

**PBF PROJECT PROGRESS REPORT**

**COUNTRY:** Myanmar

**TYPE OF REPORT: SEMI-ANNUAL, ANNUAL OR FINAL: Annual**

**YEAR OF REPORT:**ANNUAL Report, Nov 2021

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| **Project Title:** Myanmar Capacity Action and Norms (CAN) for Peacebuilding Project  **Project Number from MPTF-O Gateway:** 00119214 | |
| **If funding is disbursed into a national or regional trust fund:**  ☒ Country Trust Fund  ☐ Regional Trust Fund  **Name of Recipient Fund:**   SECRETARY-GENERAL's PEACEBUILDING FUND | **Type and name of recipient organizations:**  **Mercy Corps, International NGO (Convening Agency),**  **Yaung Chi Thit, Say Ta Nar Mon, Mi Child and Women Right Organization, Thandaunggyi Women’s Group,**  **International Alert (IA)** |
| **Date of first transfer:** 12 December 2019  **Project end date:** 11 February 2022  **Is the current project end date within 6 months?** Yes | |
| **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**  Mercy Corps $ 1,002,850.00        $        $        $  Total: $ 1,002,850.00  Approximate implementation rate as percentage of total project budget:   54 %  **Gender-responsive Budgeting:**  Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: $828,581  Amount expended to date on activities focussed on gender equality or women’s empowerment:  83% | |
| **Project Gender Marker: 3**  **Project Risk Marker: 1**  **Project PBF focus area: 2.3 Conflict prevention/management** | |
| **Report preparation:**  Project report prepared by:  Mercy Corps - Myanmar  Project report approved by:  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):*

Before the start of implementation of the second phase of Women CAN program activities--which began after the suspension period--a kick off meeting between Mercy Corps (MC) and its five partners (International Alert (IA), Yaung Chit Thit (YCT), Say Ta Nar Mon (STNM), Mi Woman and Child Right Organization (Mi Org) and Thandaunggyi Women’s Group (TWG)) was firstly organized on 12 August 2021. The meeting was essential for the Women CAN team, as it provided the space for them to ensure their understanding of the program, analyse risk and security issues within their project areas based on the current political context, and develop a clear workplan with specific roles and responsibilities. The meeting also offered an opportunity for the program team to present about their own organizations, any other projects they are currently implementing, and their staffing structure. The program team also spent time in the afternoon reviewing the monitoring, evaluation, and learning (MEL) system, defined the key words, and jointly agreed on the reporting timeline.

Each of the Women CAN program partner organizations also received the finance orientation and data security workshop from the MC finance team and the MC IT team before the actual program implementation. The partners learned about MC’s finance procedure so that they are able to manage the program funds in accordance with MC’s finance guidelines. The data security workshop supported the partners to understand how to protect their data confidentially and safely in different ways. For example, they should keep all of their data on a hard drive instead of on a USB.

***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)*:**

The program team has not planned any significant events in the next six months. However, a cross-learning activity, which is the last program activity, is planned to be organized at the end of the program timeline in January 2022. The activity will bring together the program participants who have actively participated and kept their commitments to the program activities to share their experiences and knowledge from the program following their full participation. The activity will also be an opportunity for the program participants and the program team to document lessons learned from the activities they have been involved in and evaluate the success and challenges of the program as a whole.

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

N/A

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

Program participants have learned and gained new skills and key understandings on negotiations/mediation. For example, they now can clearly distinguish the difference between negotiation and mediation, violence and peace, and the essentiality of the elements of negotiation as below:

“I am now very clear about the different roles of Negotiation and Mediation as I was confused with those two roles before I joined the training.” - Thandaunggyi participant.

“I gained much more knowledge regarding violence. I have learned that there are three types of violence because before I thought that there is only one like direct violence, and just understood that the violence happened when people are fighting each other and did not know that there is also cultural violence and structural violence.” Thaungdaunggyi participants.

“I thought that what I did was a mediation approach, but it was not fully mediation because I had made the decision for the disputants. Now, I am clear that the mediator is just assisting the conflicting parties to get agreement” - Mandalay and Mawlamyine participants

“I have learned that communication is very important in negotiation. We need two ways of communication to get the mutual understanding on what we want and need from the negotiation process, and we need to communicate with respect to each other.” – Mandalay participant

“I have learned that identifying the interests (needs, concerns) is very important in conflict resolution because if we are not able to identify the interests, we cannot get a sustainable agreement in negotiation.” - Rakhine participants

“Before joining the training, most of the people thought that there was no other way to fulfill their interests; now I learnt that we have many alternative ways to fulfill our interests because negotiation is to fulfill our interest.” Rakhine participants.

