

**PEACEBUILDING FUND**

**Final PROGRAMME[[1]](#footnote-1) Narrative report**

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| Programme Title & Project Number |  | Country, Locality(s), Thematic Area(s)[[2]](#footnote-2) |
| * Programme Title: Empowering Youth to promote Reconciliation
* Programme Number (if applicable):
* MPTF Office Project Reference Number:00079520 PBF/IRF – 39 Youth (KGZ)
 | *(if applicable)**Country/Region: Kyrgyzstan* |
| *Thematic/Priority:* **Priority Area 3: Revitalize the economy and immediate peace dividends**  |

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| Participating Organization(s) |  | Implementing Partners |
| * Organizations that have received direct funding from the MPTF Office under this programme

*UNICEF* | * National counterparts (government, private, NGOs & others) and other International Organizations

“Foundation for Tolerance International” (FTI)Bishkek Business Club (BBC)“Young Citizens’ Development” (YCD)“Development and Cooperation in Central Asia” (DCCA)NGO “Instream”NGO “ErEp”“Krassnaya Rechka” Territorial Invetment Committee;NGO “Child Rights Defenders League”Ministry of Youth Labor and Employment (MoYLE)Ministry of Education and Science (MoES) |

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| Programme/Project Cost (US$) |  | Programme Duration (months) |
| MPTF/JP Fund Contribution: * *by Agency (if applicable)*

*UNICEF USD 910,003* |  |  | Overall Duration: 15 months |  |
| Agency Contribution* *by Agency (if applicable)*
 |  |  | Start Date[[3]](#footnote-3) *(15.07.2011)* |  |
| Government Contribution*(if applicable)* |  |  | End Date (31/10/2012)*[[4]](#footnote-4)* |  |
| Other Contributions (donors)*(if applicable)* |  |  | Operational Closure Date[[5]](#footnote-5) |  |
| TOTAL: *USD 910,003* |  |  | Expected Financial Closure Date |  |

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| Final Programme/ Project Evaluation |  | Submitted By |
| Evaluation Completed  Yes X No Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluation Report - Attached Yes No | * Name: Gulzhigit Ermatov
* Title: Youth and Adolescent Development Officer
* Participating Organization (Lead): UNICEF
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# FINAL PROGRAMME REPORT

1. **PURPOSE**
2. **Provide a brief introduction to the programme/ project *(one paragraph).***

The project builds on structures developed under the first IRF and aimed to address a number of key issues related to youth, which if not addressed could lead to renewed violence, especially in the run up to the elections. The project has particularly focused on at risk youth both in and out of school, using different entry points to identify and address their needs.

1. **Provide a list of the main outputs and outcomes of the programme as per the approved programmatic document.**

The above goal and objectives have been achieved through the following outcome and outputs:

**Outcome 1:** Youth and adolescents appreciate diversity, restrain from violence and help reduce tensions in their communities:

**Output 1:**

Youth networks lead on promoting reconciliation among youth country-wide and prevent their involvement in violence

**Output 2:** Creating an enabling environment for diversity education and awareness

Immediate objectives:

* Mitigate possible violent actions of youth pre-and post-elections.
* Empower youth to promote tolerance and diversity in their communities
* Engage at risk youth in activities that will better their life situation
1. **Explain how the Programme relates to the Strategic (UN) Planning Framework guiding the operations of the Fund.**

The project contributes to the PBF Priority Area 3 “Revitalize the economy and immediate peace dividends” The project focuses on youth particularly on those at-risk and facing various vulnerabilities. It aims to improve the life situation of the young people and empower them to participate in the peace building and reconciliation process.

The project is in line with the UNDAF (United Nations Development Assistance Framework) priorities particularly with the Outcome 1: A national infrastructure for peace (at local, regional and national levels), involving government, civil society, communities and individuals, effectively prevents violent conflict and engages in peace-building; and the CPAP (Country Programme Action Plan) which aims at strengthening alliances consisting of government, NGOs and communities, to contribute to the increased and sustainable civic engagement of and partnerships for Child Rights.

