**SECRETARY-GENERAL’S PEACEBUILDING FUND**

**PBF PROJECT PROGRESS REPORT TEMPLATE**

**PBF PROJECT PROGRESS REPORT**

**COUNTRY:** KYRGYZSTAN

**TYPE OF REPORT: ANNUAL**

**DATE OF REPORT: 15 NOVEMBER 2019**

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| **Project Title:** PBF/IRF-155: Youth as Agents of Peace and Stability in Kyrgyzstan     **Project Number from MPTF-O Gateway:** 00104795        |
| **PBF project modality:****☐** IRF ☐ PRF  | **If funding is disbursed into a national or regional trust fund:** ☐ Country Trust Fund**☐** Regional Trust Fund**Name of Recipient Fund:**       |
| **List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc):** **Implementing partners:** Public Association “Talas Regional Council of Youth” (Talas);Public Association “Jash-Niet” (Osh);Public Foundation “Kochmon” (Chui);Public Association “Peace Initiatives” (Batken);Public Foundation "Abad" (Jalal - Abad);Public Association “Step to Success” (Issyk-Kul).      **List additional implementing partners, Governmental and non-Governmental:**State Agency on Youth Affairs, Sports and Physical Culture under the Government of Kyrgyz Republic;Ministry of Labor and Social Development of the Kyrgyz Republic;Ministry of Education and Science of the Kyrgyz Republic;Inspection of Minors' Affairs of the Ministry of Internal Affairs of the Kyrgyz Republic.       |
| **Project commencement date[[1]](#footnote-1):** from March 31 2017     **Project duration in months:[[2]](#footnote-2)** June 30, 2020     |
| **Does the project fall under one of the specific PBF priority windows below:**☐ Gender promotion initiative**☐** Youth promotion initiative☐ Transition from UN or regional peacekeeping or special political missions☐ Cross-border or regional project |
| **Total PBF approved project budget\* (by recipient organization):**     SFCG: 950,538$            **Total: 950,538 $**    *\*The overall approved budget and the release of the second and any subsequent tranche are conditional and subject to PBSO’s approval and subject to availability of funds in the PBF account***How many tranches have been received so far:**       |
| **Report preparation:**Project report prepared by: Search for Common Ground - Kyrgyzstan         Project report approved by:      Did PBF Secretariat clear the report:      Any comments from PBF Secretariat on the report:      Has the project undertaken any evaluation exercises? Please specify and attach:       |

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

* *Avoid acronyms and UN jargon, use general / common language.*
* *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
* *Ensure the analysis and project progress assessment is gender and age sensitive.*

**PART 1: RESULTS PROGRESS**

* 1. **Overall project progress to date**

Briefly explain the **status of the project** in terms of its implementation cycle, including whether all preliminary/preparatory activities have been completed (1500 character limit):

**This 18-month project started implementation on January 21st 2019. About 60% of planned activities have been successfully completed, ensuring that the project is on track.**

**A series of planned training activities in tight coordination with implementing partners have been provided to key partners[[3]](#footnote-3) and youth, including Town Hall (round table) meetings facilitated by youth with the participation of community leaders and local government. The main aim of all activities is to provide young people with a platform through which they can voice their needs and grievances. Young people in each of the project location have designed and implemented Advocacy Plans to implement initiatives to respond to community needs. The active participation of local government ensured support of most of the youth-led initiatives, which included the opening of youth centers, and other community-based initiatives.**

**These initiatives lead to strengthening cooperation among youth and to a more enabling and supporting environment for young people in Kyrgyzstan.**

**Youth participants were trained in the preparation of “Peacebuilders’ Diaries”, media reports which would allow young people to reflect on the implemented activities, share success stories and capture the positive changes they were able to effect through their initiatives. A midterm reflection is planned for the end of November 2019 to help review the monitoring results, challenges and lessons learnt to strengthen planning and implementation for upcoming activities.**

Given the recent/current political/peacebuilding/ transition situation/ needs in the country, has the project been/ does it continue to be **relevant** and well placed to address potential conflict factors/ sources of tensions/ risks to country’s sustaining peace progress? Please illustrate. If project is still ongoing, are any adjustments required? (1500 character limit)

