood of occurrence	Severity of risk impact	Mitigating Strategy
Women and girls are exposed to specific problems rendering them less likely to participate in project activities	Medium	Medium	Gender analysis at the design phase has ensured the project takes deliberate actions to better understand gender dynamics and plan for inclusion. Ongoing mentoring and monitoring will assess women's inclusion and take appropriate measures to address barriers. Developing leadership groups comprising both women and men also reduces risks of backlash faced by women specifically.
Significant drop-out rate of direct project beneficiaries (leaders and group members)	Medium	Low	Careful selection of participants for trainings and leadership to ensure motivation and commitment; Design of curriculum adapted in line with consultations and discussion with beneficiaries; Close monitoring and mentoring of beneficiaries throughout the project cycle; Gender sensitive design of curriculum
Lack of support for the project by local communities in target areas and/or backlash from antagonistic actors	Low	High	Local religious, political and government leaders are informed and included in pre-implementation consultations (on conflict sensitivity and DNH); Monitoring mechanisms facilitating ongoing input on project interventions; Design of ICAPs led by local participants with good relations and support from diverse local religious and ethnic communities as well as local authorities
ICAPs are not suitable for and sensitive to the local context and do not have the intended positive effect	Low	Low	Local teams designing and implementing ICAPs are trained in conflict sensitive design that builds on connectors and mitigates dividers; Local teams carry out ongoing risk and conflict sensitivity analyses and receive input on design adaptations through mentoring from project partners; Training and mentoring for youth leaders to support capacity for successful ICAP implementation.

- d) **Monitoring and evaluation** – What will be the M&E approach for the project, including M&E expertise in the project team and main means and timing of collecting data? Include a break-down of M&E budget that the project is putting aside, including for collection of baseline and end line data for indicators and for an independent evaluation, and an approximate M&E timeline. Ensure at least 5-7% of the project budget is set aside for M&E activities, including sufficient funds for a quality independent evaluation.

WVM and the partners will set up joint and inclusive monitoring systems based on the Project Results Framework, facilitating the flow of information from field teams to the project management team. The Project Manager will be responsible for establishing the monitoring system with technical support from the M&E Specialist in close collaboration with the partners, who will then be responsible for regular monitoring in the field. The monitoring system will include an Indicator Tracking Table (ITT) and tools for community stakeholders and project staff to capture monitoring data. ITTs will be reviewed monthly by the project management team to track progress against the indicators and targets in the Project Results Framework. To ensure that monitoring data informs adaptive management, data will be collated and shared with the project management and technical staff during quarterly meetings and used to adapt project implementation plans. Annual learning and reflection workshops will help WVM and partners reflect on progress, best practices and lessons learned and inform project planning for the subsequent project period. Similar reflections will be sought from target communities by organising open sessions/forums for sharing their perspectives and feedback. An end of project external evaluation will assess relevance, effectiveness, efficiency, impact, and sustainability, as well as draw out lessons learned and good practices. A lessons learned and good practices document will be produced in English and Myanmar language for external dissemination among other actors working on interfaith and ethnic peacebuilding in Myanmar, which will be disseminated through a seminar. A sum of \$47,245 has been allocated for M&E, comprising 5.6% of the overall project budget. WV Australia's Grant Manager will conduct field monitoring trips in collaboration with local partners to support M&E, and will also provide support in project reporting to ensure quality. WVM's finance team will provide ongoing financial monitoring and support, in particular regarding the financial management of micro-grants through local beneficiary groups.

- e) **Project exit strategy/ sustainability** – Briefly explain the project's exit strategy to ensure that the project can be wrapped up at the end of the project duration, either through sustainability measures, agreements with other donors for follow-up funding or end of activities which do not need further support. If support from other donors is expected, explain what the project will do concretely and pro-actively to try to ensure this support from the start. If relevant, what are project links to any existing platforms or partnerships?

The key interventions in this project are designed to establish long-term spaces for interfaith and interethnic dialogue and relationship building, which will be maintained without additional costs beyond the end of this project. ICAPs will be locally designed, will emphasize local ownership, and will launch cooperation efforts aimed at providing stepping stones for ongoing intergroup cooperation. IFDGs will be established by religious leaders as CBO structures with locally developed governance that will continue as open dialogue and mediation spaces. Once established, the IFDGs, ICFGs, and peer groups of young women and men will be linked with existing interfaith connections to further increase their sustainability and ensure local ownership and support from all major faith groups. Finally, particularly successful ICAPs will be supported further develop and linked with other donors to support expansion and replication.

IV. Project budget

If helpful, provide any additional information on projects costs, highlighting any specific choices that have underpinned the budget preparation, especially for personnel, travel or other indirect project support, to demonstrate value for money for the project. Proposed budget for all projects must include funds for independent evaluation. Proposed budget for projects involving non-UN direct recipients must include funds for independent audit.

