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**PBF PROJECT progress report**

**COUNTRY:** Kyrgyzstan

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

**YEAR of report:** 2018

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| **Project Title:** Youth as Agents of Peace and Stability in Kyrgyzstan  **Project Number from MPTF-O Gateway:** **00104795** | |
| **If funding is disbursed into a national or regional trust fund:**  Country Trust Fund  Regional Trust Fund  **Name of Recipient Fund:** Search for Common Ground | **Type and name of recipient organizations:**  **Search for Common Ground (Convening Agency)**  **Public Association: Talas Regional Council of Youth (Talas)**  **Public Association: Jash-Niet (Osh)**  **Public Foundation: Kochmon (Chui)**  **Public Association: Peace Initiatives (Batken)**  **Public Foundation: Abad (Jalal - Abad)**  **Public Association: Step to Success (Issyk-Kul)**  **Government: State Agency on Youth Affairs, Sports and Physical Culture under the Government of Kyrgyz Republic**  **Government: Ministry of Labor and Social Development of the Kyrgyz Republic**  **Government: Ministry of Education and Science of the Kyrgyz Republic**  **Government: Inspection of Minors' Affairs of the Ministry of Internal Affairs of the Kyrgyz Republic** |
| **Date of first transfer:** 31 March 2017  **Project end date:** 21 July 2020 (NCE requested to extend until 30 November 2020)  **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**  Search for Common Ground $ 950538.00        $        $        $  Total: $ 950538.00  Approximate implementation rate as percentage of total project budget:  \*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:  $46,724  Amount expended to date on activities focussed on gender equality or women’s empowerment: | |
| **Project Gender Marker:**  **Project Risk Marker:**  **Project PBF focus area:** | |
| **Report preparation:**  Project report prepared by: Search for Common Ground-Kyrgyzstan  Project report approved by: Keneshbek Sainazarov (Central Asia Program Director)  Did PBF Secretariat review the report: | |

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

* *Avoid acronyms and UN jargon, use general /common language.*
* *Report on what has been achieved in the reporting period, not what the project aims to do.*
* *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
* *Ensure the analysis and project progress assessment is gender and age sensitive.*

**PART 1: OVERALL PROJECT PROGRESS**

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

During the reporting period Search implemented approximately 90% of planned activities against the project objectives, including: Sisterhood Camp, Gender Choice workshop, Mentorship training, and Peacebuilding training. The target youth (JashStaners) facilitated a series of Town Hall meetings to discuss youth issues with participating local community leaders and government officials. As a result, JashStaners at each target community designed and implemented advocacy activities addressing their grievances and community needs. The JashStaners also advocated to institutionalize their activities and with the support from local governments established youth centers. The Youth Grievance Mechanism Roadmap was drafted and presented to the state entities, civil society organizations (CSOs), and other members of the Consultative Working Group (CWG) on June 4, 2020.

Due to the global COVID-19 crisis, Search redesigned its activities to use online formats. To support the youth during COVID-19 lockdown measures, the project team conducted a series  of online webinars on self-development with young leaders, and interviews with target youth and their parents to share and discuss their transformational stories. Despite these adjustments, the impact of the COVID-19 crisis and response measures have caused delays in implementation. Search has submitted a request for a no-cost extension (NCE) of the project to accommodate these delays, while also incorporating additional activities to address the new context.

The implementing partners completed their work and their contracts will be terminated by June 15, 2020. If the NCE will be granted, Search will sign contracts with “Jash-Niet” and “Step to Success” for implementation of final project activities nationwide.

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):

In the next six months, Search is planning to complete the following activities : 1.4. Conduct the fourth meeting of the CWG(national level dialogues); 2.3. (a) Finalize the Youth Grievance Mechanism Roadmap; 2.3. (b) Conduct the Youth National Conference (National Close-out Forum). In case the request for NCE will be approved, Search will conduct additional proposed activities: 1.2. Small grants for youth initiatives on sustaining peace and 2.2.b Brotherhood School. Search will also re-contract "Steps to Success" and "Jash-Niet" to implement 2.2.c. Fact-checking and storytelling for peacebuilding online workshops for youth

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):

At the structural level the project has improved interagency coordination among key state institutions - Ministry of Education and Science, Ministry of Interior, State Agency on Youth Affairs, State Agency on Local Self-Governance and Interethnic Relation through establishing CWG meetings. In addition, the project is working on developing a sub-program on improving family values in support of the National Program on Development of Family institution.