**Aspects below have been defined as strong evidence supporting the project’s continued relevance to the local context:**

**Continued interethnic tensions: The project encourages unity, interaction and reconciliation between Kyrgyz and Uzbek, as well as Kyrgyz and Dungan youth through the delivery of peacebuilding activities and training programs which are based on conflict transformation methodologies.**

**Violent extremist groups among youth: The project is working with vulnerable youth that now have become positive leaders in their communities and are initiating different community-based projects that help them to increase their resilience and to be free from influence and recruitment by violent extremist groups.**

**Labor migration: The project is working closely with key actors to strengthen their capacity to support youth whose parents have left to pursue foreign employment, including through the provision of seminars in all target locations for parents to improve communication between youth and parents.**

**Lack of collaboration among key stakeholders: The project organized training events and activities that facilitated improved collaboration at national and community levels among key partners.**

**Gender: 42 girls from all regions of the country have taken part in the “Sisterhood Camp” that empowered young leaders with knowledge on gender stereotypes and norms, including building their self-confidence and conflict resolution skills to bring positive changes into their communities.**

In a few sentences, summarize **what is unique/ innovative/ interesting** about what this project is trying/ has tried to achieve or its approach (rather than listing activity progress) (1500 character limit).

**The project brings together a range of diverse and important stakeholders at both the National and community level to jointly address youth issues. These include governmental[[4]](#footnote-4) and non-governmental organizations. At the community level all stakeholders are united on a monthly basis through roundtable meetings to develop joint solutions for issues such as gender inequality, educational opportunities, as well as strengthening local government engagement with youth grievances and needs. These community-level roundtable events serve as an important bridge between youth, policymakers, and civil society organizations.**

**These issues are then discussed at the National level, ensuring that systemic issues are identified and addressed from the central level.**

**Building the capacity of community institutional partners: The project works with actors who are key for enabling positive outcomes for and leadership qualities of youth most-at-risk, such as social workers, social pedagogues, juvenile police inspectors, and parents. The project has provided a series training programs to those actors on Do No Harm Principles including conflict and gender sensitivity.**

**The project supports youth most-at-risk to make positive changes in their communities by developing and harnessing their personal positive leadership skills, strengthening their constructive dialogue and communication skills, and building self-confidence and self-esteem.**

Considering the project’s implementation cycle, please **rate this project’s overall progress towards results to date**:

**First round of all planned training activities have been conducted, the project is on the stage of providing second round of training programs for coaches, mentors and youth.**

**The project created a platform for building and improving bridge with local government and youth through implementing partners in all target locations.**

**Within the baseline survey the project initiated involvement of psychologist for making an individual portrait of youth most-at-risk that are having different life difficulties.**

**Later the project delivered different sessions on strengthening self-esteem and self-confidence to improve resilience against difficulties. Project participants on a monthly basis firstly learnt about social media and its tools and means for developing “Peacebuilding diary” that includes posts, videos and other communication materials on conflict transformation, peacebuilding and community positive change activities.**

In a few sentences summarize **major project peacebuilding progress/results** (with evidence), which PBSO can use in public communications to highlight the project (1500 character limit):

  **The activities implemented by young people in project locations are contributing to peace in their communities. Three youth centers were opened in Kashkar-Kyshtak, Talas, and Manas by the selected youth in partnership with the local government, along with action plans which will be implemented within the year at the local level.**

**In Nariman, garbage polluting the sides of the road leading to the local school was becoming a source of conflict among the inhabitants of the given area. In order to prevent conflicts and solve the issue in a constructive way, participants initiated an advocacy campaign to keep the area clean and calling for the peaceful resolution of disputes in the community. The young participants prepared short videos which were disseminated through social media. They also approached the local school directly, and received their support for the installation of five garbage bins along the road.**

**On 21 September, the International Day of Peace, all implementing organizations arranged events including a Climate Action for Peace rally, drawings contests, flashmobs, movie showings about great peacebuilders, campaigns to stop school bullying, and trainings for young people to strengthen their conflict transformation skills.**

