



United Nations
Peacebuilding
Peacebuilding Fund

United Nations Peacebuilding Support Office (PBSO)/ Peacebuilding Fund (PBF)

Project Title: Cameras in hand: transformation and empowerment of Kyrgyzstani girls and boys.	Recipient Organization(s): The Global Partnership for the Prevention of Armed Conflict (GPPAC)
Project Contact: Charlotte Divin, Coordinator Project Development, GPPAC Address: 70 Laan van Meerdervoort Telephone: +31 703110974 E-mail: c.divin@gppac.net	Implementing Partner(s) – Foundation for Tolerance International (FTI)
Project Description: The project will focus on empowering Kyrgyzstani youth from different ethnic, gender and social backgrounds in the regions of Osh, Jalal-Abad, Chui and Batken to have a voice in local, national and international policy levels and to act as agents of change within their communities to foster understanding about the ‘other’ and bring new insights to gender roles, norms and issues.	Project Location: Kyrgyzstan (Regions of Osh, Batken, Chui and Jalal-Abad)
	Total Project Cost: \$599,005.72 Peacebuilding Fund: \$599,005.72 Fully allocated first tranche: \$209,652.00 Conditional second tranche: \$209,652.00 Conditional third tranche: \$179,701.72 Other contributions: 0
	Proposed Project Start Date: 1 January 2018 Proposed Project End Date: 31 June 2019 Total duration (in months)¹: 18
Gender Marker Score²: 2	
Project Outcomes: Outcome 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common messages to decision makers in their local constituencies, on the national level and international level, in order to make their vision of a peaceful future heard in policy making decisions. Outcome 2: Kyrgyzstani girls and boys from different backgrounds are empowered to create spaces for dialogue and reconciliation within and among their communities and peers to improve their understanding and attitude towards the “other” and develop new insights on gender norms and issues.	
PBF Focus Areas³ which best summarizes the focus of the project (<i>select one</i>): Promote coexistence and peaceful resolution of conflicts	

¹ The maximum duration of an IRF project is 18 months.

² PBSO monitors the inclusion of gender equality and women’s empowerment all PBF projects, in line with SC Resolutions 1325, 1888, 1889, 1960 and 2122, and as mandated by the Secretary-General in his Seven-Point Action Plan on Gender Responsive Peacebuilding.

³ PBF Focus Areas are:

1: Support the implementation of peace agreements and political dialogue (Priority Area 1):

(1.1) SSR, (1.2) RoL; (1.3) DDR; (1.4) Political Dialogue;

2: Promote coexistence and peaceful resolution of conflicts (Priority Area 2):









(2.1) National reconciliation; (2.2) Democratic Governance; (2.3) Conflict prevention/management;

3: Revitalise the economy and generate immediate peace dividends (Priority Area 3):

(3.1) Employment; (3.2) Equitable access to social services

4) (Re)-establish essential administrative services (Priority Area 4)

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including JSC/ PBF Secretariats)

(for IRF-funded projects)	
<p>Recipient Organization <i>Name of Representative</i> Darynell Rodriguez Torres <i>Signature</i> <i>Name of Agency</i> GPPAC <i>Date & Seal</i></p> <p> </p> <p>GPPAC Foundation <i>Global Partnership for the Prevention of Armed Conflict</i> Laan van Meerdervoort 70 2517 AN The Hague The Netherlands</p>	<p>Representative of National Authorities <i>Name of Government Counterpart</i> <i>Signature</i> <i>Title</i> <i>Date & Seal</i></p> <p> </p> <p>Mr. Kaldybaev Salidin Deputy Minister of Education Kyrgyz Republic 22.09.2017</p>
<p>Peacebuilding Support Office (PBSO) <i>Name of Representative</i> <i>Signature</i> Peacebuilding Support Office, NY <i>Date & Seal</i></p> <p> </p> <p>14/12/2017</p>	<p>Resident Coordinator (RC) <i>Name of Representative</i> <i>Signature</i> RCO, <i>Date & Seal</i></p> <p>GERARD GUTIERREZ RESIDENT COORDINATOR 25.9.2017  </p>

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including JSC/ PBF Secretariats)

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PROJECT COMPONENTS:

I. Peacebuilding Context and Rationale for PBF support

a) Peacebuilding context:

Kyrgyzstan became independent in 1991 after the fall of the Soviet Union. It is home to many different ethnic and tribal groups that co-exist as it borders with China, Kazakhstan, Tajikistan and Uzbekistan. Most of its population lives in rural areas (66%) while a third lives in urban areas (34%). Kyrgyzstan has a young, rapidly expanding population with around 47,5 % of the population is under the age of 25 (2016). In 2010, first the North and then the South was marked with violent conflict that caused 500 deaths, almost 2,000 seriously injured, and some 400,000 displaced, with youth playing a major role. While a high number of young people in a society does not necessarily cause violence, if combined to other factors such as unemployment, marginalisation and political exclusion of parts of the society, criminal and extremist activities, it can bring about instability and conflict.⁴

Some factors are structural such as occupational segregation in the labour market between women and men, a patriarchal society, socio-economic inequalities with high levels of rural poverty and insufficient domestic jobs for working-age people. In addition, the Kyrgyzstani education system struggles to include all minority groups. With a North/ South geographical divide, the Uzbek/ Kyrgyzstani distrust is particularly present in Southern oblasts, prompted by rural economic poverty which led to waves of migration towards cities. Alienation of the new groups caused politicians and extremist groups to take advantage of new comers which reinforced tensions between communities and religious groups. Youth particularly in rural areas, have fewer employment opportunities, may lack access to appropriate training or education which also makes them more vulnerable to these groups.

Ethnic tensions are exacerbated by language differences with the requirement of Kyrgyz or Russian language proficiency as State and Official languages for entry into university or for entry into state jobs. While linguistic integration is likely to be the long-term goal of this policy, the short-term result is exclusion of ethnic minorities in higher education or into accessing state jobs. At the same time, situational analysis show that some ethnic minorities deny education of girls based on gender roles.

Young people expressed feelings of being excluded from political, economic and social processes, a lack of trust in law enforcement and the legal system, dissatisfaction with the quality of public services and “decision making processes at local, family and even the individual level”.⁵ After the regime change in 2010, the government made commendable efforts to develop youth policies (by for instance creating a Ministry of Youth Affairs or creating specific legislation for youth), these initiatives however didn’t fulfil their ambition as they struggled to include the marginalised, uneducated or unemployed youth populations (mostly from rural areas). Currently education is provided in official and state languages (approximately 50 out of 2,200 schools taught in Uzbek). Therefore, there are limited chances for intercultural contact between Uzbeks and Kyrgyz, increasing perceptions of distrust and fear of “the other”.

As a result of a patriarchal society and economic limitations for women, women and girls are particularly affected with nearly 1 in 10 girls are married before the age of 18 in Kyrgyzstan⁶. A large proportion of early marriages in the country happen as a result of bride kidnapping, according to the United Nations Population Fund (2014). Despite, the government’s attempt to address this through legislation, it takes time to change social attitudes that may be considered as traditions for many communities. At the same time the latest research conducted by FTI show that community members try to simulate that they are agree with the laws which prohibit “early marriage” but de-facto they do not want to change behavior.

⁴ Mercy Corps & FTI. 2016. “Vulnerable to Manipulation: Interviews with Migrant Youth and Youth Remittance-Recipients in Kyrgyzstan.”

⁵ Saferworld, Nobody Has Ever Asked About Young People’s Opinion, 2012

⁶ Unicef, The State of the Worlds Children, 2016

https://www.unicef.org/publications/files/UNICEF_SOWC_2016.pdf, page 51

Although there is a significant difference between urban and rural youth, the common priority of traditional values, family and religion are a connecting factor that can be built on to foster understanding and common identity. However, there are differences in the definitions of family and its degree of influence. Urban youth put more emphasis on needs of self-fulfilment and self-actualization while in rural areas, family determines the gender roles (women tend to have a traditional role).⁷ Women in urban settings have a better chance of being considered the breadwinner within their family. For the majority of Kyrgyz, Uzbek, Tajik, Dungan youth, ethnicity and religion are the most important factors of their identity⁸. Therefore, common religion can also be seen as a connector to bringing youth from different backgrounds together.

After events of 2010 donors and organizations implemented a huge number of reconciliation and conflict mitigation projects, targeting youth, women, religious leaders, etc.⁹. Youth is perceived both as drivers of conflicts and agents of changes in these projects. As agents of changes, youth trained to play active role of peacemakers; young boys and girls participate in process of conflict analysis, developing and implementing action plans, in most cases at the local level. They gained knowledge and skills to build peace based on their needs. However most critical recommendations came from target groups, they expressed fatigue of participating in similar format trainings, roundtables etc. Most youth led actions respond to the needs of boys (building sport grounds to play football only for boys) or some actions support gender gaps between girls and boys by divide them in gender roles, etc. Young girls and boys, especially from urban areas feel limitation of ways to self-expression, they need a freedom to speak about own concerns which can be different by expected ones. An analysis of existing projects also show that youth need some practical skills they can use in daily life.

International actors can influence local dynamics through funding some initiatives rather than others, or supporting some actors rather than others and therefore have the capacity to either reduce tensions or aggravate them.

Furthermore, in the coming months, the following events should be monitored for risks of conflict outbursts: upcoming elections in October 2017; renewed cross-border tensions based on delimitation processes and access to natural resources; possible political destabilization after elections as a result of opposition activities.

To address some of the issues mentioned above, Kyrgyzstan adopted a Peacebuilding Priority Plan 2013-2016, that amongst other things, calls for a strengthening of a common civic identity while preserving cultural diversity¹⁰. UN Kyrgyzstan is working on developing a new Peacebuilding Priority Plan 2017-2010 referring to radicalization and marginalization of different social groups, including youth.¹¹ The project proposed by GPPAC and FTI will support the current peacebuilding plan in the country by fostering tolerance and understanding between the different groups and providing Kyrgyzstani youth from all backgrounds and genders with inter-cultural non-violent communication skills and respect for diversity.

b) Rationale for this IRF:

This project seeks to tackle divides within and between communities from different social, ethnic and gender backgrounds, the feeling of rural youth alienation from politics and society, youth exclusion from decision-making processes, challenging people's attitudes around gender norms and issues pertaining to women and girls such as child marriage and kidnappings. The project will involve girls, boys, women, men, from rural and urban (multi-ethnic) communities with the main actor being

⁷ Gulnara Ibraeva, Anara Moldosheva and Anara Niyazova, 2011. Thematic research – Kyrgyzstan, World development report 2012, Gender equality and Development http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1322671773271/Ibraeva_Kyrgyz_case_study_final_Sept2011.pdf, 2015.

