

YOUTH THEATER FOR PEACE

PROGRAM EVALUATION



YOUTH THEATER FOR PEACE (YTP) PROGRAMS IN KYRGYZSTAN AND TAJIKISTAN

Final Evaluation

This report has been prepared by Vadim Nigmatov in November 2011 on behalf of IREX. The comments herein reflect the opinion of the evaluator only. This report is made possible by the support of the American people through the United States Agency for International Development (USAID). The contents are the sole responsibility of IREX and do not necessarily reflect the views of USAID or the United States Government.

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Abbreviations and Acronyms:

DCT – Drama for Conflict Transformation

FTI – Public Organization “Foundation for Tolerance International”

ICA EHIO – Public Organization “EHIO – Farhang va Tarakkiyot” (Institute of Cultural Affairs Empowerment for Human Involvement Organization)

ICCO – Interchurch Organization for Development Cooperation

IREX – The International Research and Exchange Board – a U.S. based non-profit organization

M&E – Monitoring and Evaluation

PMEP – Performance Monitoring and Evaluation Plan

SPSS – Computer program used for survey authoring and deployment

ToT – Training of Trainers

USAID – United States Agency for International Development

YTP – Youth Theater for Peace

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1 Executive Summary

The Youth Theater for Peace (YTP) programs in Tajikistan and Kyrgyzstan work to promote sustainable conflict prevention at the community level. IREX designed the YTP model in response to USAID’s request for people-to-people approaches that create opportunities for contact and exchange between adversarial groups and has implemented the programs since 2010. In 2011, independent evaluation consultant Vadim Nigmatov was hired to conduct a program results assessment using an experimental/comparison group evaluation approach to determine the effects of this initiative.

Through this evaluation methodology, the YTP programs both in Tajikistan and Kyrgyzstan were found to achieve measurable outcomes in facilitating lasting attitudinal and behavioral changes regarding conflict issues among youth and adult program participants. Furthermore, the programs managed to engage wider community members in the target areas into Drama for Conflict Transformation (DCT) activities, having influenced somewhat their attitudes and behaviors toward conflict issues. Finally, the programs are in the process of promoting long-term sustainability of the DCT methods, with DCT activities having visible effects on new participants (secondary beneficiaries).

In general, the evaluation suggests that the YTP approach, including the DCT methodology employed by the program, is an effective tool in promoting lasting attitudinal and behavioral changes in youth and adults in relation to conflict issues at the community level, relations within the community, and particularly in relation to people of other ethnicities, religions and nationalities. The DCT methodology was also determined to be very effective in raising self-confidence and developing leadership skills, not only among youth, but also among adults.

YTP Results Highlights
<ul style="list-style-type: none">• 100% of program participants in Tajikistan and Kyrgyzstan reported being confident in their ability to help to resolve interpersonal disagreements or conflicts in a peaceful way, compared to approximately 37% in Tajikistan and 55% in Kyrgyzstan of comparison group respondents.• Nearly 98% of program participants in both countries reported confidence in their ability to positively affect conflict situations in their community, compared to about 15% in Tajikistan and 31% in Kyrgyzstan of comparison group respondents.• Approximately, 90% of program participants in Tajikistan and Kyrgyzstan reported having confidence in speaking in front of large audiences, compared to about 10% of comparison group respondents in Tajikistan and 17% in Kyrgyzstan.• In 12 of 12 focus group discussions with community members who had seen a performance, respondents shared a belief that the DCT methodology can have a positive effect on community relations as they relate to conflict.• Program participants reached over 37,500 audience members in Kyrgyzstan and Tajikistan through Forum Theater plays as of September 2011.

A: History and Program Overview

IREX designed the YTP model in response to USAID’s request for people-to-people approaches that create opportunities for contact and exchange between adversarial groups. The YTP programs aim to promote sustainable conflict prevention at the community level through a participatory theater methodology called Drama for Conflict Transformation (DCT).

Drama for Conflict Transformation (DCT) is a unique people-to-people approach to peace education. DCT establishes a safe space to allow members of conflicting groups to break down barriers through personal contact and build strong personal relationships; provides people with tools to identify and address issues of mutual concern, establishing common ground for cooperation and coexistence; and provides a vehicle for individuals to serve as peace promoters, advocating for a culture of peace.

DCT is a flexible set of tools that unlock the creative power of individuals and communities to adopt new perspectives around conflict and develop novel solutions. IREX’s approach draws on the work of Dr. Augusto Boal, a Nobel Peace Prize-nominated Brazilian director, activist, and educator who pioneered the Theater of the Oppressed methodology, and adds elements of Playback Theater, developed by Jonathan Fox and Jo Salas, and Michael Rohd’s Hope is Vital methodology. IREX has applied the Youth Theater for Peace model in the diverse settings of Tajikistan, Kyrgyzstan, Indonesia, and Kenya to create a framework for exploring local conflict dynamics. Since the content depends entirely on the life experience of participants, DCT can address many types of conflict, from ethnic and religious to resource-based.¹

The crux of the methodology is Forum Theater, in which a group of actors create a play based on a real-life conflict issue. The play is structured to end on an unresolved note of conflict, and should possess in its cast at least one potential ally for the protagonist, as well as multiple “turning points” where an individual character’s actions could change the outcome of the scenario. The play is performed once in its original form; next, a trained facilitator, the Joker, prompts the audience to consider the events that they have just seen on stage. The play is then repeated from the beginning, but the audience members are invited to demonstrate their ideas for preventing or resolving the conflict by making an “intervention” in the performance. This process is facilitated by the Joker, who invites the audience to yell “Stop!” to signal the moment in which they want to intervene. Once “Stop!” has been called, the actors freeze and the Joker guides the audience member onstage to replace a chosen character, then restarts the action. Following each intervention, the Joker facilitates a discussion to analyze the impact of the demonstrated action – positive or negative – and whether or not it represents a realistic option.

The YTP programs introduce DCT to teachers and other youth-serving professionals and teenagers (15-16) in rural, conflict-prone areas of Kyrgyzstan and Tajikistan. The programs aim to ultimately create a group of empowered youth and supportive adults who are equipped to lead community-based conflict resolution activities—sharing DCT techniques and a newfound understanding of those of other ethnicities, religions, and/or nationalities within their larger communities.

¹ Under the YTP projects in Tajikistan and Kyrgyzstan, play topics include: ethnic/regional conflict; school fights/bullying; racketeering; family problems/domestic violence; crime; gender issues, and suicide.

To achieve its stated objectives, the YTP model includes several key phases of activity. Adult participants were trained to facilitate the DCT methodology at Training of Trainers events and applied their learned skills with youth participants at Summer Camps, with the support and guidance of IREX's DCT experts. Following the Summer Camps, YTP participants created Theater Tour Troupes and implemented Theater Tour Grants to take their performances on the road, sparking dialogue about conflict issues and allowing audience members to suggest and test solutions to real problems. (In Kyrgyzstan, school-based Drama Clubs were also introduced and supported with micro-grants following the Summer Camps.) Finally, YTP participants implemented Sustainability Grant projects to institutionalize the DCT methodology in their communities and received ongoing capacity-building and mentoring from IREX and its local implementing partners. These activities were implemented in the Sughd and Khatlon regions of Tajikistan and the Batken and Chui regions of Kyrgyzstan, in conjunction with local partners EHIO and Fidokor in Tajikistan and the Foundation for Tolerance International in Kyrgyzstan.

Both adult and youth program participants were selected on a competitive basis. The pool of prospective adult participants consisted of those adults already working with youth in the target communities. These youth-serving professionals were invited to attend an initial DCT workshop held in their districts, complete a program application, and have an interview with IREX and/or partner staff. Selection criteria included demonstrated interest in and aptitude for the DCT methodology, communication skills, mature perspective on conflict issues, experience in theater, music or dance, good relationships with local NGO, education, civic and religious leaders in their community/region, and the support of their school or organization to participate in program activities.

Prospective youth participants were also required to attend a DCT workshop and complete a program application. Selection criteria included demonstrated interest in and aptitude for the DCT methodology, leadership skills, sensitivity to other identities, experience in theater, music or dance, awareness of and/or experience with conflict issues, and prior community engagement.

Results

A. About the Program Evaluation

In September 2011, IREX contracted an external evaluator to design and implement an end-line evaluation of YTP program results in Kyrgyzstan and Tajikistan. Since the programs in Tajikistan and Kyrgyzstan are implemented under separate awards but share similar strategies, approaches and activities, it was decided to conduct the evaluation of the two programs sequentially using the same methods and tools, but warranting specific conclusions and recommendations for each program.

The evaluation methodology and tools were developed based on the research questions designed by the YTP program team and agreed with the consultant. The major research questions included:

- To what extent has YTP accomplished its stated goals and objectives? What factors have contributed to or prevented success?
- What effects has YTP had on target youth, institutions, and communities?

- What effects has the YTP program had on the capacity of IREX's partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?

The evaluation utilized a variety of tools to assess, verify and triangulate information from the target group, local partners, project staff and other stakeholders. The principal tool was an orally-administered survey of program participants and a demographically similar group of non-participants (comparison group) disaggregated by age categories – adults and youth. This tool allowed for conducting quasi-experimental analysis by comparing program participants and non-participants.

The survey was designed to assess and compare attitudes and behaviors of program participants and the comparison group around conflict issues and towards those of other ethnicities, religions and nationalities, to assess abilities and confidence in having a positive impact on solving community and interpersonal conflicts in a peaceful manner (a sense of 'personal agency' in conflict situations), and to evaluate abilities and confidence in speaking in front of groups of people and community leaders. In addition, the survey intended to evaluate if the DCT methodology had any effects on program participants in regard to positive changes in their communications and interactions with those of other ethnicities, religions, and nationalities.

The questionnaires included a number of open- and closed-ended questions. For most of the questions, respondents were asked to rate the level to which they agreed with a number of statements. The questions were formulated in a way which best allowed data to feed into YTP program progress indicators.

The survey was administered to 59 program participants in Tajikistan and 60 program participants in Kyrgyzstan, as well as to the same amount of respondents who were not involved in YTP activities. In total, there were 238 respondents in the experimental and comparison groups. Since each group was similar in demographic composition, this methodology allowed the evaluator to determine the extent to which participation in YTP contributed to achieve the intended effects, and to what extent changes were attributable to participation in the program.

The evaluation tools also included focus group discussions with target community members. The focus groups were aimed to assess the program's effects on community members ('the audience' at DCT performances) who were not involved directly in the program training events (TOT and Summer Camps). The focus groups were conducted according to designed structured guidelines with key questions. The focus groups were conducted separately with youth community members and with adults. In total, there were 24 focus groups conducted in Kyrgyzstan and Tajikistan.

In addition, key informant interviews with community leaders (school principals in the target schools having Drama Clubs created through the Sustainability Grants and relevant representatives of the local authorities) were conducted in each target community visited to evaluate YTP program effects not only on direct participants, but also on wider community members including schools where the Drama Clubs were established.

In order to evaluate YTP's effects on 'secondary beneficiaries' (i.e. new program participants trained by direct program participants, primarily through grant activities), semi-structured interviews with randomly selected leaders of sustainability projects were conducted.

Finally, a review of primary and secondary program documents (Project Proposals, Performance Monitoring and Evaluation Plans (PMEPs), Quarterly Program Reports, Media Mentions, etc.) and one-to-one interviews with the YTP Program Directors, semi-structured interviews and participatory evaluation exercises with project partners and IREX staff were conducted. The participatory evaluation exercises helped to provide insight into the YTP program's effects on the capacity of IREX's partner organizations. All quantitative and qualitative data was triangulated, coded, and analyzed by the evaluator following its collection.

The survey was conducted by an independent evaluator together with local partner organizations' responsible staff in Kyrgyzstan and Tajikistan, who served as enumerators and focus group facilitators. Before data collection began, the evaluator trained partner staff on basic research principles and ethics. In the beginning stage of data collection, the partners had an opportunity to practice administering the oral survey under the supervision of the evaluator before conducting individual interviews.

The focus groups were implemented using the same approach. The partners were trained on planning and conducting focus groups. Then, the partners' were presented with the focus group guidelines including key questions. During the evaluation, the partners had an opportunity to participate in the focus groups as observers first, and then, as facilitators with the evaluator serving as an observer. This approach allowed the local partner organizations to increase their skills in conducting interviews and focus group discussions through direct participation in the evaluation.

It is important to note the limitations of the assessment. For instance, the quasi-experimental analysis of program participants and the comparison group has certain limitations. The program participants are comprised of those who had taken their own initiative to become involved into YTP; thus, it is likely that they would have started the program with 'better' or more favorable attitudes and behaviors towards conflict issues and those of other ethnicities, religions and nationalities. In order to address this limitation, the survey utilized additional questions for the program participants only in order to best determine if program participation was the cause for positive changes in attitudes and behaviors.

Focus group and survey respondents may also have provided more favorable information about the program due to the participation of local partners in the data collection. However, the partners' involvement may also have contributed to a greater sense of openness in talking about the program and provided the evaluator with greater access to subjects for data collection.

B: Analysis of Results

To what extent YTP has facilitated lasting attitudinal and behavioral change among program participants (young people and adult mentors)?

The survey findings suggest that program participants are much more confident in their abilities to positively affect conflict issues related to interpersonal disagreement as well as conflicts at community or even district level, compared to non-participants. 100% of program participants in Tajikistan and Kyrgyzstan reported being confident in their ability to help to resolve interpersonal disagreements or conflicts in a peaceful way, compared to approximately 37% in Tajikistan and 55% in Kyrgyzstan of comparison group respondents. Regarding conflicts at the community level, nearly 98% of program participants in both countries reported being confident in their ability to positively affect any conflict situation in their community, compared to about 15% in Tajikistan and 31% in Kyrgyzstan of comparison group respondents.

Furthermore, the findings suggest that program participants have more positive interactions with people of other ethnic, religious, or national origin than their counterparts in the comparison group. 100% of participants in Tajikistan and about 98% in Kyrgyzstan reported being able to communicate well with people of other ethnicity, religious group or nationality, compared to 44% of comparison group respondents in Tajikistan and about 81% of comparison group respondents in Kyrgyzstan. The results are almost identical regarding the question if respondents are able to form friendships with those of other ethnicity, religious or national origin.

Also, the survey findings suggest that program participants are more self-confident, particularly in relation to speaking in front of a group, than those in the comparison group. For instance, approximately 90% of program participants in Tajikistan and Kyrgyzstan reported having confidence in speaking in front of large audiences (25+ people), compared to about 10% of the comparison group in Tajikistan and 17% in Kyrgyzstan. Moreover, about 83% of program participants in Kyrgyzstan and 81% in Tajikistan reported feeling confident while speaking in front of governmental officials or community leaders, compared to 15.5% of the comparison group in Kyrgyzstan and 8.5% in Tajikistan respectively.

Finally, program participants reported changes in their empathy toward and positive interactions with those of other ethnicities, religions and nationalities during the last two years. For instance, 100% of program participants in Tajikistan and 98% in Kyrgyzstan reported having better conversations and friendships and increased trust with people of other ethnicities, religions and nationalities. Almost all of the respondents reported that the changes in their empathy toward and interactions with those of other groups were caused by their participation in the YTP program.

To what extent YTP has engaged the wider community in Drama for Conflict Transformation activities?

The analysis of findings from focus groups suggests that YTP had a certain effect not only on direct program participants, but also on wider community members, through events organized by program participants (i.e. Forum Theater plays). Thus, the generalized results of the focus groups conducted in Tajikistan and Kyrgyzstan show that 100% of community members believe that the DCT methodology has a positive effect on community relations regarding conflict issues and local problems. Moreover, the majority of focus group participants said that Forum Theater plays performed by the YTP participants

influenced their attitudes toward conflict issues, and toward those of other ethnicities, religions, and nationalities.

The overall analysis of focus groups found that about 60% of adult community members and about 67% of youth audience members in Kyrgyzstan and Tajikistan who saw one or more YTP Forum Theater plays are able to speak about conflict issues in their community in an open and balanced way. This analysis was based on observation and scoring by trained facilitators, rather than on self-reporting. However, there is no similar baseline information to make a comparison in retrospective.

To what extent YTP has promoted long-term sustainability of conflict transformation models?

The generalized findings from key informant interviews, focus group discussions, and semi-structured interviews with leaders of sustainability projects suggest that YTP program's sustainability grant projects have positive effects on secondary beneficiaries and the target institutions (primarily schools), although the projects were ongoing at the time of the evaluation.

In addition, the self-evaluation exercise held with local partner organization staff showed that the YTP program and IREX as the lead program implementer have had a positive influence on increasing partners' capacity, including expected and unexpected positive effects.

C: Highlights, Recommendations, Closing

The evaluation findings suggest that the YTP approach and the DCT methodology employed by the program are effective tools in promoting lasting attitudinal and behavioral changes in youth and adults in relation to conflict issues at the community level, relations within the community, and particularly in relation to people of other ethnicities, religions, and nationalities.

The DCT methodology is also likely to be effective in raising self-confidence and developing leadership skills not only among youth but also adults. For instance, the evaluation showed that DCT is a very effective tool in empowering youth and developing their potential. All youth who were direct program participants became leaders among their peers, leaders in their schools and even gained authority among adult community members.

The evaluation findings showed that the DCT methodology turned out to be a very strong motivational tool for program participants. As a number of program participants mentioned, the DCT methodology provided by the program gave them such inspiration that they "could not stop anymore" in using the DCT methodology in their work and further promoting it among their community members.

The lessons learned by local partners showed that the DCT tools and methods could be effectively used in other programs and projects promoting conflict prevention, as well as in other programs aimed at youth development and empowerment.

However, for future similar programs it is recommended to further promote and institutionalize the DCT methodology through the involvement of relevant local institutions and structures such as local non-governmental organizations, local self-governance structures (e.g. Mahallya Committees in Tajikistan),

local Youth Committees, Palaces of Cultures, etc. By employing such an approach, the positive effects of the DCT methodology would cover larger segments of the population, including out-of-school youth. There were also a number of recommendations from the side of target community members and community leaders to attract more adult audience members to Forum Theater performances, in order for the DCT methodology to have a wider impact. The sustainability projects and new Drama Clubs created through the program should also be closely supervised and mentored by partner organization staff members in order to ensure the successful transfer of the DCT methodology to new beneficiaries and institutions.

2 Brief Description of the Program and its Framework Conditions

2.1 Program background

Both Kyrgyzstan and Tajikistan are among the poorest countries of the former Soviet Union. Although the countries have different political and economic conditions, both Tajikistan and Kyrgyzstan are considered by the international community as countries at risk for potential conflict. Widespread poverty combined with unemployment, high levels of labor migration and the deterioration of social services and infrastructure has resulted in increased tensions as multiethnic communities compete for access to scarce resources both in Tajikistan and in Kyrgyzstan. Moreover, both countries share boundaries that were of little significance during the Soviet period, but now affect the lives of ordinary people in a dramatic way.

The south of Kyrgyzstan and north of Tajikistan are located in Ferghana Valley, which suffers from overpopulation, competition for scarce resources and disputes around international borders. The valley is also particularly vulnerable to the spread of radical Islamist groups which challenge existing state regimes. All the aforementioned problems result in growing frustration and deprivation which are easily channeled along ethnic lines.

Violent unrest and interethnic clashes in Osh and Jalal-Abad in June 2010 showed that any social tensions can rapidly transform into ethnic conflicts and that conflict can spread quickly in states with a weak capacity for rapid response. Meanwhile, internal security in Tajikistan was called into question after a number destabilizing events, including a military assault by armed Islamic fundamentalists in eastern Tajikistan, a successful prison break by 25 terrorism-related criminals, a suicide bomb attack in Sughd region, and others. Since 2010, the security situation has been stable, but the countries remain vulnerable to multifaceted conflicts that could destabilize the entire region.

2.2 Program Rationale and Strategy

IREX designed the YTP model in response to USAID's request for people-to-people approaches that create opportunities for contact and exchange between adversarial groups. The YTP programs aim to promote sustainable conflict prevention at the community level through a participatory theater methodology called Drama for Conflict Transformation (DCT).

The YTP programs introduce DCT to teachers and other youth-serving professionals and teenagers (15-16) in rural, conflict-prone areas of Kyrgyzstan and Tajikistan. The programs aim to ultimately create a group of empowered youth and supportive adults who are equipped to lead community-based conflict resolution activities—sharing DCT techniques and a newfound understanding of those of other ethnicities, religions, and/or nationalities within their larger communities.

To achieve its stated objectives, the YTP model includes several key phases of activity. Adult participants were trained to facilitate the DCT methodology at Training of Trainers events and applied their learned skills with youth participants at Summer Camps, with the support and guidance of IREX's DCT experts. Following the Summer Camps, YTP participants created Theater Tour Troupes and implemented Theater Tour Grants to take their performances on the road, sparking dialogue about conflict issues and allowing audience members to suggest and test solutions to real problems. (In Kyrgyzstan, school-based Drama Clubs were also introduced and supported with micro-grants following the Summer Camps.) Finally, YTP participants implemented Sustainability Grant projects to institutionalize the DCT methodology in their communities and received ongoing capacity-building and mentoring from IREX and its local implementing partners. These activities were implemented in the Sughd and Khatlon regions of Tajikistan and the Batken and Chui regions of Kyrgyzstan, in conjunction with local partners EHIO and Fidokor in Tajikistan and the Foundation for Tolerance International in Kyrgyzstan.

Both adult and youth program participants were selected on a competitive basis. The pool of prospective adult participants consisted of those adults already working with youth in the target communities. These youth-serving professionals were invited to attend an initial DCT workshop held in their districts, complete a program application, and have an interview with IREX and/or partner staff. Selection criteria included demonstrated interest in and aptitude for the DCT methodology, communication skills, mature perspective on conflict issues, experience in theater, music or dance, good relationships with local NGO, education, civic and religious leaders in their community/region, and the support of their school or organization to participate in program activities.

Prospective youth participants were also required to attend a DCT workshop and complete a program application. Selection criteria included demonstrated interest in and aptitude for the DCT methodology, leadership skills, sensitivity to other identities, experience in theater, music or dance, awareness of and/or experience with conflict issues, and prior community engagement.