In a few sentences, explain how the project has made **real human impact**, that is, how did it affect the lives of any people in the country – where possible, use direct quotes that PBSO can use in public communications to highlight the project (1500 character limit):

**The project has been particularly impactful in enabling young people in challenging community norms and achieving personal goals.**

**Rusikhon from the Mirmakhmudov community decided to pursue further studies after graduating from high school. She felt inspired by her participation in the Gender Camp, as well as other workshops and activities initiated by Jashstan. Rusikhon is the first in her family to pursue further education, and now enrolled to become a teacher at the Osh State Pedagogical Institute. Rusikhon explained that her participation in the project helped her feel empowered and pursue directions she previously was unsure were available, including her mother’s supportive attitude,**

**A similar story is that of Akylyyma Kydyeva, a social pedagogue with 28 years of work experience. Akylyym’s engagement in the project positively impacted on her confidence and her vision. She put herself forward as a candidate in the local parliamentary elections in the Saruu village of the Issyk-Kul region and was elected on September 22 2019. Akylyym is eager to implement social projects to support parents, as well as assist in the creation of a platform for local youth and involving them in decision making processes by expanding their opportunities for further development.**

**Project partners have prepared a number of videos highlighting individual success stories which can be found** [**here**](https://drive.google.com/drive/u/0/folders/1mHByGKjeMcgudqHZzPSJJHgKuNniTA1J)**.**

If the project progress assessment is **on-track**, please explain what the key **challenges** (if any) have been and which measures were taken to address them (1500 character limit).

**Ensuring continuous engagement of key partners is challenging in some locations due to high staff turnover, particularly for juvenile inspectors who in some cases are assigned to their role for just 3-5 months. Similarly, working closely with social pedagogues and social workers can be challenging due to their high professional and personal workload. This is also the case when working with parents and caregivers.**

**Due to the short implementation period of the project, it can be challenging to see and fully evaluate impact. Capturing the longer-term impact of the project may require more time.**

**High turnover and workload of key partners are being discussed and with national state agencies to look for solutions for existing systemic gaps at Consultative working Group meetings, including strengthening their capacity.**

 **Search leverages the strong connections of its implementing partners with key partners and actors at the local and national levels. The project team has also taken targeted efforts to build strong collaborative connections with state and non-state organizations through visits, meetings and invitations to project activities.**

If the assessment is **off-track**, please list main reasons/ **challenges** and explain what impact this has had/will have on project duration or strategy and what **measures** have been taken/ will be taken to address the challenges/ rectify project progress (1500 character limit):

**There have been challenges with some project participants dropping out of the project due to urgent travels or other family reasons like moving to another place or leaving for migration with parents. In one case, a participant was not allowed to participate in the project by her father due to strong traditional views.**

Please attach as a separate document(s) any materials highlighting or providing more evidence for project progress (for example: publications, photos, videos, monitoring reports, evaluation reports etc.). List below what has been attached to the report, including purpose and audience.

* 1. **Result progress by project outcome**

*The space in the template allows for up to four project outcomes. If your project has more approved outcomes, contact PBSO for template modification.*

**Outcome 1:**  ***The target most-at-risk youth are empowered to influence the decision-making process for more inclusive policies around marginalized youth issues.***

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

**The project has been able to develop a strong and context-specific training package for young people, based on the successful completion of the initial Conflict assessment and Baseline survey as well as extensive preparatory work, networking. and trust-building with key local and national partners and actors. The project has delivered a**

**Leadership and Constructive Advocacy Skills Development training to**

**mentors and coaches first, and then for youth participants. The training focuses on improving young people’s self-esteem and self-confidence, and included content on leadership and tools for constructive advocacy. In this reporting period, the project held its second National Consultative Working Group in close collaboration with the State Agency of youth, Physical Culture and Sports, which united representatives from the Ministries of Internal Affairs, Education and Science, Labour and Social Protection and Healthcare as well as other public and implementing organizations. The roundtable provided young people with an important platform through which they could speak directly to decision-makers and advocate for the issues that are important to them.**

**Progress summary:** *Describe main progress under this Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration), including major output progress (not all individual activities). If the project is starting to make/ has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context. Where possible, provide specific examples of change the project has supported/ contributed to as well as, where available and relevant, quotes from partners or beneficiaries about the project and their experience. (3000 character limit)?*

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

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

Key stakeholders, including existing youth leaders, social pedagogues, social workers and juvenile police are capacitated in gender-responsive and conflict-sensitive coaching the most-at-risk youth.

