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 **PBF PROJECT progress report**

**COUNTRY:** SOUTH SUDAN

**TYPE OF REPORT:** annual report

**YEAR of report:** 2020

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| **Project Title:** YOUTH ACTION FOR REDUCED VIOLENCE AND ENHANCED SOCIAL COHESION IN WAU, SOUTH SUDAN**Project Number from MPTF-O Gateway:** 118940  |
| **If funding is disbursed into a national or regional trust fund:** [ ]  Country Trust Fund[ ]  Regional Trust Fund**Name of Recipient Fund:** IOM | **Type and name of recipient organizations:** IOM (Convening Agency) UNESCO |
| **Date of first transfer:** 2 December 2019**Project end date:** 31 May 2021 **Is the current project end date within 6 months?** No  |
| **Check if the project falls under one or more PBF priority windows:**[ ]  Gender promotion initiative[x]  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** IOM $ 950,000UNESCO $ 550,000 Total: $ 1,500,000 **Approximate implementation rate as percentage of total project budget**: IOM implementation rate is 39% of which 14% presents actual expenditures and 25% presents IPs related disbursements that will be reflected as actual expenditures in upcoming report\*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: $163,140Amount expended to date on activities focussed on gender equality or women’s empowerment: 0 |
| **Project Gender Marker:** GM2**Project Risk Marker:** Medium **Project PBF focus area:** 2.3 Conflict Prevention/Management |
| **Report preparation:**Project report prepared by: Gaia Baudino, IOM Programme Officer (Transition and Recovery)Project report approved by: Benjamin Moore, RCO PBF Focal PointDid PBF Secretariat review the report:  |

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

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

**PART 1: OVERALL PROJECT PROGRESS**

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

Steady progress has been made in the first year of project implementation. The deployment of all project staff and the contracting of four local organizations as implementing partners strengthened the project capacity to deliver results despite the difficult operating environment in light of the COVID-19 pandemic. The baseline study has been completed however the deployment of the Mindfulness-Based Stress Reduction (MBSR) trainer has been delayed due to travel restrictions. Similarly, awareness-raising activities had to be conducted via radio to respect safety measurements. Project partners are engaged at different levels with youth at-risk[[1]](#footnote-1), youth gang members and their respective families and communities. During project activities involving youth and community members, project staff have observed an increased willingness to engage constructively with each other. The constant interaction with youth at-risk and youth gang members (including 42 groups of youth gang members, 10 organized youth groups and 15 youth at-risk groups) enabled these groups to gain trust and confidence in the project, resulting in openness and increased involvement of beneficiaries in project activities. The buy-in of local authorities and stakeholders further bolstered the project capacity to implement activities. The participation of youth at-risk in TVET activities has additionally provided them with an opportunity to identify alternatives to criminal behaviour.

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

The project will focus on strengthening positive social and economic engagements of youth at-risk in their local communities. This will be achieved through vocational and entrepreneurial skills’ development; supporting youth with start-up for small youth enterprises, and linking youth with jobs and internship opportunities. Additionally, increased focus will be made to amplify youth voices in decision-making processes through supporting leadership, civic and conflict management skills’ development, and availing platforms for youth to engage and foster mutual understanding with Government and traditional leadership structures. The project will also finalise the analysis of the data for the participatory action research report, develop and roll out the pilot gender transformative approach including curriculum development and training the identified peer facilitators from different ethnic and gender groups, and providing technical support to engage 200 members of criminalised and youth at-risk groups, aimed at sensitizing them on gender-transformative dialogues on violence prevention. It is also envisioned that the MBSR component of the project will be rolled out in the next phase and closely integrated with livelihood support activities.

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):

Not applicable as the project end 31 May 2021 (8 months remaining).

*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 relationship between youth, their family members and the community overall is slowly improving. Youth continue to play a pivotal role in sensitizing and creating awareness about COVID-19 prevention and promoting peaceful co-existence in the community. Positive contribution of youth at-risk to the well-being of the community has started, which resulted in the attitudinal transformation and increase in empathetic views of local community leaders towards youth. During one of the community theatre performances, the State Police Commissioner appreciated the impact of the project on reduction of crime in Wau Town and stated that “*this initiative shall complement the work of police in view of crime prevention and shall also contribute to development of a peaceful community.”* Furthermore, the Deputy Commissioner of the police agreed to attend a radios session with some youth of the project, although he later had to withdraw only due to the fact that his position as a representative of the police did not allow him to appear in the media.

