****

**PBF PROJECT progress report**

**COUNTRY:** Myanmar

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

**YEAR of report:** November 15, 2021

|  |  |
| --- | --- |
| **Project Title:** Myitta Myay ("Myitta" = Loving Kindness, and "Myay" = Land)  **Project Number from MPTF-O Gateway:** **IRF - 00119358** | |
| **If funding is disbursed into a national or regional trust fund:**  Country Trust Fund  Regional Trust Fund  **Name of Recipient Fund:** N/A | **Type and name of recipient organizations:**  **World Vision International Myanmar (WVM - INGO) (4 Area Program – Bogale, MyaungMya, Falam and Hmawbi)**  **Kalyana Mitta Development Foundation (KMF) - CSO**  **Myanmar Council of Churches (MCC) - CSO/FBO**  **Student Christian Movement (SCM) - CSO/FBO** |
| **Date of first transfer:** 27th Jan 2020  **Project end date:** 26th January 2021  **Is the current project end date within 6 months?** | |
| **Check if the project falls under one or more PBF priority windows:**  Gender promotion initiative  Youth promotion initiative  Transition from UN or regional peacekeeping or special political missions  Cross-border or regional project | |
| **Total PBF approved project budget (by recipient organization):**  **Recipient Organization Amount**  World Vision Myanmar International $ 850287.00        $        $        $  Total: $  Approximate implementation rate as percentage of **TOTAL** project budget: 43  \*ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE\*  **Gender-responsive Budgeting:**  Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: 331999.00  Amount expended to date on activities focussed on gender equality or women’s empowerment: 54813.00 | |
| **Project Gender Marker:**  **Project Risk Marker:**  **Project PBF focus area:** | |
| **Report preparation:**  Project report prepared by: Ja Mun Mai, Project Manager  Project report approved by: Doris Oo, Grants Management Manager    Did PBF Secretariat review the report: | |

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

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

**PART 1: OVERALL PROJECT PROGRESS**

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

***Outcome 1 and 2: The projected activities from January to June were not completed due to a political crisis. The sudden political crisis caused higher risks of personal security to carry out implementation. Internet cut-off and banking crisis impacted by the crisis was one of the main barriers for subsequent implementation even though the project's strategy and approach were adjusted to COVID-19 Pandemic. 100% designated M&E specialist was recruited by Students Christian Movement in replace of 50% designation due to higher demand of data entry works. In January, two additional-peace education, three intercultural-action initiatives, and two interfaith-dialogue-capacity-building training were completed. The political unrest has been taking longer than expected and it has escalated to intense conflicts in urban and rural areas where most targeted students actively lead and involve. As a consequence, a collective decision was made to end the ongoing project between current partner groups and World Vision. The 18-month-project-end evaluation was conducted before closeout.***

***Outcome 3 and 4: WV standalone has decided to apply for a six-month project extension. World Vision redesigned the project for the next six months by setting-up activities, recruitments, identification of partners, baseline data collections, structures, and revised budget, etc. The initially approved project activities were also made some minor changes by being revised and readjusted based on implementing area programs' capacity and realistic project timeline. The project staff and local communities were introduced to the project and its goal by holding project orientation sessions online for area programs’ staff and offline for the local key stakeholders including village and township-related authorities. Standard processes, protocols, tools, and templates for administering supporting Intercultural Action Plans and related activities were developed. The project has been implementing the planned activities in a timely and subsequent manner. The project’s targets were increased, the budget was revised and some activities were added and adjusted to increase project milestones since COVID -19 restriction on mass gathering has been softened. The project end evaluation plan was developed to recruit external evaluation consultants.***

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

***Community Education and Awareness Trainings: The trained local facilitators will be continuously conducting awareness-raising and education on these three areas, human rights, gender equality, and peacebuilding. Through this training, local communities are expected to understand and be aware of human dignity and their fundamental rights, equality of rights among women and men, and the importance of their roles in peacebuilding works in their local communities.***

***One-day Experiential Learning and Reflection Workshop: It will be held by returned local facilitators to reflect their challenges, successes and learning from each other.***

***Dialogue Facilitation Skills Training: The trained local facilitators will be provided and equipped with dialogue facilitation skills to lead and organize local community dialogues. Local intra and inter-ethnic and religious issues will be identified and the knowledge and skills they need to lead dialogue sessions will be mainly provided through this training.***

***Virtual Tours to Cambodia and Sri Lanka: Four main religious sites in Sri Lanka including interfaith consortium groups and peace gallery at Center for Peace and Conflict Studies (CPCS) will be arranged for dialogue skills training participants for their exposure visits outside of Myanmar.***

***Community Dialogue Sessions: The trained local dialogue facilitators will be applying the skills they gain from the training through holding village-level dialogue sessions. Through these dialogue sessions, it aims to create a platform where local communities can share their perceptions and views on local issues faced between different ethnic and religious groups.***

***Implementing Intercultural Action Plans: Each targeted village will submit its action plans to implement their creative initiatives. Continuous mentoring support will be provided to them.***

***Quarterly Meetings & Mentoring Supports: Regularly meetings for monthly updates and mentoring support will be held regularly.***

***Project Learning and Reflection Workshop: Once the projected activities are completed, there will be learning and reflection workshop will be held among four different area programs.***

***Social Media Advocacy and Campaign (Two animation Video): Two animated videos for advocacy purposes on inter and intra ethnic and religious groups will be published on social media.***

***IEC Production and Distribution: Reproduction of 4 IEC materials promoting HR, justice, Gender, and peacebuilding will be distributed to local community peace corners.***

***Project End Evaluation: The evaluation has been planned to start in the earlier week of December by hiring independent external technical consultants. Act 4.2.2 Development of 4 evidence-based data and case study collection per township will be integrated into this end evaluation.***

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

The project has contributed certain ways for societal level change. As evidence, Youth group’s leaders who participated in 10-day trainings were expressed in evaluation form as they really like great opportunity to learn about human right, gender and peace and conflict which they never heard and learn before. And they want to set up peace Corners in their villages with awareness raising purpose. So, when they back to their villages, they did meet with their group members and submitted proposals to establish Peace Corners in their villages. Moreover, they applied their knowledge and skills by leading multiplier trainings. 770 youth groups' members and community structures have received training from them. According to training evaluation results, youth and adolescent were well know about Human Right and how can deal with the conflict by constructing through positive approaches to have better results without harm.