2.3 Program Area and Target Group

The two YTP programs operate in Kyrgyzstan and Tajikistan under two separate awards from USAID, but with similar approaches and goals. In Kyrgyzstan, the program targets two regions – Batken and Chui *oblasts*, the former in the south of Kyrgyzstan and the latter in the north. Batken and Chui are home to about 40% of the population of Kyrgyzstan. The regions were chosen as target areas as they are current pressure points with a significant conflict dynamic. The south of Kyrgyzstan, including Batken oblast, experiences interethnic tensions and conflicts which are aggravated by extreme poverty, serious resource shortages (water and land) and border issues. Chui region is characterized by diverse ethnic, religious and regional groups, in-country migration from the south, and a growing population which could potentially engage in serious inter-ethnic conflicts.

In Tajikistan, the YTP program covers Sughd and Khatlon regions in the north and south of Tajikistan, respectively. Both regions are characterized by high population density with a disproportionately large youth population. Sughd and Khatlon both have serious ongoing tensions and potential conflicts over economic, natural resource and border issues that often fall on ethnic lines. Sughd region, located in the multiethnic Fergana Valley, also experiences tension over joint use of water and land resources between ethnic Tajiks, Kyrgyz and Uzbeks. Khatlon, in addition to conflicts around resources, is affected by potential clan conflicts and residual animosities from the 1992-1997 civil war.

The program target group includes selected **program participants – youth and adults** - who develop skills and attitudes to engage in DCT and become peace promoters in their communities. The initial target was 25 adults and 100 youth (primary beneficiaries) in each country. Then, the program involves **wider community members** through continuing events (Forum Theater performances) implemented by program participants. The initial target was to reach 10,000 community members in each country through Forum Theater performances organized by program participants. Furthermore, the program aimed to reach an additional 100 adults and 2500 youth in each country (**secondary beneficiaries**) through events conducted by the primary beneficiaries' Sustainability Grants. Finally, one of the program's goals is to build capacity of **local organizations-implementing partners** in Tajikistan (Fidokor and ICA EHIO - Institute of Cultural Affairs Empowerment for Human Involvement Organization)) and in Kyrgyzstan (Foundation for Tolerance International) in two areas: application of DCT methodology (skills and knowledge to use DCT) and organizational capacity (project and grants management, M&E, fundraising).

2.4 Program Objectives and Expected Outcomes

In order to achieve its overall aim of promoting sustainable conflict prevention at the community level, the YTP program in Kyrgyzstan and Tajikistan had 3 main interrelated objectives, each with its respective set of expected outcomes:

- **Objective 1: Facilitate lasting attitudinal and behavioral change among young people and mentors from adversarial groups.**
 - Outcome 1.1: Youth-serving professionals develop skills to engage youth in DCT.
 - Outcome 1.2: Youth develop lasting attitudinal (beliefs, models, preferences) and behavioral (pattern of actions related to conflict) change.
 - Outcome 1.3: Youth-serving professionals develop lasting attitudinal (beliefs, models, preferences, emotional responses to conflict) and behavioral (pattern of action related to conflict) change.
- **Objective 2: Engage the wider community in drama for conflict transformation activities.**
 - Outcome 2.1: A cadre of youth from adversarial groups is mobilized and empowered to share DCT with the larger community.
 - Outcome 2.2: Communities engage in conflict prevention and reconciliation through DCT.

- **Objective 3: Promote long-term sustainability through investments in community institutions.**
- Outcome 3.1: Trained program participants institutionalize DCT methodologies in home organization or school.
- Outcome 3.2: Institutions reach new audiences with DCT.
- Outcome 3.3: Institutions improve capacity to conduct effective conflict prevention programs.

2.5 Implementing Partners

The programs were designed to be implemented by IREX in cooperation with local implementing partners – Fidokor and ICA EHIO in Tajikistan and FTI in Kyrgyzstan. The partners were selected based on their long experience in the target areas and close links with the target communities, specific expertise in conflict prevention measures, and in the cases of Fidokor and EHIO, successful prior experience in working with IREX. The Scope of Work specified that local implementing partners be actively involved in activities, including the participatory program assessment, selection of program participants, and the ToT and Camps. Furthermore, it was foreseen that over the course of the program, the partners would take on more responsibility, moving from helping tailor the program to administering Theater Tour and Sustainability Grants and conducting M&E.

Finally, the program treats local partners not only as implementers but as program beneficiaries as well. Under Objective 3, the program aims to expand partners’ capacity to serve as local leaders and resources for DCT and conflict programming for their target groups and other local organizations.

3 Methodological Description

3.1 About this report

The U.S. Agency for International Development (USAID) funded the Youth Theater for Peace Programs in Tajikistan and Kyrgyzstan through two separate awards. Although the programs have a similar strategy and approaches and activities started at the same time (March 2010), some unique elements and minor differences developed in the course of implementation of the programs. Moreover, the two programs have separate monitoring and evaluation systems and report to different donor representatives (USAID) in their respective countries.

Consequently, the programs could be evaluated using similar methodology and tools, but not all the findings could be generalized universally. Therefore, it was decided to evaluate the two programs sequentially using the same methods and tools, but warranting specific conclusions and recommendations for each program.

The report provides an overview of the program model and evaluation methodology for both programs in Sections 2 and 3. This is followed by a separate analysis of findings on the two programs in Sections 4 and 5, with country-specific conclusions and recommendations. Sections 4 and 5 have some repetitions and similarities, explained by the fact that two programs are similar. Finally, Section 6 presents a brief

comparative analysis of findings for both programs with generalized lessons learned and recommendations.

3.2 Reason and aim of the evaluation

An evaluation is a standard tool with the objective to assess program achievements, particularly with reference to the planned outcomes and impact. The evaluation was planned originally in the programs' technical narrative descriptions developed by IREX and approved under the cooperating agreements with USAID. The present document is a final report of the end-line evaluation of Youth for Peace Programs in Tajikistan and in Kyrgyzstan. The results of this evaluation will be used to inform future programming design and to share results with donors and other relevant stakeholders.

To assess the program's performance and progress toward its goal and objectives, the following research questions were designed by YTP Team and agreed with the consultant:

- To what extent has YTP accomplished its stated goals and objectives? What factors have contributed to or prevented success?
 - To what extent has YTP facilitated lasting attitudinal and behavioral change among young people and mentors (program participants) from adversarial groups? (Objective 1)
 - To what extent has YTP engaged the wider community in drama for conflict transformation activities? (Objective 2)
 - To what extent has YTP promoted long-term sustainability of conflict transformation models? (Objective 3)
 - What effects, if any, have sustainability grant projects implemented by trained YTP participants (primary beneficiaries) had on secondary beneficiaries?
- What effects has YTP had on target youth, institutions, and communities?
 - To what extent are changes in the attitudes and behaviors of the target group – trained youth participants – attributable to the YTP program?
 - What effects, if any, have YTP performances had on audiences and communities that did not undergo direct DCT training from the program (summer camps 2010)?
 - What effects, if any, has YTP had on schools where Drama Clubs are formed? (The question pertains primarily to YTP in Kyrgyzstan, which established its first Drama Clubs in fall 2010.)
- What effects has the YTP program had on the capacity of IREX's partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?

The research questions were analyzed by exploiting the specific indicators developed and specified in the programs' Performance Monitoring and Evaluation Plans (PMEPs).

3.3 Evaluation process

The evaluation was carried out by an independent consultant with the support from the local partner organizations— Fidokor and ICA EHIO in Tajikistan and FTI in Kyrgyzstan –from September 27 -October 25, 2011. The evaluator was tasked to design a methodology and tools for the evaluation in line with the research questions proposed by the Program Team, train partner organization staff on the evaluation methodology and tools, lead and implement the evaluation, and to conduct final analysis of findings.

It is important to mention that the evaluation was very well supported by all involved actors: responsible IREX program staff, including the Senior Program Officer in Washington and the Program Directors in Tajikistan and Kyrgyzstan, and responsible staff of the partner organizations in Tajikistan and Kyrgyzstan.

3.4 Evaluation methods

The evaluation utilized a variety of tools to assess, verify and triangulate information from the target group, local partners, project staff and other stakeholders. The tools included the following:

- a. Review of primary and secondary documents – Project Proposals, PMEPs, Quarterly Program Reports, Media Mentions, etc.
- b. One-to-one interviews with Program Directors, semi-structured interviews and participatory evaluation exercises with project partners and IREX staff. The participatory evaluation exercises helped to gain insight on the YTP program’s effects on the capacity of IREX’s partner organizations.
- c. Key informant interviews with the relevant community leaders (school principals in the target schools having Drama Clubs and relevant representatives of local authorities)
- d. Orally-administered surveys (questionnaires) with the program participants and a comparison group of non-participants disaggregated by age categories – adults and youth. This method allowed conducting quasi-experimental analysis by comparing program participants and non-participants. The questions were developed based on the key target indicators and utilized a structure similar to pre- and post-program events survey used by YTP. This will allow the Program Team to have a comparison, to a certain extent, between the results revealed during the evaluation and the results of pre- and post-program event surveys that served as baseline information.

It is important to note that the comparison group was the same size as the project participants group, and the respondents were chosen randomly, but had similar demographic and geographical characteristics as program participants.

The questionnaires included a number of open and closed-ended questions. For most of the questions, respondents were asked to rate the level to which they agreed with a number of statements. The questions were formulated in a way that best allowed data to feed into YTP program progress indicators.

- e. Focus group discussions with target community members. The focus groups aimed to assess the program's effects on community members ('the audience' of Forum Theater performances organized by participants) who were not involved directly in the program training events.
- f. Semi-structured interviews with the randomly selected leaders of sustainability projects.

For compilation and analysis of the structured interviews, the evaluator used SPSS statistical software. For analysis of focus groups and semi-structured interviews data, standard procedures were used, such as bundling statements according to subject, analyzing, making note of quotations, comparing results with results of other focus groups, generalizing and documenting.

The survey was conducted by an evaluator together with local partner organizations' responsible staff in Kyrgyzstan and Tajikistan. Partner staff were trained before the survey on basic research principles and ethics. In the beginning of the survey, the partners had an opportunity to practice administering the questionnaire under the supervision of the evaluator before conducting individual interviews.

The focus groups were implemented using the same approach. The partners were trained on planning and conducting focus groups. Then, the partners were presented with the focus group guidelines, including key questions. During the evaluation, the partners had an opportunity to participate in the focus groups as observers first, and then as facilitators with the evaluator being an observer. This approach allowed the local partner organizations to increase their skills in conducting interviews and focus group discussions through direct participation in the survey.

It worth mentioning that the focus group questions had been piloted in a few discussions conducted with 'the audience' by local partner organizations prior to the evaluation, with the aim of gathering qualitative information about YTP's effects on 'the audience'. However, according to research principles and ethics, the evaluator decided not to aggregate data from focus groups conducted by partners prior to the evaluation.

It is important to note the limitations of the assessment. For instance, the quasi-experimental analysis of program participants and the comparison group has certain limitations. The program participants are comprised of those who had taken their own initiative to become involved into YTP; thus, it is likely that they would have started with 'better' attitudes and behaviors towards conflict issues and those of other ethnicities, religions and nationalities. In order to address this limitation, the survey utilized additional questions for the program participants only in order to best determine if program participation was the cause for positive changes attitudes and behaviors.

The focus group method also has its limitations. Due to the nature of the method, the findings of focus groups could be influenced by the subjective views of the evaluator. In order to overcome this limitation, a representative of a local partner organization was involved in each focus group discussion and the findings were contemplated during debriefing after the sessions.

Focus group and survey respondents may also have provided more favorable information about the program due to the participation of local partners in the data collection. However, the partners'

involvement may also have contributed to a greater sense of openness in talking about the program and provided the evaluator with greater access to subjects for data collection.

Finally, survey and focus groups in communities with respondents speaking Uzbek or Kyrgyz only were conducted with the help of a translator. This could also influence the findings, particularly related to focus groups where facilitation is influenced by translation.

3.5 Evaluation Sample

The evaluation sample size was planned taking into consideration time and other resources available. The purposive sampling was designed to ensure the maximum representation of the target groups, allowing for generalization of the results and the making of valid conclusions. One community was selected in each target district in Tajikistan and Kyrgyzstan in order to ensure maximum geographical representation of the target group. Overall, six target communities in Tajikistan and six target communities in Kyrgyzstan were selected.

In addition, ethnicity was considered as a factor in community selection. This means that the communities were selected in a way to ensure that communities representing ethnic minorities would be included in the survey sample, e.g. Uzbek communities in Tajikistan and Tajik and Russian communities in Kyrgyzstan. Overall, the survey included about 30% ethnic minority respondents in Tajikistan and Kyrgyzstan.

Finally, the selected communities had to have a sustainability project ongoing in order to allow the evaluator to assess the progress of YTP's sustainability strategy.

Based on the purposive sampling and the triangulation of data from various sources, the evaluation statements and conclusions have a strong evidential basis.

The overall **sampling frame** included:

In Tajikistan: 6 target districts comprising 14 target *Jamoats*, which represent a centrally administered village or group of villages. The target groups include: 147 direct project participants (40 adults and 107 youth), 69 target communities with more than 22,500 audience members reached by the program.

In Kyrgyzstan: 6 target districts comprising 20 towns and settlements. The target groups include: 144 project participants (44 adults and 100 youth), 93 target communities with more than 15,000 members reached by the program.

The **sampling** stratified by the target groups and two programs was as follows:

Table 1. Evaluation Sampling

Country	Target group	Sample size
Tajikistan	Program participants	59 project participants: 51 youth participants and 8 adult leaders
	Comparison group	59 non-participants: 51 youth and 8 adults
	Target communities' members ('audience')	12 focus groups with 81 participants, including 43 adults and 38 youth
	Community leaders	9 key informants interviewed
	Sustainability project leaders	7 leaders of sustainability projects
	Partner organizations	2
Kyrgyzstan	Program participants	60 project participants: 51 youth participants and 9 adult leaders
	Comparison group	60 non-participants: 51 youth and 9 adults
	Target communities' members ('audience')	12 focus groups with 79 participants, including 39 adults and 40 youth
	Community leaders	6 key informants interviewed
	Sustainability project leaders	7 leaders of sustainability projects
	Partner organizations:	1
Total:	Project participants:	119, including 102 youth and 17 adult participants
	Comparison group:	119, including 102 youth and 17 adult representatives
	Community members:	160, including 82 adult and 78 youth members
	Community leaders:	15
	Leaders of sustainability projects:	14

4 YTP Program Achievements in Tajikistan

The main research question of the evaluation was to assess to what extent YTP has accomplished its stated goals and objectives and what factors have contributed to or impeded the success. The question was analyzed based on three sub-questions according to the program objective (see Sections 4.1, 4.2 and 4.3 below).

All in all, the evaluation findings suggest that the YTP program in Tajikistan successfully achieved or is in progress of reaching the achievement (in the case of Objective 3, related to sustainability) of its stated goals and objectives. The program produced measurable outcomes in facilitating lasting attitudinal and behavioral changes towards conflict issues among youth and adult program participants. Furthermore, the program managed to engage wider community members in the target areas into drama of conflict transformation activities, having even influenced their attitudinal and behavioral changes towards conflict issues to a certain extent. Finally, the program is in the process of promoting long-term sustainability of Drama for Conflict Transformation (DCT) methods, with DCT activities having a visible impact on new participants (secondary beneficiaries trained by the original program participants).

In the evaluator's opinion, the main factors that contributed to these results were very well developed program planning and monitoring and evaluation systems. Additionally, the experienced and committed program team and local partner organizations ensured successful accomplishment of the program goals.

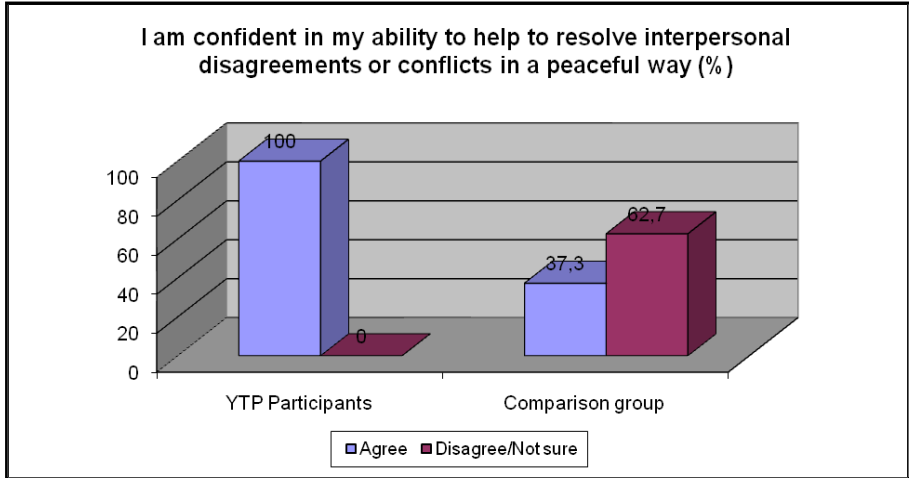
4.1 To what extent YTP has facilitated lasting attitudinal and behavioral change among program participants (young people and mentors)?

The aforementioned question was researched through structured interviews (oral survey questionnaires) conducted with the program participants, both adults and youth, and a demographically similar group of non-participants (a 'comparison group'). The question was analyzed by comparing program participants and non-participants in relation to three key indicators:

- Level of confidence in own ability to positively affect conflict situations, including ability to help others to find peaceful and effective solutions to problems;
- Positive interactions, if any, with people of other ethnic, religious or national origin;
- Self-confidence and self-esteem, particularly in relation to speaking in front of a group.

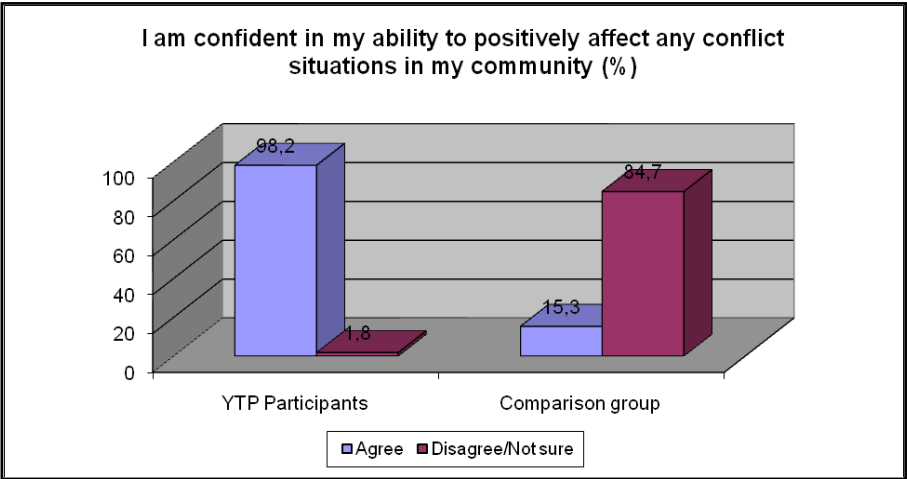
In addition, the evaluation assessed if the changes in attitudes and behaviors of the target groups (trained youth and adult participants) are attributable to the YTP program or if there were any other additional inciting factors.

4.1.1 Level of confidence in own ability to positively affect conflict situations, including ability to help others to find peaceful and effective solutions to problems

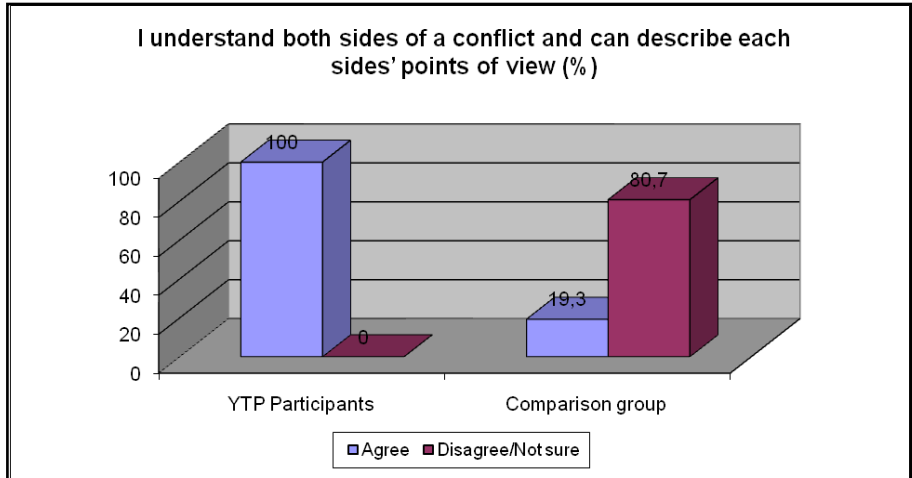


The program participants and non-participants (comparison group) were asked to rate their level of confidence in their own ability to positively affect conflict situations. In order to assess the level of confidence, a set of interrelated questions was asked.

First, the participants were asked to rate confidence in their ability to solve interpersonal disagreements or conflicts in a peaceful way. In order to have comparison analysis, the same questions were asked to non-participants (comparison group). The results showed that all YTP participants are confident in their ability to solve interpersonal conflicts in a peaceful way, with 40% of participants reporting they “agree” and 60% reporting they “strongly agree” with the statement. The results of comparison group analysis



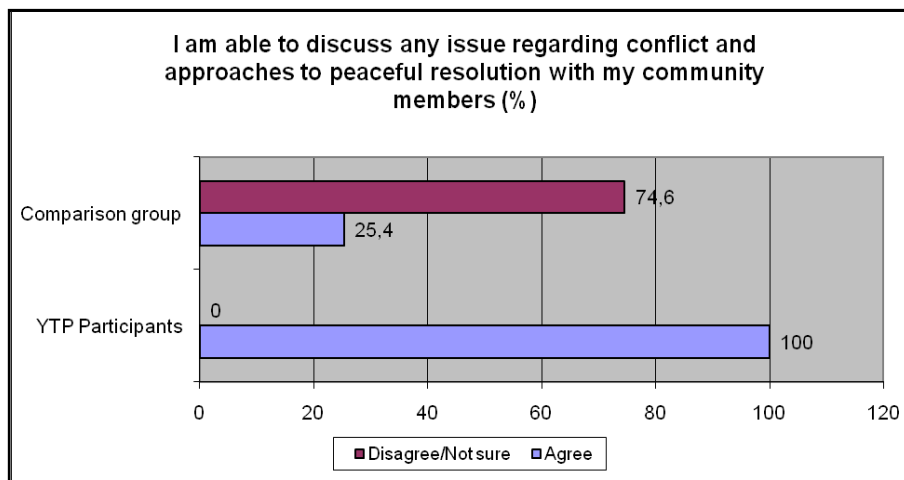
showed that only about 37% of respondents are confident in their ability to solve interpersonal conflicts in a peaceful way, with only about 30% reporting they “agree” and about 7% reporting they “strongly agree.” The rest of comparison group respondents did not agree or were not sure about their answer.