State clearly in how many tranches the budget will be provided and what conditions will underpin the release of a second or any subsequent tranche. Standard approach is two tranches for UN recipients and three tranches for non-UN recipients with the second tranche being released upon demonstration by the project (by the Coordinating Agency on behalf of the project and through the Resident Coordinator's Office or PBF Secretariat) that the first tranche has been expensed or committed to at least 75% between the recipients and upon completion of any regular PBF reports due in the period elapsed. Additional tranches or conditions may be added depending on the project context, implementation capacity, and level of risk.

Fill out two tables in the Excel budget **Annex D**.

Annex A.1: Project Administrative arrangements for UN Recipient Organizations

(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 the financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF annual 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 completed by the RUNO. A project will be considered as operationally closed upon submission of a joint final narrative report. In order for the MPTF Office to financially closed a project, each RUNO must refund unspent balance of over 250 USD, indirect cost (GMS) should not exceed 7% and submission of a certified final financial statement by the recipient organizations’ headquarters);
- 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:

Type of report	Due when	Submitted by
Semi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist

Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF progress report (for PRF allocations only), which may contain a request for additional PBF allocation if the context requires it	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or Head of UN Country Team where it does not.

Financial reporting and timeline

Timeline	Event
30 April	Annual reporting – Report Q4 expenses (Jan. to Dec. of previous year)
<i>Certified final financial report to be provided by 30 June of the calendar year after project closure</i>	

UNEX also opens for voluntary financial reporting for UN recipient organizations the following dates

31 July	Voluntary Q2 expenses (January to June)
31 October	Voluntary Q3 expenses (January to September)

Unspent Balance exceeding USD 250, 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>).

Annex A.2: Project Administrative arrangements for Non-UN Recipient Organizations

(This section uses standard wording – please do not remove)

Accountability, transparency and reporting of the Recipient Non-United Nations Organization:

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

The Recipient Non-United Nations Organization will have full responsibility for ensuring that the Activity is implemented in accordance with the signed Project Document;

In the event of a financial review, audit or evaluation recommended by PBSO, the cost of such activity should be included in the project budget;

Ensure professional management of the Activity, including performance monitoring and reporting activities in accordance with PBSO guidelines.

Ensure compliance with the Financing Agreement and relevant applicable clauses in the Fund MOU.

Reporting:

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

Type of report	Due when	Submitted by
Bi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF progress report (for PRF allocations only), which may contain a request for additional PBF allocation if the context requires it	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or Head of UN Country Team where it does not.

Financial reports and timeline

Timeline	Event
28 February	Annual reporting – Report Q4 expenses (Jan. to Dec. of previous year)
30 April	Report Q1 expenses (January to March)
31 July	Report Q2 expenses (January to June)
31 October	Report Q3 expenses (January to September)
<i>Certified final financial report to be provided at the quarter following the project financial closure</i>	

Unspent Balance exceeding USD 250 at the closure of the project would have to be refunded and a notification sent to the Administrative Agent, no later than three months (31 March) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Matters relating to the transfer of ownership by the Recipient Non-UN Recipient Organization will be determined in accordance with applicable policies and procedures defined by the PBSO.

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 website (<http://www.mptf.undp.org>)

Final Project Audit for non-UN recipient organization projects

An independent project audit will be requested by the end of the project. The audit report needs to be attached to the final narrative project report. The cost of such activity must be included in the project budget.

Special Provisions regarding Financing of Terrorism

Consistent with UN Security Council Resolutions relating to terrorism, including UN Security Council Resolution 1373 (2001) and 1267 (1999) and related resolutions, the Participants are firmly committed to the international fight against terrorism, and in particular, against the financing of terrorism. Similarly, all Recipient Organizations recognize their obligation to comply with any applicable sanctions imposed by the UN Security Council. Each of the Recipient Organizations will use all reasonable efforts to ensure that the funds transferred to it in accordance with this agreement are not used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime. If, during the term of this agreement, a Recipient Organization determines that there are credible allegations that funds transferred to it in accordance with this agreement have been used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime it will as soon as it becomes aware of it inform the head of PBSO, the Administrative Agent and the donor(s) and, in consultation with the donors as appropriate, determine an appropriate response.

Non-UN recipient organization (NUNO) eligibility:

In order to be declared eligible to receive PBF funds directly, NUNOs must be assessed as technically, financially and legally sound by the PBF and its agent, the Multi Partner Trust Fund Office (MPTFO). Prior to submitting a finalized project document, it is the responsibility of each NUNO to liaise with PBSO and MPTFO and provide all the necessary documents (see below) to demonstrate that all the criteria have been fulfilled and to be declared as eligible for direct PBF funds.