In terms of structural and institutional change, the area programs including Myitta Myay staff become too aware of the importance of gender mainstreaming in each activity and within their institution. Women and men respect equality and participation and inclusion of women and other gender including disabilities has been taken consideration in their works and decision makings. Trainings of trainers were led by two gay facilitators which was a breakthrough opening for all participants openly discuss on equality, inclusion, rights and diversities. Targeted local communities could extend their world views on existing national and international legal frameworks on human rights, gender equality and peace-building actions existed. The societal increased participation in education and awareness raising activities has resulted to expand the project’s milestones. Total 2141 direct beneficiaries (female -1277, male -864) out of 19212 targets have been benefited so far.

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

**Local communities become peacebuilding champions:** Local youths, Community Based Organizations’ leaders, faith-based organizations’ leaders, and frontline workers were provided 10-day training of trainers on three peacebuilding knowledge and skills on human rights, gender equality, and peace and conflict resolution. After being equipped with the necessary skills, 87% of the attendees reported that they were confident and enthusiastic to share their gained knowledge and skills with their respective communities. The participants could be able to develop their multiplier course design and teaching methodology with their teaching groups for their action plans at the end of the facilitator training. Those trained local facilitators have conducted 46 replication training in their respective local villages and 770 local youths and community members have been benefited through 5-day and 3-day multiplier training. Not only the project could empower local youths and community members to become local peace facilitators, but also the project could raise awareness of the local communities on human rights, gender equality, and peacebuilding through the replication of the training successfully

**Perceptional Change Stories:** According to the participants’ training background assessment, almost 100% of attendees, in general, were never attended human rights, gender, and peacebuilding training before. The knowledge and awareness level of participants was very low in evidence with pre and post-test knowledge measurement, (46% before) and (78% after). They had had misperceptions of human rights, gender equality, and peacebuilding. The participants commended that human rights were against their religious teachings, gender equality was only for women, not for men, and peace was only perceived as a political matter. However, at the end of the training, the participants showed that their previous perceptions changes occurred from course inputs. Three quotes said that “we need to break gender stereotypes to be able to achieve gender equality. Gender is not only related to women but also related to men and LGBTs. Achieving gender equality and achieving development of society,” “respecting human rights and promoting gender equality are contributing factors of peacebuilding” and “human rights and peace are interconnected. Recognizing human dignity, respect for each other, and non-discrimination contributes to peace.”

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

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

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

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

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

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

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

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

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

**OUTPUT 1.1: Three Intercultural Action Plan Implementation at Hteelin, Paung and Pokkoku:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Area** | **Date** | **Female Participants** | **Male Participants** | **Total** |
| **Hteelin, Magwe Region** | **Jan 14, 2021** | **14** | **6** | **20** |
| **Oung Dapin - Paung, Mon State** | **Jan 12 – 14, 2021** | **20** | **15** | **35** |
| **Pokkoku** | **Dec 12, 2020** | **15** | **14** | **29** |

**Total three Youth-lead Initiatives were successfully conducted at three villages in three different states and regions, Magwe, Mon, and Sagaing. A total of 84 youth leaders from three areas were benefited from these initiatives. *Hteelin Youth Initiative:* Hteelin youth conducted three-day awareness-raising training on an understanding of social cohesion and diversities. Their perceptions on relationship building in inter-ethnic religious groups and different ethnic groups have been positively changed. The participants got to learn different perceptions on diversities by sharing each other feelings, opinions, and their own experiences. Through this training, local youth from different backgrounds could build their relationship and understand each other coexistence. A quote said that ‘more awareness-raising training was needed to be organized for youth across Magwe region.’ Moreover, *Oung Dapin Youth Initiative* was conducted one day for local youth leaders. A total of 35 young men and women joined the activity. They could be able to learn the concept of social cohesion and the importance of living harmoniously in a mixed diverse culture. It was reflected that the participants got to build their relationship which tighten their neighborhood ties and friendship. The education on COVID-19 awareness-raising on prevention and protection could be also shared. Gender-based violence against talk shows was held in *Pokkoku township.* Speakers from the Government sector shared information and their insight. 29 local youth leaders could search the network for organizations and departments that deal with violence against women and people with disabilities.**

**Implementation challenges: The local youths faced the uncertainty of permission given from the local authorities during this pandemic, fear of local youth's participation in the activities, language barriers for communication among different ethnic youths, and lack of prior relationship building with local youth affected the low level of participation of youth in these activities.**

**OUTPUT 1.2: Two Additional Peace Trainings:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Target Universities** | **Date** | **Female** | **Male** | **Total** | **Remark** |
| **Mawlamying University** | **Jan 11 – 14, 2021** | **29** | **18** | **47** | **Islam - 2, Christian with different denominations - 15, Buddhist - 23, Hindu - 7** |
| **Kalay University** | **Jan 18 – 21, 2021** | **18** | **17** | **35** | **Islam - 8, Christian with different denominations - 10, Buddhist - 8, Hindu - 9** |