**The project conducted a five-day training for trainers in July on Mentorship and Peacebuilding for coaches[[5]](#footnote-5) and mentors from 15 target conflict prone communities that helped learn the mentorship techniques, gender and conflict sensitive approaches to work with youth most-at-risk.**

**The purpose of the training is to help program participants, both mentors and mentees, gain experience in understanding concepts related to peace and conflict management, gain specific skills, and learn how to practically apply their skills and transfer their newly gained knowledge to their peers.A second round of training was provided in October 2019.**

**The 90 selected youth and 60 youth who are under the reserve list were able to learn the concepts of peace and conflict, and learn how to analyze and respond to conflict constructively.**

**The training enabled young people to replicate the trainings at the local level, supporting them in providing training to their peers in their communities together with their mentors.**

**Town Hall Meetings (from May to October, 2019)**

**The Town Hall Meetings, which are held each month at the local level, provide young people with a platform to identify issues that are localized and context-specific, and discuss them within their communities.**

**The issues raised at these meetings vary according to the project location, and can range from the lack of cooperation among young actors and organizations, to young people’s right to an education, to effective methods of preventing violence in their communities.**

**Youth centers were opened in Kashkar-Kyshtak, Talas and Manas by the selected youth together with the local government, along with yearly action plans. The cooperation between the youth and the local government further ensures that young people have the connections and networks at their disposal to influence the decisions that affect them. The youth centers will provide young people with a physical space as well as specific resources to further assist them in this goal.**

**Youth advocacy campaigns, which were designed by 90 selected youth in 15 target communities, have encouraged young participants to think critically about the issues in their communities, and to be proactive and empowered in addressing them. Their highly localized nature ensures that the issues are relevant to the youth in question, focusing on questions such as school bullying, access to education, early marriage and others.**

**The first round of the Sisterhood Camp, held in August 2019, saw the participation of 42 young girls. Through this camp, young leaders gained important self-development skills such as goal-setting and developing action plans, career counseling and guidance, as well as support in engaging with the norms , stereotypes and expectations they may face within their families and at societal level.**

**During the first round of the Gender Choice Workshop, held in October, male and female participants discussed and identified gender norms and stereotypes. They identified the gender issues in their communities and developed initiatives to tackle them, such as trainings for their peers, movie nights about gender violence, debates and others. Importantly, these workshops provide both men and women with tangible skills and tools which they can apply to advocate for the issues that affect them.**

**Seminars for parents as additional activities have been delivered in all 15 locations to build more trustworthy and strong communication between parents, caregivers and youth. A well-known pedagogue - Asylbek Joodanbekova facilitated sessions on building effective communication and relationships through discussing routine issues and extending opportunities through mutual support and reconnection.**