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1. List primary implementing partners and stakeholders including key beneficiaries.
* “Foundation for Tolerance International” (FTI)
* Bishkek Business Club (BBC)
* “Young Citizens’ Development” (YCD)
* “Development and Cooperation in Central Asia” (DCCA)
* NGO “Instream”
* NGO “ErEp”
* “Krassnaya Rechka” Territorial Invetment Committee;
* NGO “Child Rights Defenders League”
* Ministry of Youth Labor and Employment (MoYLE)
* Ministry of Education and Science (MoES)
1. **ASSESSMENT OF PROGRAMME/ PROJECT RESULTS**
2. Report on the key outputs achieved and explain any variance in achieved versus planned results.

**Output 1. Youth networks lead on promoting reconciliation among youth country-wide and prevent their involvement in violence**

UNICEF partnered with Foundation for Tolerance International (FTI), local conflict prevention and governance assistance none-governmental organization: UNICEF-FTI collaboration has resulted in the following outputs:

As part of an effort to reduce tension before the elections in October 2011, two youth peace camps were conducted in the north and south of the country bringing together nearly 100 youth of different ethnicity and gender from the youth-led civil society organizations and the sport clubs.

The camps were designed and conducted as a comprehensive capacity development exercise by FTI. The participants were brought through a three-day Peace and Conflict Analysis (PCA) consultation workshops. They were equipped with basic concepts and skills of conflict analysis which was immediately applied to the context of their locations. The youth identified and prioritized key tensions that may lead to open conflict and made in-depth analysis into the root causes of the issues. They were guided to examine key capacities and obstacles for peace in their communities when developing response measures. Forum theater was applied as one of the key strategies for changing the attitudes and mindsets on sensitive issues as minority rights, gender-based violence and migration.

The agenda of the workshop was substantially focusing on the issues related to electoral process. This three-day exercise was followed with another three day of workshop on fund-raising skills. With the conflict prevention lens and the findings from the PCA in mind the participants learnt and practiced fund-raising skills. As a result participants implemented 10 project proposals to FTI. These projects include initiatives on addressing potential electoral conflicts and existing tensions among youth of different ethnicity.

Additionally to the existing 17 youth centers in the south of the country established under I IRF four youth centers were created in the north. These centers were created in the communities with a poor economic and social performance and those closely involved in the political conflicts in 2010. By now these youth centers have mobilized over 1000 young people through the language and computer courses and various types of life skills mainly such as communication, leadership, resource management, conflict preventions adding up to over 8300 those in the southern provinces

As of end-November 2012 **18,444 youth** participated in the conflict prevention activities through information campaigns on youth participation, conflict prevention, volunteerism, outreach work and business planning. Total coverage by different youth center activities, meetings, consultations (including trainings) and campaigns is more than **68,000 young people in 2012**.

With IRF funding a more structured approach was introduced regarding youth non-formal education and training. UNICEF has been established teams of volunteers, outreach groups and community based sport-leagues under each youth centers in at least 16 districts and towns in the south including the cities of Osh and Jalalabad. The total number of the young people participating in those structures is over 700. The key goal of the volunteer club is to identify the youth and adolescent issues in their families, schools and communities. They bring up the youth perspectives to the attention of the communities and those taking decisions. They develop and implement community projects related to access to social services, governance, environment, charity and entrepreneurship. Over 50 community projects have been implemented.

The outreach groups operate more within the volunteer clubs and are established as an additional measure to approaching closer to the most disadvantaged and marginalized youth and adolescents – those with special needs, from poor and remote, isolated communities, ethnic groups, out-of-schools and the on in trouble with the law.

Apart from the promoting healthy lifestyles sport is actively used as an advocacy tool to raise the community issues that directly affect the young people such as school violence, substance abuse, bride-kidnapping, health and quality education. Community-based leagues of popular sports have been established to make sure that the community sports becomes a sustainable and systemic practice. Second reason they was created is to involve the communities more into the youth issues. Third, the leagues have a high potential as a peace making mechanism as they bring together different groups that may traditionally have tensions.