**Two additional peace training were virtually conducted successfully, one time at Mawlamyine University in Mon State and the second time at Kalay University in Sagaing Region. Total eighty-two alumni who had completed introductory peace training could in addition build up their skills, knowledge, and capacities on the topics of understanding religion, dialogue, media and Do No Harm and Conflict sensitivity. All university students were represented from four main religious groups including different Christian denominations. The results from the final day evaluation showed that this training enhanced their knowledge and understanding of different religious values, interfaith dialogue, the importance of acceptance on diversity, and mutual respect knowing the ethics of social media linking with their daily lives and words and behaviors hurt others.**

**The facilitation team encouraged them to continue to participate in the next peace camp to be able to get more practical and skilled knowledge. Through these additional training could build more network and fellowship between the trainees of the previous training with many diversities and different background as well. “*I realize now that every religion has its philosophy, ritual, value, and norms. This training helps me understand and respect others' religions and faith. We need to try to learn from other religions rather than comparing one another. It's the only way I think to learn to live together in peace and harmony.”* “*I now recognize that the layers between freedom of speech and hate speech. we sometimes misunderstand and misuse our freedom of speech harming others. only we understand these concepts of doing no harm and conflict sensitivity, we can apply how to act on our personal lives and help others avoid hate speech.”***

***Implementation Challenges:* The participants were new to the Zoom learning platform that which caused a few difficulties to build and get trust among each other. The teaching methodologies used should have been adjusted to improve the more interactive and effective teaching and learning process online.**

**Barriers faced: Safety and security were one of the biggest threats; youth have been mainly targeted for being arrested, tortured, and killed by the military. Consequently, it was uneasy to reach the targeted youths because of their security concern. Moreover, due to COVID-19 restrictions, implementing activities needed to reply on a virtual platform, but nationwide internet cut-off blocked unable to continue the project's activities. Additionally, most of the project targeted areas were ongoing armed conflicts. The banking crisis and limited cash withdraw were the biggest challenges for cash delivery on time for implementation. The current political landscape and context not only have tremendously impacted the project’s continuity.**

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

**The project makes sure that every staff has a clear understanding of how gender is a cross-cutting issue in communal peacebuilding. Moreover, every plan is set up to make sure equal chances to get involved with different gender backgrounds. The project staff also identifies the reasons for the obstacles to get the voice and active participation of women and youth; only after that the extra intensive activities such as meet with women participants exclusively and listening to their voices and also regulate the activities by making sure all male and female participants equally could engage in activities.**

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

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

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

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

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

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

**OUTPUT 2.1: Working with teachers-in-trainings groups had to stop totally as they are from under "Ministry of Education" so the partner had decided non-cooperation with any ministry under the military rule.**

**OUTPUT 2.2: No activity was planned initially during this reporting period.**

**OUTPUT 2.3: Empowering Faith Leaders to form Inter-faith Dialogue Groups (IFDGs)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Workshop** | **Date** | **Place** | **Female** | **Male** | **Total** | **Remark** |
| **Magwe Training (1)** | **Jan 19, 2021** | **Pakokku** | **6** | **12** | **18** | **Buddhists – 4, Christians - 14** |
| **Htilin** | **5** | **6** | **11** | **Christians - 11** |
| **Gangaw** | **4** | **11** | **15** | **Buddhists – 2, Christians – 13** |
| **Mon Training (2)** | **Jan 20, 2021** | **Paung** | **10** | **13** | **23** | **Buddhists – 8, Christians - 15** |
| **Kyaikmaraw** | **11** | **9** | **20** | **Buddhists – 4, Christians - 16** |

**In order to form local inter-faith dialogue groups, two capacity-building pieces of training were conducted in the Magwe and Mon Regions. Total 87 faith leaders from two main faith groups actively engaged in the training. The training covered understanding conflict and conflict transformation and resolution in the area of religious conflicts, how to avoid them, and the concept of peace and harmony. The participants understood the concept of conflict, how to avoid religious conflict, and to build a peaceful environment through mutual respect, mutual appreciation, and mutual recognition of each other among different situations in each community. As a result of it, the formation of "Interfaith Dialogue Groups" was initiated in three townships, Htilin, Gangaw, and Paung by exploring the possibility with local commented initiatives and sustainability approaches. This training experience was not only an energizing experience for all represented faith leaders but for building a strong foundation to drive all action plans to facilitate the formation of the IFDGs process. The faith leaders extended their networking and communication among different religions and also within its faith groups. At the same time, they would be able to reflect on their roles in their communities to enhance social harmony, dialogues, and trust between different faiths, ages, gender, and ethnicities.**

**Implementing Challenges; Participants decreased in the evening session in this workshop because some of the phone equipment used by attendees were not working properly for the long hours. There was an issue in sending phone bills through KBZ Pay because they had not been notified in time of their phone number changes and some participants did not receive the bills.**

**Barriers faced: Although the project was continuing with much progress, the coup occurred so this outcome had to stop too due to several reasons and factors. The other main reasons were safety and security, bank crisis, nationwide movement responding to the coup, cash limitation, internet and phone line being cut off by the military, etc. These factors really affected the implementation plan and strategy of this outcome. Moreover, the situation in targeted areas is getting worse by worse every day by increasing arm struggles. So, after consulting with all targeted groups, CBOs, and youth groups, the implementing partners had decided to stop this outcome due to not being doable, unpredictable, uncertain. The activities originally planned are no longer feasible given the present conditions thus no-cost extension had prepared with reprogramming and redesigning with new approaches and strategies which are more relevant with the current context.**

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

**Gender inclusiveness and youth participation are one of the priorities of the project. In this case, it prioritizes not only to focus on the current leaders but also consider for the potential male and female youth leaders, second-line leaders from religious groups. Along the implementing process under outcome 2, it's rare to see the active and meaningful participants of women in religious communities. The project staff identify the reasons for the obstacles to the get voices and active participation of women and youth and prepare the extra intensive activities such as meeting with women participants exclusively and listening to their voice and also regulating the activities and making sure all male and female participants equally could engage in activities. On balance, under outcome 2, gender is the systematic consideration of the differences between conditions, situations, and needs of women and men in all actions integrate to all decisions and interventions based on the local context.**