Participants and non-participants were then asked if they are confident in their ability to positively affect conflict situations in their

Participants and non-participants were then asked if they are confident in their ability to positively affect conflict situations in their

communities. 98% of program participants are confident in their ability; among them about 39% reported they “agree” and about 60% reported they “strongly agree” with the statement. As for comparison group respondents, only about 12% reported they “agree” and about 3% reported they

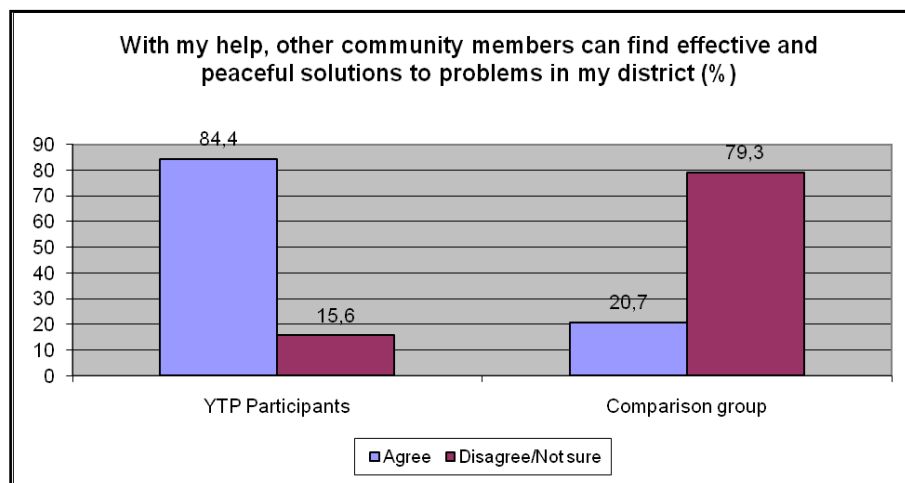


“strongly agree” that they have the ability to positively affect any conflict situations in their communities.

Also, the participants and non-participants were asked to share their opinion how they would behave in the case of a conflict situation, specifically whether they

would understand both sides of a conflict and would be able to describe each side’s point of view or not. As a result, 100% of program participant respondents replied positively to the question, with 37% reporting they “agree” and 63% reporting they “strongly agree” with the aforementioned statement. As for the comparison group of non-participants, only about 19% of replied positively, including 14% reporting they “agree” and only 3% reporting they “strongly agree” with the statement.

The respondents were also asked to rate their level of agreement with the statement that they are able to discuss any issue regarding conflict and approaches to peaceful resolution with their community members. The findings showed that 100% of YTP program participants and about 25% of non-participants report that they are able to discuss any issue regarding conflict and approaches to peaceful resolution with their community members.



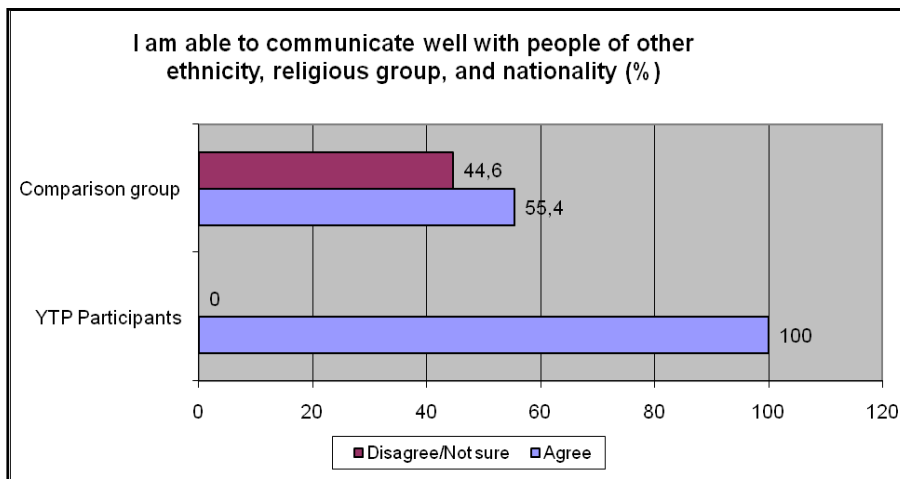
Finally, program participants and non-participants were compared in their belief in their own abilities to help other community members to find effective and peaceful solutions to problems in their district. The findings show that about 84% of the surveyed program participants report belief in their abilities to help other community members in finding solutions to the problems in their districts, while only about 21% of surveyed non-participants report such a belief.

To sum up, the survey findings show that program participants are confident in their abilities to positively affect conflict issues related to interpersonal disagreement as well as conflicts at the community or even district level. The significant difference between YTP program participants and non-participants (comparison group) suggests that the YTP program facilitated lasting attitudinal and behavioral changes in youth and adults (program participants) in relation to conflict issues and situations.

In addition, the survey findings are supported by the generalized data from key informant interviews. For instance, the majority of the school principals and teachers interviewed during the evaluation mentioned that there is a significant difference between program participants’ attitudes towards conflict issues and the attitudes of other school children in the target communities. According to respondents, the program participants are able to look for peaceful solutions and to discuss conflict situations in a calm and logical manner, in comparison to other children. As a school principal in Sarband community mentioned: “I have been witnessing myself situations when our program participants were using their skills by providing advice to their peers on how to solve problems and conflict situations in a peaceful way. Other children trust the program participants, feeling their confidence and abilities.”

4.1.2 Positive interactions, if any, with people of other ethnic, religious or national origin

The participants and non-participants were compared in their positive interactions with those of other ethnic, religious or national origin. For this aim a set of interrelated statements was discussed with the respondents, who were asked to rate their level of agreement.

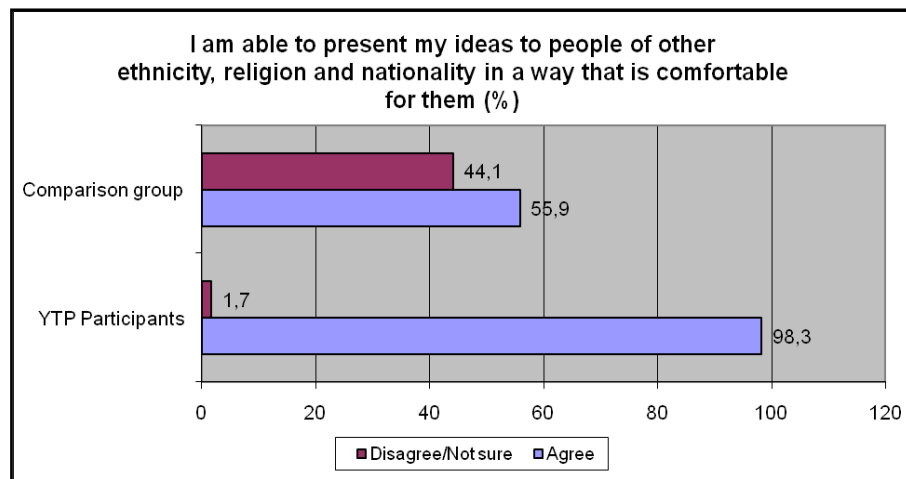


The findings show that 100% of participants report they are able to communicate well with people of other ethnicity, religious group or nationality. As for non-participants, only about 55% report they are able to do the same.

About 98% of participants report the ability to present their ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them (‘people’). However, only about 56% of comparison group members report being able to present their ideas to people of other ethnicities, religions and nationalities.

Finally, the findings show that 100% of program participants report confidence in making/maintaining friendships with people of other ethnicities, religions and nationalities, while only about 56% of non-

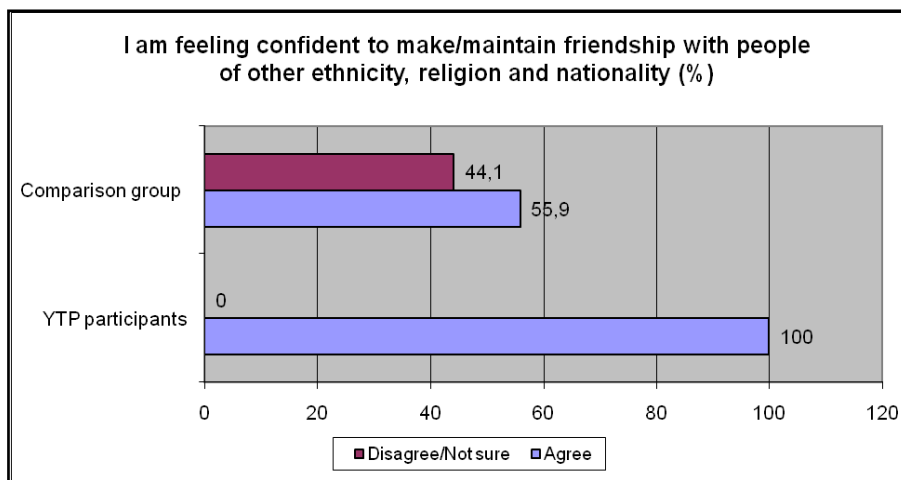
participants said that they feel confident doing so.



When disaggregated by nationality, the findings suggest that program participants of Uzbek ethnic origin are more confident communicating and making/maintaining friendships with people of other ethnicity, religion and nationality, compared

to Tajik program participants. For instance, about 88% of Uzbek respondents say that they ‘strongly agree’ with the statements that they are able to communicate with people of other ethnicity/nationality and are feeling confident in making/maintaining friendship with them; about 12% say that they ‘agree’ with the aforementioned statements. At the same time, approximately 53% of Tajik program participants strongly agreed with the statements above. A potential explanation of the aforementioned findings could be the fact that Uzbeks, being a minority in Tajikistan, have to integrate into a society with a Tajik majority. Therefore, they are more open to positive communication and interactions with representatives of other ethnicities/nationalities.

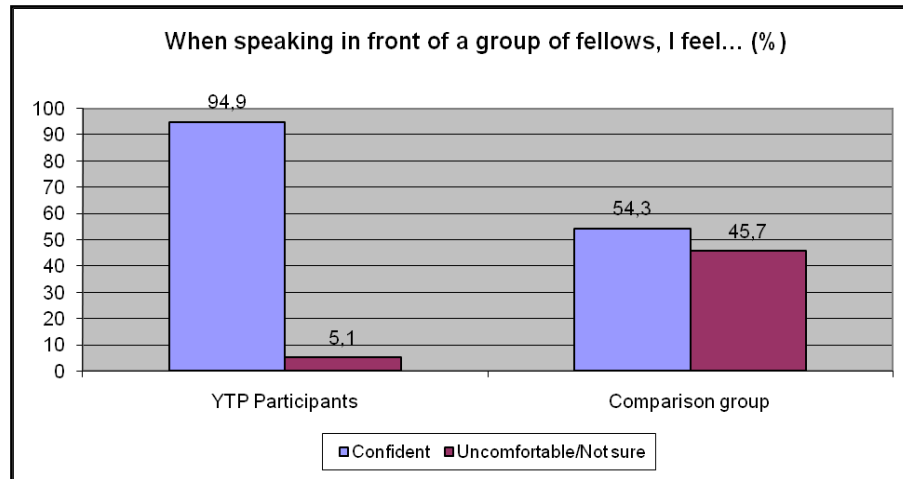
Overall, the survey findings suggest that program participants have much more positive attitudes and interactions with people of other ethnicity, religion or nationality. The survey findings were supported by generalized data from



key informant interviews conducted. One of the positive effects of the YTP program on participants mentioned in key informant interviews was improved communication and relations between children of different ethnicities and nationalities. In particular, the statement is relevant to the communities and target schools having both Uzbek and Tajik members, like Guliston community in Sarband and K. Sayfutdinov community in Pyanj district. This may be counted as further evidence of the YTP program’s effect on attitudinal and behavioral changes in the program participants.

4.1.3 Self-confidence and self-esteem, particularly in relation to speaking in front of a group

Besides promoting attitudinal and behavioral changes in the program participants related to conflict issues and to people of other ethnicities, religions and nationalities, the YTP program aimed at

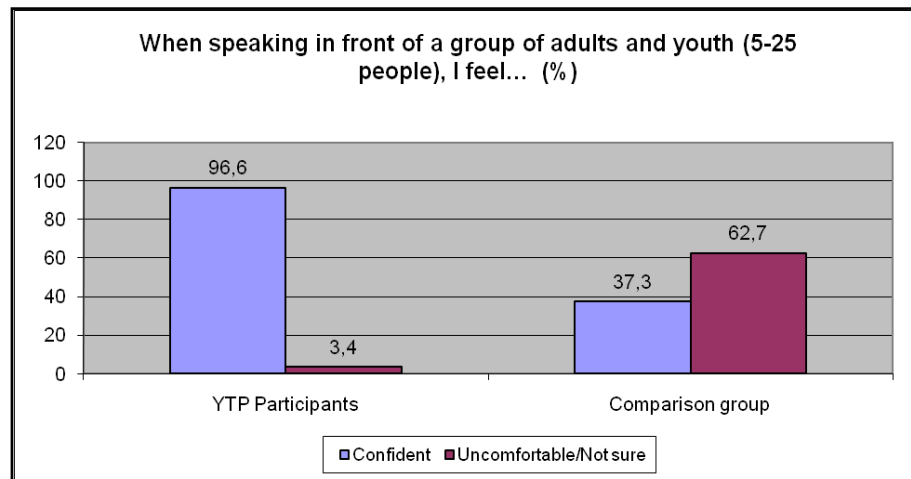


increasing the self-confidence and self-esteem of both adult and youth participants. One of the indicators to measure the achievement of such changes is to look at respondents' confidence in speaking in front of a group of people. For this purpose, a set of several situational questions was discussed both with the

participants and non-participants to allow comparative analysis.

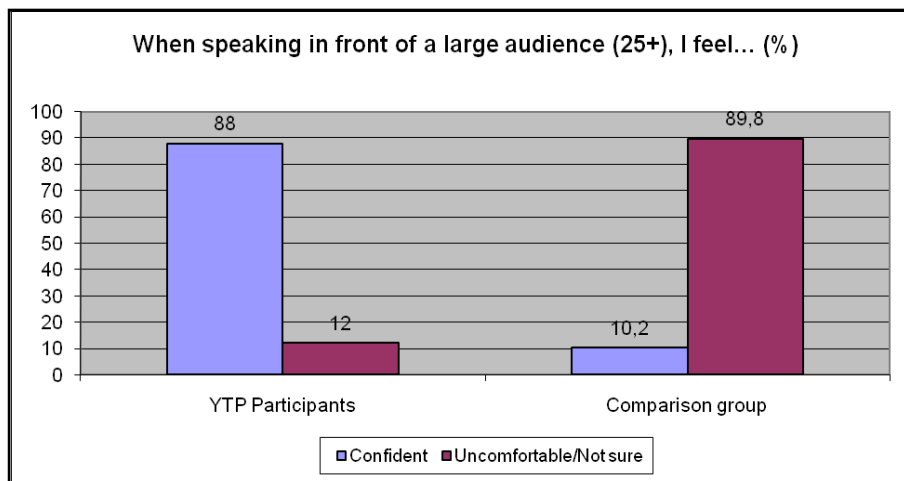
In the first situation a respondent had to rank his confidence when speaking in front of a group of peers. The findings revealed that about 95% of program participants report confidence in speaking in front of a group of their peers, including 69% "very confident" and 26% "confident." As of non-participants, 54% reported that they feel confident about their ability to speak in front of a group of peers, including 5% "very confident" and 49% "confident."

The next situation asked respondents about their behavior when speaking in front of a group of adults and youth (from 5 to 25 people). Here, about 97%



of program participants stated that they feel confident in such a situation, including about 64% "very confident" and about 33% "confident." Regarding the comparison group, about 37% of non-participants stated that they feel confident to speak in front of a group of 5 to 25 people, including nearly 2% "very confident" and 36% "confident."

Furthermore, the respondents were asked to assess their confidence in speaking in front of a large audience (from 25 people and above). 88% of participants reported that they feel confident, including about 55% being “very confident” and close to 33% being “confident.” As for non-participants, only 10% of respondents said that they feel “confident” and no single respondent said that he/she feels “very confident.”

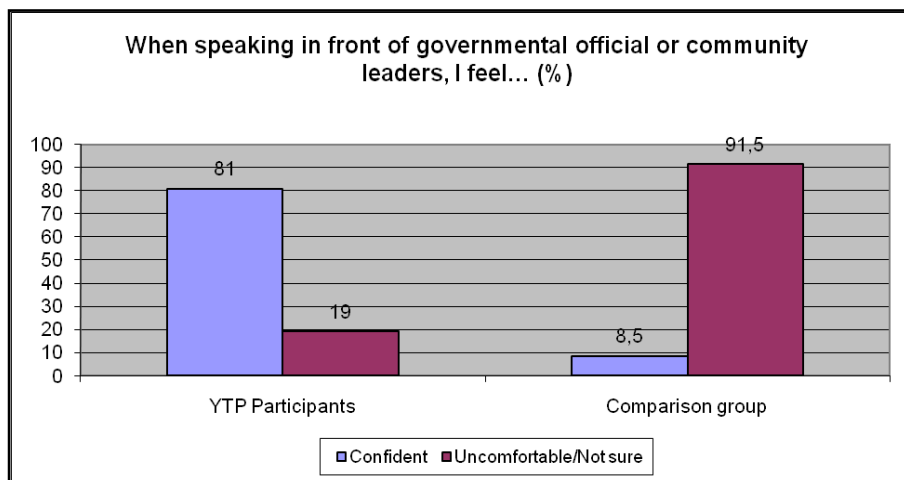


Finally, the respondents were asked to rank their level of confidence when speaking in front of governmental officials or community leaders. 81% of program participants said that they would feel confident, including 50% being “very confident” and 31% “confident.” Among the non-participants, only 8% of

respondents reported that they would feel “confident” and none would feel “very confident.”

To sum up, the findings of participant-non-participant comparison analysis suggest that the YTP program had a significant impact on developing program participants’ self-confidence and self-esteem, particularly in relation to speaking in front of the public.

The survey findings were supported by analysis of generalized data from focus groups and key informant interviews. In fact, all key informant interviewees mentioned that the most visible differences in program

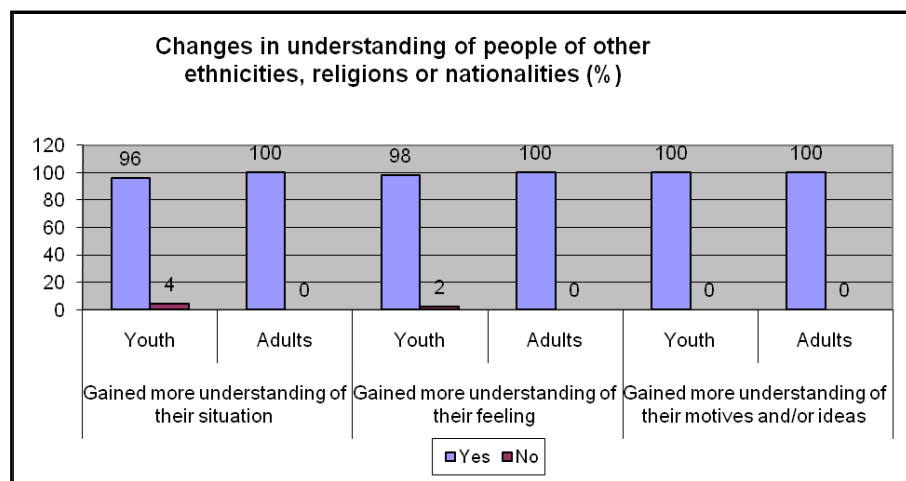


participants and non-participants are in self-confidence and self-esteem. Regardless of their initial skills before the program, the program participants became leaders within their schools and communities. All school principals interviewed mentioned that program participants, thanks to their self-confidence and leadership skills increased by the program, represent their schools in all kinds of events and competitions. In addition, teachers participating in the focus groups conducted (all 6 focus groups with adults) unanimously mentioned that they witnessed significant increases in youth program participants’ self-confidence and leadership skills.

4.1.4 To what extent are the changes in attitudes and behaviors of the target groups – trained youth and adult participants attributable to the YTP program?

In order to research the aforementioned sub-question, the evaluation analyzed whether program participants have had any changes in their empathy towards those of other ethnicities, religions or nationalities and changes in positive interactions with them. The participants were also asked to share their feelings about the factors that incited these changes.

Firstly, the participants were asked if there have been any changes in their understanding of people of other ethnicities, religions and nationalities during the last two years, including increased understanding



of their situation, feelings and motives and/or ideas.

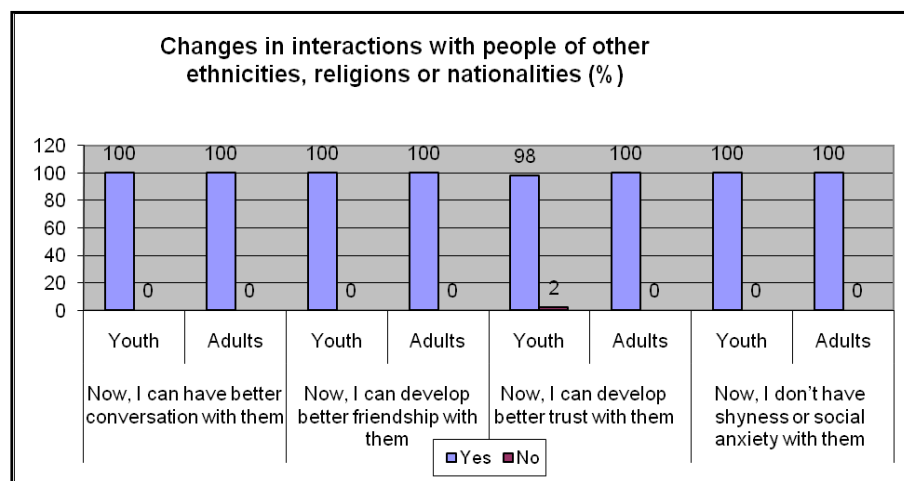
The findings show that the majority of program participants, both youth and adults, report changes in understanding of other ethnicities, religions or nationalities during the last two years. For each specific sub-question, the respondents were asked

what the inciting factor for the changes in their understanding was. All the respondents, except for a few, reported that their participation in the YTP program influenced their positive understanding of people of other ethnicities, religions and nationalities. A few youth participants also mentioned their parents and participation in sport and other social activities as additional factors.