Institutionally, the project has been promoted to build an integrated support network of teachers, social workers, social pedagogues, and parents who engage with young people on a daily basis. As a result of Search’s continuouse communication with the Ministry of Interior concerning high turnover among juvenile police officers, the Head of the Juvenile Police Department at the Ministry of Interior, Mrs. Nurjan Adylova reported a newly adopted Decree assigning juvenile policy officers in a post for at least three years. The Decree will be enacted from June 15, 2020. Additionally, youth established 15 youth centres in 15 communities in partnership with the local government, along with action plans which will be implemented within the year at the local level.

At the societal level, Search provided the parents seminars on improving communications culture between parents/caregivers and adolescents. 90% of the target youth and their parents/caregivers reported that their relationship transformed after these seminars. They have been capacitated and transformed to the agents of peace. The activities implemented by youth in project locations are contributing to peace in their communities.

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):

The project has transformed how young people view themselves - as agents of change and as people with a voice. As their self-esteem and confidence increases, they are able to seek out different, positive outcomes for themselves, with the support of their peers and a more supportive, enabling environment.

For instance, the JashStaners from Saruu, after the Gender Choice workshop initiated an advocacy campaign to promote gender equality in the School Parliament. As a result, they were able to promote female candidates for the position of School President at the secondary school named after S.Sydykov. For the first time in 15 years, a female student from 9th grade, Ms. Gulira Akylbek kyzy was elected as the President of the School.

Another example is Bedel from Karabak village in Batken oblast. Bedel is one of the participants who was registered in the watch list of the local juvenile police. *“Everyone at my school was so afraid of me that I was able to create a protection racket; every student would have to pay me a tax every day in order not to be bullied,”* said Bedel. After participating in the project, Bedel is now a peacebuilder. Together with his team, he was able to create the “Room for Tolerance” at his school where he is running the training on peacebuilding for other youth together with the police officer.

Equally important is the example of Mrs Aziya Batyrbekova, the Head of the Local Government of the Takemi-Sovkhoz village in Talas. Mrs Batyrbekova participated in one of the project’s training of trainers (ToT) on peacebuilding. After the training, Mrs Batyrbekova supported the JashStaners from Takemi-Sovkhoz by providing a building to open the first-ever youth center. Along with that, the Local Kenesh allocated the budget for one year for the JashStan youth centre in Takemi-Sovkhoz village.

**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:**  **The target most-at-risk youth are empowered to influence the decision-making process for more inclusive policies around marginalized youth issues.**

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

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

The project team observes an increasing constructive collaboration and dialogue between young people and key local government stakeholders. Empowered youth increasingly advocate for specific issues with their local governments, and are seeing positive results from those efforts. For instance, the opening of youth centers, libraries, and tolerance-rooms in all 15 target locations was a result of close collaboration between project participants and the local government. Moreover, following Town Hall meetings, the local governments in Jeti Oguz, Kashkar-Kyshtak, and Tameki- Sovkhoz introduced allocations specifically for young people in their local budgets.

In all 15 target communities, the target youth together with trained youth from Phase 1 developed the annual action plan that tackles the local youth issues and needs. For example in Saruu, Jeti - Oguz, Karabak and Kyzyl Kiya youth are addressing their efforts in order to tackle the school racketeering. In Nariman, Mirmakhmudov, Talas, Karabak and Kyzyl-Kiya, youth are advocating for the girl’s rights for education, challenging norms prevalent among young boys and girls that pursuing education after high school will affect girls' marriage prospects. In Iskra and Karabak, youth are promoting social cohesion. These initiatives are strengthening young people's sense of voice and agency in their own communities as well as at the national level.

The relationship between youth and local government has transformed. There is a positive shift in the perception that the government does not want to respond to youth or that the youth are not capable of contributing to community development. *“I was shocked when youth shared their issues and needs openly with the local government and demanded the building to create a youth center. I was thinking that they are still little kids, but now I’m realizing that they are able to accomplish great things for the prosperity of our village,”* said Elmira Janybekova, representative of the Local Government from Jeti-Oguz. Similarly, the JashStaner from Jeti-Oguz shared, *"Before, we used to think the government ignores us. But now we know that the government is ready to listen to us, we just need to make ourselves heard."*

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

In order to ensure youth are able to address issues related to gender as they are empowered to influence decision making on youth issues, specific activities were tailored to build their capacity and understanding of gender norms and equality. The Gender Choice workshop (implemented from February 28, 2020 - March 1, 2020) and Sisterhood Camp (May 25, 2020 - June 8, 2020) conducted for female and male youth from all target locations to train them on gender norms and engage in discussions on career advice, reproductive health and nutrition, and community norms (notably those that relate to gender) and how they impact on the choices available to young people.  The project’s impact on how the youth view norms around gender reflected in their work outside these activities. The youth, both male and female, are actively campaigning for girls' education and for gender equality in the School Parliament as part of their action plans, challenging the gender norms and stereotypes in their communities.