**Outcome 3:    Capable young women, men and adolescents become community peace-builders, promoting enhanced intercultural dialogue**

**Output 3.1: 100 Young women, men and adolescents trained, supported and resourced to lead intercultural dialogue and peacebuilding initiatives in communities**

**Activity 3.1.1: Deliver 3 skills training to youth group, Trainings on Do No Harm principles and conflict sensitivity, Human Rights and Rule of Law, Gender Mainstreaming and Inclusivity, etc.**

**Activity 3.1.2: Facilitate the development of Inter-Cultural Action Plans (ICAPs) for Youth Groups**

**Activity 3.1.3: Develop standard processes, protocols, tools and templates for administering supporting ICAPs**

**Activity 3.1.4: Implementing youth Initiative ICAPs by trainees**

**Activity 3.1.5: Provide ongoing mentorship and support to youth groups implementing ICAPs**

**Activity 3.1.6: Quarterly meeting with youth groups**

**Output 3.2: 29 villages receive awareness raising campaigns and provided services with technical support on Human Rights, Justice and Peacebuilding**

**Activity 3.2.1: Celebration of International Day of Peace (September 21)**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3-Skills Training** | **Dates** | **Female** | **Male** | **Total** | **Attended Target Groups** |
| **ToT Training (1)** | **Sep 15 – 25, 2021** | **5** | **9** | **14** | **Falam** |
| **ToT Training (2)** | **Oct 4 – 15, 2021** | **15** | **7** | **22** | **Bogale, Myaugmya, Hmawbi** |

**Local Youth Capacity Building and Awareness Raising: All today 36 youth leaders from 22 different local youth groups represented from 29 different villages were completed three skills training of trainers on human rights, gender equality, and peacebuilding and conflict resolution. The 10-day-intensive training was held twice for represented youth leaders from 4 different targeted areas. These trainings were held online by using the Zoom learning platform and respective tools. Those 36 trained young women, men, and adolescents have become capable community peace-builders. With the knowledge and skills gained, they carried out 5-day and 3-day intensive multiplier training at their respective 29 villages. At the end of the training, it was observed that the trained participants have positive energy and are full of energy to apply their gained knowledge and skills to share it with their local communities. Action Plans were successfully developed and designed for the next steps. Total 566 young women, men, and adolescents (female - 352, male - 214) have been benefited from the number of 34 times multiplier awareness-raising training. It has been testimonial that they understand the fundamental rights of all human beings, related articles and group rights mainly highlighting on women rights and awareness on discrimination against women. “Domestic violence is not a domestic affair. It is gender-based violence and a crime that should report its cases to the relevant stakeholders.” “Respecting other people's rights and their human dignity, we need to consider the ways to solve the problem without violence and to resolve any conflict peacefully.”**

**Proposal Submission on Intercultural Action Plans: A total of 29 villages have proposed to set up local community peace corners at their respective village libraries, community centers, and public spaces where youth can access peace-related informational, educational, and communicational books, catalogs, stories, arts, etc. The ongoing mentorship has been supporting local youth groups to set up the peace corners and other youth-led initiatives such as raising awareness on peace and collaborative activities between different ethnic and religious groups. It has been undertaken to reproduce, order, and reprint information, education, and communication materials promoting Human Rights, justice, gender, and peacebuilding. Two animation videos to advocate inter and intra ethnic and religious diversities and social cohesion have been undergone on developing process.**

**Quarterly Meeting: During three months, there were twenty times meetings held for their regular meet-up. Total 281 young women, men, and adolescents (male - 129, female - 152) participated in the meetings. Through these meeting platforms, the upcoming activities were shared among each youth group and they could discuss preparation for the multiplier training to be held. The responsibilities and tasks were decided and shared with each youth member. Some villages in armed conflict areas in Chin State could not arrange for quarterly meetings since there are restrictions to access to the target areas.**

**Celebration of International Peace Day: Under the 2021 theme for the International Day of Peace is “Recovering better for an equitable and sustainable world”, the peace message sharing the campaign on social media has been organized. More than a hundred Facebook users posted key peacebuilding messages by using the same #tag. In addition to this, each area program organized the Peace Day awareness-raising activities at 25 different villages in four targeted areas. Total 583 young women, men, and adolescents (female – 326, male – 250) were involved in Peace Day awareness-raising day. Small groups of youths gathered at appointed locations and key messages shared included the theme of 2021 Peace Day, its history, and why it is important to practice a culture of peace in their local communities. Total 584 community structures (female 362, male –212) from community-based organizations and faith-based organizations participated in the activity. A quote said that “I have never heard of World Peace Day. This is my first time knowing about Peace Day and its means and values of peace. Thank you for the Peace Day T-shirt as well.” The peace advocacy short video was made and posted on social media on September 21 which was also posted on the World Vision Facebook page.**[**https://fb.watch/9ehdc4ctO0/**](https://fb.watch/9ehdc4ctO0/)**#2021InternationalDayofPeace#MyittaMyayMyanmar**

**Barriers Faced: In Chin State, Falam target area, armed conflicts broke out between local armed groups, Tatmadaw and People Defense Force which was unable to continue on-going training at two targeted villages. The replacement of new villages was necessarily arranged. There was also a delay in project-related materials and supplies on-time delivery arrival due to unforeseen road blockage resulting from unexpected fighting among armed groups. Three area program managers were being questioned by local police on the content of the training. One of the area program managers was maintained in the police department for more than 6 hours because local villagers filled claims against the project activity supporting the people defense force (PDF). Depending on the local context and situation, some projected activities are reported to local authorities for their permission a result. Fortunately, the permissions have been approved so far.**