The number of the young people in the outreach groups, volunteer clubs and the sport leagues amount to over 700. Over 70 young activists from the youth centers have acquired the skills of conducting small participatory social researches into the situation of the youth and adolescents with the focus on disadvantaged groups. Volunteer and outreach groups established in each Youth Centre identified the needs of youth within these small researches organizing at least 220 focus groups covering about 1600 young people. Based on the data coming out from these researches and the skills provided young people have been developing individual strategies of the youth centers based on the resources available. Focus of the plans is inclusion of at risk youth and giving youth within their communities, families and brining up to those taking decisions at schools, local authorities.

UNICEF partnered with Bishkek Business Club (BBC), a famous local non-governmental association of well established, reform-minded businessmen to foster open and favorable business climate with a strong youth component. Over 300 young people of diverse ethnic and social background received a hands-on knowledge from interaction with prominent young businessmen as well as through the study visits of the famous business sites in the sector of food production, tourism, banking, mobile technologies etc. BBC trained 38 young people from the youth centers to be young trainers and councilors for their peers wanting to start their small enterprises. With the help of these young trainers over 350 youth acquired skills in such developing business idea, making basic market researches, plan their business. These trainings resulted in over 200 project proposals developed by young people 35 of which were support through a small grant facility.

As a part of the efforts to widen the network of youth for participation and peace building UNICEF initiated a mapping exercise for the youth-led organizations throughout in the country, particularly those with the potential to implement projects related to youth participation, peace building and education initiatives. For this purpose 16 young people were trained on skills of conducting researches by an international consultant whose contract was covered by UNCIEF Regional Office in Geneva. The group of young researches mapped 122 youth lead and youth serving organizations throughout the country. The actual map can be found on the link: <http://www.mapfab.com/map/BBo/Kyrgyzstan-Youth-Organizations>

Together with Ministry of Youth and the NGO “Child Rights Defenders League” a manual on prevention of the school violence has been developed. The Manual tells about reasons and nature of school violence and shows methods of prevention and response in cases of school violence.

In the beginning of project the presentation of School without violence program has been undertaken for 185 school principals from Chui and Osh provinces, including Osh and Bishkek cities. School teams on school violence prevention were established in all target communities and meetings with 119 representatives of school teams, including social pedagogues, school principals and teachers have been held. Ten volunteers from youth centers have been identified to support School without violence program implementation. As a result the target groups learned the ways to prevent and mitigate school violence.

Training on methods of implementation of School without violence program, School reconciliation services, Supervision, Types of conflict and conflict resolution and Legal framework of child rights protection have been conducted for all 20 pilot schools in north and south of Kyrgyzstan. 571 social pedagogues and teachers, 787 students and 287 representatives of external environment have gained new knowledge during 170 trainings conducted by school coordinators. Three school coordinators have been trained on school mediation and 17 school coordinators are trained on Prevention of emotional burning during 2 training of trainers. These human resources will be used for future training all school teams participated in the project.

Under the IRF II funding at least three youth-centered north south forums have taken place. One was organized with 80 youth activists coming from the youth centers, youth organizations and youth-serving organizations from all regions of the country to discuss together with the Ministry of Youth the priority areas for the Youth Policy and the responsibilities of the different stakeholders.

Another forum was organized for the young people who had developed small business projects in partnership with UNICEF, USAID, International Youth Foundation (IYF) and the Bishkek Business Club (BBC). This was the first experience of setting a space for knowledge sharing for the young people coming mainly from low-capacity areas of the south and the north of the country to jointly develop the business ideas;

The third north-south youth platform was organized on the issues of the school violence bringing together over 280 in the series of consultations with the focus on the young people.

**Output 2: Creating an enabling environment for diversity education and awareness**

UNICEF has undertaken an analysis of current situation in the field of human rights education and education for peace, tolerance, citizenship in schools of Kyrgyz Republic was carried out jointly with MOES, OSCE, Kyrgyz Academy of Education and OHCHR. The analysis looked into all levels of education (pre-school, primary school, middle schools and senior classes).