**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: Existing and emerging female leaders are empowered to influence peaceful and effective resolution of conflicts.**

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

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

**Output1.1.** Action Research (AR) which aims to equip the program participants with conflict identification and analysis skills was organized virtually as the very first activity of the Women CAN program during the reporting period and since after the suspension period. The activity took place for 12 participants from Kayin and Mon states in August and then 18 participants from Rakhine and Mandalay in October. The program participants firstly received the AR training for two days and then spent another three days for data collection and lastly spent one day on data analysis.

During the AR training, the participants increased their basic understandings of peace and conflict and the difference between gender and sex. They also gained conflict analysis skills through conflict mapping exercises and practicing interviews before being assigned to identify disputes and gender issues in their communities.

During the data collection, the participants interviewed 18 males and 31 females from Rakhine, Mandalay, Mon and Kayin states on conflict resolution and gender challenges within the context of Myanmar.. The participants generally found domestic violence, land disputes, livelihood difficulty, security issues and the difficulty of accessing basic health services as the common conflicts currently happening in their communities. (*please see AR report for detail*)

**Output 1.2.** Interest-based Negotiation (IBN) was organized for 99 program participants from all of the program’s targeted areas such as Kayin, Mon, Mandalay and Rakhine states in September. This half-day training, which lasted for three days, provided the participants with the foundation of negotiation. The participants learned the three different types of violence and the concept of conflict, and alternative approaches for conflict resolution such as Negotiation, Mediation, Arbitration, Litigation, and Assumption, and were presented with the seven elements of negotiation, in particular the positions and interests.

According to the training evaluation, approximately 40-50% of participants agreed or strongly agreed that the training was very effective and equipped them with the negotiation skills and knowledge which they are able to both share with others and apply in their community. The same percentage of participants have also confirmed that the skills and knowledge they received from the training enabled them to become more effective leaders in their communities. Overall, 10-23% of the participants, however, neither agreed nor disagreed with those statements while one percent felt that they did not receive anything from the training.

In October, a month after the IBN training, mentoring and coaching were also conducted for 40 selected participants who had shown their active participation and strong commitment to negation/mediation. This half day activity, which took two days, ensured the program participants’ understanding on negotiation and provided them guidance on problem-solving skills based on specific identified dispute issues they attempted to address. Those dispute issues included divorce cases, violence based on political beliefs, and a fight between young persons. (The cases are recorded in the Burmese version and will be attached in the final report).

***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)*

Program activities aim to equip women at the grassroot level, where their role in dispute resolution is restricted because of cultural norms and gender stereotypes, with conflict resolution skills and knowledge that will aid in their ability to undertake such a role. The activities support the women to understand and be aware that their role as women is very important in dispute resolution and the limited perception of communities around gender norms are one of the major challenges for inhibiting their ability to meaningfully participate in conflict resolution. With those understandings and the skills which they received from the program activities, the program team believes that women will find ways to be more involved in addressing dispute issues in their community and family. Forty five percent of the women empowered by the program activities are of the age of 15-25.

**Outcome 2: Local drivers of conflicts are addressed through women-led actions linked to the Myanmar National Strategic Plan for the Advancement of Women (NSPAW) at the community level**

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

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

Output 2.1 Under outcome 2, program participants are going to address dispute and gender issues which have been identified through the Action Research activity in outcome 1 and linked to NSPAW as well as WPS. To be able to address those issues, the program participants will need to apply for small grants, of which three are available for every program location. With the grant awards they received, they will design and implement community action projects.

Two major activities are required to happen ahead before the participants design and implement the action projects. They are organizing CATALYSE training for Women CAN partner officers and developing the small grant guidelines. CATALYSE is the community mobilization approach which is going to guide partners so that they can provide effective support to program participants in their community project implementation. The training is planned to be organized virtually on 8-9 November.

A small grant guideline tool has also been developed and consists of 10 sessions such as grant description, objectives and applicants selection criteria in simple terms aimed at ensuring understanding of all program participants at the community level. The grant guidelines are available both in English and Burmese versions and have almost been completed. The session on timeline still needs to be agreed upon to be able to finalize the grant guidelines.

**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)*

As the program aims to strengthen women’s participation in conflict resolution in the context of Myanmar where the role of women is commonly viewed as providing support by undertaking daily chores in the family, the activities under this outcome aim to create the opportunity for women to practically participate in conflict resolution activities in their own community. The activities will enable women to experience addressing dispute issues with the knowledge and skills they have received from activities in outcome 1. Women will increase their confidence and gain wider experience in problem-solving, which is typically considered a role of men in the community. To be able to effectively address dispute issues in their community, women are going to get direct support from the program, not only involving close guidance and suggestions, but also financially.