It is worth mentioning that in comparison to the previous data provided by program performance monitoring and evaluation, there is a visible increase in program participants reporting changes in their empathy towards those of other ethnicities, religions and national origin. For instance, according to IREX’s internal monitoring and evaluation data, 88% of youth program participants reported increased empathy towards those of other ethnicities, religions and nationalities following the initial summer camps in August 2010. This data suggest that there has been about a 10% increase in general in the related indicator between August 2010 and October 2011, when the evaluation data was collected.

Next, the participants were asked if there have been any changes in their interactions with people of other ethnicities, religions and nationalities for the last two years, including such changes as better conversations, better friendship, better trust, and absence of shyness and/or social anxiety in communicating with them.

Again, the findings show that the majority of program participants, both adults and youth, report



changes (specifically, an increase) in positive interactions with other ethnicities, religions or nationalities over the last two years. For each specific sub-question, the respondents were asked what the inciting factor for such changes was. All the respondents, except for two, reported that

their participation in the YTP program influenced their positive interactions with people of other ethnicities, religions and nationalities.

It is worth mentioning, that in comparison to the previous data provided by program performance monitoring and evaluation, there is a visible increase in youth program participants reporting changes in their positive interactions with those of other ethnicities, religions and national origin. For instance, according to IREX’s internal monitoring and evaluation data, 89% of youth program participants reported increased empathy towards those of other ethnicities, religions and nationalities following the initial summer camps in August 2010. This data suggest that there has been about a 10% increase in the related indicator between August 2010 and October 2011, when the evaluation data was collected.

All in all, the aforementioned findings show suggest that the YTP program had a positive effect on young and adult program participants in increasing their empathy towards and positive interaction with those of other ethnicities, religions and national origins. Moreover, the majority of respondents believe that the changes in their attitudes and behaviors towards people of other ethnicities, religions and national origins were directly caused by their participation in the YTP program. However, these findings have a certain limitation. The fact that respondents knew that the survey was conducted in order to assess achievements of the YTP program could have influenced their answers to the question about the ‘inciting factor of changes.’

4.2 To what extent YTP has engaged the wider community in drama for conflict transformation activities?

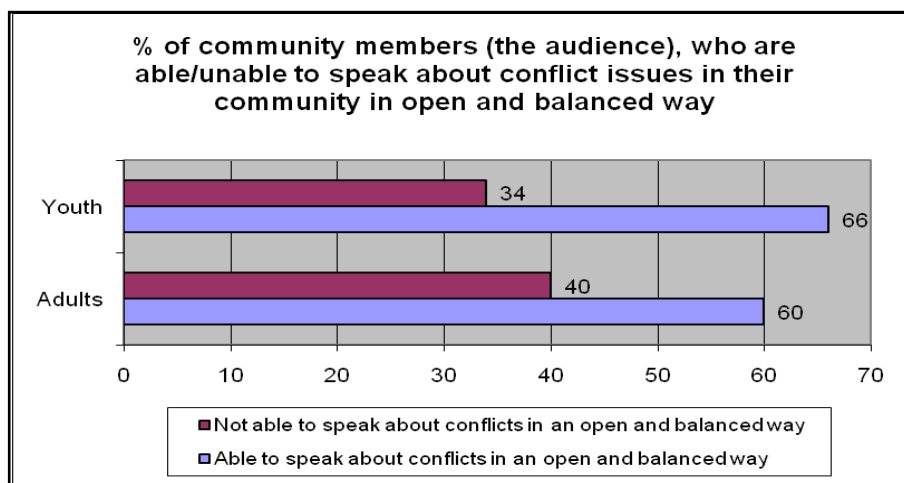
Sub-question: What effects, if any, have YTP performances had on audiences and communities that did not undergo direct DCT training from the program?

The YTP program in Tajikistan aimed at engaging the wider community in drama for conflict transformation activities through events (Forum Theater performances) organized by trained program participants – youth and adult mentors. All in all, the program successfully managed to attract the interest of the target community members towards the YTP program’s events. According to the internal

program monitoring data as of September 30, 2011, more than 22,586 people had attended YTP events and the figures continue to increase. One of the research questions of the evaluation was to assess what effects, if any, YTP performances have had on the audiences and communities that did not undergo direct DCT training from the program.

The question was researched through defined qualitative indicators measuring the visible effects of YTP program events on the target community members. As the source of information, focus group discussions were conducted in the target communities with residents who had attended at least one Forum Theater performance, with separate groups held for youth community members and adults.

The first indicator was *percent (%) of community members (the audience of YTP events) who are able to speak in an open and balanced way² about conflict issues in their communities*. This indicator measures if the YTP program, through Forum Theater plays performed by program participants, had any effect on the community members in the audience in facilitating changes in their attitudes and behaviors towards conflict issues in their communities. Based on the replies/statements/comments towards key questions during the focus groups, the evaluator made a decision about participants' attitudes towards conflict



issues and towards those of other ethnicities, religions and national origins.

It is important to note that this evaluation tool has certain limitations. Due to the nature of the chosen method, the findings could be influenced by the subjective views of the evaluator. In order to

overcome this limitation, representative of a local partner organization was involved in each focus group discussion and the findings were contemplated during debriefing after the sessions.

The findings revealed that about 60% of adult community members and about 66% of youth who saw one or more YTP Forum Theater plays are able to speak about conflict issues in their community in an open and balanced way. Moreover, according to the majority of focus group participants, Forum Theater plays performed by YTP participants had an effect on their attitudes towards conflict issues, and particularly towards others.

However, even though almost 100% of participants mentioned YTP's effect on their attitudes, there are still significant numbers of the target community members who are not able to speak about conflict

² Speaking about conflict in an 'open and balanced' way is defined with the following rubric: s/he can: explain his/her opinion on the local causes of conflict in a logical and calm manner; speak in a fair and calm way about members of other ethnic, religious, or regional groups; does not use stereotypes or inflammatory language; speak knowledgeably about both side of the issue; is comfortable with critiques of his/her opinions.

issues in their community in an open and balanced way. Obviously, the changes in attitudes and behaviors, particularly among adults, require longer and continuous efforts. It can be anticipated that the positive effect of events organized by YTP participants for wider community members will increase progressively.

Surprisingly, the young community members (the audience) were able to discuss and even analyze problems and conflict issues in their communities in a much more constructive and calm manner than adults. Apparently, the youth audience comes under DCT methods' (i.e. Forum Theaters) influence more easily than adults. Therefore, it can be concluded that more time and a combination of different efforts is needed to incite changes among adult community members.

Another indicator was to measure the *percent (%) of community members³ who feel that the DCT methodology can have a positive effect on community relations as they relate to conflict.* The generalized results of the focus group discussions conducted show that 100% of community members asked report a belief that DCT methodology has a visible positive impact on the community relations as they relate to conflict issues and local problems.

According to the statements made by the target community members, the DCT methodology, namely Forum Theater plays performed by the program participants, provides an opportunity to local residents, both youth and adults, to see their problems and their 'wrong' attitudes and behavior 'from outside.' Moreover, this tool provides an opportunity to see different ways to solve conflict situations in a peaceful manner.

The target community members say that they can see real changes in community relations caused by changes in attitudes and behaviors towards certain problematic issues. For instance, the most commonly reported problem for the target communities (mentioned during all 12 focus groups conducted in six target communities) is that many parents prohibit their daughters to continue education after 9th grade (after 14-15 years old) and force them to have an early marriage. The problem is particularly evident in Isfara, a target district in the north of Tajikistan.

Effects of DCT in the Community:

A girl who was about to get married without her consent took a video of a Forum Theater play in her school on her mobile phone. The play depicted very negative consequences of early marriage. She showed the video to her parents at home, where she used it to successfully persuade her parents to delay her marriage and let her continue studying.

As a result, there are numerous conflicts between daughters and parents and between mothers-in-law and daughters-in-law. Often the consequences of such practices are divorces and high rates of suicide by young girls and women. As a girl from Surkh community, Isfara district, said: "Forum Theater performances help us to avoid family conflicts which could potentially result in domestic violence, divorces and suicides."

There were a number of examples provided both by adults (mostly teachers) and youth participants of the target groups that parents had started to change their attitudes, allowing their daughters to

³ Community members who have attended forum theater performances or who have been involved in sustainability grant activities.

continue education instead of early marriage. For instance, teachers and school principals reported that the number of girls studying in the 10th-11th classes increased by several times in the target schools of Isfara, Vakhsh and Pyanj districts during the last two years.

A vivid example was provided during the focus group discussion with youth in Kirov community of Vakhsh district. A girl who was not allowed to continue her education and was about to get married without her consent took a video of a Forum Theater play in her school on her mobile phone. The play depicted very negative consequences of early marriage. She showed the video to her parents at home, and it served as one of her arguments in successfully persuading them to eventually let her continue education.

Effects of DCT in the Community:
“Tajik and Uzbek children rarely communicated. We even had different events and celebrations for Tajik and Uzbek community members. Now we have two separate drama clubs for Uzbek and Tajik children but we have a common venue and we have rehearsals and plays together. This helped us to start communicating with each other. Forum Theater unites us!”

Most importantly, the community members say that they have started to perceive people of other ethnicities and nationalities differently thanks to Forum Theater plays they have seen. The respondents emphasized that they have become more tolerant and patient now. Among other things mentioned, the target community members reported having significantly fewer conflicts between one another, and between parents and adults and schoolchildren.

For instance, as both Uzbek and Tajik youth community members mentioned during the focus groups in Guliston community, Sarband district: “We have a bilingual school in our community, having Tajik and Uzbek classes. But Tajik and Uzbek children rarely communicated with each other. We even had different events and celebrations for Tajik and Uzbek community members. Thanks to the Forum Theater the situation changed. Now, we have two separate drama clubs for Uzbek and Tajik children but we have a common venue and we have rehearsals and plays together. This helped us to start communicating with each other. Now we are not only more tolerant and patient to each other but we also have started to make friendship with each other. Forum Theater unites us!”

In addition, adult community members mentioned that they witness changes in of the youth of their communities. Thanks to Forum Theater performances, youth (both program participants and youth taking part in YTP events as the audience) became more serious towards the problems existing in their communities. They became more aware about existing problems and more cautious towards potential conflict issues. They have started to look for the solutions themselves, without involving adults, and spreading the message about conflict issues and ways to solve them “from peer to peer.”

At the same time, adult community members mentioned that serious conflict issues like interethnic tensions have “very deep roots” and require more efforts to find peaceful solutions. Members of several target communities criticized the YTP approach for including more youth than adults in the audience, and articulated that the program should cover adults as well in order to solve “serious problems.” According to their opinions, if the program is aimed at preventing serious conflicts (i.e. interethnic

conflicts) at the community level, adults should be targeted more directly as the audience of Forum Theater performances.

All in all, the evaluation findings show that YTP has a certain effect not only on direct program participants but on wider community members as well through events organized by program participants (i.e. Forum Theater plays). The target community members find Forum Theater a useful tool helping them to solve local problems and conflict issues and having a positive impact on community relations. However, more time and continuous efforts would be needed to have more community members changing their attitudes and behaviors towards conflicts, particularly in relation to adult members. As one of the recommendations mentioned by key informant interviewees and community representatives, more YTP events (i.e. Forum Theater performances) should be organized in public places within communities to have greater coverage of adult community members.

4.3 To what extent has YTP promoted long-term sustainability of conflict transformation models?

YTP's third objective is to promote long-term sustainability through investments in community institutions. To evaluate the program's effect on long-term sustainability of conflict transformation models, the evaluator conducted research around the following questions:

- *What effects, if any, have sustainability grant projects implemented by trained YTP participants (primary beneficiaries) had on secondary beneficiaries?*
- *What effects, if any, has YTP had on schools where Drama Clubs are formed?*
- *What effects has the YTP program had on the capacity of IREX's partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?*

4.3.1 What effects, if any, have sustainability grant projects implemented by trained YTP participants (primary beneficiaries) had on secondary beneficiaries? What effects, if any, has the YTP program had on schools where drama clubs are formed?

The program aimed at promoting long-term sustainability of the DCT methodology through investments in local structures which could institutionalize this conflict transformation model. The activities related to the program sustainability strategy are still ongoing. Consequently, the evaluation was not intended to make a final assessment of achievements and overall performance of the sustainability activities. However, semi-structured interviews were designed and conducted with the leaders of sustainability projects in order to see if the sustainability strategy is making progress towards the achievement of its goals. The question was also discussed during semi-structured interviews with the school principals in the target schools having Drama Clubs or Forum Theater Groups established with program support.

The evaluation showed that most of the sustainability projects in Tajikistan supported by the program are implemented effectively, reaching new audiences with the DCT methodology. In general, most of the projects are aimed at reaching new youth and adult community members with DCT through trainings and performances and establishing Drama Clubs in schools. Interviews with the school principals in the

target schools showed that the school management is highly interested in having Drama Clubs/Forum Theater Groups in their schools being institutionalized for the long term. Most of the school principals are ready to provide support, but are limited in their financial resources.

Effects of YTP Sustainability Projects in Schools:

“YTP participants differ greatly from other children. They are different in their attitudes, behaviors and even in their studies. Even by listening to them talk, one can distinguish YTP participants from other children.”

Most of the target schools in Tajikistan had no social activities or clubs for school children prior to the DCT projects. Therefore, Drama Clubs/Forum Theater Groups are highly welcomed by the school management and teachers. Moreover, seeing the positive impact of DCT on children, the school management in the target schools has started to open other kinds of clubs and social activities for children with active support of the program participants.

According to the school principals and teachers, Drama Clubs/Forum Theater Groups have enormous impact on youth. YTP program participants and new members become leaders in their schools. The school principals and teachers, seeing participants’ leadership skills and level of confidence, nominate program participants to participate and represent their school in numerous other events and competitions. As a school principal in Vakhsh district, Kirov community, mentioned: “We are happy to have the YTP program and its sustainability projects in our school. The YTP program develops leadership skills, self-confidence and the positive mental outlook of our children. Then, we are able to ‘use’ these children, asking them to represent our school in different school competitions and local events.”

For instance, the school principal in Sarband, Guliston community said, “We, the school management and teachers, can easily see that YTP participants, both ‘old’ and ‘new,’ differ greatly from other children. They are different in their attitudes, behaviors and even in their studies. YTP made them comprehensively ‘full-fledged. Even by listening to them talk, one can distinguish YTP participants from other children.” Another school principal in J. Rasulov district, Gulakandoz community mentioned: “Teachers see that YTP participants have a positive influence on new members of Drama Clubs and other school children. They help them in giving advice and helping in solving their problems. Children trust them, follow their advice and try to mirror their behavior and attitudes.”

According to the respondents, the original program participants are like ‘an example for imitation’ for the participants of sustainability projects (‘secondary beneficiaries’). New members of the program, seeing ‘living examples’ of how the DCT methodology made youth leaders among not only their peers but even teachers and adults, are eager to engage in the Drama Clubs’ activities, and to continue promotion of conflict transformation models in their communities.

According to the leaders of sustainability projects, more and more youth are coming everyday and asking to become the members of Drama Clubs/Forum Theater Groups but, unfortunately, there are not many possibilities to accommodate all interested children.

The YTP program also has a certain unexpected effect on teachers in the target schools. The teachers reported using different tools and games from the DCT methodology, which they have learned from the seminars provided by program participants, in their everyday work with youth.

The evaluation showed that the YTP program in general, and its sustainability projects in particular, have an extensive multiplication effect. More and more schools express their strong wish to establish Drama Clubs and Forum Theater Groups in their institutions. For instance, there were originally two Forum Theater Groups in Pyanj district. Now, thanks to a sustainability project and huge interest from the side of local schools, there are six schools in five communities now using the DCT methodology without direct funding from YTP. The only support these new schools ask for is to provide seminars/trainings about DCT methodology. Some schools try to establish Drama Clubs even without support from the program. As several respondents mentioned: “One seed planted by YTP gave many flowers.”

However, there is a certain shortcoming in ‘uncontrolled’ multiplication. According to the program staff, when new Drama Clubs and Forum Theater Groups adapt the DCT methodology it often becomes ‘softer,’ touching mostly the problems of youth (such as conflicts between school children, racketeering, ‘bad’ behavior of schoolchildren, and parent/child conflicts), but not deep and serious conflict issues within communities (such as interethnic tensions and conflicts, and conflicts around access to water and land resources). Thus, the methodology has little impact on the community members’ attitudes and behaviors towards such ‘serious’ conflict issues. The reason for making DCT methodology ‘softer’ and avoiding serious conflicts, such as interethnic issues and conflicts around access to limited natural resources, is that such conflicts are considered to be politically sensitive in Tajikistan. Therefore, new Drama Clubs and Forum Theater troupes prefer not to touch such issues.⁴

Finally, the program planned to institutionalize the DCT methodology in different local institutions, schools, local NGOs and relevant local structures. However, the evaluation shows that the majority of the sustainability projects are in schools. Having mostly schools as target institutions, the program limits its coverage and restricts access by youth who are out of school. Nevertheless, there are successful examples of Drama Clubs established on the base of local existing Palaces of Culture and local Youth Committees (e.g. in Pyanj, Isfara and Vakhsh), which show that such institutions are open and able to cover different groups of youth including those who are from ‘at risk’ groups and are not studying at schools.

To sum up, the evaluation showed that the YTP program’s sustainability grant projects have visible positive effects on secondary beneficiaries and the target institutions (schools), although the projects were ongoing at the time of evaluation. The overall impact of sustainability projects could be limited due to the fact that primarily schools are targeted as local institutions.

4.3.2 What effects has the YTP program had on the capacity of IREX’s partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?

⁴ It is the evaluator’s impression that the primary beneficiaries who participated in program events (the Training of Trainers and Summer Camps) understand the methodology and the YTP program goals better than the secondary beneficiaries. They have also received ongoing coaching from EHIO and Fidokor, while the new groups have not. In the evaluator’s opinion, the primary beneficiaries are more confident and believe they are more ‘empowered’ to deal with conflict issues. The new groups, while trained in the techniques of DCT, seem to have a weaker understanding of its purpose and the program’s conflict prevention goals. It is recommended to place additional focus on the theory behind DCT and the program goals in future trainings for secondary beneficiaries.

The program aimed at increasing partner organizations' capacity to manage and implement conflict prevention programs. This aim was two-fold: firstly to increase partners' key staff skills in using DCT methodology in their work and secondly to increase organizational capacity in grant management, project implementation and M&E activities. The question was researched through a self-evaluation exercise with the responsible staff of partner organizations and observation of specific partners' capacity in M&E during their involvement in the evaluation process.

During the self-evaluation exercise the partners were supported in self-assessment using several key leading questions, such as: how partners use and/or are going to use their gained DCT skills in their work, what impact DCT methodology had on their everyday activity, what has changed in their organizational practices in the last two years, and if there were changes, what was the inciting factor.

Although partner organizations' staff (particularly Fidokor's staff) had extensive experience in working with the target groups, including conducting trainings and mobilizing local communities, the DCT methodology has enriched their relevant skills significantly. All partners mentioned improvement of such skills as facilitation and training skills, team work, and work with youth, 'building rapport' skills and others.

As a result, the partners started to use skills and knowledge gained in YTP in their other projects and programs. For instance, Fidokor started to use a Forum Theater approach in their program with GIZ aimed at youth awareness about the negative impact of drug use. According to the partners, thanks to participation in YTP they found that such interactive methods as DCT are much more effective than trainings and seminars. The partners expressed a strong desire to continue implementation of DCT methodology in their other potential projects.

As for organizational changes, all the partners mentioned that they improved their reporting and monitoring skills thanks to the YTP program, although they believe that the system of reporting and M&E was too complicated and required a lot of time and resources. Fidokor's staff mentioned that they have started to use YTP reporting templates in their internal reporting and monitoring for other projects. Furthermore, the partners believe that experience in managing and monitoring small grants, which they administered under YTP, positively affected their management and monitoring skills.

However, certain shortcomings were revealed during the self-evaluation exercise. It turned out that partners had no clear understanding of such concepts as Performance Monitoring and Evaluation Plan (PMEP) and Matrix of Indicators. Furthermore, the partners were not able to recall and constructively discuss the Results Chain of the YTP program. Consequently, the partners were responsible for gathering data for PMEP and specific indicators, but did not clearly understand why they needed to gather certain data.

Besides, the partners had been tasked to conduct a few initial focus group discussions for evaluating effects of the YTP performances on community members. However, the partners had no specific skills and did not pass any specific trainings/preparation aside from a brief overview given by IREX staff. Although IREX hired an external consultant to develop guidelines for conducting focus group discussions, it was completed and provided to the partners just when they had almost finished their work with the

beneficiaries. Finally, the manual was developed without consultations with the partner organizations, which, in fact, could provide their valuable input towards elaboration of the key questions.

Regarding unexpected outcomes of the YTP program, the local partners have mentioned unanimously that the YTP program contributed to their overall organizational fundraising. Many new donor organizations got very interested in the DCT methodology and Fidokor's and ICA EHIO's experience in the YTP program. For instance, the U.S. Embassy in Tajikistan, Embassy of the United Kingdom in Tajikistan, and one German private fund expressed interest in collaborating with EHIO. The U.S. Embassy has already funded a small project of EHIO aimed at documenting (making a short documentary film) of youth Forum Theater activities in Sughd region of Tajikistan. Another positive YTP impact reported was stronger relations and better reputation of the partners with authorities and beneficiaries in the target areas.