Agreement on the common approach and criteria of the analysis was developed and agreed with the key stakeholders at the beginning

Recommendations for development of the human rights education in KR have been prepared and presented to main experts in the country as well as relevant experts in the field of human rights education and civic education from Kazakhstan, Uzbekistan and Tajikistan

The analysis and the conclusions were presented to all relevant state and non-state key stakeholders, as well as to public and academic community. The results were discussed in public and series of several meetings conducted between all stakeholders in order to define the priorities and concrete results to be achieved;

The key curriculum developers group were trained to help them to integrate the minimum required peace values and skills (competencies) into the national curriculum. The competencies included components of human rights education, civic education, peace and tolerance education. Currently the systematization and sequencing them for all education levels (pre-school, primary school, middle school and senior school) is on-going for the means of the Kyrgyz Academy of Education and the Ministry of Education and Science.

1. Report on how achieved outputs have contributed to the achievement of the outcomes and explain any variance in actual versus planned contributions to the outcomes. Highlight any institutional and/ or behavioural changes amongst beneficiaries at the outcome level.

**Outcome:** Youth and adolescents appreciate diversity, restrain from violence and help reduce tensions in their communities:

The youth camp was a relevant pilot to start changing the role of the young people coming from informal sport clubs sport leaders in the electoral conflicts. The community projects developed and implemented by sportsmen in one of the mixed and densely populated communities with a high potential for conflicts demonstrate their capacity to play a role of peace makers as against the creatures’ roles for the political and criminal leader.

The Youth Centers provide an opportunity for acquiring life skills in non-formal settings and safe spaces to voice up their concerns and address them in positive ways through collective action by young peers. Community-based structures such as volunteer clubs, outreach groups, sport leagues and boards of trustees established under the youth centers have created an enabling environment for the most disadvantaged to be heard and their issues to be brought to the attention of the communities and the decision makers. By those means the level of frustration among the youth and adolescents decrease. This statement is not based on a rigorous assessment of attitudes and behaviors. However it is supported by the following statistics: over 60 % of the youth center attendees are young girls and women, over half come from the poor and vulnerable communities and 25 % of the attendees are the ethnic minorities. According to the post training tests up 70 % of those attending to the basic language and computer courses are satisfied with the knowledge they acquire. Over 72 % of the young people tested after the trainings and courses on conflict prevention skills articulate appreciation of diversity and inclusion concepts.

Most of the young volunteers and members of the outreach groups recognize that it is the youth centers through skills and knowledge as well as through the specific environment encourage them to start acting for the public good. Each youth center identifies the most vulnerable and at-risk young people including those out-of-school and include their issues into the youth center development. Partnerships developed with different stakeholders including the social workers, local councils, administrations and the private enterprises. In that sense the youth centers have gradually becoming credible partners to the local authorities and the Ministry of Youth, Labor and employment. Budgets have been allocated from the local sources for activities in at least three youth centers.

To the question why the young people and adolescents come to the youth centers and how they are different from the schools in terms of acquiring knowledge and finding friendships they respond that the Youth Center make it in a more creative, fun, easy and safe manner. Some youth believe that the current schools are not able to provide such skills as communication, conflict prevention, project development and social entrepreneurship or serving for a public good. Community campaigns, community projects, debate/discussion clubs are very relevant complement to the school curriculum in terms of practicing acquired theories. This suggests that the youth centers are a relevant entry point for integration of life-skills education and further to competency-based education. The youth centers have established a platform for raising such school-specific issues as safe behavior, substance abuse, bullying etc.

The Manual on Prevention of School Violence was successfully pre-tested during the training of social pedagogues, teachers and school administrations both in the northern and southern Provinces of Kyrgyzstan. This document has become a model knowledge management tool on such pressing issue. It provides a context-specific hands-on expertise based on the best practices. Due to short time it is now premature to track how exactly the use of the manual and so many trainings have affected the level of violence at schools. However, the overall and open recognition of the issue both at the national and the local levels as well as of the need for ways out has been a considerable progress. This is taking in account that in the nearest past both the education policy-makers and the school headmasters tried not to recognize school violence had taken a systematic form.

The IRF funding has contributed to a youth-specific dialogue across the country regions in several aspects. The mapping of 122 youth organizations fills the gaps in the information and awareness about the institutional capacity of the youth groups and organizations at the community level throughout the country. This will inform the youth-related interventions of the governmental and the non-governmental agencies particularly in the field of the civic engagement and peace building. The mapping provides unique opportunities to establish a wide alliance of the youth stakeholders and involve the young people in a wider scale to advocate for the issues and decisions that impact their lives. This in the first place concerns education, reproductive health, conflict prevention and the civic engagement.