* 1. **Cross-cutting issues**

|  |  |
| --- | --- |
| **National ownership:** How has the national government demonstrated ownership/ commitment to the project results and activities? Give specific examples. (1500 character limit) | The project has tight and mutual cooperation with central and local authorities such as the State Agency of Youth, Physical Culture and Sport under the Government of the Kyrgyz Republic, Ministry of Internal Affairs (memorandum of cooperation), Ministry of Education and Science (letter of support), Ministry of Labour and Social Protection (memorandum of cooperation), Ministry of Culture and Tourism, including oblast and rayon administrations in target areas. Monthly provided round tables in communities and Consultative Working Group (CWG) at the national level unite state and nonstate to support youth development and address their needs and grievances from social and systemic perspectives. .     |
| **Monitoring:** Is the project M&E plan on track? What monitoring methods and sources of evidence are being/ have been used? Please attach any monitoring-related reports for the reporting period. *(1500 character limit)?*  | The regular monitoring of the project training based and town-hall meeting related events are on track. The pre- and post-test are systematically maintained. The data generated from pre-and post-test is hosted in the relevant database. The Reach data is entered into the on-line M&E system    |
| **Evaluation:** Provide an update on the preparations for the external evaluation for the project, especially if within last 6 months of implementation or final report. Confirm available budget for evaluation. *(1500 character limit)* | No evaluations were planned for the reporting period. The mid-term reflection meeting is planned for the 25 of November, 2019 |
| **Catalytic effects (financial):** Did the project lead to any specific non-PBF funding commitments? If yes, from whom and how much? If not, have any specific attempts been made to attract additional financial contributions to the project and beyond? *(1500 character limit)* |      N/A |
| **Catalytic effects (non-financial):** Did the project create favourable conditions for additional peacebuilding activities by Government/other donors? If yes, please specify. *(1500 character limit)* | All training programs are replicated in their communities together with their peers. The opening of youth centers in target locations with support from local government is an initiative that will continue to benefit the community after the project ends. Support from local authorities to initiate and delivering of youth projects from local budget.  |
| **Exit strategy/ sustainability:** What steps have been taken to prepare for end of project and help ensure sustainability of the project results beyond PBF support for this project? *(1500 character limit)* | The project has been able to build very strong cooperation on local and national levels  for addressing youth needs and grievances: * Strengthening capacity of implementing partners at target sites through provision with mutual activities.
* Introducing positive changing the attitude of key partners (coaches, local stakeholders) through building and maintaining strong partnerships (both locally and nationally) in working with youth.
* Considering social and systemic gaps of implementing policy through attitudinal or behavioural changes that will continue to have positive effects on at-risk youth and communities.