All in all, the self-evaluation exercise held with local partner organizations showed that the YTP program and IREX as the program holder have had a positive effect on increasing partners' capacity, including expected and unexpected positive effects. The only revealed shortcoming was insufficient involvement of partners into all of stages of internal program monitoring and evaluation. For instance, the partners were not involved and/or consulted during development of the indicators and monitoring and evaluation plan/mechanisms. Moreover, the program monitoring and evaluation plan, including the matrix of indicators, were not presented and discussed with partners at the initial stage of the program. Later on, the tools (questionnaires) were developed for evaluation purposes (pre- and post-ToT survey and pre- and post-Camp surveys). However, these tools were not discussed and/or consulted with partners. All these facts could potentially limit the partners' participation in programs' monitoring and evaluation and limit their related capacity.

At later stages, the situation was considerably improved and the partners were actively involved in internal monitoring and evaluation processes. Moreover, during the self-evaluation exercise the partners mentioned examples of certain positive effects of the YTP program on their monitoring and evaluation capacity (please, see above).

4.4 Specific conclusions, lessons learned and recommendations

Program-specific conclusions:

The program objectives and goals are highly relevant to Tajikistan, which is considered to be a country at risk of potential conflicts, provoked by such factors as limited natural resources, food insecurity and complicated ethnic differences in some regions. Tajikistan's youth represent an overwhelmingly large portion of the population; the majority of youth are unemployed and socially disadvantaged, a factor for potential destabilization. Therefore, the YTP program approach that targets youth mostly as an impetus for change seems to be relevant and vitally important.

YTP program was highly welcomed and supported by the target groups and other stakeholders since the program fills "the vacuum" in extracurricular education and development of youth in Tajikistan, particularly in rural and remote communities.

In general, the evaluation shows that the YTP approach and DCT methodology employed by the program is an effective tool in promoting lasting attitudinal and behavioral changes in youth and adults in relation to conflict issues at the community level, relations within communities, and particularly in relation to people of other ethnicities, religions and nationalities. Besides, the findings suggest the DCT methodology is very effective in raising self-confidence and developing leadership skills not only among youth but also among adults. To the evaluator's knowledge and in his opinion, there were no other social or political factors, or programs aimed to reduce peace, which had a significant effect on possible changes reported by survey participants.

Since the DCT methodology is highly welcomed and supported by the target groups and even local officials, it could be predicted that the program outputs like Forum Theater Groups and Drama Clubs will have longer sustainability and a wide multiplication effect.

Lessons learned and good practice examples:

- The evaluation showed that DCT tool is very effective in 'opening' children's skills and talents and in developing their leadership skills. As it was mentioned by the school principals and teachers interviewed, all direct program participants became leaders in their schools and even in their communities. All of them participate in different social activities and school competitions. Some of them who have graduated from school this year managed to enter universities in the capital, which is typically very difficult for rural youth.
- The DCT methodology provides an opportunity for adult mentors to learn many new methods and tools. This turned out to be a very good motivation factor for adult program participants, who are eager to continue promoting the DCT methodology without any material benefits for themselves, but just 'being grateful' for the YTP program.
- There were several examples of Drama Clubs established not only in schools but in other institutions: for instance, a Drama Club under the Youth Committee (in the Palace of Culture) in Pyanj district and another one in the Palace of Culture in Isfara district. These Drama Clubs are more accessible to youth from different social groups (including 'at risk' groups), have more diversity in relation to the audiences they attract, and finally, seem to be more sustainable, having support from local authorities.
- A Drama Club in Pyanj district, with the support of local partner Fidokor, managed to develop two project applications for small grants from the local government and won these grants aimed at the further development and promotion of DCT methodology in Pyanj district.

Specific recommendations:

- The PMEP, Matrix of Indicators, Results Chain and any other program documents related to M&E should be translated, provided and discussed with the local partners from the initial stage of the program.

In order to ensure efficient program implementation and M&E, partners should have a clear understanding of the overall program logic, results chain and indicators needed to measure the program's progress and achievements. Furthermore, it is highly recommended to have regular reviews of the PME and Matrix of Indicators together with partners, at least once a year.

- YTP or future similar programs should expand its investments in non-school institutions. While there are successful examples of YTP working with some non-school institutions like local Youth Committees and Palaces of Culture, the majority of sustainability projects are still in schools. These non-school institutions could ensure that different groups of youth, including 'at risk' groups, would have access to the DCT methodology.

Besides, if the DCT methodology were further promoted through state-funded institutions like Youth Committees and Palaces of Culture, the program outputs like Drama Clubs and Forum Theater groups would be more sustainable after the program ends in getting support, including certain financial support.

- A particular attention in future similar programs/projects should be paid to rural and very remote communities where the situation is much worse compared to communities near large cities. The focus groups conducted with youth in the target communities showed that children in remote rural communities are more 'closed' and shy and have deeper-rooted stereotypes toward conflict issues and toward those of other ethnicities and nationalities, compared with youth from communities closer to large cities. For instance, youth in Isfara district differ greatly from youth in J. Rasul district, which is closer to Khujand. However, the statement is not supported by quantitative figures and is just the evaluator's opinion.
- The program experience shows that in order to avoid the risk of hampering or disrupting program activities, future similar programs should actively involve the relevant governmental authorities from the initial program stages. Since programs aimed at promoting peace touch upon issues (youth and conflicts) that are 'sensitive' to the Government, it could be reasonable to involve relevant governmental officials more closely at the national, regional and local levels, or at least to make an introduction and provide information about the program at the initial stages.
- The sustainability projects and new Drama Clubs should be closely supervised and mentored by partner organization staff members to avoid serious deviation from the original DCT methodology by 'secondary beneficiaries.'
- Mahalla (traditional self-governing structures) are quite powerful in rural communities of Tajikistan. They could be used in attracting more audience members to performances and in spreading the message of Drama for Conflict Transformation to a wider range of community members.
- Program implementers should consider and plan more thoroughly the age of YTP direct participants. In the third year of the program, many of the youth participants graduated from

their schools and left the Drama Clubs/Forum Theater groups. Some of them moved to bigger cities to continue their education, while others are in labor migration and have started to work. Their places were filled by 'secondary beneficiaries.' Thus, it was a problem to find direct program participants in some communities for the evaluation purposes.

5 YTP Program Achievements in Kyrgyzstan

The main research question of the evaluation was to assess to what extent YTP has accomplished its stated goals and objectives and what factors have contributed to or prevented the success. The question was analyzed based on three sub-questions according to the program objective (see Sections 4.1, 4.2 and 4.3 below).

The evaluation showed that the YTP program in Kyrgyzstan achieved successfully or is in progress of achievement (in the case of Objective 3, related to sustainability) of its stated goals and objectives. The program produced measurable outcomes in facilitating lasting attitudinal and behavioral changes towards conflict issues among youth and adult program participants. Furthermore, the program managed to engage wider community members in the target areas into drama for conflict transformation activities, having even influenced their attitudinal and behavioral changes towards conflict issues to certain extent. Finally, the program is in the process of promoting long-term sustainability of Drama for Conflict Transformation (DCT) methods, with DCT having a visible impact on new participants (secondary beneficiaries trained by the original program participants.)

In addition, the program had very positive outcomes related to involving relevant local educational officials and getting their support. This outcome contributes to ensuring the sustainability of the program's products (Forum Theater groups and Drama Clubs) and further replication of the DCT methodology.

In the evaluator's opinion, one of the main factors that contributed to such a success was a very well developed program planning system and monitoring and evaluation system. Also, the experienced and committed local partner ensured successful accomplishment of the program goals.

5.1 To what extent YTP has facilitated lasting attitudinal and behavioral change among program participants (young people and mentors)?

The aforementioned question was researched through structured interviews (oral survey questionnaires) conducted with the program participants, both adults and youth, and a demographically similar group of non-participants (a 'comparison group'). The question was analyzed by comparing program participants and non-participants in relation to three key indicators:

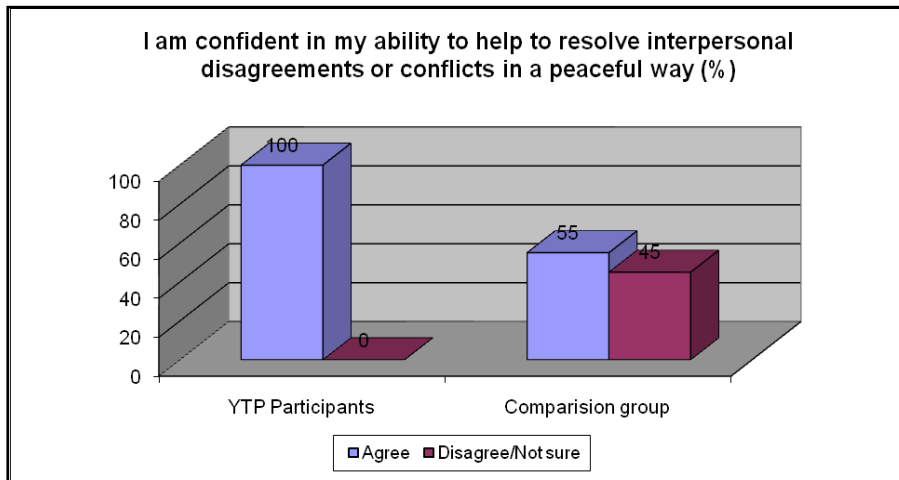
- Level of confidence in own ability to positively affect conflict situations, including ability to help others to find peaceful and effective solutions to problems;
- Positive interactions, if any, with people of other ethnic, religious or national origin;

- Self-confidence and self-esteem, particular in relations to speaking in front of a group.

In addition, the evaluation assessed if the changes in attitudes and behaviors of the target groups (trained youth and adult participants) are attributable to the YTP program or if there were any other additional inciting factors.

5.1.1 Level of confidence in own ability to positively affect conflict situations, including ability to help others to find peaceful and effective solutions to problems

The program participants and non-participants (comparison group) were asked to rate their level of confidence in their own ability to positively affect conflict situations.

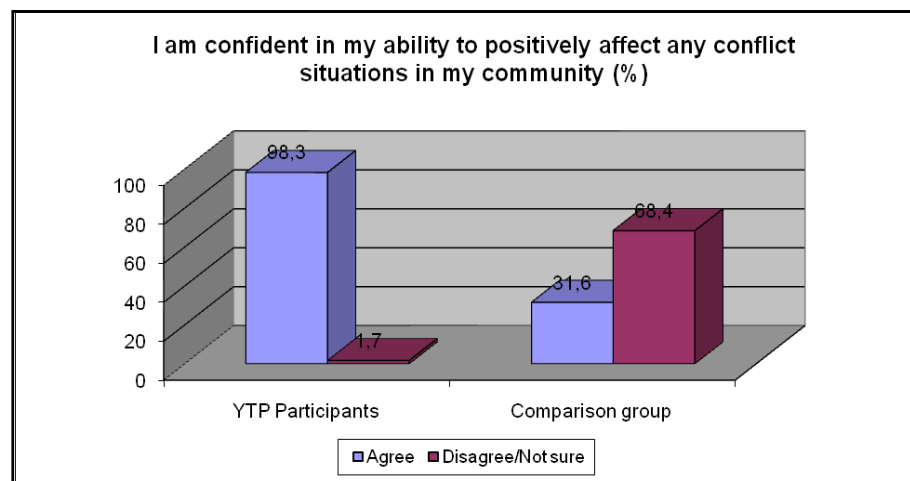


In order to assess the level of confidence a set of interrelated questions was asked.

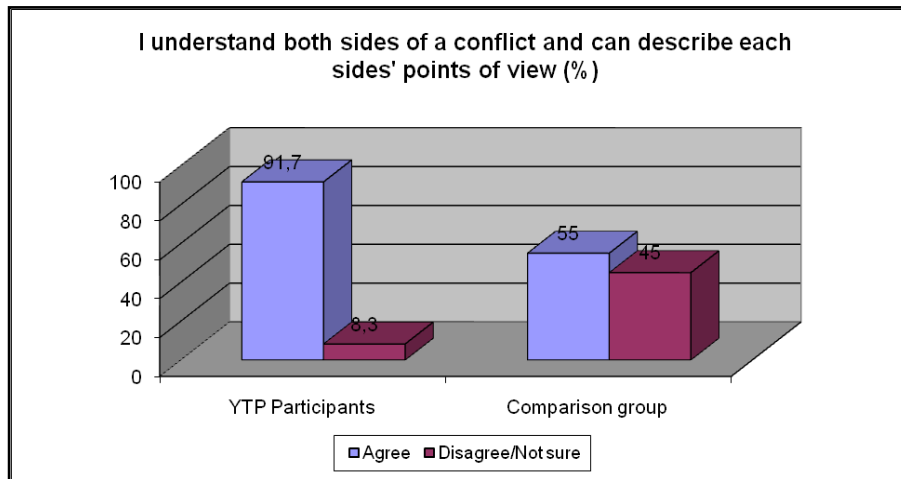
Firstly, the participants were asked to rate confidence in their ability to solve interpersonal disagreements or conflicts

in a peaceful way. In order to have comparison analysis, the same questions were asked to non-participants (control group). The results showed that all YTP participants are confident in their ability to solve interpersonal conflicts in a peaceful way, with 28% of respondents reporting they “agree” and 72% that they “strongly agree” with the statement. The results of comparison group analysis showed that about 55% of respondents are confident in their ability to solve interpersonal conflicts in a peaceful way, with 48% reporting they “agree” and 7% that they “strongly agree.” The rest of comparison group respondents did not agree or were not sure about the answer.

Then, the participants and non-participants were asked if they are confident in their ability to positively affect conflict situations in their communities. The results are that about 98% of program participants are confident in their ability; among them about 35%



reported they “agree” and about 63% that they “strongly agree” with the statement. As for comparison group members, about 31% of respondents report confidence in their abilities to positively affect any

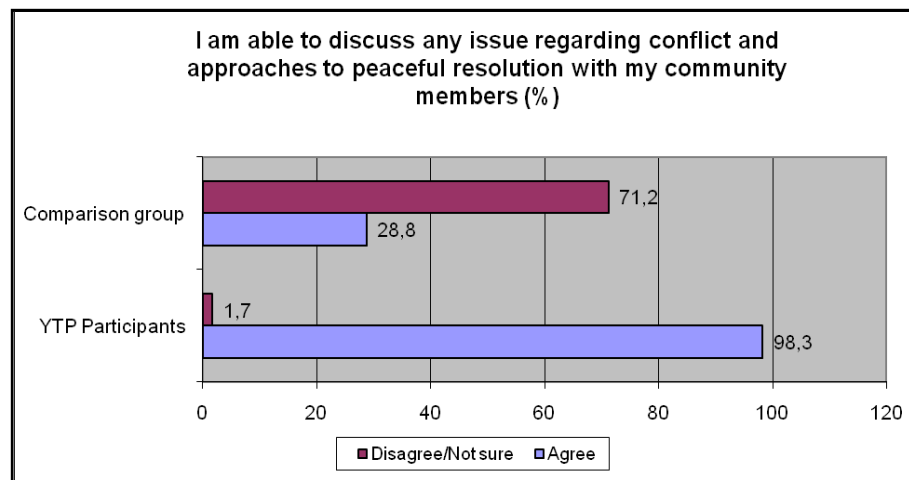


conflict situations in their communities, with about 28% reporting they “agree” and about 3% that they “strongly agree” with the statement.

Also, the participants and non-participants were asked to share their opinion how they would behave in the case of a conflict situation,

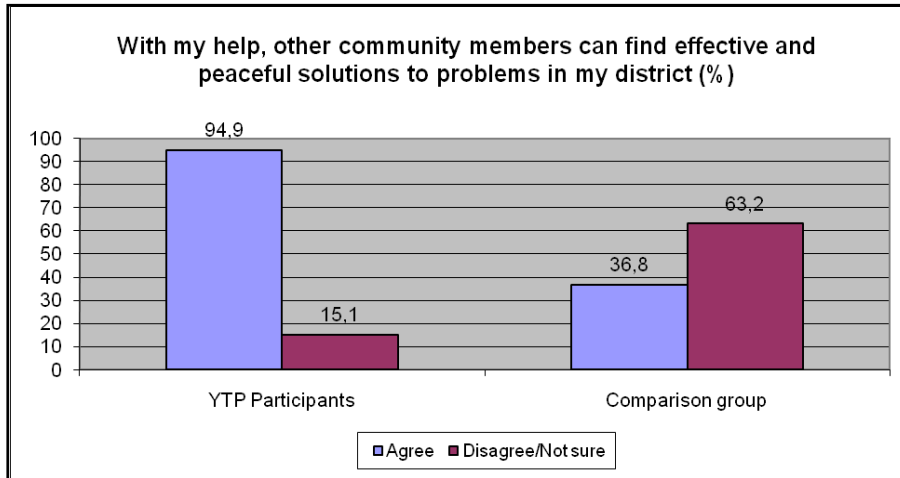
specifically whether they would understand both sides of a conflict and would be able to describe each side’s point of view or not. As a result, about 92% of program participant respondents replied positively to the question, with 10% reporting they “agree” and about 82% reporting they “strongly agree” with the aforementioned statement. As for the comparison group of non-participants, about 55% replied positively, including 47% reporting they “agree” and only 8% that they “strongly agree” with the statement.

Then, the respondents were asked to rate their level of agreement with the statement that they are able to discuss any issue regarding conflict and approaches to peaceful resolution with their community members. The findings showed that about 98% of YTP program participants and only about 29% of non-participants report that they are able to discuss any issue regarding conflict and approaches to peaceful resolution with their community members.



Finally, respondents were compared in their belief in their own abilities to help other community members to find effective and peaceful solutions to problems in their district. The findings show that about 95% of the surveyed program participants report belief in their abilities to help other community members in finding solutions to the problems in their districts, while, only about 37% of surveyed non-participants report such a belief.

The findings suggest that program participants are confident in their abilities to positively affect conflict issues related to interpersonal disagreement as well as conflicts at the community or even district level. The significant difference between YTP program participants and non-participants (comparison group) suggests that the YTP program facilitated lasting attitudinal and behavioral changes in youth and adult participants in relation to conflict issues and situations.



suggests that the YTP program facilitated lasting attitudinal and behavioral changes in youth and adult participants in relation to conflict issues and situations.

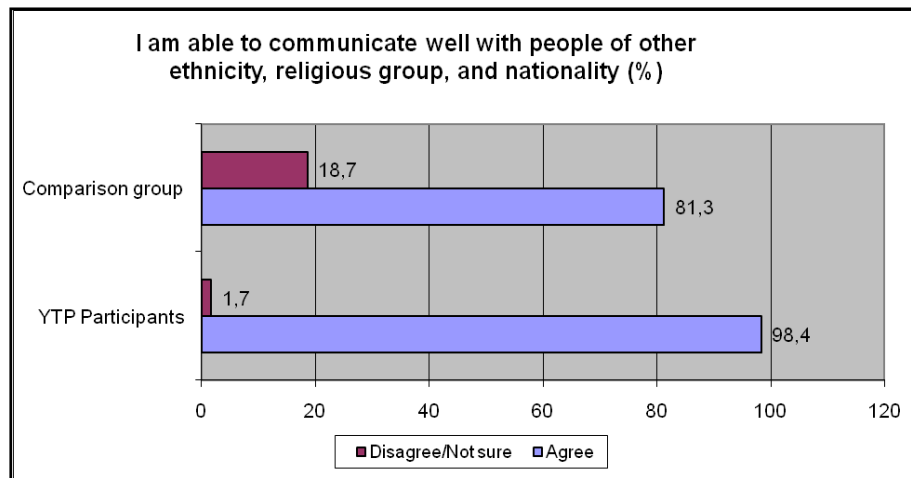
In addition, the survey findings are supported by the generalized data from key informant interviews. For instance, the majority

of the school principals and teachers interviewed during the evaluation mentioned that there is a significant difference between program participants’ attitudes towards conflict issues and the attitudes of other school children in the target communities. According to respondents, the program participants are able to look for peaceful solutions and to discuss conflict situations in a calm and logical manner, in comparison to other children. “YTP program helps to influence children’s mental outlook. We can see from our school children participating in YTP that their outlook changes from ‘negative’ to ‘positive’, thus contributing to changing their attitudes towards problems and conflict issue,” said a teacher in Tokmok, northern Kyrgyzstan.

5.1.2 Positive interactions, if any, with people of other ethnic, religious or national origins

The participants and non-participants were compared in their positive interactions with those of other ethnic, religious or national origins. For this aim a set of interrelated statements was discussed with the respondents, who were asked to rate their level of agreement.

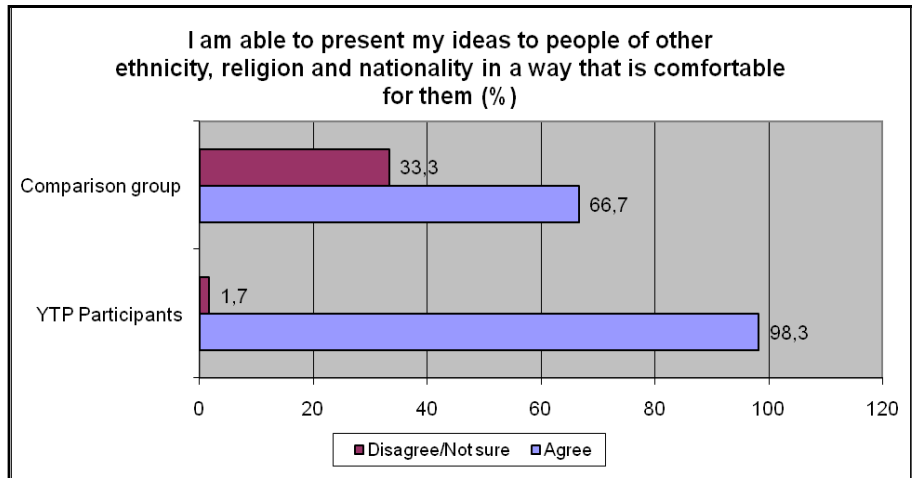
The findings show that about 98% of participants report being able to communicate well with people of other ethnicity,



religious group or nationality, including about 82% reporting they “strongly agree” with the statement

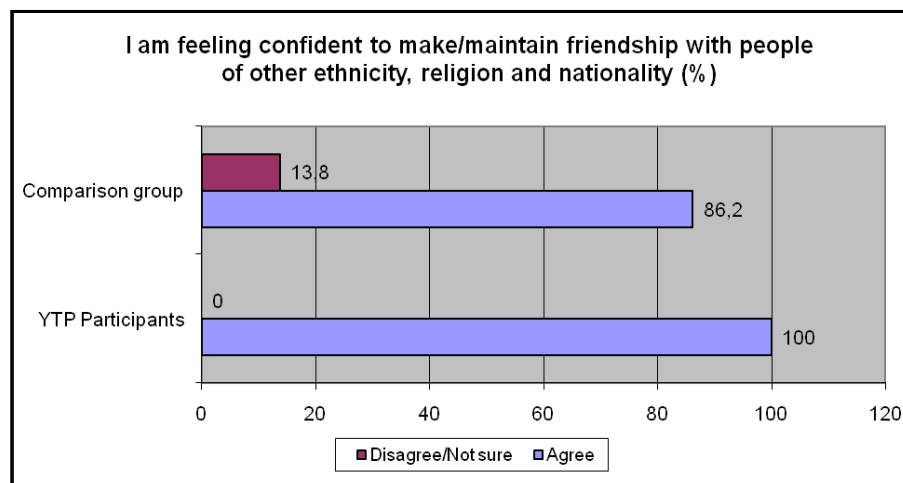
and 16% reporting they “agree”. As for non-participants, about 82% report being able to communicate well with people of other ethnicities, religious groups or nationalities, including just about 18% reporting they “strongly agree” with the statement and about 64% reporting they “agree.”