Another significant dimension of the project relates to the strengthening of family relationships and facilitation of intergenerational dialogue as a basis for the prevention of involvement in crime and violence among youth at-risk. The initial reaction of youth at-risk towards the involvement of their parents in the project was not encouraging: they were fearful, suspicious and less interested in activities pertaining to intergenerational dialogue. Through active engagement by project staff and implementing partners in facilitating these dialogues both sides slowly opened up to discuss expectations towards each other. Taking the example of the alienation between elderly and youth, both were equally given space to express their grievances such as experiences of neglect by the elderly and disrespect and disconnection from the youth inside the family system, in a safe space. This process requires time and continuous visits of the same families and communities. As the inter-generational communication had been disrupted in many cases, both sides had to admit gaps in communication and how these have negatively affected the relationships between them. The impact of the intervention was felt through positive feedback received from individual families relating to tangible and encouraging behavioural changes in their children over the course of the intervention. A 24-year-old man residing in Hai Masna shared that his son, the beneficiary of the programme, *“turned to be more responsible, started cultivating with the family, which has never happened before”.*

**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: Emotional distress and use of violence among youth at risk are reduced through positive coping strategies at individual, family and community levels**

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

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

The project has established interactions with 42 youth gangs and 15 youth-at risk groups in Wau. As part of the development of the gender transformative approach to working with criminalised and youth at-risk, the project designed Participatory Action Research (PAR) to inform the design of a gender transformative approach, which includes understanding motivations for young people to join gangs, potential ways of addressing the issues the youth faces and key gaps on gender and violence-related knowledge, norms and behaviours. The PAR tools developed include community mapping of key features in their communities, risk mapping for locations within communities where they feel safe/ unsafe and actor analysis of all those with positive and negative impacts on the lives of the youth. A total of six workshops with youth at-risk in Wau were held in July using the PAR tools with six youth groups comprised of six members each with participants form the same ethnic background and gender. The PAR workshops enabled project partners to identify youth peer facilitators from the different ethnic and gender groups who will be engaged for the design and roll-out of dialogues. Project partners are currently analysing the PAR data and drafting the gender transformative approach and curriculum, which will continue to be designed with youth in a participatory manner.

The psychosocial mobile team (PMT) reached out to youth at-risk residing in three bomas within Wau: namely, Hai Masna, Nazareth and Ngobu. Overall, 114 youth at-risk (48 female and 66 male) benefitted from focused non-specialized psychosocial support like counselling and support groups and were engaged in income-generating, creative and non-formal learning activities according to their needs. Issues raised during counselling sessions were lack of access to basic needs, health services and education, absence of decent shelter, subsistence means, difficulty to cope with loss of loved ones, burden of strained family relationships as well as negative feelings the youth at-risk had developed due to their affiliation with a gang. Moreover, substance abuse and peer pressure were highlighted as leading causes of distress. Groups discussed inclinations towards destructive, aggressive and risky behaviours, and how to develop a positive and worthy self-perception, and meaningful personal values. The members of the groups gained awareness and understanding of the consequences of negative coping mechanisms such as substance abuse. Support groups provide youth-at-risk with a safe space where they can voice their concerns in a circle of individuals they trust and where everybody carries a non-judgemental regard. Another significant dimension of support group work is related to transforming the affiliation of youth with gangs towards their belonging to progress- and development-oriented groups, such as support and recreational groups facilitated by the PMTs. PMTs observed a positive dynamic among youth-at-risk in view of a growing sense of their belonging to the support group, since allegedly, some gang members encouraged their peers to refrain from criminal affiliations and join the programme for their personal growth and development. Psychosocial support including skills groups, recreational activities, and stress management and self-awareness exercises, such as body mapping enables the creation of social connections, development of skills and nurtures a sense of belonging. “Participating in these activities is like being with a family.” – says a 24-year-old young man from Hai Masna, a participant of a baking activity.