The NUNO must provide (in a timely fashion, ensuring PBSO and MPTFO have sufficient time to review the package) the documentation demonstrating that the NUNO:

- Has previously received funding from the UN, the PBF, or any of the contributors to the PBF, in the country of project implementation
- Has a current valid registration as a non-profit, tax exempt organization with a social based mission in both the country where headquarter is located and in country of project implementation for the duration of the proposed grant. (**NOTE:** If registration is done on an annual basis in the country, the organization must have the current registration and obtain renewals for the duration of the project, in order to receive subsequent funding tranches)
- Produces an annual report that includes the proposed country for the grant
- Commissions audited financial statements, available for the last two years, including the auditor opinion letter. The financial statements should include the legal organization that will sign the agreement (and oversee the country of implementation, if applicable) as well as the activities of the country of implementation. (**NOTE:** If these are not available for the country of proposed project implementation, the CSO will also need to provide the latest two audit reports for a program or project based audit in country.) The letter from the auditor should also state whether the auditor firm is part of the nationally qualified audit firms.
- Demonstrates an annual budget in the country of proposed project implementation for the previous two calendar years, which is at least twice the annualized budget sought from PBF for the project²⁹
- Demonstrates at least 3 years of experience in the country where grant is sought
- Provides a clear explanation of the CSO's legal structure, including the specific entity which will enter into the legal agreement with the MPTF-O for the PBF grant.

²⁹ Annualized PBF project budget is obtained by dividing the PBF project budget by the number of project duration months and multiplying by 12.

Annex B: Project Results Framework (MUST include sex- and age disaggregated data)

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	indicator milestones
Outcome 1: Young current and future leaders design and lead their own peacebuilding initiatives promoting enhanced intercultural dialogue and peace		Outcome Indicator 1 a Improved interfaith and interethnic perceptions among male and female youth and university students in target areas Baseline: TBD (% of women and % of men of age 18-29) Target: TBD (% of women and % of men of age 18-29)	Regular opinion /perception surveys and FDGs with cross-section in target groups At the beginning and end of the project	
		Outcome Indicator 1 b Improved perception of women's leadership among male and female youth and university students in target areas Baseline: TBD (% of women and % of men of age 18-29) Target: TBD (% of women and % of men of age 18-29)	Regular opinion /perception surveys and FDGs with cross-section in target groups At the beginning and end of the project	
		Outcome Indicator 1c Baseline: Target:		
	Output 1.1 100 female and male youth leaders trained, supported, and resourced to lead intercultural dialogue and peacebuilding initiatives in communities.	Output Indicator 1.1.1 # of male and female youth leaders successfully completing peace camp trainings Baseline: 0 Target: 90 (90% of beneficiary cohort, at least 45 women)	Training participation reports Post training collection	Two peace camps held and 100 young women and men trained on peacebuilding, gender equality, civic education
	List of activities under this Output: <ul style="list-style-type: none"> Identify and recruit local youth leaders in each target township Peace Camp to train youth leaders in peacebuilding, civic 	Output Indicator 1.1.2 # of interfaith/interethnic male and female youth alumni teams formed across target townships Baseline: 0	Team inception agreement and reports Regular meeting and activity reports	Two interfaith/interethnic alumni teams per township in five townships formed

	education, gender inclusion, intercultural communication, project management	Target: 10 teams with at least 50% women's participation and 50% women represented in leadership committees	Quarterly collection	
	<ul style="list-style-type: none"> Form youth teams and support teams to develop intercultural action plans (ICAPs) Disburse and support management of micro-grants among youth teams Provide tailored capacity and skills training for youth teams to enhance ICAP implementation 	Output Indicator 1.1.3 ICAPs developed and implemented in each target township Baseline: 0 Target: 10	ICAP concepts and implementation reports Quarterly collection	Ten teams develop and implement ICAPs in five townships
	Output 1.2	Output Indicator 1.2.1	Training completion report	Two peace camps held and 80 university students trained on peacebuilding, gender equality, civic education.
	Students trained and supported to establish five active Intercultural Fellowship Groups (ICFGs) at target universities	# of university students successfully completed peace camp training Baseline: 0 Target: 160	Post-training collection	
	List of activities under this Output:	Output Indicator 1.2.2	ICFG meeting and activity reports, monitoring reports	One ICFG formed at each university bringing together different ethnic and religious groups/associations
	<ul style="list-style-type: none"> Identify high potential students for inter-group mobilization and leadership Form ICFGs and train members in inter-group communication, peacebuilding and project management Support ICFGs to develop ICAPs for their university context Disburse micro-grants and support ICFGs in implementation 	# of inter-faith/inter-ethnic ICFGs formed and active at universities Baseline: 0 Target: 2	Quarterly collection	
	Output 1.3	Output Indicator 1.2.3	ICAP concepts and implementation reports	
	List of activities under this Output:	ICAPs designed and implemented in each ICFG Baseline: 0 Target: 4	On completion of ICAPs	
		Output Indicator 1.3.1		
		Baseline: Target:		
		Output Indicator 1.3.2		
		Baseline: Target:		
		Output Indicator 1.3.3		