Key findings from the needs assessment and baseline survey were presented to key partners and stakeholders with the opportunity to discuss and express their insights for progress to ensure that the work done in response to this research is relevant and has the buy-in of key stakeholder. |
| **Risk taking:** Describe how the project has responded to risks that threatened the achievement of results. Identify any new risks that have emerged since the last report. *(1500 character limit)* |  Interventions involving children/young relatives of returnees from combat zones and of detainees based on extremism charges are from very closed families in their communities and can be reached only through special services that have access. Interaction of these children with other vulnerable children is also considered high risk as it can create conditions for recruitment.In response, the project team has reached the Service of Probation under the Governmental Service of Punishment Execution of Kyrgyz Republic that has regular and open access to these households with regular official visits.This service was only formed this year in April 2019 . As a newly formed entity, their role and duties are still under consideration and approval.Since the project implementation period is for 18 months with a fixed and determined budget, engagement with this Service may not be possible. However, the project team will continue monitoring any relevant developments and make recommendations on possible cooperation with this service to reach this particular category of young, vulnerable people. |
| **Gender equality:** In the reporting period, which activities have taken place with a specific focus on addressing issues of gender equality or women’s empowerment? *(1500 character limit)* | Sisterhood camps and gender choice workshops have been delivered. Design and content were finalized with implementing partners with consideration of local context based on “Do not harm” principles. In general, support was provided on сareer guidance, learning more about maintaining a healthy lifestyle (reproductive health, nutrition and etc.,), and succeeding in national school testing for high school graduates, etc.  |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* |    N/A   |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Current indicator progress** | **Reasons for Variance/ Delay****(if any)** | **Adjustment of target (if any)** |
| **Outcome 1**The target, most-at-risk youth, are empowered to influence the decision-making process for more inclusive policies around marginalized youth issues. | **Indicator 1a**Percentage change of most-at-risk youth, capacitated in advocacy and communication, participate in political decision-processes that directly affect the groups of most-at-risk youth | 44,6%90 selected ‘most-at-risk’ disaggregated by categories: 35% migrants’ children, 33% youth who have conflict with law, 28% youth who have single parent and 4% represent children/young relatives of families who promote radical views (with 39 % female youth); 0% increase   | 90 selected ‘most-at-risk’ disaggregated by categories; 20% increase (from baseline) of each category out of total  | **N/A** | **N/A** | **N/A** |
| **Indicator 1b**Percentage change of most-at-risk youth who are satisfied with the ways that their voice is represented by decision makers and/or political leaders  | 7%   |  At least 20% increase from the baseline value | N/A | N/A | **N/A** |
| **Output 1.1**In-depth conflict analysis identifies the extent of the relationship between vulnerability and susceptibility of marginalized youth to radicalization leading to violence.    | **Indicator 1.1.1**Number of evidence-based research conducted with focus on three groups of ‘most-at-risk’ youth | 1  | 1 | **100%** | **N/A** | **N/A** |
| **Indicator 1.1.2**Number of specific factors identified by the research (as vital information for project implementation strategy) that directly influence youth vulnerability and susceptibility to radicalization leading to violence  | **5 factors****-** Migration; -Weakening the role of family and school and strengthening religious institutions in the education of youth.- Gender-based stereotypes;-Interethnic tensions; -Tribal tension.  | At least 3 factors  | 100%  | **N/A** | **N/A** |
| **Output 1.2**Evidence- based gender-responsive and conflict-sensitive approaches for preventing radicalization among most-at-risk youth are applied in pilot communities | **Indicator 1.2.1**# of newly developed gender and conflict sensitive approaches (based on research findings) developed and tested to prevent radicalization among three different groups of at-risk youth. | 0 (baseline findings show gender and conflict sensitive approaches will be guidebook for coaches (social pedagogues, social workers and juvenile personnel) to work with conflict and gender issues, training module in advocacy and guidebook in art therapy (psycho-emotional support) - and mentorship guidebook for mentors (Jashtan 1 participants); ‘tested’ means the coaches and mentors are trained in using these guidebooks and improved  | At least 3 (one per group of youth)  |   Training module in advocacy, guidebook in art-therapy, mentorship guidebook, guidebook in gender-responsive and conflict-sensitive coaching are ready. | **Under process** | **N/A** |
| **Indicator 1.2.2**# of evidence-based approaches targeting all the ‘most-at-risk’ youth groups are tested in pilot communities  | 0; none of the 3 groups; in 0 communities | At least 2 approaches; 3 groups; in 7 communities (1 per oblast)  |      2 approaches in 7 communities | Approaches are on the stage of testing  | **N/A** |
| **Output 1.3**The target most-at-risk youth are capacitated in leadership and constructive advocacy skills. | **Indicator 1.3.1**Percentage of participating most-at-risk youth who demonstrate increased knowledge of leadership and advocacy skills  | 0   | 60%  |  Leadership knowledge: 47.4%; Advocacy skills: 44.6% (pretest results; increase 10% in LD and 25% in CAS prior to pretest) | **N/A** | **N/A** |
| **Output 1.4**The most-at-risk youth and national policy-makers are engaged in policy dialogues on key issues including best-practices of pilot approaches for preventing radicalization | **Indicator 1.4.1** Number of key issues and best practices on preventing radicalization identified through the policy dialogues between most-at-risk youth and national policy makers  |  0 national level dialogue platform and forums; 0 issues and 0 best practices  | 1 platform created,4 dialogue forums held, at least 7 key issues and 7 best practices  | 1 dialogue, recommendations to the program of the Government of the Kyrgyz Republic for family support and child protection for 2018-2028 | **N/A** | **N/A** |
| **Indicator 1.4.2**Number of action plans agreed between youth and policymakers covering issues from the conflict assessment. | 0 action plans | 15 action plans (one per community) | Action Plans under the process of realizations |  Targeted for Q5 | **N/A** |
| **Outcome 2**The target youth are engaged and supported by a more enabling environment of local key stakeholders that are responsive to the issues and grievances that most-at-risk youth face. | **Indicator 2a**Percentage of ‘most-at-risk’ youth who confirm that their grievances related to youth marginalization has been addressed by local decision making mechanisms | 9.3% of surveyed youth confirm, that their grievances has been addressed through Round tables 33.7%, local government meetings 25.6%, letters 19,8%. | 15% increase from baseline values  | **0** | **N/A** | **N/A** |
| **Indicator 2b**Percentage change of most-at-risk youth who believe that local decision makers are proactively addressing their grievances  | X | At least 20% from baseline value  | **0** | **N/A** |
| **Output 2.1**Key stakeholders, including existing youth leaders, social pedagogues, social workers and juvenile police are capacitated in gender-responsive and conflict-sensitive coaching the most-at-risk youth. | Indicator 2.1.1Number of stakeholders (youth leaders, social pedagogues, social workers and juvenile police) who demonstrated increased knowledge on gender-responsive and conflict-sensitive coaching by at least 30% (average)  | 0 youth leaders; 0 social pedagogues, 0 social workers and 0 juvenile police and level of their knowledge TBD | 15 youth leaders; 15 social pedagogues, 15 social workers and 15 juvenile police and at least 30 % at average  | 15 youth leaders; 15 social pedagogues, 22 social workers and 15 juvenile police  | **N/A** | **N/A** |
| **Indicator 2.1.2**Number of trained mentors (youth leaders, social pedagogues, social workers and juvenile police) applied their skills in piloting evidence-based approaches targeting the ‘most-at-risk’ youth groups | 0 mentors in 0 communities  | 30 mentors in 7 communities  | 15 mentors (one per location) | **N/A** | **N/A** |
| **Output 2.2**The targeted most-at-risk young are capacitated and mentored to constructively engage with key stakeholders for practical solutions to reducing radicalization amongst youth. | **Indicator 2.2.1**Number of engagement actions developed and implemented by identified ‘most-at-risk’ youth (by at least 30% of ‘most-at-risk’ youth) | 0 most-at-risk youth, 0% representatives of each group  | At least 15 actions  |  7 actions(one action per oblast) | **N/A** | **N/A** |
| **Indicator 2.2.2**Number of types of grievances communicated by the trained most-at-risk with mentors (youth leaders, social pedagogues, social workers and juvenile police) by the end of mentorship period  | Type of grievances shared is TBD at the first meeting of mentors with most-at-risk youth | 5 types of grievances shared by at least by 50% of trained most-at-risk youth |  In general 2 types of greavensess are voiced by youth: i) lack of understanding between youth and adults; ii) lack of opportunities and information related to the profession choice | **N/A** | **N/A** |
| **Output 2.3**Collaboration between schools, families, juvenile police service and local government in integrating vulnerable youth into public affairs is strengthened. | **Indicator 2.3.1** Frequency roundtables between youth and community stakeholders (schools, families, juvenile police and local government) on identified grievances/issues of most-at-risk youth  | 0 | Once per month with a discussion of at least 2 issues throughout a year  | 1 round table in 13 locationsEach location has their thematic area for discussing on the town-hall meetings | **N/A** | **N/A** |