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

**At least 40% of women's participation is ensured throughout each activity of the project including project staff. The project mainly ensures the participation of 60% of young women and men participate in the project as well. Moreover, all participation is ensured of inclusion of diversities represented from different religions, denominations, and ethnic groups coexistence in target local areas. The disaggregated data is collected including the age and background of the participants so that proper and necessary arrangements can be made. However, the project can only ensure the disability inclusion of physically impaired persons because of limited knowledge and experience on providing necessary arrangements on disability accessible learning environment. The voices of women and most vulnerable populations are taken into considerations to be listed and counted and included in each decision makings and action process. The project staff identifies the reasons for the obstacles to the get voices and active participation of women and youth. The extra intensive activities, such as meeting with women participants and listening to their voices and also regulate the activities, and making sure all male and female participants equally could engage in activities. Gender is the systematic consideration of the differences between conditions, situations, and needs of women and men in all actions integrate into all decisions and interventions based on the local context.**

**Outcome 4:   Local religious, community-based organizations, community structures, volunteers and frontline workers’ become champions of intergroup dialogue, peace, and trust building**

**Output 4.1: 200 individuals from local religious, community-based organizations, community structures, volunteers and frontline workers are equipped and supported to champion intercultural dialogue and peace- building within their communities**

**Activity 4.1.1: Deliver 3 skills training to Local religious, community-based organizations, community structures, volunteers and frontline workers. Trainings on Do no harm principles and conflict sensitivity, Human rights and rule of law, Gender mainstreaming and inclusivity.**

**Activity 4.1.2: Facilitate the development of Inter-Cultural Action Plans (ICAPs) for CBOs**

**Activity 4.1.3: Support implement ICAPs developed and initiated by FBO, CBOs and others who joined training**

**Activity 4.1.4: Provide ongoing mentorship and support to CBOs implementing ICAPs**

**Activity 4.1.5: Quarterly meetings for local religious, community-based organizations, community structures, volunteers and frontline workers’ in each village**

**Activity 4.1.6: Peer learning and reflection workshop for FBOS, CBOs, community structures, volunteers and frontline workers and Youth**

**Output 4.2: Development and dissemination of publication materials promoting human rights, justice and peace-building**

**Activity 4.2.1: Reproduction of 4 IEC materials promoting HR, justice, Gender and peacebuilding**

**Activity 4.2.2: Development of 4 evidence-based data and case study collection per township**

**Activity 4.2.3: 4 Media and advocacy campaigns**

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **3-Skills Training** | **Dates** | **Female** | **Male** | **Total** | **Number of Represented Organizations** |
| **10-day ToT Training (1)** | **Sep 15 – 25, 2021** | **6** | **14** | **20** | **Community-based organizations - 29**  **Faith-based organizations - 3**  **Civil Society organizations – 8** |
| **10-day ToT Training (2)** | **Oct 4 – 15, 2021** | **5** | **6** | **11** |
| **5-day ToT Training for CBO Only** | **Oct 25 – 29, 2021** | **17** | **9** | **26** |

**Capacity Building and Awareness Raising for Community Based Organizations and Faith-Based Organizations: 57 community leaders completed the trainers of trainers. 5-day training of trainers was additionally arranged for community-based organizations as per their request. The training curriculum and topics are the same as youth training. The trained gender representatives conducted the cascade of different topics related to gender equality, Human rights, and Peacebuilding in their community. Those trained facilitators conducted multiplier training at 29 targeted villages as the same as youth groups. Total 147 (female - 84, male – 63) have been benefited from the number 12 of times multiplier awareness-raising training. The teaching curriculum and guidebook were developed for trainers or local facilitators on three different teaching topics left to be mentioned in outcome 3. The trained participants not only improved their level of knowledge on human rights, gender, and peacebuilding but also shared their changed perceptions on living in full dignity and purpose in their lives with equality, peace, and respect. For the effectiveness measurement, pre and post-surveys are collected and daily reflection is held. A quote said that “we could learn a lot about human rights. At first, we can’t accept LGBT people, but now we understand that this is their right and women must be given leadership roles not only in business but also in politics.”**

**Quarterly Meeting: During three months, only seven quarterly meetings were held at Bogale. Thirty-six community leaders (female – 32, male – 24) joined the meetings because Falam AP faces security challenges for staff to do field visits and two area programs have lately received the awareness-raising training that community leaders will start quarterly meetings in November. They discussed upcoming activities going to happen in their villages.**

**Barriers Faced: The barriers faced are the same as mentioned above in Outcome 3. In addition to this, the local photocopy shop denied making a photocopy of the training curriculum and guidebook because they were afraid of their security concern as the book includes human rights. Local facilitators have a fear to carry the guidebook in the public. It is found out that the guidebook will need to be revised to be less sensitive to be able to teach and share in this current political landscape. Chin State faces some languages barrier for report writing and filling the forms in the Burmese language which ended up to writing in Chin language. The translation process makes delayed in turning in on time. Cash transfer delay to area programs affects the implementation paused due to out of cash in hands.**

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

**At least 40% of women's participation is ensured throughout each activity of the project including project staff. The project mainly ensures the participation of 60% of young women and men participate in the project as well. Moreover, all participation is ensured of inclusion of diversities represented from different religions, denominations, and ethnic groups coexistence in target local areas. However, the project can only ensure the disability inclusion of physically impaired persons because of limited knowledge and experience on providing necessary arrangements on disability accessible learning environment. The voices of women and most vulnerable populations are taken into considerations to be listed and counted and included in each decision makings and action process. The project staff identifies the reasons for the obstacles to the get voices and active participation of women and youth. The extra intensive activities, such as meeting with women participants and listening to their voices and also regulating the activities, and making sure all male and female participants equally could engage in activities. Gender is the systematic consideration of the differences between conditions, situations, and needs of women and men in all actions integrated into all decisions and interventions based on the local context.**