⁸GIZ, Youth in Kyrgyzstan: Bridging Modernity and Tradition, 2015 <https://www.giz.de/en/downloads/giz2015-en-youth-in-kyrgyzstan.pdf>

⁹ High Level Meeting of Donors in 2013 noted that approximately 300 peacebuilding projects were implemented after 2010 in Kyrgyzstan.

¹⁰ Its outcome number 3 states that “Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights”.

¹¹ Presentation to Joint Steering Committee on the new Peacebuilding Priority Plan, July 2017

changed and promoting the change within communities being the selected girls and boys that will play a leading role in the whole project. The diverse group of children will be able to express their views, either for girls to speak up in a patriarchal society or for marginalised girls and boys and their communities (rural, minority ethnic groups) to feel more included in politics and society.

While youth in Kyrgyzstan face considerable obstacles to achieving personal and public success, it is important to hear what they themselves think of their situation, the problems they face as young people from a particular background or as young women in Kyrgyzstan. This will be done via the production of short films, a process which will be led by the youth every step of the way. The innovative methodology of participatory videos, a form of participatory media in which a group produces their own film in collaboration with their peers, communities and local policy makers. It is about bringing people together to explore social issues and voice concerns. By working with 14-18 years olds young Kyrgyzstani from diverse backgrounds, the project seeks to empower youth to act as agents of change in their communities and families to increase interactions and foster understanding towards the "other".

The project will focus on the connectors that link diverse groups together, to focus on the commonalities, while respecting the diversities. It will encourage policy makers at local, national and international level to include youth and youth's voices in their decisions and decision-making processes. The project will pay particular attention to intersectionality: gender, youth, social-economic backgrounds etc. The project will seek to empower youth by making them aware of international frameworks in place to support youth and women participation and empowerment in society in politics (UNSCR1325 and UNSCR 2250 for instance). Through a continued collaboration with the Ministry of Education, FTI will seek to work alongside schools and teachers as allies for change and to ensure sustainability of the project. The project will complement current peacebuilding efforts made by the Kyrgyzstani Ministry of Education, local leaders, other civil society organisations (international and local), UN agencies and other donors.

The added value of the proposed project to ongoing projects is its innovative approach to engage meaningfully with youth, to change their relations with "the other" and themselves, to gain insights on gender norms, and finally to represent themselves through their own voice before policy makers. The use of social media will produce ripple effects and project products will go beyond the youth and communities that are directly involved in the activities. A lot of youth participate in roundtables, trainings, camps and it can be difficult to engage meaningfully with youth while transferring skills that they will be able to use for their future employability. Participatory videos provide one of the highest forms of youth participation and at the same time provide video-making skills, social media advocacy skills alongside self-confidence, self-awareness and the inter-ethnic communications skills.

The time is relevant for the implementation of this project as youth constitutes a large part of the society in Kyrgyzstan, and a divide is growing between youth from different backgrounds (ethnic, religious, social, etc.), gender norms are shifting (gender roles are getting more traditional, conservative and religious perspectives which lead women and girls into cognitive dissonance), and GPPAC and FTI's project proposal will capture these developments and seek to bring together different groups by focusing on celebrating the differences while embracing common Kyrgyzstani values, including gender equality and girls rights. This project will also seek to empower youth to realise their potential to contribute to policy making, to make them feel included in these processes and by the policy makers by amplifying their voice to local, national and international policy arenas thus promoting youth inclusion in politics.

PBF is the right mechanism to fund this project, as it aligns with GPPAC's approach to peacebuilding and conflict prevention, it promotes local ownership by both local civil society and the government, a crucial partnership for change to be sustainable and innovative approaches that might not be fundable by other donors. Furthermore, the meta monitoring of all YPI PBF projects across the world will help showcases the tangible results of implementation of UNSCR 2250 and conflict prevention, an important step for convincing others to invest in such efforts, which will also contribute to GPPAC's

efforts to put prevention and peacebuilding on the top of the agenda. This proposed project can support this effort as it has strong potential for showing concrete results of the peacebuilding work.

The project uses several tools to ensure catalytic effects of outcomes. In order to reach as widely as possible throughout the country, the project covers four oblasts geographically covering both Northern and Southern regions. By targeting 16 schools total, 128 Kyrgyzstani girls and boys will directly be involved in the project and through the Participatory Video (PV) method's feedback loops with other students in their school it will reach at least 500 girls and boys. Up to 128 families will be engaged through the participation of their child and multi-ethnic communities will be brought together in the feedback sessions with youth for the showing of their films. Social media will play a big role in catalytic effects, using languages spoken by all ethnic groups in Kyrgyzstan the social media campaigns led by youth with support from project staff will reach out to youth around the country. Finally, GPPAC being a network of civil society organisations around the world will use its network structures to disseminate the results and methodology used in the PBF project. FTI and GPPAC will donate the video equipment to the schools at the end of the project and FTI will train several teachers in the PV methodology to facilitate replication and sustainability of the action beyond the 18 months of the project- thus the catalyzing effect will remain. FTI's experience with previous interactive youth led project shows that trained youth and teachers leads to them becoming experts and professionals to their peers and their skills are offered to schools, local and international NGOs, local authorities, etc.

Currently, UNPFA, UNICEF, UNDP and UNODC are implementing a project "Women and girls as drivers for peace and prevention radicalization" in Kyrgyzstan. FTI is a partner of the project component lead by UNPFA. There is also cross-border Kyrgyzstan-Tajikistan project supported by PBF also. In cases, where our proposed project matches with the cross-border project, it will synergies efforts. Other peacebuilding projects are implemented by Search for Common Ground (YPI), Saferworld, International Alert and other INGOs. At the beginning of the project, FTI will organize meetings with the existing projects to make sure that there is no duplication and to find pools to collaborate. It is expected that new PPP for 2017-2020 will be launched in 2018 and the project will synergize with them too.

II. Objectives of PBF support and proposed implementation

a) Project outcomes, theory of change, activities, targets and sequencing:

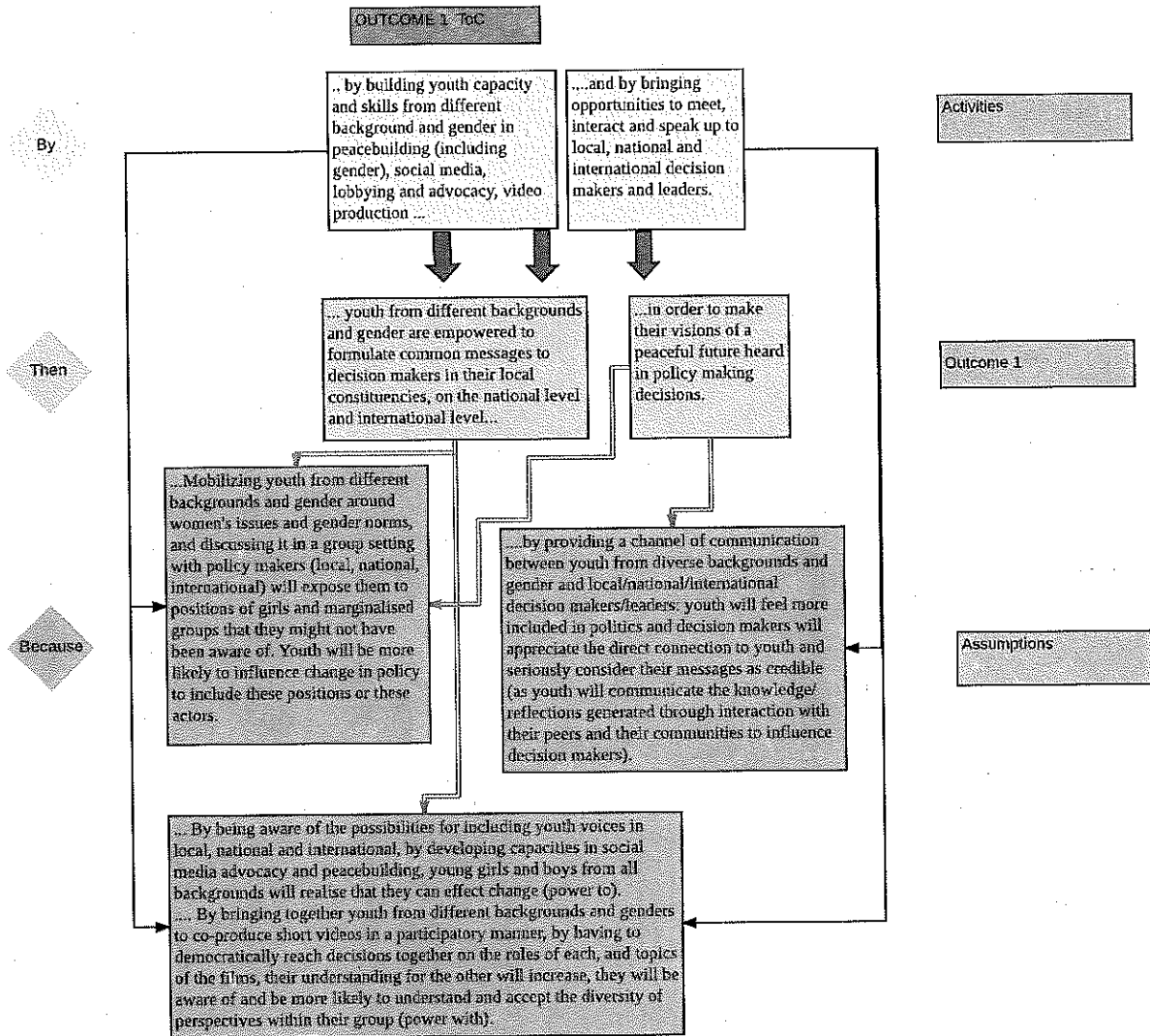
Outcome 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common messages to decision makers in their local constituencies, on the national level and international level, in order to make their vision of a peaceful future heard in policy making decisions.