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

The project engaged separate groups of young men and young women from youth-at-risk groups for the PAR with same sex facilitators to ensure that women and men felt comfortable to participate. Furthermore, the separation of the PAR workshops by ethnicity and gender has also enabled the project to identify youth peer facilitators from different ethnic and gender groups who will be engaged to facilitate dialogues with different gender groups. This has enabled the PAR to intentionally gather data on differences between genders, the experience of gender and norms that underpin the use of violence.

During the psychosocial support sessions, the team emphasized gender related perceptions and norms, and on the problem of unequal treatment, especially towards girls. Experience shows that men or boys typically dominate participation in education or training opportunities. This is because either decisions are taken at household level, or community leaders/local authorities use mobilization strategies that put women or girls in a disadvantaged position. To ensure adequate participation of women and girls, project teams reached out to the communities and discussed the benefits of participation of girls or women.

**Outcome 2: Youth increase their positive social and economic engagement in their communities**

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

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

Through a participatory market assessment, the project identified the types of economic opportunities through which the youth gangs can be assisted. The assessment indicated that youth with knowledge and skills in electrical engineering, basic computer programming, hospitality, beauty and cosmetics, tailoring, and general retail business are most likely to secure job opportunities or maintain small businesses. The beneficiaries of vocational and business skills’ training were drawn from the pool of youth groups currently engaged by the project on other complementary activities including psychosocial support and gender-sensitivity awareness.

The project aims to train 210 youth (divided into three cohorts of 70 each) in seven vocational trades. The first cohort (35 male and 35 female aged between 13 to 25 years) graduated already. With these skills, young people are already engaging productively in the local economy and turning away from negative coping mechanisms and reducing the negative community perception of youth as perpetrators of violence and crime. Examples include rehabilitation of four water pumps, soap production and donation to the State Ministry of Health and orientation of the medical staff of Wau and Jur River counties on soap production. Other examples include production of 3,000 facemasks, which have been distributed to other beneficiaries of the project as well as state officials. All graduates learnt seeds and vegetables production skills and are now supplying vegetables to the local market. They joined others in the celebration of the World Food Day to celebrate their own achievement. As Veronica Kenyi, a catering student notes “economic empowerment is an important step in reducing vulnerability to violence through building resilience”.

Five campaigns on ‘back to learning’ were organized following focus group discussions and key informant interviews with teachers in order to manage barriers for education or training of youth. In collaboration with the State Ministry of Education, radio talk shows with calls-in were organized to raise awareness on the local barriers to schooling or training, and to discuss alternative modes of learning in the context of the COVID-19. Boosting schooling and training is critical for changing people’s mind-sets and to strengthen critical thinking and action in favour of peaceful co-existence.

250 youth (51 male, 49 female) are learning literacy skills. This is 50% of the total target of the project. This number represents total household of 100 and all the communities in Wau. A separate group of 100 youth (64% of whom are former members of youth gangs) were trained in business development skills. This initiative is intended to inspire those undertaking literacy classes to later use their literacy skills to learn other livelihood skills. Participation of all the students in the celebration of the International Literacy Day (8 September 2020) provided an opportunity to introduce students to the concept and benefits of literacy skills and lifelong learning.

All the above achievements were made possible by the commitment of the State authorities (Ministry of Information, Culture, Youth and Sports, the Ministry of Health, the Ministry of Education, and the Relief and Rehabilitation Commission) which has helped to restore confidence in the young people about the role of Government in service delivery and thus strengthens the influence of the Government. It furthermore encourages the long-term engagement of the Government in providing education opportunities across ethnic lines or population groups which is important to address previous feelings of unequal access to services and opportunities.

**Outcome 3: Community perceptions of youth are transformed, breaking stigmatization and enabling young men and women to participate in decision-making processes.**

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

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

The project has secured the buy-in and has sustained strong support of six relevant local government entities and other key stakeholders, which has enabled the smooth, context appropriate and sustainability-focused implementation of project interventions. The State Police Department has embraced the project as complementary initiative towards crime prevention and reduction in Wau Town and close collaboration with the Ministry responsible for Youth ensured that the project received clearance to continue implementation of some interventions at a time when the government had imposed tight COVID-19 restrictions.