**Outcome 3: Male gatekeepers demonstrate increased support for gender responsive resolution of conflicts.**

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

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

Outcome 3 aims to address gender norms challenges which limit the role of women’s participation in dispute resolution. The Women CAN team believes that gender dialogue is the best way to increase men’s understanding of gender-related challenges and context and with those understandings, they will collaborate more with women’s groups in dispute resolution.

Output 3.1. The dialogue curriculum has been developed by International Alert (IA) and consists of eight topics such as relationships, violence, behaviour change, supporting vulnerable groups and showing appreciation with the clear instruction and facilitation guides. IA adapted and designed the curriculum from their project “Zindagii Shoista – Living With Dignity” to make it relevant to the Women CAN program to reduce violence, strengthen relationships within family/community. and support gender equity. Based on the curriculum, IA provided the gender dialogue ToT to 9 female and 4 male participants from program partners on 21, 22 and 25 Oct. Additionally, the curriculum has also been shared to all Women CAN program partners as they will use the guidance when facilitating it for their own program participants.

Output 3.2. The Women CAN program partners are now in the process of facilitating the gender dialogue for their own program participants and IA is supporting them through providing suggestions and any guidance they need.

**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 activities under outcome 3 focus on the collaboration between men and women for dispute resolution activities. Men in the community usually collaborate minimally with women and don’t tend to support them when it comes to activities related to conflict resolution. An inadequate understanding of gender is one of the major reasons for this dynamic, because the majority of men think that conflict resolution is more men’s work. Gender dialogue activities will support men and women to enhance their knowledge around gender and increase their collaboration on dispute resolution. Currently, there are 18 males and 18 females who are participating in the gender dialogue activity and they all will have an opportunity to work together for community action projects after the dialogue.

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** *Please list monitoring activities undertaken in the reporting period (1000 character limit)*  The project’s baseline study was conducted in September 2021 before starting the very first activity of the redesign stage with the no-cost extension which is IBN (interest-based negotiation) training. The MEL workshop was conducted on 12 October with the partners, and all the data collection tools, including the Program Performance Monitoring Plan and evaluation tools were collaboratively developed and finalized.  The Output tracker is the main tool for tracking the basic numeric achievements on a monthly basis by the project officers for their respective areas with the support of partners. This is an overview of data tracking along with detailed validation sheets. This differs from the other pre and post-test, training evaluation, or the baseline databases which are developed, and stored separately from the Output tracker.  Training evaluations and pre-post tests were conducted after the end of the trainings of IBN, action research.  Stories of female leaders were documented in terms of the knowledge and skills they received from program participation, and some key selections were shared in the annex session.  CARM (Community Accountability and Reporting Mechanism), promoted at the trainings with the participants and partners, is one of the channels for collecting voices of the program participants and the partners. Two cases of feedback were shared through the CARM system so far, one of which was requesting suggestions on negotiation practices from IBN facilitators, and the other was an inquiry for additional training opportunities. | Do outcome indicators have baselines? No  Has the project launched perception surveys or other community-based data collection? No |
| **Evaluation:** Has an evaluation been conducted during the reporting period?  [Yes]   * Training evaluation, pre-post tests were used at the IBN (interest-based negotiation) training. * At the AR (Action Research) training, the pre-post tests were conducted including some training evaluation questions in the post test. | Evaluation budget (response required): 25,000  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*:   * External Endline Evaluation Consultancy Firm will be hired one month before the program end in order to conduct the Endline Evaluation. |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project. | Name of funder: Amount: |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* |  |

**PART IV: COVID-19**

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

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

Since the first COVID-19 case was recorded in Myanmar in March 2020, the program has had to navigate COVID-19 related restrictions, especially related to movement and gathering. Movement and gatherings have become more restricted due to the current political crisis which has emerged since February 1, 2021. These restrictions have limited in-person training facilitation and travel, resulting in savings, as many of these activities shifted online or took place using a blended approach.

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

A lot of effort went into finding alternative ways to provide training while abiding by the government’s travel and gathering restriction policies. Due to the COVID-19 restrictions in place since March 24, 2020 and also the political upheaval since February 1, 2021, the project adapted the AR and training methodology to a remote delivery modality. Online workshops can make it difficult to engage participants, build trust between participants and trainers, and hold open discussion and brainstorming sessions. In order to produce the best learning outcomes for the participants, a hybrid methodology that allows participants to gather in small groups with one project officer and local facilitators was agreed upon to smooth the process and mobilize break-out group discussions. This allowed participants to benefit from peer discussion and increase their confidence. These mini-groups would follow on a laptop and with printed power-points rather than trying to follow a training on a mobile phone screen for the three to four day training.