A north-south forum has been conducted bringing together young people of different background from the youth centers and youth-lead NGOs as well as the young activists. The forum was facilitated by the Ministry of Youth Labor and Employment (MoYLE) at the level of the Vice Minister. The forum created a platform where the young people representing different remote localities could communicate their concerns to the government especially the transparency issues in the implementation of the National Youth Policy regarding the budget and results’ delivery. The partnership framework for the Ministry with the youth centers and NGOs has been defined and documented. The exercise provided an opportunity for the new youth entities in the southern provinces to receive a hands-on expertise from mature youth organizations and individual youth activists coming from the north.

As mentioned series of consultation forums on the school violence have been another effort to bridge the gap between the north and the south. The exercises created an awareness about the School without violence program which received a support of youth leaders in creation of external protective environment for youth of school age in their communities.

With the IRF funding UNICEF has supported the local stakeholders to analyze the current situation in the field of human rights education and education for peace, tolerance, citizenship. Based on the analysis results key priorities identified in development of human rights education and discussed at national and regional level workshops with key stakeholders, public and academic community in partnership with ODIHR of OSCE, OHCHR and UNESCO.

Recommendations for development of the human rights education in KR have been prepared and presented to main experts in the country as well as relevant experts in the field of human rights education and civic education from Kazakhstan, Uzbekistan and Tajikistan

Current policy framework, i.e. The Concept of multicultural and multilingual education in the Kyrgyz Republic, is being reviewed and improved; a national implementation strategy is to be developed to enact the revised Concept. The experts group has acquired up-to-date knowledge on integration of the minimum required peace values and skills into the national curriculum.

It is again now early to measure the outcomes of the human rights integration process in education system.

1. Explain the overall contribution of the programme to the Strategy Planning Framework or other strategic documents as relevant, e.g.: MDGs, National Priorities, UNDAF outcomes, etc

As described above the project is in line with the UNDAF (United Nations Development Assistance Framework) priorities particularly with the Outcome 1: A national infrastructure for peace (at local, regional and national levels), involving government, civil society, communities and individuals, effectively prevents violent conflict and engages in peace-building; and the CPAP (Country Programme Action Plan) which aims at strengthening alliances consisting of government, NGOs and communities, to contribute to the increased and sustainable civic engagement of and partnerships for Child Rights.

With the IRF funding and generally under the current Country Programme Action Plan (CPAP) for 2012-2016 UNICEF contributes implementation of the priorities established in the National Youth Policy which are as follows:

* Introduce modern social techniques which encourage youth participation in the country development:
* Ensure accessible, objective and timely information support of the youth policy as well as raise awareness of youth about the youth policy processes and results;
* Develop and introduce the system of basic packages of national social measures contributing to identification, education and development of youth;
* Develop and introduce the system of basic measures expanding access for youth to basic state social services based on the needs;
* Transit from sectorial to functional approach in supporting youth policy, through integration of the result-based management.

1. Explain the contribution of key partnerships and collaborations, and explain how such relationships impact on the achievement of results.

The Ministry of Youth, Labor and Employment was closely involved in the execution of the youth project through a focal point, and ministerial personnel were closely monitoring the project activities. The IRF activities for 2012 became the part of the joint UNICEF – Government Programme of Cooperation for 2012-2013. Apart from monitoring functions the Ministry has particularly taken the responsibility for arranging the spaces for the youth centers and ensuring that the local authorities support them in terms of repairs and the covering the utility costs. The Ministry has also contributed to the content and the strategies of the youth centers. Despite the budgetary constraints the Ministry allocated over 2000 USD for the activities in the youth centers in Osh Province;

UNICEF has built a productive partnership with USAID supported Office for Transitional Initiatives (OTI) which invested approximately 179,000 USD for repairing the rooms in two youth centers in the north of the country. UNICEF has also partnered with the International Youth Foundation (IYF), another USAID supported international NGO which promotes youth entrepreneurship, life-skills and mentorship programmes in the youth centers. Youth Action Fund (YAF) funded by OSI (Open Society Institute) has found a fertile ground for a variety of community grants developed by the young people in the Youth Centers. To-date at least 6 projects have been implemented under the youth centers.