About 98% of participants say that they are able to present their ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them (“people”). At the same time, only about 67% of comparison group members report being able to present their ideas to people of other ethnicity, religion and nationality in a way that is comfortable for these people. Finally, the findings show that 100% of program participants report



feeling confident in making and maintaining friendship with people of other ethnicities, religions and nationalities, while only about 86% of non-participants said that they feel confident doing so.

The findings disaggregated by nationality suggest there is not much difference between program participants of Kyrgyz, Russian and other ethnic identities. There is only a slight difference between program participants of Tajik ethnic origin and all others. For instance, approximately 67% of ethnic Tajik



respondents say that they ‘strongly agree’ with the statements that they are able to communicate well with people of other ethnicities/nationalities and are feeling confident in making/maintaining friendships with them, compared to about 85% of Kyrgyz and 81% of Russian respondents.

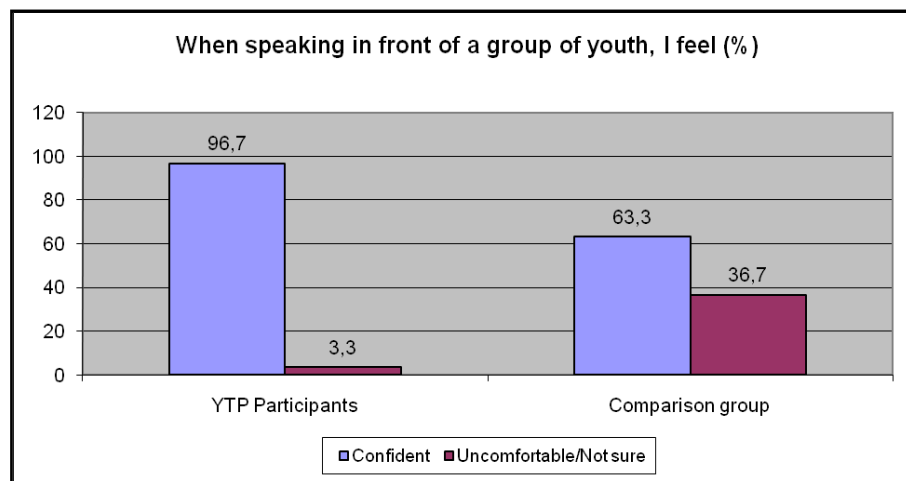
One hypothesis for the difference could be that the Tajik respondents came primarily from Andarak, a community in Batken oblast in southern Kyrgyzstan. Andarak has a large ethnic Tajik population that is relatively isolated from the local ethnic Kyrgyz population, and community members report there has traditionally been little interaction between the two groups. Thus residents (both Tajik and Kyrgyz) may have fewer opportunities to communicate and form friendships with members of the ‘other’ group.

However, data from the focus groups and key informant interviews suggest the situation is changing now due to the YTP program, which has fostered communication between Tajik and Kyrgyz youth. Respondents report that Tajik and Kyrgyz youth have now started to organize joint sport events and other social activities.

Overall, the survey findings show that program participants have much more positive attitudes and interactions with people of other ethnicities, religions or nationalities. The survey findings were supported by generalized data from key informant interviews conducted. One of the positive effects of the YTP program on participants mentioned in key informant interviews was improved communication and relations between children of different ethnicities and nationalities. In particular, the statement is relevant to the communities and target schools having representatives of diverse ethnic groups, for example in the target communities of Petrovka and Tokmok in the north of Kyrgyzstan (which have a Kyrgyz majority and Russian, Kurd, Uygur, Ukrainian, Karachai and other minorities) and in Andarak, Batken region in the South (which have two major ethnic groups, Kyrgyz and Tajik). This may be counted as further evidence of the YTP program’s effect on attitudinal and behavioral changes in the program participants.

5.1.3 Self-confidence and self-esteem, particularly in relation to speaking in front of a group

Besides promoting attitudinal and behavioral changes in the program participants related to conflict issues and to people of other ethnicities, religions and nationalities, the YTP program aimed at increasing the self-confidence and self-esteem of both adult and youth participants. One of the indicators to measure the achievement of such changes is to look at respondents’ confidence in

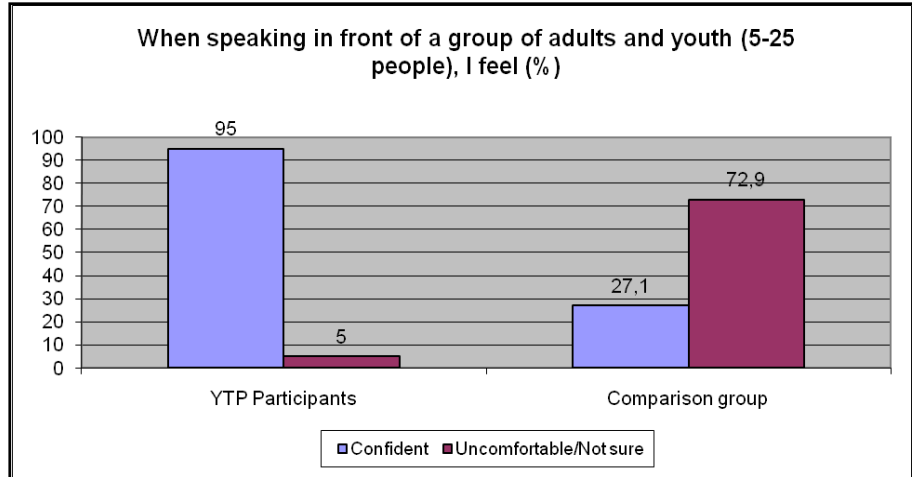


speaking in front of a group of people. For this aim, a set of several situational questions was discussed both with the participants and non-participants to allow comparative analysis.

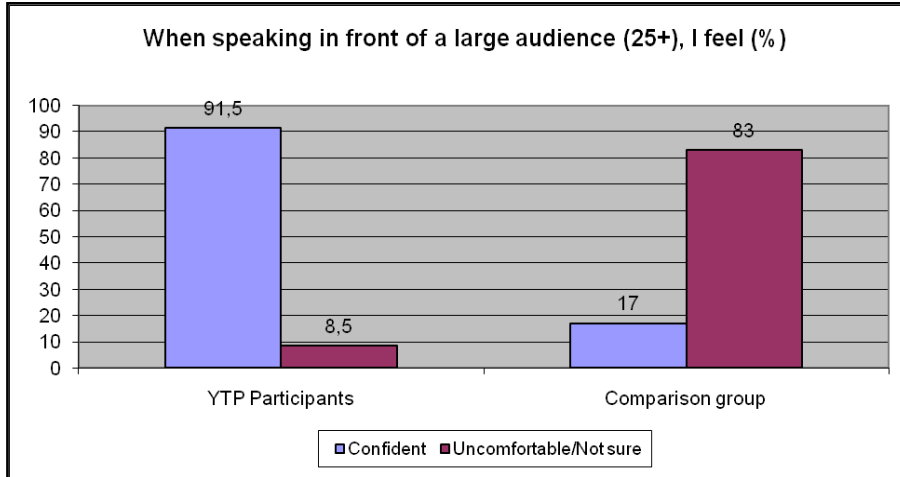
In the first situation, a respondent had to rank his level of confidence when speaking in front of

a group of peers. The findings revealed that about 97% of program participants report confidence in speaking in front of a group of their peers, including about 82% reporting they are “very confident” and 15% reporting they are “confident.” As for non-participants, 63% reported that they feel confident in their ability to speak in front of a group of peers, including 18% “very confident” and 45% “confident.”

The next situation was about speaking in front of a group of adults and youth (from 5 to 25 people). Here, about 95% of program participants stated that they feel confident in such a situation, including about 72% who reported being “very confident” and about 23% “confident.”



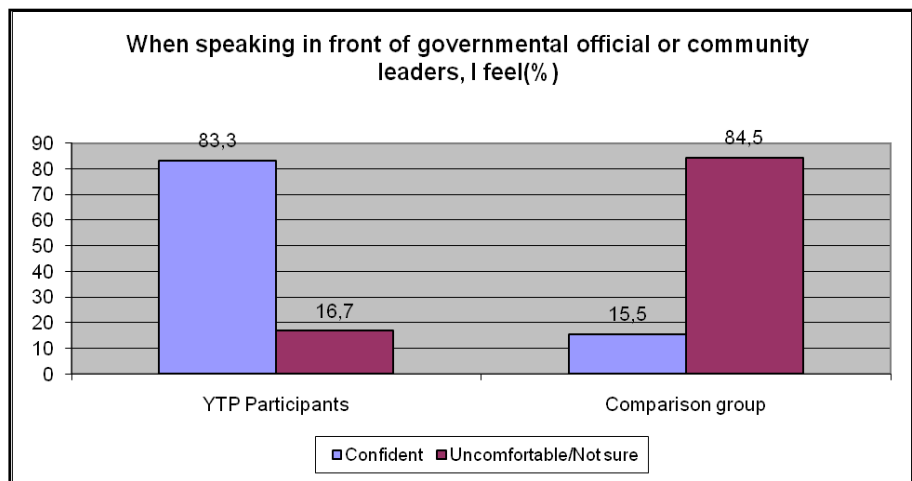
Regarding the comparison group, 27% of non-participants stated that they feel confident to speak in front of a group of 5 to 25 people, including 8% who reported being “very confident” and 19% “confident.”



Respondents were also asked to assess their confidence in speaking in front of a large audience (from 25 people and above). 92% of participants reported that they feel confident, including 61% being “very confident” and 31% being “confident.” As for non-

participants, only 5% of respondents said that they feel “very confident” and only 12% respondents said they feel “confident”, altogether 17% in total.

Finally, the respondents were asked to rate their level of confidence when speaking in front of governmental officials or community leaders. About 83% of program participants said that they would feel confident, including 45% being “very confident” and 38% “confident.” Among the



non-participants, only about 5% of respondents reported that they would feel “very confident” and about 11% of respondents reported that they would feel “confident”, about 16% in total.

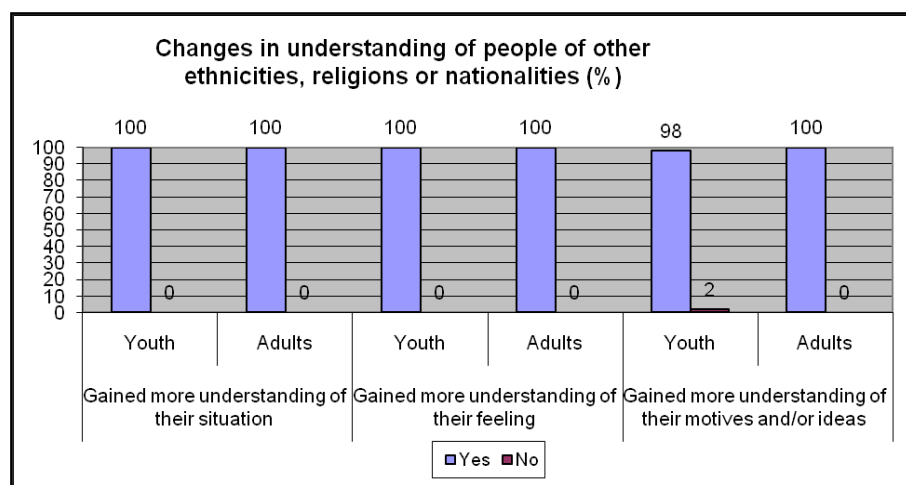
To sum up, the findings of comparison analysis between program participants and non-participants suggest that the YTP program had a significant impact on developing program participants’ self-confidence and self-esteem, particularly in relation to speaking in front of the public.

The survey findings were supported by analysis of generalized data of focus groups and key informant interviews. In fact, all key informant interviewees mentioned that the most visible differences between program participants and non-participants are in self-confidence and self-esteem. Regardless of their initial skills before the program, the program participants became leaders within their schools and communities. All school principals interviewed mentioned that program participants, thanks to their self-confidence and leadership skills increased by the program, represent their schools in all kinds of events and competitions. In addition, the teachers who participated in the focus groups conducted (all 6 focus groups with adults) unanimously mentioned that they witnessed significant increases in youth program participants’ self-confidence and leadership skills.

5.1.4 To what extent are the changes in attitudes and behaviors of the target groups – trained youth and adult participants attributable to the YTP program?

In order to research the aforementioned sub-question, the evaluation analyzed whether the program participants have had any changes in their empathy towards those of other ethnicities, religions or nationalities and changes in positive interactions with them. The participants were also asked to share their feelings about what the inciting factor was for such changes.

Firstly, the participants were asked if there have been any changes in their understanding of people of other ethnicities, religions and nationalities during the last two years, including changes in increased



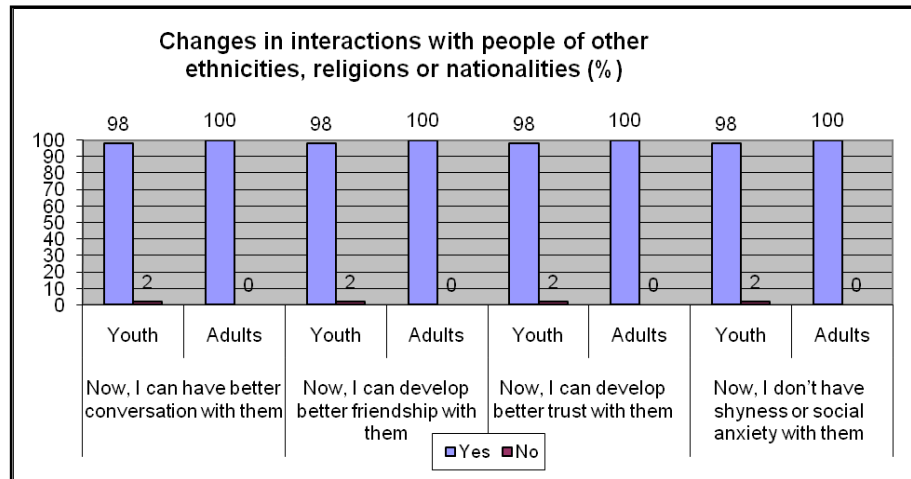
understanding of their situation, feelings and motives and/or ideas.

The results are self-explanatory. The majority of program participants, both youth and adults, reported positive changes in their understanding of people of other ethnicities, religions and nationalities during the

last two years. Then, the respondents were asked about the inciting factor for the changes. All the respondents, except for one, said that participation in the YTP program caused the changes. Another inciting factor mentioned by one respondent was participation in sport activities together with those of other ethnicity and nationality.

It is worth mentioning that in comparison to the previous data provided by program performance monitoring and evaluation, there is a visible increase in program participants reporting changes in their empathy towards those of other ethnicities, religions and national origin. For instance, according to IREX’s internal monitoring and evaluation data, 88% of youth program participants reported increased empathy towards those of other ethnicities, religions and nationalities following the initial summer camps in August 2010. This data suggest that there has been about 10% increase in general in the related indicator between August 2010 and November 2011, when the evaluation data was collected.

Next, participants were asked if there have been any changes in their interactions with people of other ethnicities, religions and nationalities during the last two years,



including such changes as better conversations, better friendship, better trust, and absence of shyness and/or social anxiety in communicating with them. Similarly to the previous question, the findings show that the majority of program participants, both adults and youth, report positive changes in interactions with other ethnicities, religions or nationalities during the last two years. Again, for each specific sub-question, the respondents were asked about the inciting factor for the changes in their interactions. 100% of respondents replied that their participation in the YTP program influenced their positive interactions with people of other ethnicities, religions and nationalities.

It is worth mentioning that in comparison with the previous data provided by program performance monitoring and evaluation, there is a visible increase in youth program participants reporting changes in their positive interactions with those of other ethnicities, religions and national origin. For instance, according to IREX’s internal monitoring and evaluation data, 90% of youth program participants reported increased empathy towards those of other ethnicities, religions and nationalities following the initial summer camps in August 2010. This data suggest that there has been about an 8-10% increase in the related indicators between August 2010 and November 2011, when the evaluation data was collected.

All in all, the findings show that the YTP program had a positive effect on youth and adult program participants in increasing their empathy towards and creating more positive interactions with those of other ethnicities, religions and national origins. Moreover, the majority of respondents believe that the changes in their attitudes and behaviors towards people of other ethnicities, religions and national origins were directly caused by their participation in the Youth Theater for Peace Program. However, these findings have a certain limitation. The fact that respondents knew that the survey was conducted

in order to assess achievements of the YTP program could influence their answers to the question about the ‘inciting factor of changes.’

5.2 To what extent has YTP engaged the wider community in drama for conflict transformation activities?

Sub-question: What effects, if any, have YTP performances had on audiences and communities that did not undergo direct DCT training from the program?

The YTP program in Kyrgyzstan aimed at engaging wider community in drama for conflict transformation activities through events (Forum Theater performances) organized by trained program participants – youth and adult mentors. All in all, the program successfully managed to attract the interest of the target community members towards the YTP program’s events. According to the internal program monitoring data as of September 30, 2011, more than 15,000 people had attended YTP events and the figures continue to increase. One of the research questions of the evaluation was to assess what effects, if any, the YTP performances have had on the audiences and communities that did not take direct DCT training from the program.

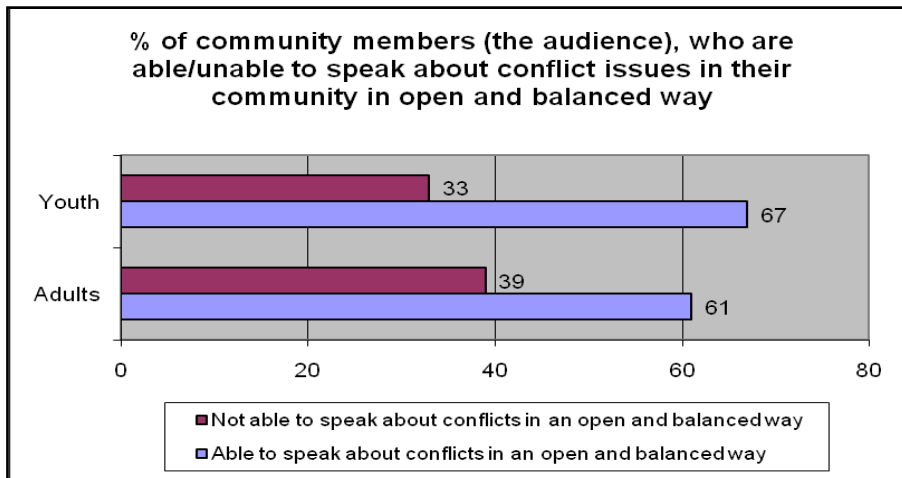
The question was researched through the defined qualitative indicators measuring the visible effects of YTP program events on the target community members. As the source of information, focus group discussions were conducted in the target communities with residents who had attended at least one Forum Theater performance, with separate groups held for youth and adult community members.

The first indicator was *percent (%) of community members (the audience of YTP events) who are able to speak in an open and balanced way⁵ about conflict issues in their communities*. This indicator measures if the YTP program, through Forum Theater plays performed by program participants, had any impact on the community members in the audience in facilitating changes in their attitudes and behaviors towards conflict issues in their communities. Based on the replies/statements/comments towards key questions during the focus group discussions, the evaluator made a decision about participants’ attitudes towards conflict issues and towards those of other ethnicities, religions and national origins.

It is important to note that the method has certain limitations. Due to the nature of the method, the findings could be influenced by subjective view of the evaluator. In order to overcome the limitation, a representative of a local partner organization was involved in each focus group and the findings were discussed during debriefing after the focus group. The findings revealed that about 61 % of adult community members and about 67% of youth who saw one or more YTP Forum Theater plays are able to speak about conflict issues in their community in an open and balanced way. Moreover, according to

⁵ Speaking about conflict in an ‘open and balanced’ way is defined with the following rubric: s/he can: explain his/her opinion on the local causes of conflict in a logical and calm manner; speak in a fair and calm way about members of other ethnic, religious, or regional groups; does not use stereotypes or inflammatory language; speak knowledgeably about both side of the issue; is comfortable with critiques of his/her opinions.

the majority of focus group participants, Forum Theater plays performed by the YTP participants had an effect on their attitudes towards conflict issues, and particularly towards others.



However, despite the fact that almost 100% of participants mentioned YTP's effect on their attitudes, there are still significant numbers of the target community members who are not able to speak about conflict issues in their community in an open and balanced way.

Obviously, the changes in attitudes and behaviors, particularly among adults, require longer and continuous efforts. It can be anticipated that the effect of events organized by the YTP participants for wider community members will increase progressively.

Surprisingly, the youth community members (the audience) were able to discuss and even analyze problems and conflict issues in their communities in a much more constructive and calm manner than adults. This could be explained by the fact that the youth audience can be more easily influenced by DCT methodology (i.e. Forum Theater) than adults. Perhaps more time and a combination of different efforts is needed to have greater effects on adult community members.

