

**PBF PROJECT PROGRESS REPORT**

**COUNTRY:**   Kyrgyzstan

**TYPE OF REPORT: FINAL**

**YEAR OF REPORT:**  2020

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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:**  **(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).  State Agency on Youth Affairs, Sports and Physical Culture under the Government of Kyrgyz Republic;  Ministry of Labor and Social Development of the Kyrgyz Republic;  Ministry of Education and Science of the Kyrgyz Republic;  Inspection of Minors' Affairs of the Ministry of Internal Affairs of the Kyrgyz Republic. |
| **Date of first transfer:**  31 March 2017  **Project end date:**   November 30, 2020  **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**  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: GM2**  **Project Risk Marker:** low/**medium**/high  **Project PBF focus area:**  national reconciliation, democratic governance, and conflict prevention/management and support the UN Security Council Resolution 2419. | |
| **Report preparation:**  Project report prepared by: Search for Common Ground-Kyrgyzstan  Project report approved by: Keneshbek Sainazarov (Central Asia Programme Director)  Did PBF Secretariat review the report: Yes | |

***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):

This final report communicates project results against the objectives for the whole implementation period between January 21, 2019 and November 15, 2020.

Project intervention activities supported to create an enabling environment for the most-at-risk youth[[1]](#footnote-1) to raise youth voices and positively contribute preventing radicalization and violent extremism in 15 target communities in Kyrgyzstan. The core of the enabling environment is built around informed collaboration of local self government bodies, social pedagogues, and juvenile police, and family institutions. The target youth and key stakeholders received multi-faceted capacities through the series of different capacity building training on leadership development, constructive advocacy skills, gender choice workshops, and peacebuilding training. The target youth facilitated 146 rounds of Town Hall meetings at the local level to discuss youth issues with the participation of the 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. JashStaners established Youth Centers with the support of the local government.

The Consultative Working Group has been established and four rounds of meetings have been held. As a result, the “[Roadmap for the implementation of youth initiatives at the local government level](https://www.sfcg.org/wp-content/uploads/2020/10/Roadmap_for_Implementation_of_Youth_Initiatives_at_the_Local_Level.pdf)” was developed as a tool to increase youth civic engagement. The JashStaners learned the fact-checking instruments for critical information consumption. Through the Peacebuilders’ Diary media component, JashStaners are promoting peace and the role of young people in peacebuilding. The JashStaners with the support of the key stakeholders implemented their peacebuilding initiatives that tackle the local youth issues including the issues around COVID19. Search together with six implementing partners conducted the final conference on excellencing youth PVE and peacebuilding programming in Central Asia on November 11, 2020.

The contract of subgrantees four was terminated by June 15, 2020[[2]](#footnote-2). Search prolonged contracts of “Jash-Niet” and “Step to Success” to implement final project activities until October 30, 2020.

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):

100% of the project activities are completed. There is no project -related event planned in the next six months.

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):

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):

JashStan brought a positive impact to the lives of youth and elder beneficiaries equally. Youth gained constructive voice to communicate their issues to decision makers and to their parents; changed their behaviour from being the cause of the issue to becoming a solution.

A 17 years old Nurbolot from remote Min-Kush village in Naryn oblast in one year became a leader of a school self-government and elected as a president in 2019. His friends, teachers, and local law enforcement expressed their surprise. Nurbolot used to be in the list of juvenile police for having issues with law for the records of violent school bullying cases and even bringing guns to school.*“I could not have anticipated Nurbolot changing; it was so unexpected.” shares her admiration, Ms. Saltanat, a juvenile police officer in Ming Kush.* In close collaboration with the local juvenile police officer, [Nurbolot](https://drive.google.com/file/d/1wbtY_CM5Yipek3qLWKmmtC64bS-cbJT2/view?usp=sharing) delivered a series of training on peacebuilding to local youth