1. Who have been the primary beneficiaries and how they were engaged in the programme/ project implementation? Provide percentages/number of beneficiary groups, if relevant.

Young people from the communities affected by the 2010 conflicts both in the southern and the northern provinces of the country have been the direct beneficiaries of the project. UNICEF has taken efforts to ensure that the activities cover the most disadvantaged and at-risk young people including those often disconnected with the school, those in difficult life situations in the conflict with the law etc. As was mentioned above over 8300 youth acquired basic language and computer skills. Over 18,400 young people have participated the different awareness raising campaigns on conflict prevention

At least 8 youth NGOs, 5 youth-serving NGOs and at least 15 youth councils have been the beneficiaries of the project being able to build their capacity in developing and implementing strategies of youth and adolescent development with the focus on equity and the peace building.

The Ministry of Youth Labour and Employment has been both the national partner and the primary beneficiary of the project. Based on the priorities set in the National Youth Policy UNICEF has supported the efforts of the Ministry of Youth Labour and Employment. The project helped building the capacities within the Ministry in terms of working with the issues of inclusion, representation and diversity. By advocating for the youth centres with the communities and the local authorities the Ministry has shown the ownership over the project outputs and the commitment to ensure sustainability.

1. Highlight the contribution of the programme on cross-cutting issues pertinent to the results being reported.

Steps were taken to ensure human rights based, conflict sensitive gender sensitive approaches. Creation of the outreach groups of the young people has been one of the key strategies to ensure inclusion of the most disadvantaged. UNICEF and its partners have consistently worked on empowering the young people from ethnic minorities and young women and girl to lead the youth activities. More than half of the youth center facilitators and trainers are young women and girls. Over 30% of them are the representatives of the non-majority ethnic groups. This makes the youth centers and the youth activities in general more accessible for the community members of different ethnicity

1. Has the funding provided by the MPTF/JP to the programme been catalytic in attracting funding or other resources from other donors?  If so, please elaborate.

In 2012-2015 a substantial portion of the DFID-funded £5 million “Equity” Project support the activities aimed at expanding education and employability opportunities of youth and improving their role in building peace and cohesion in the communities in the south of Kyrgyzstan. The project utilize the concept of the youth centres as a space where the young people have access to career counselling and acquire the skills of doing business focusing on the new technologies and innovations. Going beyond the youth centres the project will develop community-based youth-led networks which will raise the voices of the disadvantage young people thus reducing their frustration and animosity within those communities.

UNICEF has also secured £192,000 for the project called “Interaction of young people across ethnic lines and public discourse on youth’s role in building peace and strengthening tolerance”. This project uses the interactive youth forum theatres as the strategy of improving interactions between the young people in 15 communities in the south of the country affected by the 2010 conflict or in those experiencing long standing interethnic tensions. This project is directly linked to the Youth Centres established under the IRF funding. The young people coming from the youth centres will be participating in the youth theatre performances and will actually lead the dissemination of the instrument in their communities.

The **Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)**, the German Agency for International Cooperation has agreed to provide approximately € 19,000 to support the youth centers in Jalalabad Province mainly focusing on th youth entrepreneurship and development of youth volunteerism in more formal and structured way that helps the young people to expand their employability opportunities.

1. Provide an assessment of the programme/ project based on performance indicators as per approved project document using the template in Section IV, if applicable.

Please see page 13

**III. EVALUATION & LESSONS LEARNED**

1. Report on any assessments, evaluations or studies undertakenrelating to the programme and how they were used during implementation. Has there been a final project evaluation and what are the key findings? Provide reasons if no evaluation of the programme have been done yet?

Rapid assessment conducted in the conflict-prone areas of the south of the country has produced an important piece of knowledge on the situaiton of young people commonly reffered as at-risk, those in the semi-legal sport clubs, student hostels, out-of-track schools students potential actors in the conflicts over political (electoral process) and business reources.