During workshops the participants shared strong feedback in support of boys/men being engaged as a gender advocates who can transform social norms, behaviors, and stereotypes that perpetuate discrimination and inequality. In line with this recommendation, Brotherhood camps were proposed as part of the NCE to expand the project's impact on gender equality.

**Outcome 2:** **The target youth are engaged and supported by a more enabling environment of local key stakeholders that are responsive to the issues and grievances that most-at-risk youth face.**

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

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

The project has been able to build connections, networks, and linkages between teachers, social workers, local government, juvenile police officers, and parents who engage with young people on a daily basis, but rarely with each other. By linking these actors with each other, the project contributed to the creation of an integrated support network for youth, working with them at various levels and spheres of their daily lives (family, school, and community). This integrated network is enabling the target youth to voice out their grievances and needs, to collaborate with the key stakeholders and to make efforts in order to resolve the local issues. These actors have been trained by the project, strengthening their understanding of and ability to apply principles of conflict and gender sensitivity, making them better equipped to support the target youth. The positive outcomes of these efforts can particularly be seen in the advocacy campaigns implemented by the youth. A key success factor in these campaigns has been the buy-in and proactive, tremendous support provided by teachers, government officials, and parents to make these efforts happen. For example, the local government in each target community supported youth with their peacebuilding initiatives by providing the venue and technical equipment like laptops and projectors; along with that, almost all social workers and social pedagogues supported youth to replicate all the capacity building training that they attended within the project for their peers.

At the family level, the project is seeing real transformation in the relationships between parents and their children, with 90% of youth reporting that their relationship with their parents has improved. By working closely with parents, the project is seeing a transformation in how parents view their own role in ensuring the well-being of their children. *“The atmosphere at home has changed, now I’m looking forward to coming back home. I can say that before JashStan, I was avoiding it because of the endless conflicts with my caregivers,”* said Nurjan, a youth participant from Ak-Korgon.

**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)*

To support youth inclusion the project works with actors who are key for enabling positive outcomes for and leadership qualities of youth most-at-risk, such as social workers, social pedagogues, juvenile police officers, and parents. The project ensures capacity building of these actors by strengthening their understanding of and ability to apply principles of conflict and gender sensitivity, making them better equipped to support vulnerable youth. As one parent of a JashStaner from Min-Kush, Naryn said, *“Before I was thinking that the main mission of girls is to get married, now I am realizing that they have the right for choice too."*

These actors also built linkage between target youth and local government to support youth inclusion by facilitating dialogues and demonstrating the critical needs of the target youth. The Town Hall meetings let the young people voice out the grievances and needs and discuss solutions together with their adult counterparts. The CWG meetings ensure consideration of youth needs and grievances at the national level. In particular, allocation of budget for youth needs at the local level, providing support to youth whose parents left for labor migration, and introducing youth-friendly mechanisms of implementing initiatives at the local level.

**Outcome 3:**

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

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

**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)*

**Outcome 4:**

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

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

**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)*

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)  For the reporting periods the next M&E related activities were fulfilled:   1. Observation protocols together with selected Key Informant Interviews (KII) of the youth parents who participated in the town hall meetings (round tables). The monitoring visits completed in all 7 targeted regions. 2. For the project's activities have aimed at capacity building and awareness-raising the corresponding pre and posttest were developed and completed before and after the event to measure % of knowledge gained 3. The work process of the national level Consultative Working Group was observed and measured considering criteria of participants engagement and evidence based results reported by implementing  organizations  and national government partners 4. The upgraded and transformed version of the online “Sisterhood and Brotherhood’ camps were observed in a systematic way and tested via pre and posttest.   All data entered into the online M&E system, and the M&E database has all necessary technical functions to disaggregate data by gender, age, location, and targeted beneficiaries category. | 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):  $30,000  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*:  The evaluation process will consider the high-level outcome indicators, and involve into the data collection process all project targeted categories including direct beneficiaries (youth, their parents, social pedagogues, representatives of juvenal police, mentors and project implementation partners) and indirect beneficiaries (representatives of Phase I of the project and their parents, local government staff, community members in the 27 previously and currently targeted locations). |
| **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:  Local Government of the Tameki Sovkhoz villages  150,000 KGS (2,000 USD)  Local Government of the Kashkar-Kyshtak villages  500,000 KGS (6,849 USD)  Local Government of the Jeti-Oguz village  150,000 KGS (2,000 USD) |
| **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)* | Ensuring continuous engagement of key partners including juvenile officers, social pedagogues, social workers, and parents is challenging  due to the high staff turnover and their high professional and personal workload. However, the  high turnover and workload of key partners are being discussed with national state agencies to look for solutions for existing systemic gaps at CWG meetings, including strengthening their capacity.  In addition, while many impacts of the project have been seen, due to the short implementation period of the project, it can be challenging to see and fully evaluate longer-term impact.  COVID-19 outbreak created additional challenges in working face-to-face with JashStaners and other project participants. Sisterhood School, CWG meetings, and Town Hall meetings were redesigned for an online format following the outbreak and related response measures. |