The positive contribution of the youth gangs and youth at-risk to the well-being of the community through the radio outreach and community theatre sensitization resulted in gradual attitudinal transformation of local leaders, local community and parents towards the youth gangs. Radio dramas were organized to discourage youth and members of the community from engaging in hate speech and discrimination, and sensitize them on peaceful co-existence and on the values of tolerance and solidarity, which are critical for the realization of social cohesion. Additionally, twenty young gang members were supported by a local artist group to express themselves through art and music to address their feelings on the impact of COVID-19. Through this platform, they have also made their voices to be heard by decision makers. This helps lay the foundation for building trust between the leaders and the young people, as youth were engaged in informing vulnerable community members on how to protect themselves from COVID-19.

Two intergenerational dialogues involving youth and traditional leaders took place in addition to above reported psychosocial work with families. The purpose was to help the traditional leaders understand the world view of the youth thereby minimizing misconception and prejudice about the potentials of the youth in laying the foundation for sustainable peace. During these dialogues, the youth expressed that they felt neglected by the elders (e.g. in decision making) while the elder generation described an alienation from the youth due to their use of technology and increasing loss of cultural practice and traditions.

Additionally, 76 youth gang members (42 male, 34 female) received training in conflict transformation, leadership and civic education. With this training, the real picture of conflict and its dynamics, what peace building entails, the enablers and barriers of conflict transformation, what leadership is and what it is not, and the relationship between leadership and development, among other things, have been uncovered to the participants. To demonstrate their appreciation of the training, the youth developed action plans, which they intend to translate into tangible projects to strengthen social cohesion among the youth and the communities in Wau. They expressed determination to be role models to their peers in other states.

**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)*

Meetings with local leaders and civil society organizations helped the project team to locate and engage the young gang members right at the onset of the project. Through the youth gang members, the project team was able to engage with most of the youth gangs in Wau, including those with purely female membership.

Testimonies of the project beneficiaries attest to the fact that the project meets their real needs and situations. Below are samples of testimonies;

*“For sure, I did not know myself well, now I know my personal ideal, my actual ideal and my society or country ideal. I’m going to value my life from today because I have personal ideal I want to attain a better life, I wish all the youths in Wau will get an opportunity to attend such training” –* said Margaret Ajulu of Hai Kosti A in Wau after attending conflict transformation and leadership training.

25 years old Jokino Samuel, leader of a youth gang had his assessment of what the intergenerational dialogue meant to him:

*“The inter-generational dialogue is the most effective way of communicating with youth; I really wish that the organization should bring all the youth to attend this dialogue. Those of us who have got the opportunity to attend this dialogue are the luckiest youth in this state”.*

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)A baseline study was completed using a variety of qualitative and quantitative methods. A mixture of qualitative and quantitative methods was employed for the collection of primary and secondary data. The primary data was collected, as appropriate, through: survey of youth gang participants of the project and community members and focus group discussions were held with some community members and leaders in Wau. Certain protocols were put in place in line with the IOMs protocol on minimizing the risks for COVID19 transmission [[2]](#footnote-2) A total number of 144 surveys were carried out in Wau and Jur river. Additionally, a total of 12 FGDs were conducted. | 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?*No evaluation has been carried out so far.* | Evaluation budget (response required): 33,000usdIf project will end in next six months, describe the evaluation preparations *(1500 character limit)*:       |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project.  | Name of funder: Amount:                                  |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* |  |

**PART IV: COVID-19**

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

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

$

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

Planned project adjustments have included contemplating how to leverage the disease as a common threat to promote social cohesion between Wau Town’s youth gangs and to use anti-hate speech, anti-stigmatization and anti-discrimination messaging and activities to meet the twin goals of responding to the social consequences of the pandemic, while at the same time generating positive change and reducing violence as one of the central project objectives. Marginalized groups, including youth and women are also uniquely positioned in the fight against corona virus. Young people are able to take on leadership roles in assisting their communities in a situation where the virus threatens the most vulnerable, including the elderly and people with co-morbidities and have an influence over the behaviors of their peer groups. As mothers, sisters and daughters, women also play a key role in shaping the values and behaviors of their households and communities. This includes behaviors related to peace and conflict.