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)  *1) Organized update sharing meetings with all partners every week*  *2) Organized monthly meetings with all partners whether the process is on track or not*  *3) Conducted a number of meetings finding the status of the project, risk, possibilities to progress or not with all partners.*  *4) According to the results of meeting results, NCE has developed by reprogramming new designs, strategy and approaches which are relevant with current context.*  *5) Conducted monitoring and evaluation launching session at project orientation Workshop that covered Explaining project Result Framework, Monitoring system and how to use data collection tools and formats*  *6) Organized update sharing meetings and activity completion tracking with field team by week basic*  *7) Conducted monthly ongoing financial monitoring and support, in particular regarding the financial management of area programs* | Do outcome indicators have baselines?  Has the project launched perception surveys or other community-based data collection? |
| **Evaluation:** Has an evaluation been conducted during the reporting period? | Evaluation budget (response required): 35000.00  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*:    The project end evaluation has been prepared. End evaluation Terms of Reference have been developed and they will advertise within a few days. End evaluation allocated budget is increased to $35000 to make sure enough budget for the evaluation. The project has been working on necessary documents preparation making sure to get ready to transfer related data and documents to the evaluation consultants. Challenges such as data inconstancy, poor quality of submitted reports, documents missing and clear-out documents in specific files. These challenges have occurred as a result of prior 50% committed monitoring and evaluation staff available or no person assigned for monitoring both partner and host organizations. Much effort, time, and detailed work are demanded in the next step action plans for evaluation preparation. 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 lesson 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. |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project. (please only report on NEW funding since last reporting cycle) | Name of funder: Amount:  N/A  N/A  N/A |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* | Advanced-Level Facilitation Skills: Even though the project had trained youth leaders and community leaders to become peacebuilding educators on human rights, gender equality and conflict, and peaceful resolution, it was evident that they needed more skills and knowledge on how to effectively design lesson plans and methodologies used for creating better learning and teaching process. In the future, it is necessary to provide them with advanced or refresher-related capacity-building training or workshops so that they become better facilitators who can design and plan based on their current contexts.  Capacity on Report writing: The recipient organizations need more supports and assistance on equipping themselves with report writing skills of good quality. Most of the received reports do not include the required things to be highlighted. The recipient organizations do not know how to fill out forms and supportive templates correctly that has made double works to follow up with them to get the complete information necessary.  Good data management and keeping system: The project has been faced challenges on data consistency, data interpretation, and analysis. Moreover, the project has been off tracking some reports and implementation data. Data collected are not disaggregated and data figures must be correctly shown on track with the number of implemented activities. That shows that the project needs a good data management system and skills and capacity to build one good system and continuous empowerment to keep track and update the data up-to-date regularly. The related staff should be provided the skills and capacity on how-to do-good data interpretation both qualitative and quantitative analysis in peacebuilding as well. |

**PART IV: COVID-19**

*Please respond to these questions if the project underwent any monetary or non-monetary adjustments due to the COVID-19 pandemic. (please only report on NEW expenditure since last reporting cycle)*

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

 $ 2500 Estimated Costed (to procure prevention kits mainly and the folliwng items' costs are not included)

* For creating better communication and learning platform on Zoom in a face-face setting, web cameras, internet data, sound system and microphones, internet routers, and related necessary equipment were needed to be purchased by four area programs. Necessary equipment such as projectors and stands are needed to be hired from local communities.
* The adjusted budget includes expenses of COVID-19 prevention kits such as face masks, face shields, hand washing gels, etc.
* Total 7% of the total budget, $ 532504 is adjusted to use for incentives for participation. To participate in the project’s activities, the communities miss their days of works and this budget will ensure their participation during this hardship time. Eating oil, rice, and laundry detergent are given tokens of incentives for their participation.
* Due to higher commodity price raising, the project suppliers, commodities, and materials budget is adjusted to increase the allocated budget. For example, refreshment and meal cost is readjusted to a new higher price.
* Unfortunately, the 5-day training was stopped by the police on the second day because of a claim against training the People Defense Force. The food expense for 5 days needed to pay even though the training was stopped on the second day. The food for the remaining three days was donated to local children's groups.

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

* It has been undergone through with adjusting implementing approach and activity level adjustment by moving to virtual learning instead of in-person meetings. Local communities gather face-to-face setting, maximum 15 people per Zoom room in off-line training and meetings. If the training has more than 15 participants, two virtual rooms are set up on Zoom. Some area programs depending on their context, gather in 5 persons maximum.
* The permission for project activities is reported to local authorities including the police department to inform and get their approvals if the target context has higher risks to security.
* Due to ongoing fighting and displacement in the target villages, new target villages have to be replaced. The training's location and duration have to be adjusted based on realistic and feasible ways of meetings and place to safe space to hold training. For example, the training location is held in a remote area where the Internet is accessible instead of an urban populated area. The duration of the training is reduced to 3 days instead of 5 days because it can be more exposed to security threats.
* Instead of holding meetings on mass, the number of participants is limited following local COVID-19 restriction protocols.
* Local authorities are not allowed to implement some activities in their villages to hold the celebration of International Peace Day.
* The activities, budget, and logical frameworks are needed to be refined, adjusted, and repurposed.
* COVID-19 second wave hit Yangon and targeted areas, which delayed in project’ implementation as it was planned and getting staff team recruitment on board was delayed as well.

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

Reinforce crisis management capacities and communications

Ensure inclusive and equitable response and recovery

Strengthen inter-community social cohesion and border management

Counter hate speech and stigmatization and address trauma

Support the SG’s call for a global ceasefire

Other (please describe):

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

   It is a success that no one is reported that he or she is affected by COVID-19 by joining the training and project activities. The project also shares awareness-raising and prevention tips frequently in each activity to local communities. Meanwhile, the project is on track for implementation as it is planned. Local authorities are also aware of ongoing activities run by the project and permissions are allowed for the project’s implementation. Local communities develop their ownership of this project since they get to lead and actively participate and involve in each activity in the midst of this Pandemic. Local communities develop a common platform where they can discuss and learn from each other to solve community issues collectively.