Transferring in-person activities to an online platform to adapt to the COVID-19 related restrictions proved challenging as digital literacy is quite low among the local partners and program participants in the field. So, in addition to preparing for virtual training, the program team worked on enhancing the partners’ digital literacy.

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): **Learning & Adaptation from the COVID-19**

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.*)

The Women CAN program’s adaptation to the COVID-19 reality resulted in a positive change for, on the one hand, the program participants, and on the other hand, the program team. As noted above, the original workplan called for in-person meetings and training sessions in each of the project locations and the target participants were expected to meet and interact with the program team in person. However, as cases of COVID-19 increased and the movement restrictions came into effect, this was no longer possible. As the program adapted and brought all program training sessions and meetings to virtual platforms, the program team adapted the curriculums and facilitation guides to the new virtual setting. At the same time, the participants had to learn how to engage digitally (e.g. how to use laptops or join Zoom, etc.). More challenging still, the program team designed and successfully ran some half-online and half-in-person sessions. This was done by splitting participants into small groups within a large training hall with COVID-19 measures and having two or three facilitators supporting in-person, while at the other end, the main facilitator would deliver the training virtually.

Thanks to the adaptation, participants gained new digital skills, while the program team also gained new experiences and skills in facilitating online training sessions and in new approaches to provide technical support remotely.