		Baseline: Target:		
<p>Outcome 2:</p> <p>Local religious leaders and teachers become champions of intergroup dialogue, peace, and trust building</p>		<p>Outcome Indicator 2 a</p> <p>Increased support for interfaith cooperation among faith groups affiliated with religious leaders participating in the project</p> <p>Baseline: TBD (% of women and % of men aged 18-20, 30-49, and 50 and above)</p> <p>Target: TBD (% of women and % of men aged 18-20, 30-49, and 50 and above)</p>	<p>Surveys and FDGs among target faith groups</p> <p>Bi-annually</p>	
		<p>Outcome Indicator 2 b</p> <p># of teachers-in-training with skills and knowledge to develop and implement intercultural awareness content for their future classrooms</p> <p>Baseline:0</p> <p>Target: 128 (85% of beneficiary cohort, with at least 67% women)</p>	<p>Training reports</p> <p>Post-training</p>	
		<p>Outcome Indicator 2 c</p> <p>Improved understanding of gender equality among women and men influenced by religious leaders</p> <p>Baseline: TBD (% of women and % of men aged 18-20, 30-49, and 50 and above)</p> <p>Target: TBD (% of women and % of men aged 18-20, 30-49, and 50 and above)</p>	<p>Surveys and FDGs among target faith groups</p> <p>Bi-annually</p>	
	<p>Output 2.1</p> <p>150 teachers-in-training are equipped and supported to champion intercultural dialogue and peace in their classrooms and schools.</p> <p>List of activities under this Output:</p> <ul style="list-style-type: none"> Identify teachers open and committed to engage in intercultural peacebuilding 	<p>Output Indicator 2.1.1</p> <p># of teachers successfully completed peacebuilding and intercultural communication training</p> <p>Baseline: 0</p> <p>Target: 135 (90% of beneficiary cohort, with at least 67% women)</p>	<p>Training completion report</p> <p>Post-training</p>	150 teachers trained in peacebuilding, intercultural communication, and gender sensitivity
		<p>Output Indicator 2.1.2</p> <p># of teachers who participated in and completed interfaith/interethnic exposure placements</p>	<p>Placement assessments and reports</p>	30 teachers-in-training undertake placements in host communities

	<ul style="list-style-type: none"> Hands-on training for teachers building their peacebuilding capacity and self-confidence Organize and support placements for 30 teachers in host communities of different ethnic and religious groups 	Baseline: 0 Target: 27 (90% of beneficiary cohort, with at least 67% women)	Post-placement	
		Output Indicator 2.1.3 Baseline: Target:		
	Output 2.2 300 religious leaders from diverse faith groups trained and supported to promote intra- and interfaith dialogue and mediation in their communities.	Output Indicator 2.2.1 All main faith groups represented in religious leader trainings in each target township Baseline: N/A Target: Yes	Training participation lists Post-training	Training workshop on dialogue and mediation conducted for religious leaders from different religions in each of five townships
	List of activities under this Output: <ul style="list-style-type: none"> Identify and train religious leaders, including women and younger leaders on inter-faith and inter-cultural dialogue and mediation Establish support and advice structure for religious leaders starting mediation in their communities Interfaith in-country exposure visit Inter-faith peer learning and reflection workshops 	Output Indicator 2.2.2 # of leaders successfully who completed dialogue and mediation training Baseline: 0 Target: 40 (80% of beneficiary cohort)	Training completion report Post-training	10 religious leaders per township attend training on dialogue and mediation
		Output Indicator 2.2.3 # of female and male leaders who participated in and completed interfaith exposure visits Baseline: 0 Target: 25	Exposure visit assessments and reports Post-exposure visit	25 religious leaders participate in an in-country exposure visit
	Output 2.3 Five Inter-Faith Dialogue Groups (IFDGs) established at township level to proactively prevent and respond to inter-group conflicts.	Output Indicator 2.3.1 # of leaders from each main religion joined interfaith group in their township Baseline: 0 Target: 50	Statements and design ideas from leaders Post-training	Leaders from each main religion participating in IFDGs in five townships
	List of activities under this Output: <ul style="list-style-type: none"> Inform and train alumni from output 2.2 to take on leadership for IFDGs 	Output Indicator 2.3.2 Inclusive IFDGs successfully formed and supported by local leaders in each target township Baseline: No Target: Yes	IFDG inception reports, meeting minutes, and endorsements received	Five IFDGs formed and functioning in the target townships