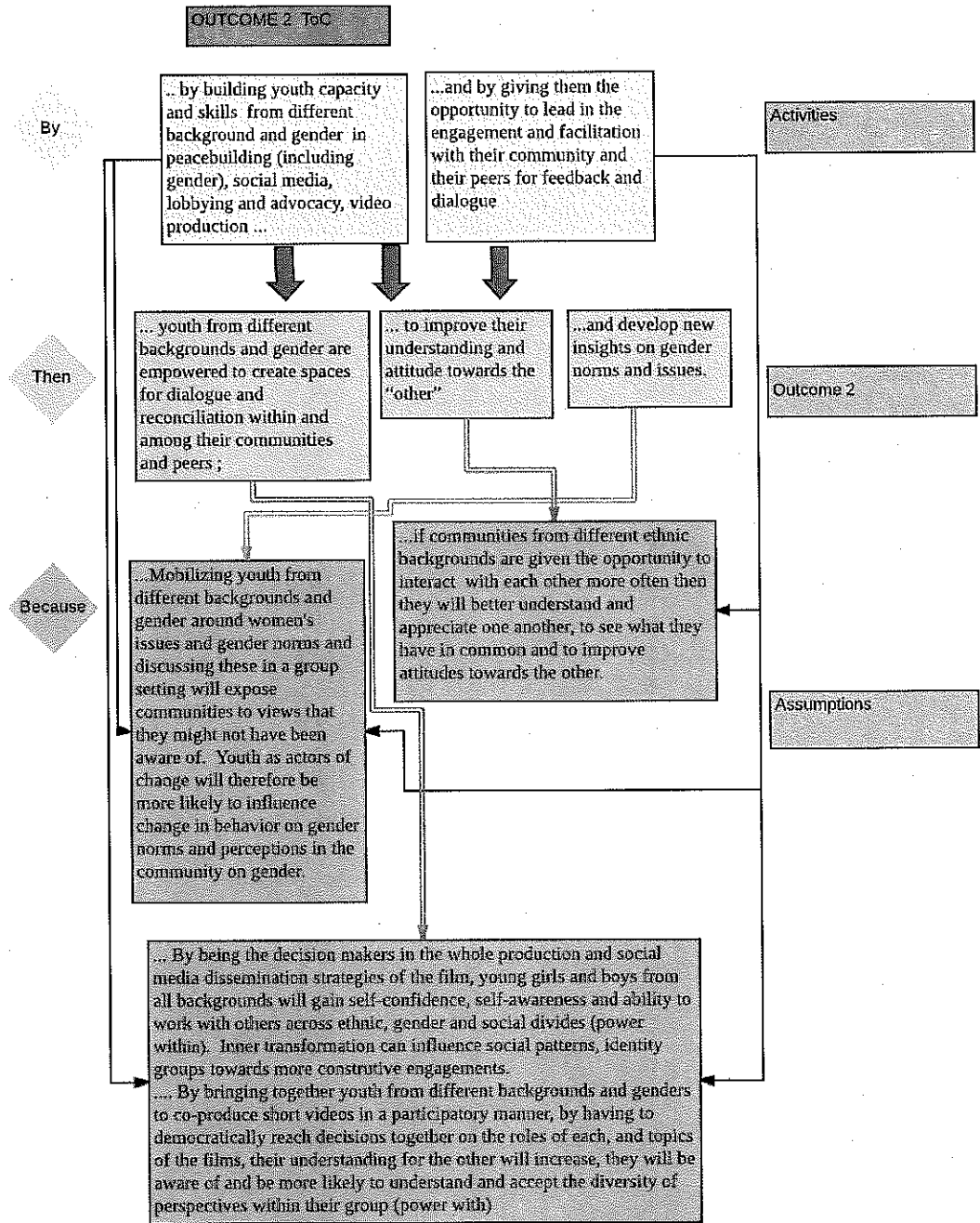
Outcome 2: Kyrgyzstani girls and boys from different backgrounds are empowered to create spaces for dialogue and reconciliation within and among their communities and peers to improve their understanding and attitude towards the "other" and develop new insights on gender norms and issues.

THEORY OF CHANGE (ToC) The following paragraph describes the main assumptions that will lead to youth empowerment. The meaning of empowerment used here for outcome 1 refers to "power with" (empowered to take collective decisions) and "power to" (empowered to act for change) and for outcome 2 it refers to 'power with' (empowered to take collective decisions) and 'power within' (empowered by self-confidence and self-awareness).

- Power "with": By bringing together youth from different backgrounds and genders to co-produce short videos in a participatory manner, by having to democratically reach decisions together on the roles of each, and topics of the films, their understanding for the other will increase, they will be aware of and be more likely to understand and accept the diversity of perspectives within their group.
- Power "within": By being the decision makers in the whole production and social media dissemination strategies of the film, young girls and boys from all backgrounds will gain self-confidence, self-awareness and ability to work with others across ethnic, gender and social divides.

- Power “to”: By being aware of the possibilities for including youth voices in local, national and international, by developing capacities in social media advocacy and peacebuilding, young girls and boys from all backgrounds will realise that they can effect change. **Assuming youth is empowered by their participation in the project activities these are the following assumptions linked to the outcomes:**





Activities contributing to both outcomes:

0.1 Gender sensitive conflict analysis: The project will start with a **gender sensitive conflict analysis**, facilitated by FTI and involving the participation of selected Kyrgyzstani youth (ethnically, socially and gender diverse) and fellow peacebuilders. At least 40% of the participants will be women/ girls and as much as possible a diverse ethnic/ social background. This will raise awareness of the diversity of perspectives of the conflict dynamics (including how gender influences one's experience and response to conflict) and its central actors and contribute to the baseline for monitoring the results of the project. The conflict analysis will consist of a bigger group discussion in Bishkek but also smaller focus groups with a selection of Kyrgyzstani girls on the one side and Kyrgyzstani boys of the other- while taking into consideration intersectionality and geographic location. This activity will inform the action's conflict sensitivity approach and form the baseline

study based on which the consortium will be able to measure progress of the action. Once the conflict analysis report is finalised it will also be an opportunity to add the baseline figures and update the project logframe. As part of the conflict analysis activity, FTI will bring together INGOs and UN agencies currently implementing peacebuilding projects to identify geographic and content overlap.

The project target oblasts were selected based on their history of conflict and potential to conflict. GPPAC and FTI together with the Ministry of Education will select target communities in each oblast, taking into account the criteria of multi-ethnicity, mono-ethnicity, rural and urbanity, degree of segregation of 'the other' etc. Target schools will be selected after the conflict analysis activity. A detailed methodology of selection will be developed before the conflict analysis workshop and in coordination with the Ministry of Education. Securing collaboration with the ministry will enable FTI to engage with teachers and schools. Within each selected School FTI will select students that will become agents of change. FTI will work closely with MEND on criteria to select students to ensure relevance to the project's expected outcomes. The criteria will take into account gender, social background, ethnic background, introvert/ extrovert students, where it will do no harm: the "spoiler" students (bullies etc.).

The project will take measures in its activities and structures to ensure that all youth, whether girl, boy, from rural or urban and different ethnic groups will be able to take part fully in the activities. At the very start of the project FTI will meet with administrators, school teachers and parents to discuss their child's participation. For girls, gender considerations are mainstreaming throughout the project to ensure that space is allocated to them and that staff is trained to underline gender issues. For rural children, the project will provide 4G internet modems and internet costs for the duration of the project¹² and the use of programmes such as frontlineSMS to engage with youth and their families via SMS for social media campaigns and project related communications¹³. For different ethnic groups: Uzbek and Kyrgyz understand each other, Dungan and Kyrgyz will use Russian language to speak to each other. Here the choice of the staff that will work in each Oblast will take into account the languages they speak.

0.2 Building capacity of local trainers on participatory video (PV).

Experts from GPPAC member in Palestine MEND (Middle Eastern Nonviolence and Democracy) and an expert, key initiator of the PV methodology will train the team of FTI staff that is to coordinate and implement the participatory video methodology in each oblast. MEND Executive Chair is also a Gender Focal Point for GPPAC, her involvement also enables gender sensitivity to be mainstreamed in the training. The training of trainers will last 6 days in total. Three days of intensive training and then two to three days of mentoring during a first pilot session with youth. The training will start with a showing of PV videos produced by MEND participants in Palestine and a presentation of what they achieved with these videos. The project staff of FTI will present to MEND the context and main results from the conflict analysis with in order to tailor the PV methodology to Kyrgyzstan, under the guidance of the PV expert. MEND has had very successful experiences of using the PV methodology with women in villages in Palestine, having reached community transformation around gender norms and also personal transformation of the participants. Powerful examples of videos can be found in the footnote¹⁴.

0.3 Social media outreach campaigns.

The youth who have been trained in advocacy and lobbying (at least 40% girls) will use their newly formed skills to advocate for the vision of their group. They will be deeply involved in the campaign strategies and will be brought to lead in the development of media messages. The films produced by their fellow students will be disseminated by them through a social media campaign and

¹² The Ministry of Education wants to provide internet to every school in Kyrgyzstan. We will discuss with the ministry of education to continue providing internet after the duration of the project.

¹³ FrontlineSMS is a messaging platform that supports your communication needs. Do the simple, powerful, complex & bespoke in one platform; our target groups (families and youth) would subscribe to groups to receive alerts and information within the group.

¹⁴ <https://www.youtube.com/watch?v=nHs3otiFIIfA> and <https://www.youtube.com/watch?v=81pclE'fn6sxI>

discussions. The production of Participatory Video (PV), and youth-led social media campaigns will enable the project to reach out to youth of different backgrounds and gender from across Kyrgyzstan and even beyond. The social media strategy will take into account and use all minority languages in Kyrgyzstan in order to reach out as many people as possible. Based on MEND's previous experience with these types of campaigns and use of social media, the actions' ripple effects and products will go beyond the youth and communities that are directly involved in the activities. Media campaigns will be launched nationally and internationally around a selection of the following opportunities (but not limited to) based on youth' interests and opportunities: UNSCR 1325 anniversary, 16 Days of Activism Against Gender-Based Violence Campaign, UNSCR 2250, Commission on the Status of Women, International Day of Peace, International Day of NonViolence, International Youth Day and International Women's Day. Other outreach opportunities through for example exhibitions, or movie festivals will also be sought actively by both FTI and GPPAC teams. This activity will particularly be targeting policy makers on all levels, peers of the students in their schools, within and beyond their Oblasts.

In order to achieve a wider impact in Kyrgyzstan and abroad, GPPAC and FTI will seek collaboration and synergies with other youth/ women's organisations that are also working on social media campaigns. Furthermore, both GPPAC and FTI will seek opportunities to collaborate in general with film festivals¹⁵, local exhibitions and other events to present some of the films produced by youth.

OUTCOME 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common messages to decision makers in their local constituencies, on the national level and international level in order to make their vision of a peaceful future heard in policy making decisions.

1.1 Capacity building of youth: peacebuilding, video making, and social media advocacy.

FTI and GPPAC will strengthen the capacity of a total of 96-128 Kyrgyzstani youth on peacebuilding, participatory video production and social media advocacy. We will strive to have the following composition: 40% girls, 50% rural, 50% urban, include in the selection criteria inclusion of minority ethnic group (in Osh it will be possible for one of the four schools to be an Uzbek taught school).