**PART V: INDICATOR BASED PERFORMANCE ASSESSMENT**

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

|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Indicator Milestone** | **Current indicator progress** | **Reasons for Variance/ Delay**  **(if any)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome 1**  **Young current and future leaders design and lead their own peacebuilding initiatives promoting enhanced intercultural dialogue and peace** | Indicator 1.1  **Improved interfaith and interethnic perceptions among male and female youth and university students in target areas** | **0** | **70% perception improvement** | **Third Six Months** | **47%** |  |
| Indicator 1.2  **# of change story harvested** | **0** | **8** | **Third Six Months** | **5 (female - 2, male - 3)** | **During Midterm Evaluation times, the project collected 5 changes stories from those who actively participated in peace initiative activities. The sucess stories are mentioned in the previous report.**  Even though 8 success stories are planned to collect, only 5 stories were collected. |
| Indicator 1.3  **# of initiative activities through ICAPs.** | **0** | **20** | **Third Six Months** | **14** | **The coup has happened so the planned ICAPs couldn't be organized all. Total 14 initiatives have completed. During this reporting period, only three initiatives are succcessfully conducted, which is mentioned in the narrative, output 1.1.** |
| Output 1.1  **100 female and male youth leaders trained, supported, and resourced to lead intercultural dialogue and peacebuilding initiatives in communities** | Indicator 1.1.1  **# of male and female youth leaders successfully completing peace camp trainings** | **0** | **75** | **Third Six Months** | **47 (female - 24, male - 23)** | **Two Peace camp trianings were succesfully conducted, total 47 jointed. Due to the coup, the internet was inaccessible, For security reasons as some staff was arrested by security forces, 2 more peace camps planned to organize in March were not completed. Even though total 4 peace camps are initially planned, only two peace camps are completed in this output 1.1.** |
| Indicator 1.1.2  **# of interfaith/ interethnic male and female youth alumni teams formed across target townships.** | **0** | **10** | **Third Six Months** | **5** | **Due to the coup, the internet was inaccessible, For security reasons as some staff was arrested by security forces, planned activities were suspended.**  **The initial target of youth alumni team is 10 but the project only formed 5 teams. So the project only implemented 50% of its target. implemented 50 % of the project because of Covid 19 Pandemic and Coup. It could have achieved more than this number if they didn't have any barriers.** |
| Output 1.2  **Students trained and supported to establish five active Intercultural Fellowship Groups (ICFGs)** | Indicator 1.2.1  **# of university students successfully completed peace camp training** | **0** | **160** | **Third Six Months** | **0** | **Although couldn't conduct Peace Camp as planned, 2 additional skill training had been conducted on Jan,21. 82 university students received additional skills through 2 training sessions. In 2020, introductory trainings were completed 10 times, 194 joined the trainings. All total additional training was conducted 3 times, total 117 university students joined the trainings. Disaggregated data to be shared in the project end report.** |
| Indicator 1.2.2  **# of inter-faith/inter-ethnic ICFGs formed and active at universities** | **0** | **2** | **Third Six Months** | **0** | **As peace camp couldn't condut as original plan due to Covid and the coup. All of the activities are linking to each other as process. This couldn't able to form and proceed. Since the universities were closed due to COVID-19 pandemic. Only capacity building trainings (both introductory and additional) were completed.** |
| **Outcome 2**  **Local religious leaders and teachers become champions of intergroup dialogue, peace, and trust building** | Indicator 2.1  **Increased support for interfaith cooperation among faith groups affiliated with religious leaders participating in the project** | **0** | **30%** | **Third Six Months** | **0** | **Even though key activities couldn't able to organize due to the coup, over 73 faith leaders completed a series of dialogues related to interfaith understanding through dialogues.** |
| Indicator 2.2  **% of alumni who applied knowledge and skills related interculture** | **0** | **60%** | **Third Six Months** | **0** | **Teachers in training targeted groups couldn't able to implement due to covid and the coup. The organization had decided non-engagement policy with the ministries under the military regime.** |
| Indicator 2.3  **Improved understanding of gender equality among women and men influenced by religious leaders** | **0** | **30%** | **Third Six Months** | **0** | **Even though key activities couldn't able to organize due to the coup, over 73 faith leaders completed a series of dialogues related to interfaith understanding through dialogues.** |
| Output 2.1  **150 teacher-in-training are equipped to champion intercultural dialogue and peace in their classrooms and schools** | Indicator 2.1.1  **# of teachers successfully completed peacebuilding and intercultural communication training** | **0** | **200** | **Third Six Month** | **0** | **Although activities were designed to conduct during acadamic semesters, Education colleges are still close and students went back to their hometowns because of the Coup and the COVID - 19 pandemic.** |
| Indicator 2.1.2  **# of teachers in training with skills and knowledge to develop and implement intercultural awarenss content for their future classrooms** | **0** | **44** | **Third Six Months** | **0** | **As above** |
| Output 2.2  **300 religious leaders from diverse faith groups trained and supported to promote intra-and interfaith dialogue and mediation in their communities** | Indicator 2.2.1  **# of leaders successfully who completed dialogue and mediation training** | **0** | **50** | **Third Six Month** | **0** | **Even though dialogue and mediation training couldn't able to organize due to the coup, over 73 faith leaders completed a series of meeting related to interfaith understanding through dialogues. Under output 2.3. However, the project team could develop Interfaith Understanding Guidebook , which took more than 3 months to complete.** |
| Indicator 2.2.2  **# of female and male leaders who participated in and completedd interfaith exposure visits.** | **0** | **25** | **Third Six Month** | **0** | **Not able to organized due to covid and the coup. It was planned to visit Cambodia outside Myanmar exposure trips. Due to COVID -19 Pandemic, travel was not allowed that it was needed to be cancelled.** |