	<ul style="list-style-type: none"> • Form local religious leader groups and support establishing of IFDGs (in particular regarding governance structure, bylaws, processes) • Facilitate official endorsements of IFDGs from local authorities and religious and political leaders • Asia exposure visit for IFDG members • Peer learning and end of project workshop 		At the end of the project	
		Output Indicator 2.3.3 # of IFDG leaders (representing each main religion in the area) participating in Asia exposure visit Baseline: 0 Target: 15	Participant lists, trip report Post-visit	15 religious leaders participate in an international exposure visit

Annex C: Checklist of project implementation readiness

Question	Yes	No	Comment
1. Have all implementing partners been identified? If not, what steps remain and proposed timeline	✓		All implementing partners have been identified and participated in the preparation of this proposal.
2. Have TORs for key project staff been finalized and ready to advertise? Plz attach to the submission		✓	Draft TORs are developed and will be finalized on confirmation of the project
3. Have project sites been identified? If not, what will be the process and timeline	✓		Five townships and three universities have been identified for project implementation
4. Have local communities and government offices been consulted/ sensitized on the existence the project? Please state when this was done or when it will be done.		✓	While some local consultations were done, more extensive consultations will be done on confirmation of the project before implementation
5. Has any preliminary analysis/ identification of lessons learned/ existing activities been done? not, what analysis remains to be done to enable implementation and proposed timeline?	✓		Detailed localized conflict analysis at township level will be done at the beginning of project implementation
6. Have beneficiary criteria been identified? If not, what will be the process and timeline.	✓		Criteria will be contextualized to each area before implementation
7. Have any agreements been made with the relevant Government counterparts relating to project implementation sites, approaches, Government contribution?	✓		Will be done before full proposal finalization. Agreements will be made with local authorities at the

			beginning of project implementation.
8. Have clear arrangements been made on project implementing approach between project recipient organizations?	✓		Clear arrangements have been made and agreements will be signed on commencement of the project
9. What other preparatory activities need to be undertaken before actual project implementation can begin and how long will this take?	N/A		

Annex D - PBF Project Budget

CSO Version

Instructions:

1. Only fill in white cells. Grey cells are locked and/or contain spreadsheet formulas.
2. Complete both Sheet 1 and Sheet 2.
 - a) First, prepare a budget organized by **activity/output/outcome** in **Sheet 1**. (Activity amounts can be indicative estimates.)
 - b) Then, divide each **output** budget along **UN Budget Categories** in **Sheet 2**.
3. Be sure to include % towards **Gender Equality and Women's Empowerment**
3. **Do not use Sheet 4 or 5**, which are for MPTF and PBF use.
4. **Leave blank** any Organizations/Outcomes/Outputs/Activities that aren't needed. **DO NOT delete cells**.
5. **Do not adjust tranche amounts** without consulting PBSO.

Table 1 - PBF project budget by outcome, output and activity

Outcome/ Output number	Description (Text)	Recipient Organization Budget	% of budget per activity allocated to Gender Equality and Women's Empowerment (GEWE) (if any):	Any remarks (e.g. on types of inputs provided or budget justification, esp. for TA or travel costs)
		World Vision		
OUTCOME 1:	Young current and future leaders design and lead their own peacebuilding initiatives promoting enhanced intercultural dialogue and peace			
Output 1.1:	100 female and male youth leaders trained, supported, and resourced to lead intercultural dialogue and peacebuilding initiatives in communities.			
Activity 1.1.1:	Develop training curriculums and materials	\$ 2,800.00	50%	Consultancy for 7 days @\$400 per day to contextualize/develop training materials.
Activity 1.1.2:	Develop standard processes, protocols, tools and templates for administering micro-grants	\$ 155.00	50%	Internal workshop for 3 days with all consortium partners to ensure WV manual and any guidelines developed by partners are aligned and compliant with donor rules. Food for 10 people @ MMK 7,000 per day x 3 days.

Activity 1.1.3:	Organise 'Peace Camps' to train new and existing youth leaders, support the formation and/or strengthening of youth groups, and facilitate the development of Inter-Cultural Action Plans (ICAPs)	\$ 40,000.00	50%	Peace Camp held for 20 days for 25 participants x 4 times. Costs include travel for participants, accommodation and food, venue rental, and training materials and supplies
Activity 1.1.4	Deliver additional skills training to youth group members to implement ICAPs based on youth-identified needs	\$ 15,200.00	50%	Skill Trainings (20 pax) x 8 times. Costs include accommodation, food, transportation per person, plus consultant fees for trainer @ \$200 for 5 days.
Activity 1.1.5	Provide micro-grants to youth groups to implement ICAPs	\$ 40,000.00	50%	One microgrant per township based on the ICAPs and budgets prepared by youth from the target townships x 4 for youth from 4 Peace Camps. Maximum amount of \$2,500 per microgrant, so an average of \$2,000 is budgeted.
Activity 1.1.6	Provide ongoing mentorship and support to youth groups implementing ICAPs	\$ 5,000.00	50%	Mentoring visits 5 times per township to support implementation of ICAPs by KMF staff. Costs include travel, accommodation, and per diem.