The whole group will receive a basic training in peacebuilding (including gender awareness), on topics that will be defined after the conflict analysis has been carried out to ensure alignment of needs and interests of youth to the specific topics. Then, the group will be divided based on skills and interests: half will train in the PV methodology while the other half will receive social media advocacy training. The focus of the training on social media advocacy will be on the know-how to reach out to local, national or international decision makers – specifically through media work - and to better understand how different actors interact at these different levels. Both groups of students will discuss together the power these videos can have to engage with policy makers and youth from other regions via social media and feedback sessions. This process is very empowering and has high potential for transforming individuals. As a result of the capacity building in participatory video (PV) methodology, youth will produce their own short films (max 2-3min) in small groups via this method focusing on issues that they agree are relevant to girls and boys. A maximum of two short films per group will be produced per group, and a maximum of 32 short films for the whole project.

The process that leads to the production of the films is as important as the outputs, if not more. The filming production creates ownership and has the potential to develop relationships across generations, ethnic groups, gender and politics. While film can be an excellent way to express and convey views in any situation, all too often films are made by "outsiders", with their own ideas on how the film should be angled and focussed. PV films are at every stage of the process led and created by the youth whose views are expressed, thus creating a sense of empowerment. During the development of the film story board, the mixed youth groups will be discussing issues on which they

¹⁵ Films festivals in Kyrgyzstan organised by different organisations in the regions related to celebrating of Human Rights Day on December 10, Day of Peace, Day of Tolerance, 16 days Companies against to gender based violence.

might have very different views (such as gender norms, family, work), they will agree on some things and disagree on others. Risks of friction and further increase in the divide between the different groups will be mitigated by FTI's careful facilitation of the discussions to ensure respect, tolerance and understanding. The participatory process is also key to catalysing peace. The playback processes develop relationships within and across communities, and help to mediate exchange with leaders. They will explore how to address the barriers to change in situ, and instigate on-going exchange horizontally across communities and vertically to leaders. By regularly engaging with their communities and political leaders through their media work, the youth will become agents of change within those communities.

In order to measure the results of the capacity building on the children, once the groups have been defined, the project staff will stimulate the children to think about their expectations in taking part in the activities, what do they want to gain and what does empowerment make feel to them. This way, in participatory manner, FTI and GPPAC will develop a gender and context sensitive scale which will enable us to understand the impact of the project on youth empowerment and transformation (on an individual and group level).

To encourage young Kyrgyzstanis to take part in the proposed project, and to ensure that they remain engaged for the implementation, FTI and GPPAC will select students from the 9th and 10th grade and present the project as an opportunity to build skills of young participants, in peacebuilding, social media and video making. FTI and GPPAC will create a competition whereby the communities and youth peers will vote on the videos that resonate the most with them. The "best" videos selected by the communities and peers will be presented during a national engagement in Bishkek and an international engagement in New York where feedback from the policymakers will be captured on camera and played to the children in Kyrgyzstan (see activity 2.1.1).

Through this process, students will acquire skills in peacebuilding, advocacy, and intercultural communications but also become more aware of "the other" and more self-awareness. Students will have to work together, make decisions democratically together for the story focus and roles, they will take turns being in front of and behind of the camera.

Finally, FTI will train a selection of teachers based on interest and commitment of schools in the method of participatory video. GPPAC and FTI will donate some of the video equipment to these schools and reinforce the sustainability of our action beyond the project period.

1.2 Dialogue and feedback loops with local decision makers

The dialogue with local leaders and decision makers takes place during the feedback sessions with the communities, see activity 2.2 for more detail. The students (at least 40% girls) will use the first version of their film as a tool to engage with and capture the reaction of - during screening sessions the community and local leaders/ decision makers. During these sessions, students will gather feedback from these actors and have the opportunity to modify the film to incorporate the input. Local politicians and decision makers will be more aware of the perspectives of young constituents (including perspectives from girls, boys from different ethnic groups and social backgrounds), which may lead to them to changes towards more inclusivity in their local processes/ policies. This activity will also contribute to building trust between local politicians, youth and the community.

1.3 Engagement with national decision makers.

Through a final screening of the selected films in Bishkek, with national policy makers and Kyrgyzstani youth, leaders and decision makers will be made more aware of the visions, needs and suggested solutions of Kyrgyzstani youth for a peaceful future. The group of girls who met in each Oblasts (see activity 2.2) will be given a special time slot during this event to speak up and voice their issues in a format that makes them feel safe. FTI will work with the Ministry of Education on developing the agenda to national decision-makers. It will be based on National Youth Policy 2016-2020. Analysis of annual work plans by the State Agency for Youth, Physical Culture and Sports reveals the gap in comprehensive addressing of youth needs as the State Agency focused mainly on sports and physical culture development. It is expected that voices of boys and girls brought by

project will lead to the process of critical change of the Annual Frameworks of responsible bodies. Based on the youth videos and discussions around them, GPPAC and FTI will develop analytical notes to the Government of Kyrgyz Republic with recommendation on empowering youth, revising existed action plans related to youth, gender issues based on the concerns of youth (National Youth Policy, Action Plans on implementation of Conception for national unity and interethnic relations, etc.). The project will collaborate with the National Institute of Strategic Researches of Kyrgyz Republic which collects youth expressions and voices about different topics related to them.

1.4 Engagement with International Policy Makers in New York and in Kyrgyzstan (UN agencies)

This level of engagement will connect Kyrgyzstani youth to the broader international community concerned with the conflict and will empower youth outside of their context and comfort zone. This activity will support the implementation of the UN youth agenda to the national level through engaging with Kyrgyzstani youth. With 47% of Kyrgyzstani's population under the age of 25, it is crucial that youth perspectives on the resolution of the conflict are heard in relevant international arenas and contribute to UNSCR 2250, particularly relating to participation, prevention and partnerships. GPPAC and FTI will bring Kyrgyzstani youth voices to UN policy arena in New York and in Kyrgyzstan (through engaging with UN agencies at different stages of the project), connecting to UNSCR 2250 and UNSCR 1325. Project staff together with youth will identify key messages in the youth's films for international engagement purposes.

GPPAC and FTI will draft a practical toolkit on using the PV methodology for peacebuilding, highlighting gender and conflict sensitivities considerations, this toolkit will be written in English initially, and translated in Russian for the training of teachers at the end of the project. GPPAC and FTI will share these insights and good practices from the use of the PV methodology as a way to engage with youth from different backgrounds and gender in Kyrgyzstan with relevant actors in New York through the GPPAC/QUNO/UN DPA co-facilitated CSO-UN Prevention Platform. This would create awareness and share the realities of working with young women and men in a country like Kyrgyzstan.

Through the international advocacy, GPPAC and FTI will strive to push for continued policy and financial support for Youth Peace and Security initiatives. GPPAC will coordinate these activities with its member the United Network of Young Peacebuilders (UNOY), as they are deeply involved in the 2250 agenda in NY, as co-chairs of the inter-agency working group on 2250 and seek collaboration of the PBSO in New York to maximise synergies. GPPAC every year takes part in the 1325 week. In 2019, the GPPAC delegation will present the videos that pertain directly to women's issues and record the reactions of certain policy makers to bring back to Kyrgyzstan.

OUTCOME 2: Kyrgyzstani girls and boys from different backgrounds are empowered to create spaces for dialogue and reconciliation within and among their communities and peers to improve their understanding and attitude towards the "other" and develop new insights on gender norms and issues.

2.1 Data collecting: perception survey

A perception survey will be carried out at the beginning and at end of the project with students, parents and communities (at least 1000 participants from the communities where the project will take place ensuring that there is a diversity of respondents in terms of gender, social background and ethnicity). The conflict analysis study at the beginning of the project will enable the project team to detail the survey questions. The types of questions asked will be about their values and identity as a woman, man, Tajik, Kyrgyz, rural or urban resident, their perception on local and national policy making, questions about gender and youth issues etc. Some questions will be only available for youth to fill in, others only for men and finally women to fill out. The data collection will be done through quantitative method (form with relevant questions) and data disaggregated by gender, age, ethnicity etc.

2.2 Feedback loops: engaging with key stakeholders

Engaging with key stakeholders through meetings with 1) their peers in their school and in other involved schools in their Oblast, 2) their own community 3) local community/ leaders in order for the students to show their films to elicit and incorporate feedback.

Feedback sessions will be organised between each PV group within each Oblast (at least 4 regional meetings). As mentioned above in each Oblast there will be two rural schools selected, one city and one town school. This will enable exchanges between girls and boys from rural/ urban areas, and different ethnic groups. In addition, there will be a separate opportunity for all girls involved in the project to meet with each other in each Oblast to ensure sufficient space is given for discussions and filming on girls' issues.

These activities will contribute to fostering mutual understanding by communicating across divides, thus bringing competing narratives together into a shared story. Within a community setting, participatory videos can help communities understand their social reality. The students will use the first version of their film as a tool to engage with and capture the reaction of - during screening sessions - their peers, and in a second stage with their community and local leaders/ decision makers. During these sessions, students will gather feedback from these actors and have the opportunity to modify the film to incorporate the input. This method of including a wider group in the creation of film's storyboard is a very powerful empathy builder and can help bridge the divide between diverse groups and generations. The editing of the videos is an important process, as it will help incorporate the feedback from the above-described interactions. It can be done either with just the small PV group or in the presence of the entire local group or in two stages with first the small group and then the larger group participating in this important part of the process. Once groups are satisfied with the editing of their films, they will share them with their peers in order to get as strong and as widely diverse voice of youth as possible via social media. The youth will film their meetings with their peers and communities and if there is input that the group considers should be included in their original film, then they will decide how to include it. MEND staff expert in PV methodology will follow up by Skype, to monitor the groups' progress and to help with the feedback and amendment processes- and with a particular focus on gender.