**PART IV: INDICATOR BASED PERFORMANCE ASSESSMENT**

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

|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Indicator Milestone** | **Current indicator progress** | **Reasons for Variance/ Delay**  **(if any)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome 1**  The target, most-at-risk youth, are empowered to influence the decision-making process for more inclusive policies around marginalized youth issues. | Indicator 1.1  Percentage change of most-at-risk youth, capacitated in advocacy and communication, participate in political decision-processes that directly affect the groups of most-at-risk youth | 44,6%    90 selected ‘most-at-risk’ disaggregated by categories: 35% migrants’ children, 33% youth who have conflict with law, 28% youth who have single parent and 4% represent children/young relatives of families who promote radical views (with 39 % female youth); 0% increase | **N/A** |  | The indicator will be measured at Final Evaluation | N/A |
| Indicator 1.2  Percentage change of most-at-risk youth who are satisfied with the ways that their voice is represented by decision makers and/or political leaders. | **7%** | At least 20% increase from the baseline value |  | The indicator will be measured at Final Evaluation | N/A |
| Output 1.1  In-depth conflict analysis identifies the extent of the relationship between vulnerability and susceptibility of marginalized youth to radicalization leading to violence. | Indicator 1.1.1  Number of evidence-based research conducted with focus on three groups of ‘most-at-risk’ youth | 1 | 1 |  | Achieved - 100% | N/A |
| Indicator 1.1.2  Number of specific factors identified by the research (as vital information for project implementation strategy) that directly influence youth vulnerability and susceptibility to radicalization leading to violence | 5 factors  - Migration;  -Weakening the role of family and school and strengthening religious institutions in the education of youth.  - Gender-based stereotypes;  -Interethnic tensions;  -Tribal tension. | At least 3 factors |  | Achieved - 100% | N/A |
| Output 1.2  Evidence- based gender-responsive and conflict-sensitive approaches for preventing radicalization among most-at-risk youth are applied in pilot communities | Indicator 1.2.1  # of newly developed gender and conflict sensitive approaches (based on research findings) developed and tested to prevent radicalization among three different groups of at-risk youth. | 0 (baseline findings show gender and conflict sensitive approaches will be guidebook for coaches (social pedagogues, social workers and juvenile personnel) to work with conflict and gender issues, training module in advocacy and guidebook in art therapy (psycho-emotional support) - and mentorship | At least 3 (one per group of youth) |  | Training modules in advocacy, guidebook in art-therapy, mentorship guidebook, guidebook in gender-responsive and conflict-sensitive coaching are ready | N/A |
| Indicator 1.2.2  # of evidence-based approaches targeting all the ‘most-at-risk’ youth groups are tested in pilot communities | 0; none of the 3 groups; in 0 communities | At least 2 approaches; 3 groups; in 7 communities (1 per oblast) |  | Achieved - 2 approaches in 7 communities. | N/A |
| Output 1.3  The target most-at-risk youth are capacitated in leadership and constructive advocacy skills. | Indicator 1.3.1  Percentage of participating most-at-risk youth who demonstrate increased knowledge of leadership and advocacy skills. | 0 | 60% |  | In Progress - Leadership knowledge: 47.4%; Advocacy skills: 44.6% (pretest results; increase 10% in LD and 25% in CAS prior to pretest) | N/A |
| Indicator 1.3.2  ToT on Leadership and Constructive Advocacy Skills | 0 | **1** |  | Achieved - The ToT on Leadership and Constructive Advocacy Skills was provided for the coaches and mentors. | N/A |
| Indicator 1.3.3  Series of Leadership and Constructive Advocacy Skills trainings for target most-at-risk youth | 0 | **2** |  | Achieved - 2 rounds of trainings on Leadership and Constructive Advocacy Skills  were provide for the target youth | N/A |
| Output 1.4  The most-at-risk youth and national policy-makers are engaged in policy dialogues on key issues including best-practices of pilot approaches for preventing radicalization | Indicator 1.4.1  Number of key issues and best practices on preventing radicalization identified through the policy dialogues between most-at-risk youth and national policy makers | 0 national level dialogue platform and forums; 0 issues and 0 best practices | 1 platform created,4 dialogue forums held, at least 7 key issues and 7 best practices |  | In Progress - 1 dialogue, recommendations to the program of the Government of the Kyrgyz Republic for family support and child protection for 2018-2028 | N/A |