**PART 2: INDICATIVE PROJECT FINANCIAL PROGRESS**

* 1. **Comments on the overall state of financial expenditures**

Please rate whether project financial expenditures are on track, delayed, or off track, vis-à-vis project plans and by recipient organization: As at end of Sep 2019, we have reported 43.73% burn rate. However, due to later submission of financial reports by partners, the actual expenditure is higher.

How many project budget tranches have been received to date and what is the overall level of expenditure against the total budget and against the tranche(s) received so far (500 characters limit): We have received one tranche. Invoice for the second tranche will be submitted

When do you expect to seek the next tranche, if any tranches are outstanding:  In November 2019

If expenditure is delayed or off track, please provide a brief explanation (500 characters limit):

Please state what $ amount was planned (in the project document) to be allocated to activities focussed on gender equality or women’s empowerment and how much has been actually allocated to date: $502,760

Please fill out and attach Annex A on project financial progress **with detail on expenditures/ commitments to date using the original project budget table in Excel**, even though the $ amounts are indicative only.

1. Note: commencement date will be the date of first funds transfer. [↑](#footnote-ref-1)
2. Maximum project duration for IRF projects is 18 months, for PRF projects – 36 months. [↑](#footnote-ref-2)
3. mentors (previous Jashstan phase 1 alumnus) and coaches (social workers, social pedagogues and juvinile inspectors). [↑](#footnote-ref-3)
4. Ministry of Internal Affairs, Ministry of Education and Science, Ministry of Labour and Social Protection, Ministry of Culture and Tourism, State Agency of Youth, Physical Culture and Sports [↑](#footnote-ref-4)
5. juvenile police officers, social pedagogues, social workers [↑](#footnote-ref-5)