With that, even with adjustments made under both the current scenario, as well as the potential scenario (see below for more detail), the overall objectives of the project remain the same, including the outputs related to the different outcomes on reducing distress and the use of violence, enhanced youth social and economic engagement and the transformation of negative community attitudes towards youth. In fact, the COVID-19-related adjustments can provide a meaningful platform through which to achieve the aims of the overall project, while also contributing to the humanitarian response to COVID-19 and illustrating how youth engagement, including the involvement of criminalized and at-risk youth, can help meet new ways of working under the humanitarian-peace-development nexus. With agencies potentially needing to further reduce their operational footprint at the field level, some of the current and proposed adjustments could also contribute to localization of peacebuilding support efforts and the sustainability of sustaining peace interventions in the long-term.

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

[x]  Strengthen inter-community social cohesion and border management

[x]  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.*)

**COVID-19 and Sustaining Peace Interventions in Wau:** While the spread of COVID-19 to places like Wau Town offers the chance for people to come together to collectively fight the pandemic, it also risks engendering and exacerbating existing divides, contributing to the continuation and deepening of violence and insecurity in the area. Since the escalation in the number of confirmed cases, there has been a considerable rise in stigmatization, hate speech and misinformation, which can easily serve as a basis for mobilizing communities and individuals against one another. Militarized and criminalized forces could easily take advantage of the disorder and panic at the local-level, predating on populations for personal and factional gain and pitting communities against each other. As privacy-related rights-based legal safeguards are more or less non-existent, the absence of confidentiality not only raises social costs and stigmatization for individuals, but for entire groups.

Economic downturns connected to the pandemic will only make matters worse further pushing Wau Town’s already disillusioned youth into criminality as one of the few attractive means for accessing resources in a climate of increased economic insecurity. With security forces and municipal authorities engaged in the COVID-19 response, it may be more difficult to contain violence and crime in urban areas, such as Wau. The same goes for local peace actors who could experience challenges and delays with respect to the important role that they play in violence prevention and mediation. While restricting public gatherings and enforcing social distancing are crucial, these measures limit the ability of local peace actors and their constituencies from coming together to build bridges. Although there are chances to explore new and innovative ways to remotely push forward peace efforts, face-to-face meetings have long been essential to building trust in conflict-affected environments.