Another indicator to measure was % of community members⁶ who feel that the DCT methodology can have a positive effect on community relations as they relate to conflict. The generalized results of the focus groups conducted show that 100% of community members reported a belief that the DCT methodology has a visible positive impact on the community relations as they relate to conflict issues and local problems.

According to the statements made by the target community members, DCT has significant positive effects on their communities. For instance, community members mentioned that DCT, in the form of Forum Theater, helps to enrich the limited outlook held by many residents of rural, remote communities. The respondents believe that the DCT methodology, making peoples' worldviews more broad and positive, contributes directly easing interethnic tensions.

Effects of DCT in the Community:

"I feel I have changed myself thanks to Forum Theater. Before, I perceived Tajiks who live near our communities very negatively. But now I understand them more and behave more patiently and tolerantly towards them."

-Kyrgyz youth, Orto-Boz

The representatives of target communities said that Forum Theater plays organized by the program participants facilitate more frequent and substantive communication between different ethnic groups in

⁶ Community members who have attended forum theater performances or who have been involved in sustainability grant activities.

the communities. In turn, improved communication is a prerequisite for improved attitudes between people of different ethnicities, religions and nationalities. “We witness more and more positive communication between children of different nationalities in our community,” said a teacher in Petrovka community, northern Kyrgyzstan. “There are more friendly relations now between community members of different ethnics and nationalities,” said a male youth in Sogment community, southern Kyrgyzstan.

Effects of DCT in the Community:

“Forum Theater is like a mirror. We can see ourselves and how we make emotional mistakes which result in conflicts. Forum Theater [performances] allow us to look at our problems and our behavior from an outsider’s viewpoint.”

-Community member, Tokmok

For instance, Tajik children and Kyrgyz children in Andarak community (southern Kyrgyzstan) rarely made friends with each other and had no communication, only fights, according to a local teacher: “Now, thanks to local Drama Clubs, we can see that Tajik and Kyrgyz children started to communicate, there are almost no fights anymore, and children organize joint sport competitions and other social activities.” Meanwhile, a Kyrgyz girl in Orto-Boz community (southern Kyrgyzstan) says, “I feel that I have changed myself thanks to Forum Theater. Before, I perceived Tajiks who live near to our communities very negatively. But now I understand them more and behave more patiently and tolerantly towards them.”

Furthermore, the target community members say that the DCT methodology proved to be a good tool to reveal and analyze the causes of the most problematic conflict issues in the communities and show ways how to resolve and/or prevent these issues. As one of the representatives in Tokmok community said, “Forum Theater is like a mirror. We can see ourselves and how we make emotional mistakes which result in conflicts. Forum Theater [performances] allows us to look at our problems and our behavior from an outsider’s viewpoint.” The most common phrase used by the target communities to characterize DCT’s impact was “it is better to see once than to hear a hundred times.”

There were a number of teachers, who participated in the focus groups as ‘the audience,’ since Forum Theater plays are usually performed at schools. The teachers found the DCT methodology very interesting and useful for their everyday work. As a teacher in Petrovka community (northern Kyrgyzstan) mentioned, “DCT is a completely new method for our ‘conservative’ ways of working with children. It helps us to make children more open.”

Another teacher in Sokuluk community (northern Kyrgyzstan) says that the DCT methodology is particularly helpful in influencing children from ‘at risk’ groups. She said, “We have ‘life examples’ when a few hooligans from our school, who were already being observed by the local police, have started to change their behavior and attitudes after taking part in the Forum Theater plays and in drama clubs. There are no more complaints about them from the side of teachers, parents and their peers. Consequently, there is no need any more for local police to observe these hooligans and to consider them to be ‘at risk.’ We have already got the appreciation of their parents and responsible police staff.” A teacher in Tokmok community said, “We use the DCT tools for the most ‘problematic’ classes. And we could see the changes immediately in their behavior and attitudes.”

Adult representatives of the target communities, including teachers, believe that the DCT methodology is particularly efficient in influencing youth behavior and attitudes.

Effects of DCT in the Community:

"We have 'life examples' when a few hooligans from our school started to change their behavior and attitudes after taking part in DCT. We have already got the appreciation of their parents and responsible police staff."

-Teacher, Sokuluk community

As one inhabitant of Orto-Boz community, Batken region, said during the focus group discussion, "Youth are like sugar. Sugar absorbs water very quickly; youth absorb new information very quickly. Forum Theater performances provide positive solutions to local problems, youth absorb this information and quickly transfer the message peer-to-peer."

The only critique made by the target community representatives towards the YTP program and the DCT methodology employed is that the coverage of the program is limited to in-school youth, their parents and teachers, since most of the events are organized in schools. The YTP program should reach more youth and adult community members by organizing performances in public places.

All in all, the evaluation findings show that YTP has a certain impact not only on direct program participants but on wider community members as well, through events organized by program participants (i.e. Forum Theater plays). The target communities' members find Forum Theater a useful tool helping them to solve local problems and conflict issues and having a positive impact on community relations. In particular, according to community members, the tool is useful in helping communities to see the problem 'from outside' and to look altogether to the solutions. Moreover, the community representatives found that Forum Theater performances "make them more patient and tolerant towards each other."

5.3 To what extent has YTP promoted long-term sustainability of conflict transformation models?

YTP's third objective is to promote long-term sustainability through investments in community institutions. To evaluate the program's effect on long-term sustainability of conflict transformation models, the evaluator conducted research around the following questions:

- *What effects, if any, have sustainability grant projects implemented by trained YTP participants (primary beneficiaries) had on secondary beneficiaries?*
- *What effects, if any, has YTP had on schools where drama clubs are formed?*
- *What effects has the YTP program had on the capacity of IREX's partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?*

5.3.1 What effects, if any, have sustainability grant projects implemented by trained YTP participants (primary beneficiaries) had on secondary beneficiaries and what effects, if any, has the YTP program had on schools where drama clubs are formed?

The program aimed at promoting long-term sustainability of the DCT methodology through investments into local structures which could institutionalize this conflict transformation model. The activities related to program sustainability strategy are still ongoing. Consequently, the evaluation was not aimed to make a final assessment of achievements and performance of sustainability activities. However, semi-

Effects of DCT in the Community:

“Drama Clubs and the DCT methodology provide significant support to the overall educational process of youth. It helps us to educate children, to make them more tolerant towards each other, to develop their leadership skills and enlarge their mental outlook.”

-Education specialist, Tokmok

structured interviews were designed and conducted with the leaders of sustainability projects in order to see if the sustainability strategy is progressing towards the achievement of its goals. The question was also discussed during semi-structured interviews with the school principals in the target schools having Drama Clubs or Forum Theater Groups established with program support, and representatives of local education departments, if possible.

Initially, the program planned to support sustainability projects, including the establishment of Drama Clubs, during the third year

of the program, when program participants would be trained and experienced enough in the DCT methodology to be able to transfer the knowledge to new participants. However, the program logic was changed slightly. Due to political instability in Kyrgyzstan in 2010, there was a long time gap between program events: Summer Camp 1 was held in August and Summer Camp 2 was held in November. Therefore, to provide a bridge between program events, it was decided to introduce grants for founding school-based Drama Clubs which would share DCT with a wider audience in their communities. Overall, 22 Drama Clubs were formed representing all target schools in Kyrgyzstan. Furthermore, during the third year of the program, both the existing Drama Clubs and additional Drama Clubs newly founded by the program were supported by the sustainability grants, 15 new Drama Clubs in total.

The analysis shows that the established Drama Clubs have a visible positive impact on target schools and supported the promotion of conflict transformation methods among wider community members. The Drama Clubs provided institutionalized bases for the DCT methodology in the target communities. The school management and local educational departments in all target communities provide strong support to the Drama Clubs. For instance, the Ministry of Education decided to make the position of Drama Club mentor a partially paid job financed through the school budgets. Now, all leaders/mentors of 22 Drama Clubs get payment for their job (as a part-time position). Moreover, there are now several voices of local educational officials raising the idea that the DCT methodology and Drama Club activities should be incorporated into the official school curriculum.

Effects of DCT in the Community:

“We have a class with children of 13-14 years old – Dungans, Russians, Kurds, Ukrainians, Kyrgyz, Uzbeks and even Karachai children. There were always tensions and problems between the children. After quite a short time [working with DCT] there are almost no fights among the children, better communication and even some friendship built.”

-School Principal, Petrovka

As it was mentioned by a leading education specialist in Tokmok, northern Kyrgyzstan, “Drama clubs and the DCT methodology employed provide significant support to the overall educational process of youth. It helps us to educate children, to make them more tolerant towards each other, to develop their leadership skills and enlarge their mental outlook. We should not leave the program on its own! We should support such activities and try to incorporate Drama Clubs’ activities into the official school curriculum.”

Drama Clubs and Forum Theater Groups are highly welcomed by relevant local authorities and school management due to several reasons. All the interviewees mentioned that there was ‘a spiritual vacuum’ for rural youth, particularly in the remote communities. Since the collapse of the Soviet Union, there were no any extracurricular or social activities for school-children. The YTP program in general and Drama Clubs in particular, helped to fill this ‘vacuum.’ Now, in-school youth have extracurricular activities in the form of Forum Theater performance, which help them not only to spend their free time, but give them new knowledge, new skills and enrich their mental outlook. Local educational departments and school principals in the target communities believe that “the YTP program does ‘our job’ in educating children and developing their potential.”

Furthermore, educational authorities and school principals have started to use the Drama Clubs in pursuing their ‘own’ interests. For instance, school principals use the DCT methodology to influence youth which are considered to be ‘problem children’ (i.e. children with ‘bad’ behavior, children lagging in studies, children from disadvantaged families, etc). The school management asks Drama Clubs to have special events (e.g. Forum Theater plays describing relevant problems/conflicts) organized for these youth.

There were numerous examples provided by the school principals and teachers, when special events helped in changing the behavior and attitudes of such children. For instance, the school principal in Petrovka community, Chui region, said, “We use the DCT methodology as a tool for changing behaviors in our ‘problematic’ classes. For instance, we have a class with children of 13-14 years old representing different nationalities. There are Dungans, Russians, Kurds, Ukrainians, Kyrgyz, Uzbeks and even Karachai children. There were always tensions and problems between children and almost no friendship. Then, we decided to involve this whole class into the activities of a sustainability project in our school by the YTP program participants. Surprisingly, after quite a short time, there are almost no fights among the children, better communication and even some friendship built. This class is not ‘problematic’ anymore.”

The sustainability projects and events organized by the program participants have affected not only youth but also their teachers. Teachers from the target schools got interested in the methods and asked program participants for seminars on the DCT methodology after watching Forum Theater performances and seeing ‘living examples’ of changes in youth impacted by the DCT methodology. Now, teachers from the target group are able to provide examples of how they use tools and methods from the DCT technology in their everyday work with youth. For instance, as a teacher in Petrovka, northern Kyrgyzstan mentioned, “I use some games from DCT methodology during my classes. These games help me to make children more open.”

Most of the sustainability projects try to include students of younger ages (13-15 years old). The leaders of sustainability projects believe that thus they can ensure longer sustainability of the DCT methodology. These new younger participants will be involved in Drama Clubs and Forum Theater Groups for 3-4 years before leaving the school. They will have enough time to develop their own skills and then transfer their DCT skills to other new participants before leaving the school.

All in all, the evaluation showed that Drama Clubs and sustainability projects implemented by program participants have had positive effects on the target schools, including youth, parents and teachers. There are numerous examples provided of behavioral and attitudinal changes among new participants (secondary beneficiaries trained and mentored by program participants.) The most common examples are improved studies of new participants, no fights between youth, youth becoming more 'open,' improved communication, and even friendship, between youth of different ethnic groups.

The only shortcoming revealed by the evaluation related to Drama Clubs/sustainability projects is that all the projects are based within the schools and all projects' adult leaders are teachers. This approach brings certain limitations to the impact of the projects. Like the projects, the Drama Clubs are reaching only in-school youth (and usually youth within one school in the target community only). Consequently, youth who are out of school and those studying at other schools have no access to the DCT methodology.

Secondly, since all the participating adult mentors are teachers, the program does not involve as mentors any other relevant adult community members who could be interested in the program and could contribute to the program success (e.g. local artists). Finally, the program was aimed at institutionalizing DCT methodology in different local institutions/structures (e.g. local non-governmental organizations), but the institutions covered seem to be mostly schools. However, the school groups are working with local and international non-governmental organizations like UNICEF, ICCO, Red Cross and others.

To sum up, the evaluation revealed several important findings related to the program's sustainability. First of all, the evaluation showed that slight changes in the program approach, namely the earlier establishment of Drama Clubs, resulted in a significant visible effect on the target schools (both youth and teachers). Secondly, the program got support from local education officials and target school principals that could ensure stronger sustainability of the program's outputs and a wider multiplication effect. Finally, the findings show that there is already a visible effect by program participants on secondary beneficiaries, which should increase continuously since sustainability projects are ongoing.

5.3.2 What effects has the YTP program had on the capacity of IREX's partner organizations, FTI, Fidokor and EHIO, to conduct effective conflict prevention programs and engage youth in conflict transformation?

The YTP program in Kyrgyzstan also aimed at increasing the capacity of local partner, FTI, to manage and implement conflict prevention programs. In order to assess effects of the YTP program on FTI's capacity, a self-evaluation exercise was conducted with the responsible staff of partner organizations.

During the self-evaluation exercise the partner staff were supported in self-assessment using several key leading questions, such as: how the partner uses and/or are going to use gained DCT skills in its work, what impact the DCT methodology had on the everyday activity, what has changed in their organizational practices in the last two year, and if there were changes, what was the inciting factor.

FTI had extensive experience implementing conflict prevention programs prior to YTP. They had even used youth theater as a tool in some of their programs. However, the self-assessment revealed that DCT was a completely new method for FTI. The partner found the method “a very well-elaborated tool which proved to be very efficient in motivation and encouragement of the target group.”

FTI has started to introduce DCT into their other programs. Furthermore, some specific tools/games from DCT are used by FTI in trainings, seminars and workshops with target groups within the framework of other projects. FTI believes that the DCT methodology is in line with all FTI’s programs and initiatives.

As for organizational capacity, FTI used a lot from “the very well organized M&E system of the YTP program.” For instance, they use templates for monitoring and reporting from the YTP program for other FTI programs. However, the self-assessment showed that the partner staff are not very familiar with and do not understand well the purpose of the PMEP. For instance, the partner staff asked questions about the need for some data they gather and provide to IREX. This example shows that the partner has no clear and comprehensive vision of the results chain, indicators and required information. Besides, there is no regular review of the PMEP and achievement of indicators with partners.

Also, FTI mentioned that their staff increased skills in grant management, being empowered by IREX to manage and monitor the small grants. As a result, FTI staff is helping now Drama Clubs established within the YTP Program to develop project proposals to other donors in order to get small grants. There are already several successful examples when leaders of the YTP Drama Clubs managed to get small grants from other donors for their development. For instance, several Drama Clubs in Batken region got small grants from the UN Women program promoting conflict prevention in the south of Kyrgyzstan. FTI is going to continue supporting YTP Drama Clubs in developing projects and grant applications.

In addition, FTI believes that participation in the YTP program attracted more interest from other donors to FTI in general, and to its conflict prevention initiatives in particular. Particularly, donor interest is growing towards the DCT methodology. Some international organizations (e.g. ICCO) expressed the interest to promote conflict prevention programs using the DCT methodology in Osh and Jalal-Abad *oblasts* in southern Kyrgyzstan.

5.4 Specific conclusions, lessons learned and recommendations

Program-specific conclusions:

The YTP program in Kyrgyzstan was developed and planned in 2009, but recent political events and the current political and economic situation in Kyrgyzstan show that programs that promote conflict resolution are still highly relevant. Moreover, after the 2010 violent interethnic clashes in Osh and Jalal-Abad in southern Kyrgyzstan, both international donors and organizations and governmental authorities have started to pay more attention to preventing conflicts at the community level and promoting tolerance.

Besides, the program objectives turned out to be very relevant to the rural communities in Kyrgyzstan where there are not any programs and/or social activities aimed at educating and developing youth,

attracting children off the streets and making them 'busy' with extracurricular and community activities. Moreover, this fact is also relevant to targeted urban areas like Tokmok, Isfana, Batken and others that also lack social activities for youth. Consequently, the YTP program in Kyrgyzstan was very positively perceived and supported by local authorities, particularly local education departments and target schools' principals. As a result, Drama Clubs established by the YTP program participants in the target schools were supported by the school management and authorities, including providing part-time salary to adult leaders of the clubs.

In general, the evaluation of the research questions in the sections above support the notion that YTP program has achieved all planned goals and objectives, and had successful progress in its sustainability strategy. The evaluation findings show that the YTP approach and the DCT methodology employed by the program are effective tools in promoting lasting attitudinal and behavioral changes in youth and adults in relation to conflict issues at the community level, relations within the community, and particularly in relation to people of other ethnicities, religions and nationalities. Besides, the DCT methodology proved to be very effective in raising self-confidence and developing leadership skills not only among youth but also adults. To the evaluator's knowledge and opinion, there were not any other social or political factors, or programs aimed to reduce conflict, which had a significant effect on possible changes reported by survey participants.

Finally, strongly institutionalized Drama Clubs in the target schools would ensure long-term sustainability and further promotion of Drama for Conflict Transformation models.

Lessons learned and good practice examples:

- The findings showed that the DCT is a very effective tool in empowering youth and developing their potential. All youth direct program participants became leaders among their peers, leaders in their schools, and even gained authority among adult community members. A vivid example was provided in Andarak community, southern Kyrgyzstan. A female youth program participant, who had previously been very shy and 'closed', according to her teachers and the school management, became the leader of the school after participating in the YTP program. She was eventually selected as the school President (representative of school-children), being the first girl President in the school's history.
- The evaluation findings showed that the DCT methodology turned out to be a very strong motivational tool for program participants. As a number of program participants mentioned, the DCT methodology and ToT provided to them by IREX's consultants gave them such an inspiration that they "could not stop anymore" in using the DCT methodology in their work and further promoting it among their community members.
- The lessons learned by local partners showed that the DCT tools and methods could be effectively used in other programs and projects, including conflict prevention programs as well as other programs aimed at youth development and empowerment.

- The findings showed that empowerment of partners from the side of the project holder (IREX) (e.g. empowerment in managing and monitoring tour and sustainability grants) stimulated a rapid increase in the partner's organizational capacity.
- In the multiethnic communities, the program involved youth from of different ethnicities into program events. According to the evaluation findings, this method proved to be effective in building communication between youth of different ethnicities, which further results in more tolerance towards each other and even friendship.
- Successful achievement of program goals and a good public awareness campaign has resulted unexpectedly in increased interest of other international donors and organizations towards the DCT methodology and towards the local partner organization, FTI.

Specific recommendations:

- The program partner should have a clearer understanding of linkages between the overall program goal, results, indicators and information needed to measure the program's progress and achievements in order to ensure efficient implementation and monitoring and evaluation.
- More attention should be paid to youth out of school and youth from 'at risk' groups in general. Such youth are normally considered to be the major potential destabilizing factor (i.e. young people experiencing social discrimination, profound frustration over limited social and economic opportunities could be a prime risk group for violent conflicts).
- It is recommended to involve other local structures into such programs, not only schools but such institutions as local non-governmental organizations, youth clubs, self-governing structures at the community level, etc.
- To consider/plan more thoroughly the age of the YTP direct participants. In the third year of the program, many of the youth participants graduated from school and left the Drama Clubs/Forum Theater groups. Some of them left to bigger cities to continue their education; others are in labor migration and have started to work. Their places were filled by 'secondary beneficiaries.' But it was a problem to find direct program participants in some communities for the evaluation.
- There were a number of recommendations from the side of target community members and community leaders to reach more adult audiences with Forum Theater performances, in order to have wider impact of the DCT methodology. For this aim, it could be reasonable to organize the YTP performances not only in schools but also in public places (e.g. local markets, squares, streets, etc.)
- The sustainability projects and new Drama Clubs should be closely supervised and mentored by partner organization staff members to avoid serious deviation from the original DCT methodology by 'secondary beneficiaries.'

6 General comparison of YTP Programs in Tajikistan and Kyrgyzstan. General Conclusions.

The general comparison between the YTP programs in Kyrgyzstan and Tajikistan revealed the following aspects.

Although the two target countries have slightly different political situations and slightly different contexts and environments in the target communities, the YTP program approach and the DCT methodology showed to be effective in reaching its goals and objectives in both countries. The evaluation proposes that the results reached by the two programs are similar.

For instance, the results achieved in attitudinal and behavioral changes among program participants are almost the same. Also, almost the same results were achieved in involving wider community members in conflict transformation models. Surprisingly, although the target communities in Tajikistan and Kyrgyzstan differ in their local context, even the statements provided by the focus groups' participants in relation to conflict issues and in relation to the DCT methodology were almost identical.

There is a slight difference between the two programs in progress towards the achievement of sustainability goals. The sustainability strategy in the YTP program in Kyrgyzstan is more progressed comparing with the YTP program in Tajikistan. But this could be explained by two factors. Firstly, the YTP program in Kyrgyzstan had a slightly different approach in sustainability strategy, starting to support the establishment of Drama Clubs much earlier than the YTP in Tajikistan. Secondly, the YTP program in Kyrgyzstan has stronger interest and support from the side of local authorities and educational officials comparing to the YTP program in Tajikistan. Notably, in Kyrgyzstan the Ministry of Education has approved payment of salary to Drama Club leaders for their extracurricular work.

The findings from comparison analysis between program participants and the 'comparison group' in two countries showed that the difference between the participants and comparison group in Tajikistan is significantly larger than the difference between the participants and comparison group in Kyrgyzstan. At the same time, the level of participants' replies provided in the survey is almost the same in both countries.

The logical conclusion coming from this analysis is that community members in the target areas of Kyrgyzstan are 'stronger' than the community members in the target areas of Tajikistan in relation to –

- having more empathy towards and more positive interactions with those of other ethnicities, religions and nationalities;
- having stronger belief in their own abilities to positively affect conflict situations;
- And finally, having higher self-confidence and self-esteem.