**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**  Existing and emerging female leaders are empowered  to influence peaceful and effective resolution of conflicts | Indicator 1.1  % of female program participants reporting they have increased influence over resolution of conflicts  Baseline | **0** | **70%** | **NA** | proxy questions:  **3.18** How would you describe your level of participation in the dispute resolution generally?   * I’m not present/not invited to these processes **(4%)** * I represented in dispute resolution processes but don’t speak/don’t express my opinions/views **(7%)** * I represented in dispute resolution processes and speak up/express my opinions in public **(51%)** * My voice and opinions have little influence over decisions related to dispute resolution **(24%)** * I’m leading the decision making and have significant influence **(9%)** * I don’t know **(2%)**   **3.19** When you consider the disputes/tensions/conflicts resolution efforts you have been involved, do you feel that the process you used to resolve the dispute was effective?   * Yes, highly **(2%)** * Yes, somewhat **(78%)** * Yes, only a little **(20%)** * Not at all **(0%)**   **4.25** Please circle your current level of expertise in resolving disputes/tensions/conflicts. (if you have to involve in resolving disputes/tensions/conflicts)   * Completely Good **(1%)** * Fairly Good **(19%)** * Somewhat Good **(53%)** * Slightly Good **(26%)** * Not good at all **(1%)**   **4.28** Please circle your current level of confidence when you seek to resolve disputes/tensions/conflicts. (if you have to involve in resolving disputes/tensions/conflicts)   * Completely Good **(17%)** * Fairly Good **(28%)** * Somewhat Good **(34%)** * Slightly Good **(20%)** * Not Confident at all **(1%)** |  |
| Output 1.1  Emerging female leaders utilize research skills to better understand context specific drivers of conflict, barriers and opportunities for women and female youth meaningful participation in dispute resolution and mediation processes | Indicator 1.1.1  # of emerging female leaders reporting they utilize research skills to better understand context specific drivers of conflict, barriers and opportunities for women and female youth meaningful participation in dispute resolution and mediation processes | **0** | **NA** | **NA** | **34** |  |
| Output 1.2  Existing and emerging female leaders are equipped with the skills and knowledge to resolve disputes using the adapted gender- responsive Interest Based Negotiation methodology and women leadership training. | Indicator 1.2.1  # of emerging and existing female leaders trained on IBN | **0** | **100** | **NA** | 100 |  |
| Indicator 1.2.2  # of trained women leaders receiving coaching and mentoring | **0** | **20** | **NA** | **16** |  |
| **Outcome 2**  Local drivers of conflicts are addressed at the community level through women-led actions linked to the Myanmar National Strategic Plan for the Advancement of Women | Indicator 2.1  % of community led action projects that are reported to have addressed at least 1 local driver of conflict | **0** | **75%** | **NA** | **0** | Due to the challenges of delayed contracting, transferring the funds to the partners and the increased tension of the political crisis with the security issues, engaging with the participants and organizing the activities took time. |
| Output 2.1  CAN trained female leaders identify, design and implement community action projects | # of community action projects around NSPAW WPS priority areas implemented by CAN trained female leaders thanks to CAN small grants | **0** | **12** | **NA** | **0** | Due to the challenges of delayed contracting, transferring the funds to the partners and the increased tension of the political crisis with the security issues, engaging with the participants and organizing the activities took time. |
| Indicator 2.1.2  # of field visits conducted to provide support through the design, implementation and monitoring process of women's action projects | **0** | **24** | **NA** | **0** | Due to the military’s dictatorship starting on 1st February 2021, it has been an added challenge to organize the activities. |
| **Outcome 3**  Male gatekeepers demonstrate increased support for gender responsive resolution of conflicts | Indicator 3.1  % male gatekeepers reporting more equitable gender attitudes about women and female youth meaningful participation in the peaceful resolution of conflicts | **0** | **10%** | **NA** | **4.18** Please circle the current level of Female Leaders' influence in resolving disputes/tensions/conflicts from your point of view.   * No influence **(20%)** * Medium level of participation and influence **(74%)** * High level of participation and influence **(5%)** * I don’t know **(1%)**   **4.19** What do you think should be the level of Female Leaders' influence in resolving disputes/tensions/conflicts from your point of view?   * No influence **(13%)** * Medium level of participation and influence **(42%)** * High level of participation and influence **(36%)** * I don’t know **(4%)** * Other (to cooperate, can response based on the case, few case) **(5%)**   **5.31** Women should raise their voices and concerns freely in community matters and in disputes  **94% of Male Gatekeepers agree** with strongly agree 47%, agree 35% and partially agree 12% while **6% are disagree** with 4% strongly disagree, 1% each for disagree and partially disagree.  **5.32** When Female Leaders participate in solving community disputes /problems, the solution is more effective  **86% of Male Gatekeepers agree** with strongly agree 19%, agree 22% and partially agree 45% while **14% are disagree** with 2% strongly disagree, 5% disagree and 7% partially disagree.  **5.33** When Female Leaders participate in solving community disputes / problems in, the solution are more fair  **86% of Male Gatekeepers agree** with strongly agree 19%, agree 22% and partially agree 45% while **14% are disagree** with 2% strongly disagree, 5% disagree and 7% partially disagree.  **5.34** It is good to train a woman about dispute/conflict resolution because she can do the job as well as a man.  **95% of Male Gatekeepers agree** with strongly agree 49%, agree 31% and partially agree 15% while **5% are disagree** with 4% strongly disagree, 1% disagree. | The baseline for male gatekeepers of all four areas has been conducted from Dec 2021 to Jan 2021.  Detailed findings could be found in the Baseline Report in the annex. |
| % of female leaders reporting male gatekeepers increased support for gender responsive resolution of conflicts | **0** | **10%** | **NA** | **3.24** How supportive have male leaders been to you in your dispute resolution process?   * Very Supportive **(31%)** * A Little Supportive **(39%)** * Neutral **(19%)** * Not Supportive **(0%)**   Against/Blocking my involvement **(2%)** |  |
| Output 3.1  Local CSOs / CBOs capacity to lead gender dialogue groups is strengthened | Indicator 3.1.1  **#** of partners' members trained on gender dialogue | **0** | **16** | **NA** | **13** |  |
| Indicator 3.1.2  % of partners’ members who showed the improvement in the post test of gender dialogue | **0** | **75%** | **NA** | 23% Improved  69% Same (who got the same result got the 83% out of 100% marks)  8% declined |  |
| Output 3.2  Influential male and female community members collaborate to challenge gender norms and promote positive masculinities | Indicator 3.2.1  # of dialogue groups facilitated to unpack and better understand gender barriers and promote positive masculinities | **0** | **16** | **NA** | **0** |  |
| # of joint / collaborative initiatives for male- female collaboration initiatives that challenge gender norms thanks to small grants | **0** | **12** | **NA** | **0** |  |
| Output 3.3  All CAN female leaders and male gatekeepers share their experiences and learn from one another regarding the knowledge, capacity and skills they receive from program activities | Indicator 3.3.1  # of cross learning-event organized for the program participants | **0** | **1** | **NA** | **0** |  |
| Indicator 3.3.2  # of participants attended at the cross-learning event | **0** | **TBC** | **NA** | **0** |  |

**Relevant Annexes**

* + - 1. Action Research Pre and Post Result report
      2. Action Research report
      3. Interest-based Negotiation Report
      4. Interest-based Negotiation Pre and Post report
      5. Women-CAN Dialogue Curriculum
      6. Output Tracker Women CAN
      7. Women CAN Small Grant Guideline