Feedback loops with the families and communities participating in the project will be ongoing throughout the project to ensure communities stay abreast of the developments of the project, and can provide their comments at any time. Methods used will be: in person meetings with stakeholders at local level, showings of videos of the latest feedback sessions and through SMS. The project will explore the method of frontlineSMS to send directly alerts about dates of the feedback sessions, alerts on the progress of the project etc.

b) Budget:

Table 2: Project Activity Budget

Outcome /Output number	Output name	Output budget by RO	Amount allocated to Gender Equality and Women's Empowerment	UN budget category (see table below for list of categories)	Any remarks (e.g. on types of inputs provided or budget justification)
Outputs contributing to both outcomes					
0,1	Conflict analysis document	\$38 595,00	\$38 595,00	1. Staff and other personnel (12,875) 2. supplies, commodities, materials (150) 4. contractual services (2,000) 5. Travel (16140) 7. General Operating and other Direct Costs (7430)	

0,2	PV methodology Training of trainers	\$54 485,00	\$27 242,50	1. Staff and other personnel (23,625) 5. Travel (13,540) 4. Contractual services (13,900) 7. General Operating and other Direct Costs (3,420)	
0,3	Social media outreach campaigns	\$62 940,00	\$31 470,00	1. Staff and other personnel (51,500) 5. Travel (1,440) 7. General Operating and other Direct Costs (10,000)	
Outcome 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common messages to decision makers in their local constituencies, on the national level and international messages, in order to make their vision of a peaceful future heard in policy making decisions.					
1,1	Youth capacity building in peacebuilding, participatory video and social media advocacy	\$112 060,00	\$84 045,00	1. Staff and other personnel (37,500) 3. Equipment, Vehicles and Furniture. (55,520) 4. Contractual services (17,600) 5. Travel (1,440)	
1.2.1	Feedback loops with local decision makers				See output 2.2
1.2.2	Feedback loops with national decision makers	\$24 940,00	\$18 705,00	1. Staff and other personnel (7,500) 5. Travel (12540) 7. General Operating and other Direct Costs (4,900)	
1.2.3	Feedback loops with international decision makers	\$53 690,00	\$42 952,00	1. Staff and other personnel (32,250) 5. Travel (16440) 7. General Operating and other Direct Costs (5,000)	
Outcome 2: Kyrgyzstani girls and boys from different backgrounds create spaces for dialogue and reconciliation within and among their communities to improve their understanding and attitude towards the "other" and develop new insights on gender norms.					
2,1	Feedback sessions with peers within each oblast	\$48 380,00	\$33 866,00	1. Staff and other personnel (22,500) 5. Travel (11,440) 7. General Operating and other Direct Costs (13,000)	
2,2	Feedback sessions with communities	\$29 240,00	\$17 544,00	1. Staff and other personnel (15,000) 5. Travel (1440) 7. General Operating and other Direct Costs (12800)	During same activity as output 1.2.1
2,3	Training of trainers of Teachers	\$12 780,00	\$7 668,00	1. Staff and other personnel (7,500) 5. Travel (1440) 7. General Operating and other Direct Costs (3840)	
Other costs					

	M&E, financial audit	\$99 437,13	\$99 437,13	1. Staff and other personnel (47,250) 4. Contractual Services (41,000) 7. General Operating and other Direct Costs (11,187.13)	Both internal and external M&E costs, and external audit costs.
	Indirect support costs	\$62 458.59		8. Indirect support costs	
Total		\$599 005.72	\$401 524,63		

Table 3: Project budget by UN categories

PBF PROJECT GPPAC				
CATEGORIES	Amount Recipient Organization GPPAC			TOTAL
	Tranche 1 35 %	Tranche 2 35%	Tranche 3 30%	
1. Staff and other personnel	\$37 625,00	\$37 625,00	\$32 250,00	\$107 500,00 Staff related to the project (see visual on staff below)
2. Supplies, Commodities, Materials	\$0,00	\$0,00	\$0,00	0
3. Equipment, Vehicles, and Furniture (including Depreciation)				0
4. Contractual services	\$21 350,00	\$21 350,00	\$18 300,00	\$61 000,00 Translation costs Trainers Fees External evaluation Fee
5. Travel	\$7 875,00	\$7 875,00	\$6 750,00	\$22 500,00
6. Transfers and Grants to Counterparts	\$124,501.45	\$124,501.45	\$106,715.53	\$355,718.43
7. General Operating and other Direct Costs	\$4 585,00	\$4 585,00	\$3 930,00	\$13 100,00 food, venues during events and meetings
Sub-Total Project Costs	\$195,936.45	\$195,936.45	\$167,945.53	\$559,818.43
8. Indirect Support Costs*	\$13,715.55	\$13,715.55	\$11,756.19	\$39,187.29
TOTAL	\$209,652.00	\$209,652.00	\$179,701.72	\$599,005.72

PBF PROJECT				
CATEGORIES	Amount Recipient Organization			TOTAL
	Tranche 1 35 %	Tranche 2 35%	Tranche 3 30%	
1. Staff and other personnel	\$52,500.00	\$52,500.00	\$45,000.00	\$150,000.00 Staff related to the project (see

				visual on staff below)
2. Supplies, Commodities, Materials	\$1,820.00	\$1,820.00	\$1,560.00	\$5,200.00
3. Equipment, Vehicles, and Furniture (including Depreciation)	\$19,432.00	\$19,432.00	\$16,656.00	\$55,520.00 Equipment for high quality video making.
4. Contractual services	\$4,025.00	\$4,025.00	\$3,450.00	\$11,500.00 Training for editing videos Translation/ interpretation costs/ internet for schools
5. Travel	\$19,880.00	\$19,880.00	\$17,040.00	\$56,800.00
6. Transfers and Grants to Counterparts				N/A
7. General Operating and other Direct Costs	\$18,699.50	\$18,699.50	\$16,028.14	\$53,427.13 food, venues during events and meetings
Sub-Total Project Costs	\$116,356.50	\$116,356.50	\$99,734.14	\$332,447.13
8. Indirect Support Costs*	\$8,144.95	\$8,144.95	\$6,981.39	\$23,271.30
TOTAL	\$124,501.45	\$124,501.45	\$106,715.53	\$355,718.43

* . The rate shall not exceed 7% of the total of categories 1-7 and should follow the rules and guidelines of each recipient organization. Note that direct project implementation costs should be charged to the relevant budget line, according to the organization's regulations, rules and procedures.

c) Capacity of RO(s) and implementing partners:

GPPAC works on conflict prevention through promoting human security, local ownership, conflict sensitivity and infrastructures for peace. It has very strong project management frameworks and experience, currently it is the main coordinator for a European Union project with 10 Partners across Europe and Yemen, Ukraine, Georgia and Mali. GPPAC also has sound planning, monitoring, evaluation and learning approach. In this project, GPPAC will support FTI to reach out and link to multilateral policy making processes, knowledge of international frameworks (UNSCRs 1325, 2250 and 2282 on sustaining peace) and how they can connect with and translate to the local level of work. GPPAC has a strong link and current work on the United Nations Peacebuilding Architecture as its initiative "together for a better peace", aims to spread the knowledge about, support and contribute to the work of the UN Peacebuilding Commission and to promote the inclusion of local CSOs in countries of PBC agenda and build capacity of CSOs to contribute to the PBC work. Through its GPPAC liaison officer in New York, GPPAC co-facilitates with QUNO and the Department of Political affairs a CSO-UN prevention platform, which will be a crucial platform for this project to engage different UN agencies around the above-mentioned agendas. GPPAC as a global network of civil society organisations has experience in facilitation of cross-regional exchanges between its members. The Participatory Video method stems from an exchange between the members from different regions (FTI and MEND) facilitated by GPPAC. FTI and GPPAC have been working together since 2003, and some previous results have included the contribution to infrastructures for peace in Kyrgyzstan after inter-ethnic violence in 2010.

FTI is registered in Kyrgyzstan working on conflict prevention and transformation since 1998 and is the regional secretariat for GPPAC in Central Asia. FTI's mission is to make Central Asia a region of peace, cooperation and development and aims to do so by promoting peace and tolerance throughout Central Asia by using non-violent prevention and resolution approaches on a national and local level.

FTI has regional branches in each of the proposed regions (Jalal Abad, Batken, Osh and Chui) with staff who have the knowledge and competences to support project's local coordinators. This geographical spread, and the decentralised approach of the project will ensure that FTI is able to absorb financially (see figures in table 4 below) and activity/ content this PBF project. The organization has strong connections with the government bodies at national, regional and local levels, local self-governmental bodies, schools, community based organizations, informal leaders, including religious to assist youth to promote their voices. FTI also has a strong experience of joint implementation with UN agencies in Kyrgyzstan, currently it is implementing different projects working with youth supported by UNICEF, DRL, DFID, etc. FTI was a partner of a number of UN Agencies in implementation of Peacebuilding Priority Plan 2013-2016 and it knows the existing and on-going peacebuilding projects, their approaches, locations, etc. FTI together with Saferworld implements project Ambassadors of Youth and Democracy supported by European Union in 2017-2020. The project supports a movement away from extremist discourse and behaviour, by developing ethnically diverse youth into grass-roots activists and leaders, and supporting constructive cooperation between them, their communities, local authorities and security providers. The results, lessons learned, recommendation, best practices and other findings of this project will be used in the PBF project implemented by GPPAC and FTI. FTI will collaborate and coordinate its projects at local and national levels to increase efficiency of the projects and their positive impacts.

Table 4: Overview of RO funding in the country

	RO 1: NAME	Key Source of Funding (government, donor etc)	Annual Regular Budget in \$	Annual emergency budget (e.g. CAP)
Previous calendar year	Foundation for Tolerance International	UNDP, INL, UNICEF, USAID, DRL, Embassy of Switzerland,	505 795 \$	N/A
Current calendar year	Foundation for Tolerance International	UNDP, INL, UNICEF, DRL, Embassy of Switzerland, UNFPA, PeaceNexus Foundation, UNODC	548777 \$	N/A
Previous Calendar year	GPPAC	EU Commission, Dutch MFA, Austrian Development Agency,	4,224,860 \$	N/A
Current Calendar year	GPPAC	EU Commission, Dutch MFA, German MFA, Sida	2,546,664 \$	N/A

As part of the review process the following documents, which PBSO has already received, will be considered:

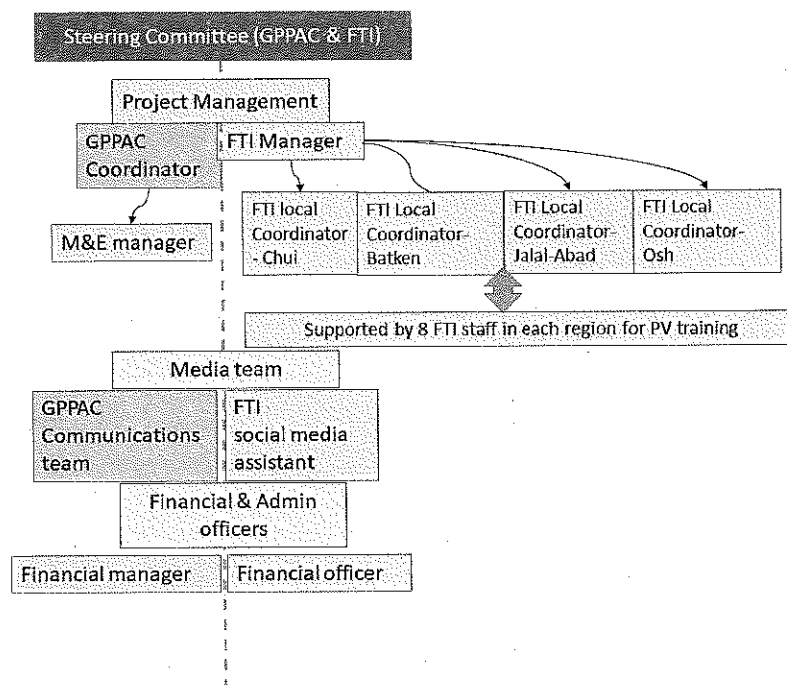
- Annual report of the Recipient Organization;
- Audited Financial Statements for the last three years;
- Proof of previous funding by the UN, the PBF, or any of the contributors to the PBF;
- A letter from RO's external auditor stating that the RO has the requisite financial systems, internal controls and capacity to manage project funds. At the time of submission, the auditor must also provide membership of a national or regional audit association;
- Be registered as a non-profit, tax exempt organization (in both, the country where headquarter is located and in country of implementation):

➤ *Expiration date of in country registration*¹⁶: not applicable

a. Management and coordination

¹⁶ In case of registration expiring during the implementation of the project, renewed registration needs to be submitted for full transfer of funding.

a) Project management:



A Project Steering Group composed of GPPAC and FTI will maintain constant oversight of the project and monitor the internal outcome evaluation/action research to keep the action on track and to be ready to address any adaptations that might become necessary in the event of risks. MEND Executive Chair will be invited via skype and in person (where possible) to attend these meetings in order to guide the participatory video process towards successful outcomes. As much as possible, we will seek gender balance in the project employment.