 A comprehensive list of the semi-legal sport clubs with a brief account on the assosiated risks have been idnetified in all provinces in three key country provinces and Bishkek. While many of the sport clubs are associated with the polictical and buisiness elite some do not necessarily have to be under the control of concrete individuals or a group. They can exist as informal commercial structure, providing force services. They can be used for resolving conflicts and disputes often about the material wealth – money, land, housing, business as well as for exerting pressure on competitors. Generally sport clubs emerge as a criminal source when there is no rule of law.

The study also provides a review of the capacities and the environment that either reinforce or mitigate the vulnirabilitues the young people in the disadvantaged communities encounter. It looks into he situation of the social pedagogues, social workers and sport coaches who are supposed to work with the at-risk youth. The findings suggest that these mechanims have quite limited conditions for a proper performance. Law salaries, bigger per capita coverage and lack of knowledge are among the main ones. And the sport coaches can be even coopted in the criminal activities. This has been a snap and a comprehensive overview of the youth situation in the conflict prone areas in the north and south of the country.The exersise has involved at least 300 people and has employed tools such as ficus groups and individual interviews, content analysis as well as surveys. The study provided suggested communities where youth-lead youth centers are required most.

As mentioned above the rapid assessment has been a unique exercise which produced an important knowledge about the situation and the perspectives of the specific category of the young people – those often blamed in the local discourse for driving the political and criminal conflicts and the violence associated with it. The findings were translated into recommendations to variety of stakeholders on working with these groups. Implications for further UNICEF programming were produced with regard to the category of young people in question in terms of creating demand and provision of skills. Particularly the assessment findings were used when developing and implementing community projects aimed to conflict prevention with the involvement of the at-risk youth, training them. The assessment findings to the extent informed the project addressing the school violence.

1. Explain, if relevant, challenges such as delays in programme implementation, and the nature of the constraints such as management arrangements, human resources, as well as the actions taken to mitigate, and how such challenges and/or actions impacted on the overall achievement of results.

UNICEF joined to the request for extension of the IRF II until the end of October 2012 done by different recipient UN agencies because of delays in implementation for several reasons. First, unlike in the southern Provinces there has been a lack of strong youth NGOs that could lead the development of the youth centers quickly in the north. Secondly, unlike in the southern provinces there are not many physical spaces available that would require little repair works. The local governments in the north have been particularly slow in finding the proper physical infrastructure for the youth centers and find the ones that cannot be repaired within the available budget. The experience of creating youth centers in the south showed that the donor agency should support the youth centers for at least 4-5 months to ensure that they up and running and develop a vision/strategy for sustainability. Finally, UNICEF has faced some implementation constraints related to a newly introduced financial and management system that have slowed down processing all types of payments.

1. Report key lessons learned that would facilitate future programme design and implementation, including issues related to management arrangements, human resources, resources, etc.,

As mentioned, the assessment findings provide insight for furthering interventions training the social pedagogues and the social workers to deal violence in schools. It has provided an overview of the prerequisites for so-called at-risk youth to be involved in potential political or other types of conflicts or strife. One important and at the same time contradictory aspect of the assessment that reveals strong sensitive implications for UNICEF and its partners is that many of the informal sport clubs are clearly associated with the political leaders often linked to the opposition to the current government or associated with the criminal forces or both. The utility of the assessment results can be expanded to a longer term and scope and should be followed on. At that, it is now premature to disseminate it to the wider public and validate with the government and civil society stakeholders as it touches upon sensitive factors when it comes to names and titles of people and organizations mentioned in it.

The Kyrgyzstani society has a still way go towards a full reconciliation and cohesion after the conflict of the 2010. Major divisions along ethnic lines are still there and are expressed in the certain types of prejudice and attitudes. Even though the project has enabled a large number of young people to play a positive role in the peace building process they continue struggling with injustices, inequalities, poor governance, stereotypes and prejudice in their communities. Therefore efforts need to be taken further to enable the youth and the adolescents in promoting the rule of law and responsible citizenship and development of diversity as a key national resource. Youth networks and alliances developed at the different levels under the IRF funding need to be further involved into strengthening the participation mechanisms and institutions.