Series of Gender Choice Workshops impacted the life perspectives of two young girls’ in the southern oblast of Osh. [Rusikhon](https://drive.google.com/drive/folders/1yfEGJSrEVF3arkpA-Cpsf-K0KcqHkguB) from Mirmakhmudov village in Nookat and Umida from Alle Anarov village in Aravan are the first females in their conservative villages to pursue higher education for the last 20 years. Both of them enrolled in the pedagogy department at Osh State University today.. *“Our village is quite conservative and normally girls do not pursue higher education. We do not do that here. The JashStan showed me my potential and opportunities, further it inspired me to accomplish my goal, i.e. to become a teacher and contribute to empowerment of girls in my village” says Ruzikhon. “I am so grateful that JashStan helped me to understand that I have rights for education and that I have a choice. Before JashStan I never cared about my studies. I was planning to learn just sewing skills. But now, I have come to realize that I’m capable of more. I am a role model now for girls in my village*” shares her story Umida.

Series of seminars for parents on building communication and strengthening relationships with adolescents transformed the relationship of Mr. Sayidakhmatov Shukurillokhon with his daughter Umida and brought a positive atmosphere in their family. “*I realized that I was full of stereotypes and I was so pushy to Umida by forcing her to do the things that I want. Plus, I was not able to hear her voice. But now our relationship with Umida has changed. I gave my permission to Umida to pursue higher education. She is now the first female in our village. She trusts me and I trust her. I’m proud of her achievements” said Umida’s father.*

Equally important example is the story of Ms. Akylyyma Kydyeva, a social pedagogue with 28 years of work experience. After the series of capacity building training starting from the training on constructive advocacy skills and ending with the training on peacebuilding, she was able to change her perception that the young people are not capable of contributing to peace and resolution of local issues.She decided to put herself forward as a candidate in the local parliamentary elections, and she was elected on 22 September 2019. *“ JashStan helped me to see young people as agents of positive changes. I started to recognize their role and I realized the challenges they face in order to participate in decision making. I decided to become a Deputy of the Local Parliament, because at that position, I could do more for youth engagement in decision making processes in Saruu”, she said.*

**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: On track with peacebuilding results**

**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 advocate for specific youth issues to their local governments and those are addressed positively. 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 allocated budget for covering youth needs at the local level. In all 15 target communities, the JashStaners were able to implement their youth peacebuilding initiatives to tackle local youth issues as well as the issues around COVID-19.

*For example, in Seidikum, the local young people organized a series of offline and online training on how to use Zoom, Youtube, Google Classroom, ZipGrade for teachers and local young people in order to improve the quality of online education in their village. In Saruu, Jeti Oguz, Kashkar -Kyshtak, the JashStaners conducted the training on critical information consumption through fact-checking instruments for their peers. In Min-Kush, the project participants launched the media campaigns on promoting positive alternatives to violence among youth.* In fact, these peacebuilding efforts of the target youth caused a decrease of the youth crime in the project target communities. *“According to the recent data of the Juvenile Police, the youth crime decreased for 9 % in the target communities of the JashStan project”* reported Ms. Nurjan Adylova, the Head of the Juvenile Police during the final conference on excellencing the PVE and peacebuilding youth programming in Central Asia on November 12, 2020.

The relationship between youth and local government has transformed. On the one hand, among youth there is a positive perception shift on the willingness of the government to address youth needs; on the other hand government also changed their attitude towards youth and treat them as capable people to contribute to community development.

*“I observed JashStaners working on their peacebuilding initiatives and frankly speaking, I was so proud of them. Even elders could not do the things that our JashStaners have done.”*, *said Bakhtiyar Karybekov, the representative of the State Agency for Youth Affairs in Osh.*

*Similarly, Sevinch from Ak-Korgon shared: "Before, we were afraid of the Local Government. We could not even knock on their doors. But now, we can even send them a message via WhatsApp at 10 pm with the request to help”*

**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)*

Both female and male beneficiaries increased their understanding of gender norms and gender equality. The project’s impact on how the youth view norms around gender reflected in their work outside these activities. The youth actively conducted campaigns to support girls' education and leadership at schools. JashStaners advocated for promoting female leaders for the School Parliament; they have developed an action plan to challenge the gender norms and stereotypes in their communities. For example, in Saruu, youth were able to promote female candidates for the position of School President and 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 are the stories of two girls from conservative communities Mirmakhmudov village in Noukat and Allya Anarov village in Aravan, whose life perspectives have been transformed after the Gender Choice workshop and they are now the first female who pursue higher education for the last 20 years. Also, in Jeti-Oguz the target youth together with the project participants from Phase 1 initiated a series of online workshops on girls` empowerment for their peers by involving the local self-made female leaders.