The design of this team has been thought through together with PV experts to ensure good management and smooth implementation of the project. GPPAC will recruit one project coordinator for this project and FTI will recruit one main manager for the project whose role will be to coordinate the four newly recruited local coordinators based in FTI offices in Osh, Batken, Chui and Jalal-Abad. The GPPAC project coordinator (part time, 60%) will be to lead the M&E of the project in coordination with the FTI manager, including the building of capacity of FTI staff in Outcome Harvesting, they will also be in charge of the international component of the project including support on social media dissemination. There are risks associated to bringing together children from different backgrounds and gender to discuss sensitive issues, there could be friction and further increase of the divide, the project could increase lack of confidence and reinforce insecurities of different groups. To mitigate these risks, it is important that the PV process is facilitated by a sufficient amount of well trained staff able to both facilitate the process, and handle the video equipment. PV experts highly recommend 3 staff members per group of children to reduce the risks mentioned. The FTI local coordinators will be supported by two FTI staff in each of the regional offices described above, their role will be particularly focused on the PV training. It is essential that the groups of children are supported adequately by the local coordinator and two FTI staff who can train youth, oversee the whole decision-making process and video production and editing, one staff will have the role of taking notes on dynamics and interactions of youth, roles each assumes, and also how articulate they are. This will be crucial information to measure results of the project. This will contribute to the sustainability of the project, as eight FTI permanent staff will receive the training in PV methodology. Also, FTI will hire a social media assistant to support the youth led social media campaigns and regularly analyse the project's social media engagements with youth and other relevant actors (in support of the monitoring of a broader impact beyond the project's direct participants).

GPPAC and FTI will enter a teaming agreement, which will cover internal and interim financial and narrative reporting to GPPAC as the Recipient Organization. Every 3 months, FTI's manager and GPPAC's project coordinator will work together on an internal progress report comprised of financial and narrative updates and be accompanied by supporting documents (such as photos, receipts, PPT presentations etc.) and submit these to the Project Steering Committee. The key findings will be written in Russian and translated in English for the purpose of keeping the project website up to date in two languages, which will also support the social media campaigning on the international level, and feedback loops with communities and families.

b) Funds disbursement:

	Percentage	Triggers
Tranche 1	35%	<ul style="list-style-type: none"> • Formal approval of the project
Tranche 2	35%	<ul style="list-style-type: none"> • Expenditure of at least 75% of the first tranche • On-time submission of a semi-annual or annual report
Tranche 3	30%	<ul style="list-style-type: none"> • Expenditure of at least 75% of the second tranche • On-time submissions of semi-annual, annual and final reports

c) Risk management:

Table 5 – Risk management matrix

Risks to the achievement of PBF outcomes	Likelihood of occurrence (high, medium, low)	Severity of risk impact (high, medium, low)	Mitigating Strategy (and Person/Unit responsible)
The main risk is the potential of destabilization in some target communities, which have conflict potential (i.e. those who might have cross-border conflicts, mining conflicts, conflicts related to access to natural resources). Some of these, such as a sudden emergence of community violence, major terrorist attacks that trigger emergency measures or (violent) political changes at national level, cannot be influenced or mitigated by GPPAC and FTI directly.	low	Medium	The project will permanently monitor the situation and will develop an action plan for crisis situations, which will allow to mitigate possible risks
Another risk is a legislative initiative of some political parties aimed to control and restrain NGOs and civil society organization activities. If such an initiative is successful, it would have a negative impact on the project.	Medium	Medium	FTI will keep close cooperation with local self-governmental bodies and the Ministry of Education; this will allow FTI to continue activities without disadvantaging the project in case of arising negative conditions for civil society organizations
Upcoming presidential election in October 2017, expect to have tense elections, there are some	Low	Low	To mitigate this, FTI will continue working with local authorities, which are more stable (due to the fact that elections at local level

confrontation between politics and possible impact on restriction of civil society space			were hold in Spring 2017)
The project will be implemented against the background of increasing divisions between secular, religious, ethnic groups, changing social norms and growing popularity of nationalistic ideas.	Low	low	GPPAC and FTI are aware of the sensitivity surrounding questions of religious expression, radicalisation and marginalisation. To avoid doing harm or being perceived as biased in any way, activities and dialogues will be organised taking into account the wider context, participants prior knowledge, background and perspective on the topics to be discussed, and the role they play in their communities. In planning and designing activities, GPPAC and FTI will work closely with the target groups to identify possible risks to the successful implementation or the safety of participants with a view to agreeing preventive and mitigating measures. (Low)
Risks of friction and further increase of the divide within the mixed groups of children.	Medium	high	The number of staff in place to follow each group is key: both to ensure conflict and gender sensitivity of the project and to ensure capacity to facilitate the discussions while handling the equipment. The target group being children below 18, from groups that are divided, FTI's careful facilitation of the discussions to ensure respect, tolerance and understanding

d) Monitoring & evaluation:

The consortium partners will use outcome-harvesting methodology to monitor and evaluate the action. Starting in 2009, GPPAC developed planning, monitoring and evaluation cycles based on the outcome harvesting methodology. It focuses on the changes occurred in behaviour (relationships, interactions and or actions) of the actors the programme tries to influence. It recognizes that change is complex (multiple actors and factors), continuous (not limited to the life of the project), non-linear (change does not happen consistently and predictably), beyond the control of the project (but subject to its influence). It's recognises that a project is both an "agent of change" and subject "to change". GPPAC and FTI will measure the results of the project based on outcome harvesting, and measure the changes in behaviour of targeted actors. GPPAC will build FTI staff capacity in outcome harvesting. Data for both boys and girls, women and men alike will be disaggregated by age, ethnicity and community consistently throughout this project.

Every 3 months, FTI's manager and GPPAC's project coordinator will submit internal progress reports to the Project Steering Committee, which will reflect on progress of the outputs towards achieving the expected outcomes including a reflection on gender sensitivity and decide on the need to adapt the activities if needed to new situations. These regular reflections will include MEND Executive Chair for guidance. The GPPAC project coordinator will communicate with PBF on behalf of the Project Steering Committee. There will be a mid-term review halfway through the project to monitor progress and good implementation of the methodology. GPPAC and FTI will bring together a group of girls and boys and teachers from each Oblast who have taken part in the project to evaluate progress and milestones. The midterm review will also include several interviews with parents about how their attitude might have changed towards their child (particularly for girls).

There will be a baseline and endline analysis to measure the results of the project. GPPAC and FTI will work closely together to ensure sound M&E and Learning of the project. The following opportunities will serve as a baseline study:

- 1) Gender sensitive conflict analysis meeting at the beginning of the project with selected youth. Mapping of key players (actors) in their lives that should be involved in the project. See activity 0.1 page 8.
- 2) Baseline quantitative perception survey at the start of the project with selected youth and communities that will be giving feedback. Within each targeted oblast the project will select five schools, four in which the project will be implemented and one school which will be the control group where the project will not be implemented but baseline and endline surveys will be carried out in order to compare with project schools.
- 3) Documentation of interactions within the small youth groups, their positions and opinions, and their relationships with key actors from the beginning and will monitor and report how these progress.

The end internal end of project evaluation includes:

- 1) An endline perception quantitative survey at the end of the project with selected youth and communities that will be giving feedback and an analysis to compare it to the baseline survey.
- 2) A selection of girls and boys (70% girls and 30% boys, up to 30% minority ethnic group) will be involved in the evaluation of the project by filming members of their community, their family and local leaders in their group or individually about the project using the most significant change methodology.
- 3) Comparison of the documentation on how the youth from different ethnic groups, social background and gender interacted with each other and with key actors, and analysis of the extent to which their positions and opinions have changed.

GPPAC will commission an external evaluation at the end of the project.

Finally, after each main project activity (capacity building, feedback sessions etc.) evaluation forms will be handed out to measure the change of attitudes etc.

Budget breakdown for M&E:

- Baseline and endline survey: 3,200 dollars
- Internal Midterm review: 4,000 dollars to bring focus groups of Kyrgyzstani boys and girls and teachers from different backgrounds in each Oblast, organise focus groups with some parents
- External Evaluation of the project¹⁷ + financial audit: 30,000 dollars.
- Evaluation film produced by youth¹⁸ : 3,000 euros

- e) **Administrative arrangements** (This section uses standard wording – please do not remove)

Accountability, transparency and reporting of the Recipient:

The Recipient Organization will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each recipient in accordance with its own regulations, rules, directives and procedures.

The Recipient shall have full responsibility for ensuring that the Activity is implemented in accordance with the fully signed Project Document;

In the event of a financial review, audit or evaluation recommended by PBSO, the cost of such activity should be included in the project budget;

¹⁷ including involvement of the evaluation (if funds permit) at the mid-term review.

¹⁸ Using the "most significant" change method, selected youth will interview each other, their family, friends and community leaders to inquire about the most significant change the project brought.

Ensure professional management of the Activity, including performance monitoring and reporting activities in accordance with PBSO guidelines.

Compliance with the Financing Agreement as per Annex C and relevant applicable clauses in the Fund MOU.

Reporting:

Each Receipt will provide the Administrative Agent and the PBSO (for narrative reports only) with:

- Bi-annual progress reports to be provide no later than 15 July;
- Annual and final narrative reports, to be provided no later than three months (31 March) after the end of the calendar year; Annual financial statements as of 31 December with respect to the funds disbursed to it from the PBF, to be provided no later than four months (30 April) after the end of the calendar year;
- Certified final financial statements after the completion of the activities in the approved programmatic document, to be provided no later than six months (30 June) of the year following the completion of the activities.
- Unspent Balance at the closure of the project would have to been refunded and a notification sent to the Administrative Agent, no later than three months (31 March) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Matters relating to the transfer of ownership by the Recipient Organization shall be determined in accordance with applicable policies and procedures defined by the PBSO.