**IV. INDICATOR BASED PERFORMANCE ASSESSMENT**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **Indicator Baselines** | **Planned Indicator Targets** | **Achieved Indicator Targets** | **Reasons for Variance****(if any)** | **Source of Verification** | **Comments** **(if any)** |
| **Outcome 1**Youth and adolescents appreciate diversity, restrain from violence and help reduce tensions in their communities: |
| **Output 1.1** Youth networks lead on promoting reconciliation among youth country-wide and prevent their involvement in violence  | Indicator 1.1. (outcome level) |  | % of youth (disaggregated by gender, ethnicity, geographical area) engaged in conflict prevention activities in:-their communities-in the youth centres | Over 18,400 youth involved in awareness raising and knowledge provision on conflict prevention. Total coverage by information and advocacy campaigns up to 68,000. Over 60 % are young women and girls and over 15% are representatives from minority ethnic groups  |  | Partners’ reports, registration lists, media reports  |  |
| Indicator 1.1.1 |  | \*# of at risk youth identified by social workers and social pedagogues in:-Schools-Communities | Over 350 young people in difficult life situations and those in conflict with the law. * 164 in the communities and
* 186 at schools
 |  | Partners’ reports, registration lists, media reports |  |
| Indicator 1.1.2 |  | \*# of youth centres established and operational in the north (target: 6) | 4 youth centers established and operational in the north | Lack of physical spaces and poor commitment and ownership from the local communities  | Project proposals, Partners’ reports, registration lists, media reports |  |
| Indicator 1.1.3. |  | \*%of youth in youth centres in the north completing training in areas of:* Leadership
* Conflict resolution
* Project development
* Journalism and social media
 | Over 1200 young people480 acquired leadership skills;440 participated in the life skill trainings including conflict prevention skills;220 in the project development trainingsAnd up to 80 on social media  |  | Partners’ reports, registration lists, media reports |  |
| Indicator 1.1.4. |  | A north-south Peace and Tolerance network established and # of youth part of the network | All 21 youth centers are part of the north-south network directly involving over 700 volunteers and outreach group members.At least 20 pilot school are part of the network  |  | Partners’ reports, registration lists, media reports |  |
| **Output 1.2** Creating an enabling environment for diversity education and awareness | Indicator 1.2.1 |  | Analysis of current situation in the field of human rights education and education for peace, tolerance and citizenship in schools presented to key partners. | The analysis has been undertaken together with the Ministry of Education and Science. The findings have presented to the key stakeholders  |  | Partners’ reports, meeting minutes and resolutions registration lists, media reports |  |
| Indicator 1.2.2 |  | Priorities identified and national implementation strategy developed and approved | Current policy framework, i.e. The Concept of Multicultural and Multilingual Education is being reviewed by the experts of the National Academy of Education and the Ministry of education and Science trained specifically for this purpose; a National implementation strategy is to be developed to enact the revised Concept |  | Partners’ reports, meeting minutes |  |
| Indicator 1.2.3. |  | Awareness campaign messages developed and disseminated nationwide | Awareness raising campaigns were undertaken in each of the 17 youth centers in the south of the country, at least three districts jointly with the members of the informal sport clubs  |  | Youth center reports, registration lists, photo and video documentation  |  |
| Indicator 1.2.4. |  | Concrete measures for bridging the north-south divide identified and documented | North-south forums at least on three issues: the role youth in implementation of the National Youth Policy; School Violence; and Youth Entrepreneurship  |  | NGO partners reports, meeting minutes, the reports of the Ministry of Youth, media reports project proposals, registrations lists |  |

1. The term “programme’ is used for programmes, joint programmes and projects. [↑](#footnote-ref-1)
2. Priority Area for the Peacebuilding Fund; Sector for the UNDG ITF. [↑](#footnote-ref-2)
3. The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](http://mdtf.undp.org/). [↑](#footnote-ref-3)
4. As per approval by the relevant decision-making body/Steering Committee. [↑](#footnote-ref-4)
5. All activities for which a Participating Organization is responsible under an approved MPTF programme have been completed. Agencies to advise the MPTF Office. [↑](#footnote-ref-5)