**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: On track with peacebuilding results**

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

The project has been able to build connections and networks 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 and youth peacebuilding initiatives implemented by the youth. A key success factor in these campaigns and initiatives have 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 supports the youth peacebuilding initiative by providing the venue and by recognizing the contribution of young people to peace in their villages. *“Multi-generational cooperation and commitment should be provided at all levels. We should always demonstrate our recognition of the role of youth in promoting peace and in resolving the local issues. It will motivate us and youth to contribute to peace even more”, said the Head of the local government in Talas.*

Another example is related to the support of all social workers and social pedagogues. They supported youth to replicate all the capacity building training that they attended within the project for their peers. They helped youth to implement their youth peacebuilding initiatives by providing all the necessary resources. *“Almost a couple years ago, when we saw the juvenile police officers at our school not only students but teachers as well were afraid of them. Can you imagine, now our we were able to implement our peacebuilding initiatives in close collaboration with them” shared Dilafruz from Nariman village of the Kara -Suu rayon.*  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. *“I am very grateful that my parents are able to understand and accept my life goals. They support me now. Not only we, young people have changed. But also, our parents have changed. For example, before the JashStan I always avoided spending time with my parents. But now it is vice versa” said Tokhirzhon from Arslanbob village.* 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.

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

Gender sensitivity and youth inclusion are the core focus areas of the overall project intervention. For this, about 50% of the total project budget was allocated for the activities on gender-sensitive peacebuilding, women’s empowerment and youth inclusion. Specially designed program *Sisterhood Camp* with participation of young girls and social pedagogues and Gender Choice Workshops for girls and boys resulted in the improvement of the knowledge and understanding of gender stereotypes based on socially constructed norms; positively influenced attitudes and behaviour of beneficiaries towards gender roles in their communities; enabled girls and parents to transform their view on education and the interdependent role of women and men in the society. For instance, one of the parents of our beneficiaries in Talas acknowledged how influence of gender stereotypes falsely guide them before the training interventions: *“We used to force our daughters to study to become either nurses or teachers, since we thought that other professions are not suitable for girls. Now we understand we were affected by gender stereotypes.”*

Besides, project interventions enabled school teachers to reflect on their own gender perspectives: *“I have been working in this school for more than 28 years and have never thought about gender issues in our school. I just realised that for 28 years, we did not have a female School President. I was thinking that this is normal, but now I’m supporting our Jashstaners to advocate for gender equality in the School Parlament.” said Akylyyma Kydyeva, social pedagogue from Saruu.*