**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****Emotional distress and use of violence among youth at risk are reduced through positive coping strategies at individual, family and community levels.** | Indicator 1.1%of improvement in well-being of people who participate in supportive activities and report on reduced emotional distress levels | Overall 64%; Males 68%; Females 48% | BL+10% | 10% average improvement rate on a (compiled scores and towards the end of the project). While 50% of the target participants reported positive changes by end of 2020. | n/a | Outcome indicators will be measured at the end of the project |
| Indicator 1.2% of youth who believe the use of violence is never justified to resolve conflict | Overall 88%; Males 86%; Females 92% | BL+10% | Attitude changes at competition of 18 weeks dialogues. Behaviour changes after follow-up activities. | n/a | Outcome indicators will be measured at the end of the project |
| Output 1.1Psychosocial Support is provided for female and male at-risk youth andyouth gang members, affected families and theirrespective communities.Output 1.2Youth and community leaders are engaged in a series of dialogues on communications, relationships and masculinity, including the use of violence at community level and against women | Indicator 1.1.1Number of female and male youth, and respective family members provided with focused mental health and psychosocial support services (individual and group) | **0** | 200  | 70 % of the target by end of 2020 | 114 youth-at-risk (48 female and 66 male) |  |
| Indicator 1.2.1Number of youth and community leaders attend dialogue sessions on communication, relationships and positive masculinity | **0** | 200  | 70 % of the target by end of 2020 | Not yet started | The sessions are planned for the next phase of implementation |
| Output 1.3Young women are engaged through leadership and confidence building activities | Indicator 1.3.1% Increase in young women’s empowerment  | 54% completely confident12% fairly confident10% somewhat confident15.5% slightly confident8.5% not confident at all | 65% increase on baseline | Changes in confidence after completion of empowerment sessions. Final empowerment targets to be achieved with engagement in economic empowerment activities and dialogue sessions. | n/a | Progress to be measured at endline.  |
| **Outcome 2**Youth increase their positive social and economic engagement in their communities | Indicator 2.1% adults who agree that youth contribute to productive societies through the livelihood assistance provided | 51% | BL+20% |  | n/a | Outcome indicators will be measured at the end of the project |
| Indicator 2.2% of youth who report increased self-esteem and enhanced self-reliance outside of crime activities | Self-esteem 52%; Self-reliance 57% | BL+20% |  | n/a | Outcome indicators will be measured at the end of the project |
| Output 2.1Male and female youth receive vocational training, small business trainings, and start up kits combined with soft skills development and socio-emotional competencies | Indicator 2.1.1Number of youth participating in TVET provided | **0** | **100** |  | 70 (35 male, 35 female aged between 13 to 25 years) |  |
|  | Indicator 2.1.2# of youth provided with business skills and start-up kits (disaggregated by age and sex | **0** | **200** |  | **140** |  |
| Indicator 2.1.3# of youth linked with job and internship opportunities | 0 | 50 |  | 0 | Activities are planned for phase II of the project |
| Output 2.2Youth capacity built in life skills, organizational management and socio-emotional competencies needed to create a sustainable livelihood project | Indicator 2.2.1# of youth provided with soft skills | 0 | 200 |  | 100 |  |
| Output 2.3Male and female youth receive basic, technical and/or alternative education | Indicator 2.3.1Mapping of out of school children | **0** | 1 |  | 1 |  |
| Indicator 2.3.2Number of back to school campaigns | 0 | 5 |  | 5 |  |
|  | Indicator 2.3.3Mapping of youth gang at Boma and Payam level | 0 | 1 |  |  | Activities are planned for phase II of the project |
| Indicator 2.3.4Number of youths facilitated to enroll in schools | 0 | 200 |  | n/a | Activities are planned for phase II of the project |
|  | Indicator 2.3.5Number of adult/functional literacy classesprovided | 0 | 25 (500 students with 50% girls) |  | 250 learners (51 male, 49 female) |  |
| **Outcome 3****Community perceptions of youth are transformed, breaking stigmatization and enabling young men and women to participate in decision-making processes.** | Indicator 3.1Percentage of youth who believe they have improved relationships and increased influence within their communities | TBD | BL + 10% |  | n/a | Outcome indicators will be measured at the end of the project |
| Indicator 3.2Percentage of community members who believe that youth positively contribute to their communities | 78% | BL + 10% |  | n/a | Outcome indicators will be measured at the end of the project |
| Output 3.1**Community awareness raised on youth contributions to peacebuilding** | Indicator 3.1.1Number of radio and theatre projects produced and community sensitization events led by the youth participants  | 0 | 12 (6 major community events + 6 radio drama series) |  | 7 |  |
| Indicator 3.1.2Number of participants (direct and indirect participants) in the community awareness events  | 0 | 15,000 participants (direct and indirect participants |  | 6,600 | Activities started but slowed down by restriction caused by the COVID 19 pandemic. |
| Output 3.2**Platforms are provided for the voices of young people to be heard by decision-makers to promote understanding** | Indicator 3.2.1# of forums held between youth and community/political leadership | 0 | 5 |  | 2 | Activities started but slowed down by restriction caused by the COVID 19 pandemic. |
| Indicator 3.2.2Intergenerational dialogue between youth and community elders/ leaders | 0 | 10 | 2 | 2 |  |
|  | Indicator 3.2.3# youth trained on conflict transformation and leadership | 0 | 200 |  | 76 youth gang members (42 male, 34 female) |  |
|  | Indicator 3.2.4 Number of people participating in capacity building events | 0 | 120 |  |  | Activities are planned for phase II of the project |
|  | Indicator 3.2.5 Number of civic education sessions held for in and out of school youth | 0 | 5 |  |  | Activities are planned for phase II of the project |
| Output 3.3**Youth are empowered to engage in a consultation process with community to define priority projects to be supported** | Indicator 3.3.1# of youth action plans developed  | 0 | 5 |  | n/a | Activity planned for phase II of the project |
| Indicator 3.3.2Youth participating in community labour | 0 | 200 |  | n/a | Activity planned for phase II of the project |
| Indicator 3.3.3Prioritized Infrastructure/community project  | 0 | 1 |  | n/a | Activity planned for phase II of the project |

1. The selection criteria for at risk youth agreed on by partners refers to: 1) Individuals with returnee/IDP status 2) Individuals from neighbourhoods with high levels of criminality and 3) Individuals aged 14-32 [↑](#footnote-ref-1)
2. WASH Protocols for Community Meetings Measures to minimize risks of COVID-19 transmission [↑](#footnote-ref-2)