Activity 1.1.7	Peer Learning and reflection workshop for youth group members	\$ 5,500.00	50%	Learning and reflection workshop for representative youth from five townships. Costs include travel, accommodation, meals, venue hire, and workshop materials.
Activity 1.1.8				
	Output Total	\$ 108,655.00	\$ 54,327.50	
Output 1.2:	Students trained and supported to establish five active Intercultural Fellowship Groups (ICFGs) at target universities			
Activity 1.2.1	Develop training curriculums and materials	\$ 4,500.00	50%	Workshop for 3 days for 20 SCM local staff. Costs include travel, accommodation, per diem/meals, venue hire, and facilitator fees.
Activity 1.2.2	Identify existing religious and ethnic associations within target universities and support these groups to form an ICFG	\$ 28,440.00	50%	Workshop for 3 days for 40 participants at each of two universities, 6 times throughout the project duration. Costs include venue hire, refreshments, and travel, accommodation, per diem for facilitators.

Activity 1.2.3	Organise annual 'Peace Camps' to train new and existing ICFG members and support members to develop ICAPs	\$ 26,000.00	50%	Peace Camp held for 10 days for 80 participants x 2 times. Costs include travel for participants, accommodation and food, venue rental, and training materials and supplies
Activity 1.2.4	Provide micro-grants to ICFG members to implement ICAPs	\$ 20,000.00	50%	One microgrant per university based on the ICAPs and budgets prepared by youth from the target townships x 2 for two Peace Camps Maximum amount of \$5,500 per microgrant, so an average of \$5,000 is budgeted.
Activity 1.2.5	Provide ongoing mentorship and support to ICFGs implementing ICAPs	\$ 2,000.00	50%	Mentoring visits 5 times per university to support implementation of ICAPs by KMF staff. Costs include travel, accommodation, and per diem.
Activity 1.2.6	Peer learning and reflection workshop for ICFG members	\$ 4,500.00	50%	Learning and reflection workshop for representative youth from the two universities. Costs include travel, accommodation, meals, venue hire, and workshop materials.

Activity 1.2.7				
Activity 1.2.8				
	Output Total	\$ 85,440.00	\$ 42,720.00	
Output 1.3:				
Activity 1.3.1				
Activity 1.3.2				
Activity 1.3.3				
Activity 1.3.4				
Activity 1.3.5				
Activity 1.3.6				
Activity 1.3.7				
Activity 1.3.8				
	Output Total	\$ -	\$ -	
Output 1.4:				
Activity 1.4.1				
Activity 1.4.2				
Activity 1.4.3				
Activity 1.4.4				
Activity 1.4.5				
Activity 1.4.6				
Activity 1.4.7				
Activity 1.4.8				

Output Total	\$	-	\$	-
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OUTCOME 2:	Local religious leaders and teachers become champions of intergroup dialogue, peace, and trust building			
Outcome 2.1	150 teachers-in-training are equipped and supported to champion intercultural dialogue and peace in their classrooms and schools			
Activity 2.1.1	Identify and deliver introductory training to 250 student teachers	\$ 10,000.00	50%	Five training workshops with 30 teachers in each. Costs include venue hire, refreshments, travel, accommodation, and per diem for facilitators.
Activity 2.1.2	Identify and deliver intensive training to 150 high-performing student teachers	\$ 28,000.00	50%	Intensive training for 25 participants x 2 times. Costs include travel for participants, accommodation and food, venue rental, and training materials and supplies

Activity 2.1.3	Organise and support placements of 30 student teachers in host communities	\$ 9,000.00	50%	Student teachers will carry out placements in host communities in pairs. Costs include travel costs, allowance, communication costs, and basic supplies and materials. Host families will provide accommodation and meals free of cost.
Activity 2.1.4	Peer learning and reflection workshop for pre-service teachers	\$ 4,500.00	50%	Learning and reflection workshop for student teachers. Costs include venue hire, meals, and workshop materials.
Activity 2.1.5	Establish and maintain a closed social media group for pre-service teachers as a platform for learning, sharing and motivation	\$ 200.00	50%	Costs include educational material that may need to be purchased for sharing in this group.
Activity 2.1.6				
Activity 2.1.7				
Activity 2.1.8				
	Output Total	\$ 51,700.00	\$ 25,850.00	
Output 2.2	300 religious leaders from diverse faith groups trained and supported to promote intra- and interfaith dialogue and mediation in their communities			