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit) | During the reporting period, routine ongoing monitoring activities were systematically conducted. Thus, effectiveness and % of knowledge gained upon provided training and workshop components (e.g. Fact-checking training, story-telling workshop) captured by pre and post-tests. The results of the pre-post test are hosting in the on-line M&E system, and available for specific data analysis (disaggregation by gender, location, ethnicity, age, social position, institution for a certain period of time) Additionally, these activities observed by M&E departments staff in order to measure:  a) participants engagement rate;  b) effectiveness of training facilitation;  c) coherence of the agenda and its and linkage with actual training exercises.  The observation points had aims to triangulate the pre and post results and to get a comprehensive picture of certain unexpected trends in participants' answers.  After each project training activity, the M&E team organized learning sessions for project staff and presented the results of the pre-post test enhanced with the recommendation withdrawn from the observation notes.  The work of Consultative Working Group was taken under structured observation to measure;  -perception of the participants the Road Map presented in the CWG  -consistency of the meeting  -correspondence of the proposed methodology (Road Map) to the initial outcomes in the appropriate layer of the project logframe. |
| **Evaluation:** Has an evaluation been conducted during the reporting period? | Evaluation budget (response required):  30,000.00 USD is budgeted. The selected vendor is in a process of detailed calculation of the actual budget considering existing rates for the data collection and data analysis services in the labor market. The budget will be updated prior signing a contract with a selected vendor and would not exceed the initial budget.  If project will end in next six months, describe the evaluation preparations *(1500 character limit)*:  Competitive process was completed to select a research company to conduct the final evaluation with the involvement and approval of the UNPBF Secretariat Institutional Learning Team (ILT) and M&E department. Rubicon LLC was upon evaluation and finance proposals review together with consideration of the interviewing results. Search is in the process of signing contract with the selected vendor. |
| **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).  The Kyrgyz Government allocated 15 million KGS (approx. 180,000 USD) for establishing a new school in Ak Korgon village (this is a result of the advocacy campaign of the project participants).  The European Commission  555,554 EUR for the expansion of the JashStan programming in Uzbekistan (Asaka region). |
| **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)* | While many impacts of the project have been documented, due to the short implementation period of the project, it can be challenging to see and fully evaluate longer-term impacts and their sustainability.  The COVID-19 outbreak created challenges in working face-to-face with JashStaners and other project participants. Sisterhood and Brotherhood School, CWG meetings, and close out events in Batken and Jalal Abad were redesigned for an online format following the outbreak and related response measures. |

**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:

$0

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

Due to the global COVID-19 crisis, Search redesigned its activities to use online formats and added additional activities:

1.2. Small grants for youth initiatives on sustaining peace

2.2.b Brotherhood Camp

2.2.c. Fact-checking and storytelling for peacebuilding online workshops for youth.

To support the target 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. Some of the youth peacebuilding initiatives tackled the issues around COVID-19 as mentioned above under Outcome 1. To complete all of these activities JashStan received a no-cost extension until November 20, 2020.

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

☐ Reinforce crisis management capacities and communications

☐ Ensure inclusive and equitable response and recovery

☐ Strengthen inter-community social cohesion and border management

☐ Counter hate speech and stigmatization and address trauma

☐ Support the SG’s call for a global ceasefire

☐ Other (please describe):

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

The project equipped the target young people with the tools and resources to foster peace in their respective communities. More than 90 target youth are equipped with constructive advocacy skills and they are able to transfer the key concept of peacebuilding. During the COVID-19 pandemic, the target youth demonstrated their willingness to contribute to the resolution of local issues and promote peace. *For example, in Kashkar-Kyshtak and Saruu, youth replicated their gained knowledge on critical information consumption through fact checking instruments. They provide a series of online training for their peers. Along with that, the target youth in Kashkar-Kyshtak launched a crowdfunding campaign and helped the local hospitals with the medicines. In Seidikum, youth equipped their teachers with digital skills in order to help them to make their online classes more interactive. Another example belongs to youth from Ak-Korgon village remote areas with limited infrastructure and resources. They identified a burning issue during the pandemic, the first graders and teachers did not have an opportunity to wash their hands in their school because of lack of the water and hand washing facilities. In order to address this problem, the project participants installed washing facilities in their school, with warm water for teachers and school students. Along with this, they provided health education on hygiene during a pandemic for more than 120 first graders with the support of local medical personnel.*

**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**  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) |  | Achieved - 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% |  | **Partially achieved** - 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 |  | Achieved- 1 Road map is developed and presented to the Government Representatives`1 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) |  | Achieved - - 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 |  | **Partially achieved**  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  target should be reconsidered , since “30% of increase” 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 |  | Partially achieved - 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. |  |

1. Young females and males aged between 14-28 years old. [↑](#footnote-ref-1)
2. “Abad”, “Peaceful Initiatives”, “Kochmon”, “TOSM” [↑](#footnote-ref-2)