Public Disclosure.

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (<http://unpbf.org>) and the Administrative Agent website (<http://www.mptf.undp.org>)

Annex A: Project Summary (to be submitted as a word document to MPTF-Office)



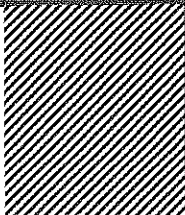
United Nations
Peacebuilding
Peacebuilding Fund

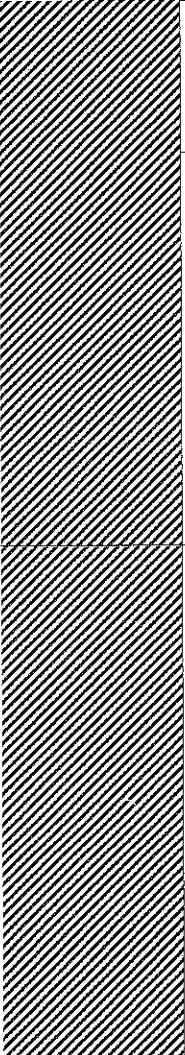
**PEACEBUILDING FUND
PROJECT SUMMARY**

Project Number & Title:	PBF/ Cameras in hand: transformation and empowerment of Kyrgyzstani girls and boys.	
Recipient Organization:	The Global Partnership for the Prevention of Armed Conflict	
Implementing Partner(s):	Foundation for Tolerance International	
Location:	Kyrgyzstan (Jalal-Abad, Batken, Chui and Osh)	
Approved Project Budget:	\$599,005.72	
Duration:	Planned Start Date: 1st January 2018	Planned Completion: 30 June 2019
Project Description:	<p>The project will focus on empowering Kyrgyzstani youth from different ethnic, gender and social backgrounds in the regions of Osh, Jalal-Abad, Chui and Batken to have a voice heard in local, national and international policy levels and to act as agents of change within their communities to foster understanding about the 'other' and bring new insights to gender roles, norms and issues. To the reach these objectives and results, the participatory video (PV) methodology will be the foundation of the project. It will involve small groups of diverse preselected students that will steer a process of video production and screening sessions to capture the reaction of their communities/ other communities and youth from other regions. This process can be very empowering as it requires youth to reach decisions (on the film topics and approach) through democratic discussions within a strong group dynamic where they have built up trust and taken turns in a variety of different roles (the one who acts, or films or edits etc.), all within a relatively strict structure that obliges them also to listen and become more aware of others while building their own self-awareness. This methodology can be a highly effective tool to bridge social, gender and ethnic divides and to engage and mobilise marginalised people. It also provides for a space to reflect on gender stereotypes and issues affecting women in Kyrgyzstan (early marriage, bride abduction etc.). The participative part of the methodology requires students to show their films to elicit and incorporate feedback by engaging with key stakeholders thereby creating a space for dialogue for them. Key stakeholders are 1) their peers 2) their community 3) local leaders and</p>	

	<p>decision makers. This will contribute to fostering mutual understanding by communicating across divides, thus bringing competing narratives together into a shared story. Participatory videos can help communities understand their social reality and gain new insights, particularly on ‘the other’ and on gender. Local communities and politicians will vote on the films they can relate to the most. FTI and GPPAC will disseminate the selected films during policy events at the local (schools and communities), national (policy makers in Bishkek linked to youth policy) and international level (UNSCR 1325 and/or UNSCR 2250 and sharing lessons learnt with PBF and other UN actors). These engagements have for objective for youth to feel included and heard in policymaking processes that affect them.</p>
<p>PBF Focus Area:</p>	<p>Promote coexistence and peaceful resolution of conflicts</p>
<p>Project Outcome:</p>	<p>Outcome 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common messages to decision makers in their local constituencies, on the national level and international level, in order to make their vision of a peaceful future heard in policy making decisions.</p> <p>Outcome 2: Kyrgyzstani girls and boys from different backgrounds and empowered to create spaces for dialogue and reconciliation within and among their communities and peers to improve their understanding and attitude towards the “other” and develop new insights on gender norms and issues.</p>
<p>Key Project Activities:</p>	<ol style="list-style-type: none"> 1- Youth led gender sensitive conflict analysis. 2- Community and youth perception surveys. 3- Training of trainers on the participatory video methodology for project staff. 4- Capacity building for 96-128 Kyrgyzstani Youth in the participatory video methodology, peacebuilding and social media advocacy (including the production of videos). 5- Feedback loops and engagements with peers, communities and decision-makers at the local level to incorporate these actors’ reactions to the films and 6- Advocacy engagements with national and international stakeholders for them to hear and where possible include youth voices in their policies and policy making processes. 7- Media outreach to support the advocacy activities towards communities and policy makers (social media campaigns). 8- Teacher training on PV methodology for them to be able to replicate in some selected schools.


Annex B: IRF Results Framework

Country name: Kyrgyzstan							
Project Effective Dates: 1 January 2018- 30 June 2019							
PBF Focus Area: Promote coexistence and peaceful resolution of conflicts							
<p>• IRF Theory of Change:</p> <p>Power “with”: By bringing together youth from different backgrounds and genders to co-produce short videos in a participatory manner, by having to democratically reach decisions together on the roles of each, and topics of the films, their understanding for the other will increase, they will be aware of and be more likely to understand and accept the diversity of perspectives within their group.</p> <p>Power “within”: By being the decision makers in the whole production and social media dissemination strategies of the film, young girls and boys from all backgrounds will gain self-confidence, self-awareness and ability to work with others across ethnic, gender and social divides.</p> <p>Power “to”: By being aware of the possibilities for including youth voices in local, national and international, by developing capacities in social media advocacy and peacebuilding, young girls and boys from all backgrounds will realise that they can effect change.</p> <p>Outcome 1:</p> <ul style="list-style-type: none"> - mobilising youth from different backgrounds around women’s issues and gender norms in a group setting with policy makers, will expose them to different views. Youth will be more likely to influence change in policy to include these positions or these actors. - by providing a channel of communication between youth from diverse backgrounds and gender and local/national/international decision makers/leaders: youth will feel more included in politics and decision makers will appreciate the direct connection to youth and seriously consider their messages as credible. <p>Outcome 2:</p> <ul style="list-style-type: none"> - mobilising youth from different backgrounds around women’s issues and gender norms will expose communities and peers to different views. Youth as actors of change will be more likely to influence change in behaviour on these issues. - if communities from different backgrounds are given the opportunity to interact with each other more often then they will better understand and appreciate one another, to see what they have in common and improve attitudes towards the other. <p>See visuals on pages 8 and 9 for outcome 1 and outcome 2.</p>							
Outcomes	Outputs	Indicators	Means of Verification	Year 1	Year 2	Milestones	
Outcome 1: Kyrgyzstani girls and boys from different backgrounds are empowered to formulate common		Outcome Indicator 1 a: Young Kyrgyzstani girls and boys from different ethnic and social backgrounds demonstrate knowledge and appreciation (attitude) regarding concerns of “the other” despite their differences. Baseline: 1 st report on dynamics and interactions of youth, roles each assumes, and also how articulate they are. The conflict analysis will also set a baseline.	-Reports of PV training sessions by FTI. -final report concluding on the evolution of the dynamics of the				

<p>messages to decision-makers in their local constituencies, on the national level and international level, in order to make their vision of a peaceful future heard in policy making decisions.</p>		<p>Target: -90% groups join consensus on story boards and make compromises for languages used and issues to focus on. -90% youth participate actively and contribute to the creation of the story board.</p>	<p>group (include an incident log).</p>								
		<p>Outcome Indicator 1 b: Politicians on the local, national and international level, show increased interest in what youth has to say. Baseline: to be defined in the conflict analysis activities. Target: -uptake of at least one recommendation formulated by youth groups in the National Youth Policy action plan - at least 50% of youth involved reports increased trust towards local policy makers (disaggregated by gender, age, ethnicity and community). -Video feedback by at least 10 international policy makers after a showing of youth produced films in at least 2 international policy events in New York/ Kyrgyzstan.</p>	<p>-Report of events on local, national and international events. -Project's YouTube, Twitter and Facebook pages. -Feedback videos -Conflict analysis document.</p>								
		<p>Outcome 1.c: Increased feeling of political inclusion from girls and boys from different ethnic and social backgrounds. Baseline: initial conflict analysis showed feeling of exclusion from politics particularly for rural and ethnic minorities. Baseline survey will detail. Target: -For the 128-youth involved in the project: at least 70% youth report feeling more politically included (disaggregated by gender, age, ethnicity and community) -At least 90% will report gaining more knowledge on advocacy and practice in participating in politics. (disaggregated by gender, age, ethnicity and community) -High social media activity from Kyrgyzstani youth inside and outside the project scope. (see output 1.2.3) - at least 300 youth outside the direct project scope participate through social media activity (comment, posts,</p>	<p>-Baseline and endline survey, -Feedback sessions reports -PV reports -Project's YouTube, Twitter and Facebook pages.</p>								

		retweet, likes etc.)- (disaggregated by gender, age, ethnicity and community where possible)									
	Output 1.1. Youth capacity built in peacebuilding, participatory video and social media advocacy.	<p>Output Indicator 1.1.1</p> <ul style="list-style-type: none"> -Number of young Kyrgyzstanis (disaggregated by gender, age, ethnicity and community) trained in peacebuilding, PV and social media advocacy. -Description of reflections on how these skills have helped them in gaining self-confidence, self-awareness. -Number of initiatives (volunteering and social good) that are started by youth after this training. <p>Baseline: Activities have not started yet.</p> <p>Target:</p> <ul style="list-style-type: none"> -up to 128 youth's skills in peacebuilding, participatory video and social media advocacy (at least 40% girls, 50% rural and 30% minority ethnic group). Capacity building will have provided the tools for youth to successfully produce relevant videos by working across divides, and to identify relevant messages to specific policy makers. 	<ul style="list-style-type: none"> -Evaluation surveys before/ after the trainings, -social media progress reports, participatory videos. -Project's YouTube, Twitter and Facebook pages. -mid-term review -final evaluation film 							<p>Month 2-3: Capacity building in peacebuilding (including gender) in 16 schools across 4 oblasts.</p> <p>Month3: selection of up to 128 students to take part in PV and social media training (including engagement with parents)</p> <p>Month 4-5: PV and social media training.</p>	
		<p>Output Indicator 1.1.2 Number of youth (disaggregated by gender, age, ethnicity and community) involved in film production and social media dissemination, number of videos produced and subsequent increased feelings of inclusion and agency.</p> <p>Baseline: activities not started yet.</p> <p>Target:</p> <ul style="list-style-type: none"> -at least 32 videos produced youth (at least 40% girls, 50% rural, and 30% minority ethnic groups). -At least 2 social media outreach campaigns led by youth (at least 40% girls, 50% rural, and 30% minority ethnic groups). -Reports of 70 % increased feelings of inclusion and agency (disaggregated data show higher amongst vulnerable groups). 	<ul style="list-style-type: none"> - Reports of PV training sessions by FTI, -mid-term review -perception surveys based on the scale of empowerment (developed in a participatory manner at the beginning of the project) filled in by students (self-assessment) and teachers. 							<p>Month 4-5: Youth work on their story boards for the videos (simultaneous to PV training).</p> <p>Month 5-6: at least one first draft of the video per group is ready to present to their peers.</p> <p>Month: 7-14: up to 32 videos are produced.</p>	
	Output 1.2	Output Indicator 1.2.1- Engagement on local level:	- local reports of the								Month 9-10: 16 feedback