| Indicator 1.4.2  Number of action plans agreed between youth and policymakers covering issues from the conflict assessment. | 0 action plans | 15 action plans (one per community) |  | In Progress - The target youth in 15 target locations are implementing 15 action plans. | N/A |
| **Outcome 2**  The target youth are engaged and supported by a more enabling environment of local key stakeholders that are responsive to the issues and grievances that most-at-risk youth face | Indicator 2.1  Percentage of ‘most-at-risk’ youth who confirm that their grievances related to youth marginalization has been addressed by local decision making mechanisms | 9.3% of surveyed youth confirm, that their grievances has been addressed through Round tables 33.7%, local government meetings 25.6%, letters 19,8%. | 15% increase from baseline values |  | The indicator will be measured at Final Evaluation | N/A |
| Indicator 2.2  Percentage change of most-at-risk youth who believe that local decision makers are proactively addressing their grievances | **0** | At least 20% from baseline value. |  | The indicator will be measured at Final Evaluation | N/A |
| Output 2.1  Key stakeholders, including existing youth leaders, social pedagogues, social workers and juvenile police are capacitated in gender-responsive and conflict-sensitive coaching the most-at-risk youth | Indicator 2.1.1  Number of stakeholders (youth leaders, social pedagogues, social workers and juvenile police) who demonstrated increased knowledge on gender-responsive and conflict-sensitive coaching by at least 30% (average) | 0 youth leaders; 0 social pedagogues, 0 social workers and 0 juvenile police and level of their knowledge TBD | 15 youth leaders; 15 social pedagogues, 15 social workers and 15 juvenile police and at least 30 % at average |  | average % of knowledge increased is 20,9%  (prior to pre-test)  mentors -21%  Social pedagogs-18,33%    Juvenal police -28,33%  Social workers-21,25% | The  targets should be reconsidered , since “30% of increased” is  too high. During entire project life none of the awareness raising or capacity building activity reach the defined target |
| Indicator 2.1.2  Number of trained mentors (youth leaders, social pedagogues, social workers and juvenile police) applied their skills in piloting evidence-based approaches targeting the ‘most-at-risk’ youth groups | 0 mentors in 0 communities | 30 mentors in 7 communities |  | 15 mentors (one per location | N/A |
| Output 2.2  The targeted most-at-risk young are capacitated and mentored to constructively engage with key stakeholders for practical solutions to reducing radicalization amongst youth. | Indicator 2.2.1  Number of  engagement actions developed and  implemented by identified ‘most-at-risk’ youth (by at least 30% of  ‘most-at-risk’ youth) | 0 most-at-risk youth, 0% representatives of each group | At least 15 actions |  | Achieved/Exceeded - More than 45 initiatives in 15 target communities. | N/A |
| Indicator 2.2.2  Number of types of grievances communicated by the trained most-at-risk with mentors (youth leaders, social pedagogues, social workers and juvenile police) by the end of mentorship period | Type of grievances shared is TBD at the first meeting of mentors with most-at-risk youth | 5 types of grievances shared by at least by 50% of trained most-at-risk youth |  | Achieved/Exceeded - grievances are voiced by youth:  i) lack of understanding between youth and their parents and caregivers;   ii) lack of opportunities and information related to the  profession choice;  iii) lack of understanding on how to voice out the youth needs  at the local and national level;  iv) juvenile crime;  v) youth radicalization. | N/A |
| Output 2.3  Collaboration between schools, families, juvenile police service and local government in integrating vulnerable youth into public affairs is strengthened. | Indicator 2.3.1  Frequency roundtables between youth and community stakeholders (schools, families, juvenile police and local government) on identified grievances/issues of most-at-risk youth. | **0** | Once per month with a discussion of at least 2 issues throughout a year |  | Achieved - 146 round tables  in 15 target communities facilitated by the target youth with the participation of the key stakeholders including the local government. More than 15 youth issues were discussed. |  |