Activity 2.2.1	Inter-faith study tours for religious leaders	\$ 4,000.00	30%	Study tour to Mandalay for 3 days; 5 members per location (5 locations); travel @ 50,000, accommodation @ 15,000 per night, meals @ 10,000 per day, local travel @ 10,000; local transport @ 150,000 per day.
Activity 2.2.2	Curriculum for training for religious leaders	\$ 8,000.00	50%	Consultancy fees @ \$200 x 10 days x 4 religions
Activity 2.2.3	Training to religious leaders to promote intra- and inter-faith dialogue and mediation	\$ 5,000.00	30%	Training workshop for 5 days. Costs include accommodation, food, transportation per person, 10 people per location in 5 locations/townships.
Activity 2.2.4	Inter-faith peer learning and reflection workshop for participating religious leaders	\$ 4,500.00	30%	5 members per township, travel to Yangon by bus @ MMK 50,000, accommodation @ 15,000, meals @ 7,000. Venue @ 200,000 for 3 days.
Activity 2.2.5				
Activity 2.2.6				
Activity 2.2.7				
Activity 2.2.8				
Output Total		\$ 21,500.00	\$ 8,050.00	

Output 2.3	Five Inter-Faith Dialogue Groups (IFDGs) established at township level to proactively prevent and respond to inter-group conflicts			
Activity 2.3.1	Facilitate the formation of IFDGs, including the development of a governance structure, bylaws and the establishment of processes and protocols to inform and guide the IFDGs actions and decisions	\$ 6,000.00	30%	3 days workshop with 10 pax each in 5 locations. Food @ 7,000, local transport @ 10,000, venue @ 50,000, external facilitator @ \$200
Activity 2.3.2	Monthly meetings for IFDGs	\$ 20,496.00	30%	No extra costs for meetings; consultant to attend meetings 4 times x 5 townships. Return flights @ 220,000 for 3 locations, bus @ 30,000, per diem @ 25,000, consultancy fee @ \$200 for 1 day.
Activity 2.3.3	Inter-faith exposure visit for IFDG members	\$ 47,000.00	30%	International trip for 18 pax (3 each for 5 IFDG + 2 WVM and 1 MCC staff) - travel @ \$1,200, visa @ \$20, accommodation + meals @ \$60 per day, passport @ \$45 (for 7 pax)
Activity 2.3.4				
Activity 2.3.5				

Activity 2.3.6				
Activity 2.3.7				
Activity 2.3.8				
	Output Total	\$ 73,496.00	\$ 22,048.80	

Output 2.4				
Activity 2.4.1				
Activity 2.4.2				
Activity 2.4.3				
Activity 2.4.4				
Activity 2.4.5				
Activity 2.4.6				
Activity 2.4.7				
Activity 2.4.8				
	Output Total	\$ -	\$ -	

OUTCOME 3:				
Output 3.1				
Activity 3.1.1				
Activity 3.1.2				
Activity 3.1.3				

Activity 3.1.4				
Activity 3.1.5				
Activity 3.1.6				
Activity 3.1.7				
Activity 3.1.8				
	Output Total	\$	-	\$ -
Output 3.2:				
Activity 3.2.1				
Activity 3.2.2				
Activity 3.2.3				
Activity 3.2.4				
Activity 3.2.5				
Activity 3.2.6				
Activity 3.2.7				
Activity 3.2.8				
	Output Total	\$	-	\$ -
Output 3.3				
Activity 3.3.1				
Activity 3.3.2				
Activity 3.3.3				
Activity 3.3.4				
Activity 3.3.5				

Activity 3.3.6				
Activity 3.3.7				
Activity 3.3.8				
	Output Total	\$	-	\$ -

Output 3.4				
Activity 3.4.1				
Activity 3.4.2				
Activity 3.4.3				
Activity 3.4.4				
Activity 3.4.5				
Activity 3.4.6				
Activity 3.4.7				
Activity 3.4.8				
	Output Total	\$	-	\$ -

OUTCOME 4:				
Output 4.1				
Activity 4.1.1				
Activity 4.1.2				
Activity 4.1.3				

Activity 4.1.4				
Activity 4.1.5				
Activity 4.1.6				
Activity 4.1.7				
Activity 4.1.8				
	Output Total	\$	-	\$ -
Output 4.2				
Activity 4.2.1				
Activity 4.2.2				
Activity 4.2.3				
Activity 4.2.4				
Activity 4.2.5				
Activity 4.2.6				
Activity 4.2.7				
Activity 4.2.8				
	Output Total	\$	-	\$ -
Output 4.3				
Activity 4.3.1				
Activity 4.3.2				
Activity 4.3.3				
Activity 4.3.4				
Activity 4.3.5				

Activity 4.3.6				
Activity 4.3.7				
Activity 4.3.8				
	Output Total	\$	-	\$ -
Output 4.4				
Activity 4.4.1				
Activity 4.4.2				
Activity 4.4.3				
Activity 4.4.4				
Activity 4.4.5				
Activity 4.4.6				
Activity 4.4.7				
Activity 4.4.8				
	Output Total	\$	-	\$ -