Feedback loop sessions with local decision makers and national and international engagement with policy makers.	<p>Number Kyrgyzstani youth (disaggregated by gender, age, ethnicity and community) involved in person and digitally in “number” of feedback sessions with local decision makers. Number and description of level of policy makers attending. Description of the level and meaningfulness of youth engagements with policy makers.</p> <p>Baseline: Activities have not started yet.</p> <p>Target: 32 engagements with community and local politicians. At least 50 policy makers and at least 128 young Kyrgyzstanis (at least 40% girls, 50% rural, and 30% minority ethnic groups). will attend the community feedback sessions. To the extent possible, the policy makers present will be those who have the power to initiate change within their constituencies. Youth empowerment, leadership and playing active roles in collecting feedback and discussions with their local policy makers.</p>	<p>events,</p> <ul style="list-style-type: none"> -news items, -list of participants, -perception survey, -Project’s YouTube, Twitter and Facebook pages. 						<p>sessions</p> <p>Month 10-11: 16 feedback sessions</p>
	<p>Output Indicator 1.2.2- Engagement on National level.</p> <p>Number Kyrgyzstani youth (disaggregated by gender, age, ethnicity and community) involved in person and digitally in “number” of feedback sessions with national decision makers. Number and description of level of policy makers attending. Description of the level and meaningfulness of youth engagements with policy makers.</p> <p>Baseline: Activities have not started yet.</p> <p>Target: At least twenty policy makers and up to 80 Kyrgyzstani youth from different backgrounds ((at least 40% girls, 50% rural, and 30% minority ethnic groups) will attend. To the extent possible, the policy makers present will be those who have the power to initiate change within their constituencies. Youth plays active roles in discussions with the policy makers and high level of engagement by youth on social media.</p>	<p>Reports of the national event, news items, press articles, media coverage, list of participants.</p> <p>Project’s YouTube, Twitter and Facebook pages.</p>						<p>Month 16: identification of messages to national policy makers.</p> <p>Month 17: National engagement event</p>
	<p>Output Indicator 1.2.3 – Engagement on International level.</p> <p>Number Kyrgyzstani youth (disaggregated by</p>	<p>reports of the national event,</p>						<p>Month 14: preparation of</p>

		<p>gender, age, ethnicity and community) involved in person and digitally in “number” of feedback sessions with international decision makers. Number and description of level of policy makers attending. Description of the level and meaningfulness of youth engagements with policy makers.</p> <p>Baseline: Activities have not started yet.</p> <p>Target: There will be at least one event to gather a selection of youth and teachers with international decision makers to present videos. At least fifteen international policy makers and at least 3 Kyrgyzstani youth (ethnic, gender, and social background considerations, but also motivation and skill) To the extent possible, the policy makers present will be those who have the power to initiate change within their constituencies. Description of the event will show youth playing active roles in discussions with the policy makers and high level of engagement by youth on social media.</p>	<p>videos of reactions of international policy makers, news items, press articles, media coverage, list of participants.</p> <p>Project’s YouTube, Twitter and Facebook pages.</p>								<p>trip to New York through engagements with UN offices in Kyrgyzstan.</p> <p>Month 14: identification of key messages.</p> <p>Month 15-16: International engagement of youth</p>
	Output 1.3: Social media outreach campaigns.	<p>Output Indicator 1.2.3 Number of social media campaigns around youth’s short films, number of social media messages and responses generated, and description of reactions (breakdown of types of actors) on social media.</p> <p>Baseline: The campaigns have not begun.</p> <p>Target:</p> <ul style="list-style-type: none"> -At least two social media campaigns in the project period. -At least 1,000 messages and responses generated on social media. -Reactions (retweets, likes comments) show engagement of youth and policy makers. 	<p>Project’s YouTube, Twitter and Facebook pages.</p>								<p>Month 6-12: 1 social campaign and at least 500 messages and responses generated (tweets, retweets, comments and likes).</p> <p>Month 12-18: 1 social campaign and at least 500 messages and responses generated</p>
Outcome 2: Kyrgyzstani girls and boys from different		<p>Outcome Indicator 2a: Youth and communities from different gender, ethnic and social backgrounds demonstrate knowledge and appreciation (attitude) regarding concerns and interests of “the other” despite</p>	<p>Project’s YouTube, Twitter and Facebook pages.</p> <p>-baseline and endline</p>								

<p>backgrounds are empowered to create spaces for dialogue and reconciliation within and among their communities and peers to improve their understanding and attitude towards the “other” and develop new insights on gender norms and issues.</p>		<p>their differences. Baseline: 1st report on dynamics and interactions of youth, roles each assumes, and also how articulate they are. The conflict analysis will also help to set a baseline. Discussions with teachers once students are selected will complement the baseline. Target: -At least 80% of youth involved in the project (either directly or through feedback sessions) and 65% of the communities participating will report increased knowledge regarding concerns and issues of “the other”. - inter-ethnic members of the communities will continue to interact after the feedback sessions. - at least 55% of the communities participating will keep engaged in the second round of feedback sessions. - High social media engagement and discussions shows a broader impact of the project.</p>	<p>survey, -midterm review report (parents’ interviews) -evaluation of community and peer feedback sessions, - reports of community and peer feedback sessions -list of participants.</p>								
		<p>Outcome Indicator 2 b Youth peers and communities demonstrate intake of new insights regarding girls concerns and gender perspectives. Baseline: no activity yet. Target: - increased % of parents that state that girls should pursue school, be able to earn money and have a career. - increased % of girls that they feel more control over their life decisions. - Increased % of youth groups (disaggregated) that report having changed their opinion on gender norms. - Number of positive/ negative (description) feedback from different groups (disaggregated by gender, age, ethnicity and community) on the videos that relate to gender norms and girls’ issues.</p>	<p>-Reports of each PV -Feedback sessions will be filmed by youth, -Perception survey, interviews with families and teachers (midterm review), -final evaluation videos of family and communities by youth, -Project’s YouTube, Twitter and Facebook pages. -Scale will be created to provide benchmark to</p>								

			measure where the communities are in relation to where they began. Surveys.						
		<p>Outcome Indicator 2.c: Young Kyrgyzstani (disaggregated by gender, age, ethnicity and community) gain self-confidence and self-awareness to work together as actors of change in their communities.</p> <p>Baseline: Activity not started yet.</p> <p>Target:</p> <ul style="list-style-type: none"> -At least 80% of youth, involved report gaining self-confidence, description of what self-confidence means to them. - At least 80% of youth, involved report gaining self-confidence, description of what self-awareness means to them. -at least 40% of Youth speak up during the feedback sessions with policy makers to share their opinion. - reports of increased learning on how to work collaboratively as a team. 	<ul style="list-style-type: none"> -Reports on interactions between youth -Empowerment survey. -Project's YouTube, Twitter and Facebook pages. -midterm review, -final evaluation -reports of feedback session events. 						
	Output 2.1: feedback sessions with classmates and youth from other Schools.	<p>Output indicator 2.1.1: Number of feedback sessions with girls only within each Oblast and number of films per Oblast relating to girls' issues from different backgrounds and ethnic grounds.</p> <p>Baseline: The activities have not started.</p> <p>Target:</p> <ul style="list-style-type: none"> -at least one feedback session in each Oblast for girls and boys, -Young girls will be empowered, show leadership and play active roles in collecting feedback and discussions with their peers. -Description of interactions online and offline (reactions (retweets, likes comments) will also show a better understanding and attitude towards the other and have 	<ul style="list-style-type: none"> -Reports of meetings between the girls, story boards and films produced, -Project's YouTube, Twitter and Facebook pages. -evaluation of meetings 						<p>Month 5-7: First drafts of the story boards.</p> <p>Month 7-10: 2nd draft of the story boards</p> <p>Month 10-14: Final draft of story board (with all feedback included).</p>

	<p>developed new insights on gender norms and issues.</p> <p>Output Indicator 2.1.2: Number of feedback sessions with peers and description of reaction of peers to the showing of the short videos. Description of social media reactions from youth.</p> <p>Baseline: The activities have not started.</p> <p>Target:</p> <ul style="list-style-type: none"> -at least one feedback session in each Oblast for girls and boys, -Youth will be empowered, show leadership and play active roles in collecting feedback and discussions with their peers. -Description of interactions online and offline (reactions (retweets, likes comments) will also show a better understanding and attitude towards the other and have developed new insights on gender norms and issues. 	<p>Reports and films of feedback sessions, social media activity (YouTube, Facebook and twitter), comparison between the before and after feedback from peers.</p>							<p>Month 5-13: 4 feedback session between girls within each oblast</p> <p>Month 5-13: 4 Feedback session between youth within each oblast.</p>
Output 2.2 Participatory feedback loop sessions with communities.	<p>Output indicator 2.2.1</p> <ul style="list-style-type: none"> -Number of feedback sessions with communities. -Description of the reactions of the communities to the showing of the videos. - Number of social initiatives that arise from the community meetings. <p>Baseline: 0. Reaction of communities will be captured by filming of the feedback sessions.</p> <p>Target:</p> <ul style="list-style-type: none"> -There will be at least 2 feedback sessions for each school -Youth will be empowered, show leadership and play active roles in collecting feedback and discussions with their communities. -Communities will have gained more understanding towards different groups and gain new insights on peacebuilding and gender perspectives. 	<p>Reports and films of feedback sessions, social media activity comparison between the before and after feedback from communities.</p> <p>Project's YouTube, Twitter and Facebook pages.</p>							Month 5-13: 32 Feedback sessions with communities.
	<p>Output Indicator 2.2.2: Description of films which the communities voted (disaggregated by gender, age, ethnicity and community) that will reach national and</p>	<p>Voting ballots, films.</p>							Month 15: voting on which videos will be presented at the national

	<p>international policy makers. Baseline: conflict analysis, baseline survey will be used Target: it will be about determining the change of perception of the community on different groups and on peacebuilding and gender perspectives.</p>							and international events.
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