| Output 2.3  **Five Inter-Faith Dialogue Groups (IFDGs) established at township level to proactively prevent and respond to inter-group conflict** | Indicator 2.3.1  **Inclusive IFDGs successfully formed and supported by local leaders in each target township** | **0** | **5** | **Third Six Months** | **0** | **Although In-Person Workshops couldn't be organized to form IFDGs. One-day Intra-Faith Understanding Workshop had been conducted for forming IFDGs in 4 townships through video conference.. Total 29 initial trust building and preparation meetings were conducted initially to create common platforms among different religious groups. However, the formation IFDGs could not be made. In this reporting period, only two capacity building trainings could be arranged for local leaders mentioned above output2.3.** |
| Indicator 2.3.2  **# of leaders from each main religion joined interfaith group in their township** | **0** | **125** | **Third Six Months** | **0** | **It could not be carried out since no IFDGs were formed.** |
| **Outcome 3**  **Capable young women, men and adolescents become community peace-builders, promoting enhanced intercultrual dialogue** | Indicator 3.1  **Improved peace building and intercultural perceptions among male and female youth and adolescents in target areas** | **0** | **70%** | **Last Six Months (NCE)** | **0** | **NCE project implementation just started in Aug and plan to measure this outcome achievement when the project end Evaluation time.** |
| Indicator 3.2  **Improved perception of women’s leadership among male and female youth groups in target areas** | **0** | **70%** | **Last Six Months (NCE)** | **0** | **NCE project implementation just started in Aug and plan to measure this outcome achievement when the project end Evaluation time.** |
| Output 3.1  **100 Young women, men and adolescents trained, supported and resourced to lead intercultural dialogue and peacebuilding initiatives in communities** | Indicator 3.1.1  **# of young male, female and adolescents successfully completing the trainings** | **0** | **100** | **Last Six Months (NCE)** | **566 (female - 352, male - 214)** | **29 youth leaders had been received 10 days of TOT training by hired consultant team. Now they are carried out 5/3 days replicate training to youth and adolescents in their respective villages. total 537 youth were received peace training by them.** |
| Indicator 3.1.2  **# of youth groups supported and participated in mentorship and quarterly meetings** | **0** | **25** | **Last Six Months (NCE)** | **25** | **25 youth groups from project-targeted villages formed by World Vision received mentorship support from field project staff. Youth groups meetings were also conducted in 25 villages They discussed to establish Peace Connor with awarensee raising purpose.** |
| Output 3.2  **29 villages receive awareness raising campaigns and provided services with techincal support on Human Rights, Justice and Peacebuilding** | Indicator 3.2.1  **# of villages successfully conduct awareness raising campaigns in target areas** | **0** | **29** | **Last Six Months (NCE)** | **25** | **Interantional Peace Day Events had been conducted in 25 villages. Although event could not conduct mass gathering because of COVID restriction, online campaings were carried out with small groups.** |
| Indicator 3.2.2  **# of organizations in each target areas participate in awareness raising activities** | **0** | **31** | **Last Six Months (NCE)** | **25** | **Community Base Orgainization from 25 project targeted villages had been participated in Interantion Peace Day celebration activities. Youth groups members from these villages also collaborative in activities together with CBO members.** |
| **Outcome 4**  **Local religious, community based organizations, community structures, volunteers and frontline workers’ become champions of intergroup dialogue, peace, and trust building** | Indicator 4.1  **Increased support for intergroup cooperation among target groups participating in the project** | **0** | **50%** | **Last Six Months (NCE)** | **0** | **Implementation just started from Aug and plan to measure this outcome achievement when project end Evaluation time** |
| Indicator 4.2  **Strengthen the community structures, groups, volunteers and their influence within target areas** | **0** | **50%** | **Last Six Months (NCE)** | **0** | **Implementation just started from Aug and plan to measure this outcome achievement when project end Evaluation time** |
| Output 4.1  **200 individuals from local religious, community based organizations, community structures, volunteers and frontline workers are equipped and supported to champion intercultural dialogue and peace- building within their communities** | Indicator 4.1.1  **# of groups, organization participated and trained in capacity building activities on peace-building, justice and human rights** | **0** | **31** | **Last Six Months (NCE)** | **40** | **Totally 204 community structures members from 29 Community Base Organizations (CBOs), (3) Faith Base Organizations, and (8) Civil Society Organizations (CSOs) were attended 10 Days of TOT training and 5 Days of replicated training.** |
| Indicator 4.1.2  **# of male, female community sturctures successfully completing the trainings** | **0** | **200** | **Last Six Months (NCE)** | **204 (female - 112, male -92)** | **Totally 204 community structures members from 29 Community Base Organizations (CBOs), (3) Faith Base Organizations, and (8) Civil Society Organizations (CSOs) were attended 10 Days of TOT training and 5 Days of replicated training.** |
| Output 4.2  **Development and dissemination of publication materials promoting human rights, justice and peace-building** | Indicator 4.2.1  **# of community members reached in the reproduction and publication dissemination of IEC materials** | **0** | **15000** | **Last Six Months (NCE)** | **1167** | **Project distributed peace day message T-shirts during International Peace Day Event and Project induction meeting. Moreover, awareness-raising animation production was ongoing. Printing ICE documents were also ongoing that plan to distribute at 16 days of Activism.** |
| Indicator 4.2.2  **# of IEC materials reproduced by target areas** | **0** | **15000** | **Last Six Months (NCE)** | **1167** | **Project distributed peace day message T-shirts during International Peace Day Event and Project induction meeting. Moreover, awareness-raising animation production was ongoing. Printing ICE documents were also ongoing that plan to distribute at 16 days of of Activism.** |