Additional personnel costs		\$ 284,975.00	33%	Costs of WVM + partner personnel
Additional Operational Costs		\$ 124,740.00	33%	Other activity costs, office and general operating costs, travel costs, and equipment and materials

Monitoring budget		\$ 30,655.00	50%	M&E activities and travel and per diem costs for monitoring trips
Budget for independent final evaluation		\$ 13,500.00	50%	Independent final evaluation costs
Total Additional Costs		\$ 453,870.00	\$ 157,283.45	

Totals	
	Recipient Organization
	World Vision
Sub-Total Project Budget	\$ 794,661.00

Indirect support costs (7%):	\$ 55,626.27
Total	\$ 850,287.27

Performance-Based Tranche Breakdown		
	Recipient Organization	Tranche %
	World Vision	
First Tranche:	\$ 297,600.54	35%
Second Tranche:	\$ 297,600.54	35%

Third Tranche	\$ 255,086.18	30%
Total:	\$ 850,287.27	

\$ Towards GEWE	\$ 331,999.33
% Towards GEWE	39.05%
\$ Towards M&E	\$ 47,245.85
% Towards M&E	5.56%
<p>Note: PBF does not accept projects with less than 5% towards M&E and less than 15% towards GEWE. These figures will show as red if this minimum threshold is not met.</p>	

Annex D - PBF Project Budget

Instructions:

1. Divide each output budget total along the relevant UN budget categories.
2. For reference, output totals from the outcome/output/activity breakdown have been transferred from Table 1.
3. The output totals should match, and will show as **red** if not.

Table 2 - Output breakdown by UN budget categories

		Recipient Agency
		World Vision
OUTCOME 1		
Output 1.1		

Output Total from Table 1	\$ 108,655.00
1. Staff and other personnel	
2. Supplies, Commodities, Materials	\$ 155.00
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	\$ 2,800.00
5. Travel	
6. Transfers and Grants to Counterparts	\$ 105,700.00
7. General Operating and other Costs	
Total	\$ 108,655.00

Output 1.2	
Output Total from Table 1	\$ 85,440.00
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	\$ 85,440.00
7. General Operating and other Costs	
Total	\$ 85,440.00

Output 1.3	
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Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Output 1.4	
Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

OUTCOME 2
Output 2.1

Output Total from Table 1	\$ 51,700.00
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	\$ 51,700.00
7. General Operating and other Costs	
Total	\$ 51,700.00
Output 2.2	
Output Total from Table 1	\$ 21,500.00
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	\$ 21,500.00
7. General Operating and other Costs	
Total	\$ 21,500.00
Output 2.3	
Output Total from Table 1	\$ 73,496.00

1. Staff and other personnel	
2. Supplies, Commodities, Materials	\$ 47,000.00
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	\$ 26,496.00
7. General Operating and other Costs	
Total	\$ 73,496.00

Output 2.4

Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

OUTCOME 3

Output 3.1

Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Output 3.2

Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Output 3.3

Output Total from Table 1	\$ -
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1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Output 3.4

Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

OUTCOME 4

Output 4.1

Output Total from Table 1	\$ -
----------------------------------	-------------

1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -
Output 4.2	
Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -
Output 4.3	
Output Total from Table 1	\$ -
1. Staff and other personnel	

2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Output 4.4

Output Total from Table 1	\$ -
1. Staff and other personnel	
2. Supplies, Commodities, Materials	
3. Equipment, Vehicles, and Furniture (including Depreciation)	
4. Contractual services	
5. Travel	
6. Transfers and Grants to Counterparts	
7. General Operating and other Costs	
Total	\$ -

Additional Costs

Additional Cost Totals from Table 1	\$ 453,870.00
1. Staff and other personnel	\$ 126,890.00
2. Supplies, Commodities, Materials	\$ 12,700.00

3. Equipment, Vehicles, and Furniture (including Depreciation)	\$ 5,450.00
4. Contractual services	\$ 39,750.00
5. Travel	\$ 30,195.00
6. Transfers and Grants to Counterparts	\$ 203,885.00
7. General Operating and other Costs	\$ 35,000.00
Total	\$ 453,870.00

Totals	
	Recipient Organization
	World Vision
1. Staff and other personnel	\$ 126,890.00
2. Supplies, Commodities, Materials	\$ 59,855.00
3. Equipment, Vehicles, and Furniture (including Depreciation)	\$ 5,450.00
4. Contractual services	\$ 42,550.00
5. Travel	\$ 30,195.00
6. Transfers and Grants to Counterparts	\$ 494,721.00
7. General Operating and other Costs	\$ 35,000.00

Subtotal	\$ 794,661.00
7% Indirect Costs	\$ 55,626.27
TOTAL	\$ 850,287.27