Consequently, the conclusion could be drawn that there is higher relevance of and need for YTP or any other similar programs in Tajikistan than in Kyrgyzstan. However, the difference between participants

and comparison group respondents in Kyrgyzstan is still significant, and analysis of focus group and interview data indicates the program in Kyrgyzstan is still highly relevant.

7 Annexes:

Annex 1. Demographic characteristics of survey respondents

Annex 2. Survey findings disaggregated by age

Annex 3. Survey findings disaggregated by ethnicity

Annex 4. Survey findings disaggregated by gender

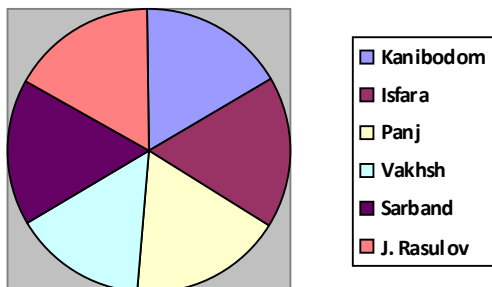
Annex 5. Survey questionnaire

Annex 6. Audience focus group guide

Annex 7. Summary of data collection process

Annex 1. Demographic Characteristics of Survey Respondents

TAJKISTAN:

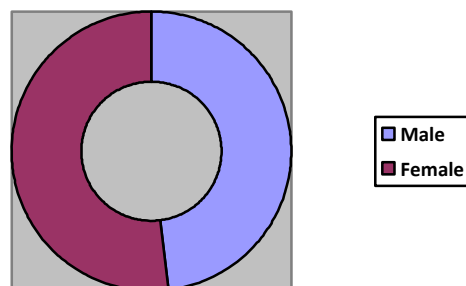


Respondent distribution by district

Kanibodom	17%
J. Rasulov	17%
Isfara	17%
Panj	17%
Vakhsh	15%
Sarband	17%
Total	100%

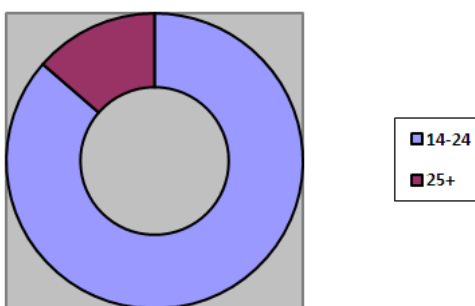
Respondent distribution by community

Puloton	17%
Gulakandoz	17%
Chorkuh	9%
Surkh	9%
Panj	3%
Shokrok	5%
Nuri Vahdat	4%
Sayfiddin Kabut	4%
Kirov	15%
Guliston	17%
Total	100%



Respondent distribution by gender

Male	48%
Female	52%
Total	100%



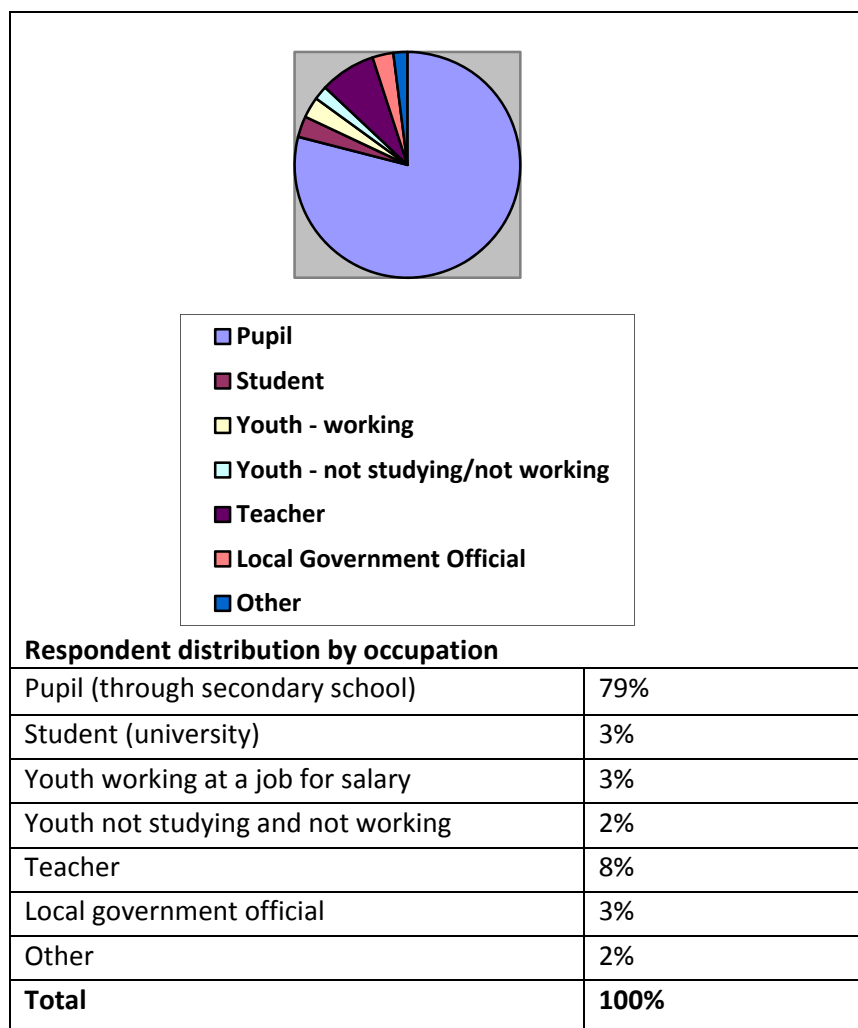
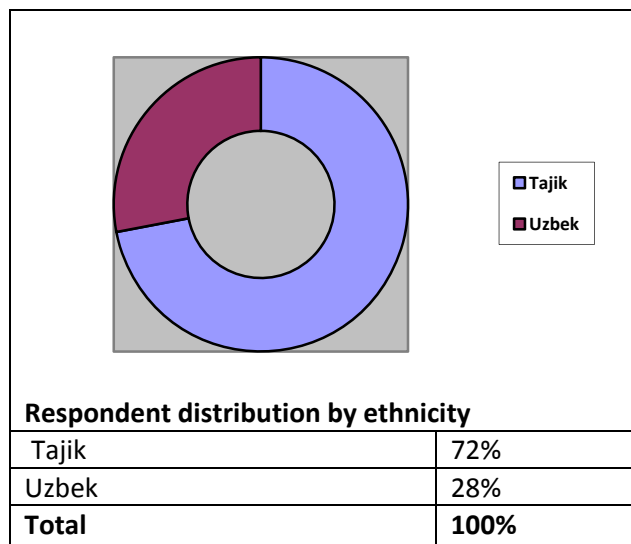
Respondent distribution by age

14-24	86.4%
25 years +	13.6%
Total	100%

Respondent distribution by religion:

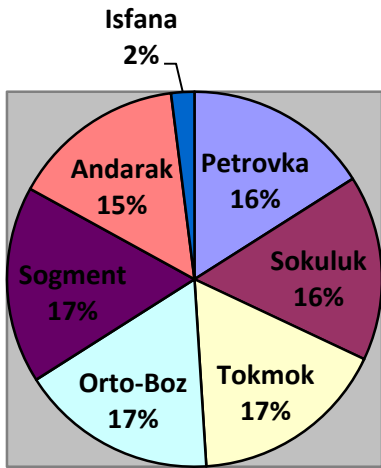
Islam	100%
Total	100%

Annex 1. Demographic Characteristics of Survey Respondents



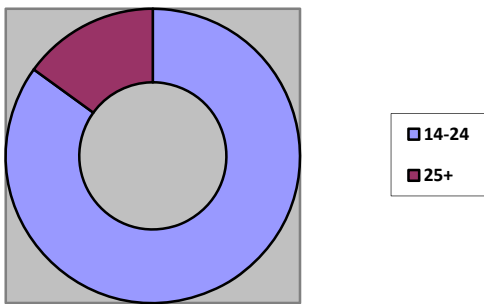
Annex 1. Demographic Characteristics of Survey Respondents

KYRGYZSTAN:



Respondent distribution by community

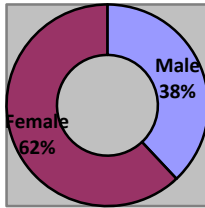
Petrovka	16%
Sokuluk	16%
Tokmok	17%
Orto-Boz	17%
Sogment	17%
Andarak	15%
Isfana	2%
Total	100%



Respondent distribution by age

14-24 years	85%
25 years +	15%
Total	100%

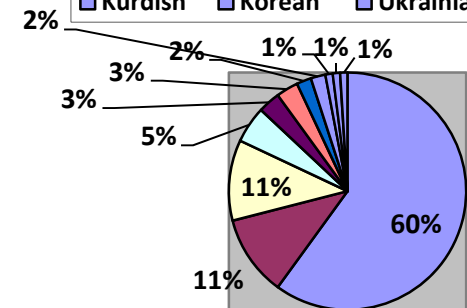
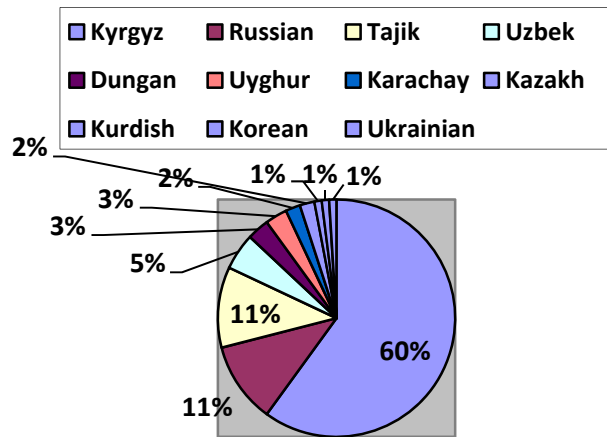
Annex 1. Demographic Characteristics of Survey Respondents



Respondent distribution by gender

Male	38%
Female	62%
Total	100%

Respondent distribution by ethnicity

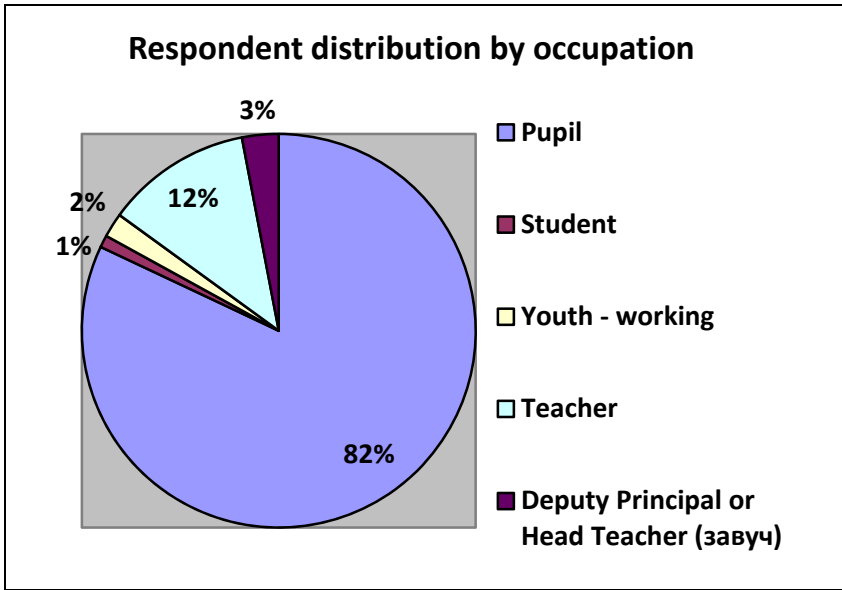


■ Islam ■ Christianity ■ I do not affiliate with any religion

Respondent distribution by religion

Islam	87%
Christianity	12%
I do not affiliate with any religion	1%
Total	100%

Annex 1. Demographic Characteristics of Survey Respondents



Annex 2. Findings of Program Participant Survey disaggregated by age categories

Table 1. Findings of Program Participant Survey Tajikistan disaggregated by age

			Age		Aggregated Total %
			Youth	Adults	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	40.8%	37.5%	40.4%
	Strongly Agree	% within age	59.2%	62.5%	59.6%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	2.0%	0%	1.8%
	Agree	% within age	36.7%	50.0%	38.6%
	Strongly Agree	% within age	61.2%	50.0%	59.6%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Agree	% within age	41.7%	25.0%	39.3%
	Strongly Agree	% within age	58.3%	75.0%	67.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	2.0%	0%	1.7%
	Agree	% within age	38%	25%	36.2%
	Strongly Agree	% within age	60%	75%	62.1%
I understand both sides of a conflict and can describe each sides' points of view	Agree	% within age	40.8%	12.5%	36.8%
	Strongly Agree	% within age	59.2%	87.5%	63.2%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	36.0%	12.5%	32.8%
	Strongly Agree	% within	64.0%	87.5%	67.2%

		age			
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Agree	% within age	46.0%	12.5%	41.4%
	Strongly Agree	% within age	54.0%	87.5%	58.6%
With my help, other community members can find effective and peaceful solutions to problems in my district	Strongly Disagree	% within age	2.0%	.0%	1.7%
	Disagree	% within age	2.0%	.0%	1.7%
	Undecided	% within age	14.0%	.0%	12.1%
	Agree	% within age	32.0%	25.0%	31.0%
	Strongly Agree	% within age	50.0%	75.0%	53.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	3.9%	12.5%	5.1%
	Confident	% within age	45.1%	75.0%	49.2%
	Not sure	% within age	15.7%	.0%	13.6%
	Not really comfortable	% within age	25.5%	12.5%	23.7%
	Uncomfortable	% within age	9.8%	.0%	8.5%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	58.0%	100%	63.8%
	Confident	% within age	38.0%	.0%	32.8%
	Not really comfortable	% within age	2.0%	.0%	1.7%
	Uncomfortable	%	2.0%	.0%	1.7%

		within age			
When speaking in front of a large audience (25+), I feel...	Very Confident	% within age	48.0%	100%	55.2%
	Confident	% within age	38.0%	.0%	32.8%
	Not really comfortable	% within age	6.0%	.0%	5.2%
	Uncomfortable	% within age	8.0%	.0%	6.9%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	48.0%	62.5%	50.0%
	Confident	% within age	30.0%	37.5%	31.0%
	Not sure	% within age	8.0%	.0%	6.9%
	Not really comfortable	% within age	10.0%	.0%	8.6%
	Uncomfortable	% within age	4.0%	.0%	3.4%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>					
Gained more understanding of their situation	Yes	% within age	96.0%	100.0%	96.6%
	No	% within age	4.0%	.0%	3.4%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	87.5%	96.5%
	Other	% within age	2.0%	12.5%	1.8%
Gained more understanding of their feelings	Yes	% within age	98.0%	100.0%	98.3%
	No	%	2.0%	.0%	1.7%

		within age			
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	95.9%	100.0%	96.5%
	Other	% within age	4.1%	.0%	3.5%
Gained more understanding of their motives and/or ideas	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	100.0%	98.3%
	Other	% within age	2.0%	.0%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>					
Now, I have better conversation with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	100.0%	98.3%
	Other	% within age	2.0%	.0%	1.7%
Now, I can develop better trust with them	Yes	%	98.0%	100.0%	98.3%

		within age			
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	100.0%	98.2%
	Other	% within age	2.0%	.0%	1.8%
Now, I don't have shyness or social anxiety with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%

Table 2. Findings of Program Participant Survey Kyrgyzstan disaggregated by age

			Age		Aggregated Total
			Youth	Adults	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	33.3%	.0%	28.3%
	Strongly Agree	% within age	66.7%	100.0%	71.7%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	2.0%	.0%	1.7%
	Agree	% within age	37.3%	22.2%	35.0%
	Strongly Agree	% within age	60.8%	77.8%	63.3%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Undecided	% within age	2.0%	.0%	1.7%
	Agree	% within age	17.6%	11.1%	16.7%
	Strongly Agree	% within age	80.4%	88.9%	81.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	2.0%	.0%	1.7%
	Agree	% within age	22.0%	11.1%	20.3%
	Strongly Agree	% within age	76.0%	88.9%	78.0%
I understand both sides of a conflict and can describe each sides' points of view	Disagree	% within age	3.9%	.0%	3.3%
	Undecided	% within age	5.9%	.0%	5.0%
	Agree	% within age	9.8%	11.1%	10.0%

	Strongly Agree	% within age	80.4%	88.9%	81.7%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	17.6%	11.1%	16.7%
	Strongly Agree	% within age	82.4%	88.9%	83.3%
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Undecided	% within age	2.0%	.0%	1.7%
	Agree	% within age	32.7%	11.1%	29.3%
	Strongly Agree	% within age	65.3%	88.9%	69.0%
With my help, other community members can find effective and peaceful solutions to problems in my district	Undecided	% within age	6.0%	.0%	5.1%
	Agree	% within age	32.0%	22.2%	30.5%
	Strongly Agree	% within age	62.0%	77.8%	64.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	82.4%	77.8%	81.7%
	Confident	% within age	13.7%	22.2%	15.0%
	Not really comfortable	% within age	3.9%	.0%	3.3%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	72.5%	66.7%	71.7%
	Confident	% within age	21.6%	33.3%	23.3%
	Not really comfortable	% within age	5.9%	.0%	5.0%
When speaking in front of a large audience (25+), I feel...	Very Confident	% within	58.8%	75.0%	61.0%

		age			
	Confident	% within age	31.4%	25.0%	30.5%
	Not sure	% within age	2.0%	.0%	1.7%
	Not really comfortable	% within age	5.9%	.0%	5.1%
	Uncomfortable	% within age	2.0%	.0%	1.7%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	41.2%	66.7%	45.0%
	Confident	% within age	41.2%	22.2%	38.3%
	Not sure	% within age	9.8%	11.1%	10.0%
	Not really comfortable	% within age	3.9%	.0%	3.3%
	Uncomfortable	% within age	3.9%	.0%	3.3%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>					
Gained more understanding of their situation	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Gained more understanding of their feelings	Yes	% within age	100.0%	100.0%	100.0%
	No	% within	.0%	.0%	.0%

		age			
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Gained more understanding of their motives and/or ideas	Yes	% within age	98.0%	100.0%	98.3%
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	100.0%	98.3%
	Other	% within age	2.0%	.0%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>					
Now, I have better conversation with them	Yes	% within age	98.0%	100.0%	98.3%
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	98.0%	100.0%	98.3%
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better trust with them	Yes	% within	98.0%	100.0%	98.3%

		age			
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	98.0%	100.0%	98.3%
	Other	% within age	2.0%	.0%	1.7%
Now, I don't have shyness or social anxiety with them	Yes	% within age	98.0%	100.0%	98.3%
	No	% within age	2.0%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%

Annex 3. Findings of Program Participant Survey disaggregated by ethnicity

Table 1. Findings of Program Participant Survey, Tajikistan disaggregated by ethnicity

			Ethnicity		Aggregated Total %
			Tajik	Uzbek	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	48.8%	18.8%	40.4%
	Strongly Agree	% within age	51.2%	81.2%	59.6%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	2.4%	.0%	1.8%
	Agree	% within age	43.9%	25.0%	38.6%
	Strongly Agree	% within age	53.7%	75.0%	59.6%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Agree	% within age	51.3%	11.8%	39.3%
	Strongly Agree	% within age	48.7%	88.2%	60.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	.0%	5.9%	1.7%
	Agree	% within age	46.3%	11.8%	36.2%
	Strongly Agree	% within age	53.7%	82.4%	62.1%
I understand both sides of a conflict and can describe each sides' points of view	Agree	% within age	46.3%	12.5%	36.8%
	Strongly Agree	% within age	53.7%	87.5%	63.2%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	41.5%	11.8%	32.8%
	Strongly Agree	% within	58.5%	88.2%	67.2%

		age			
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Agree	% within age	46.3%	29.4%	41.4%
	Strongly Agree	% within age	53.7%	70.6%	58.6%
With my help, other community members can find effective and peaceful solutions to problems in my district	Strongly Disagree	% within age	2.4%	.0%	1.7%
	Disagree	% within age	.0%	5.9%	1.7%
	Undecided	% within age	17.1%	.0%	12.1%
	Agree	% within age	36.6%	17.6%	31.0%
	Strongly Agree	% within age	43.9%	76.5%	53.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	61.0%	88.2%	69.0%
	Confident	% within age	34.1%	5.9%	25.9%
	Not really comfortable	% within age	.0%	5.9%	1.7%
	Uncomfortable	% within age	4.9%	.0%	3.4%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	56.1%	82.4%	63.8%
	Confident	% within age	39.0%	17.6%	32.8%
	Not really comfortable	% within age	2.4%	.0%	1.7%
	Uncomfortable	% within age	2.4%	.0%	1.7%

When speaking in front of a large audience (25+), I feel...	Very Confident	% within age	48.8%	70.6%	55.2%
	Confident	% within age	34.1%	29.4%	32.8%
	Not sure	% within age	7.3%	.0%	5.2%
	Not really comfortable	% within age	9.8%	.0%	6.9%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	43.9%	64.7%	50.0%
	Confident	% within age	36.6%	17.6%	31.0%
	Not sure	% within age	7.3%	5.9%	6.9%
	Not really comfortable	% within age	7.3%	11.8%	8.6%
	Uncomfortable	% within age	4.9%	.0%	3.4%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>					
Gained more understanding of their situation	Yes	% within age	97.6%	94.1%	96.6%
	No	% within age	2.4%	5.9%	3.4%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	97.6%	93.8%	96.5%
	Other	% within age	2.4%	5.9%	3.4%
Gained more understanding of their feelings	Yes	% within age	97.6%	100.0%	98.3%
	No	% within age	2.4%	.0%	1.7%

If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	97.5%	94.1%	96.5%
	Other	% within age	2.5%	5.9%	3.5%
Gained more understanding of their motives and/or ideas	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	94.1%	98.3%
	Other	% within age	.0%	5.9%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>					
Now, I have better conversation with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	97.6%	100.0%	98.3%
	Other	% within age	2.4%	.0%	1.7%
Now, I can develop better trust with them	Yes	% within age	97.6%	100.0%	98.3%

	No	% within age	2.4%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	97.5%	100.0%	98.2%
	Other	% within age	2.5%	.0%	1.8%
Now, I don't have shyness or social anxiety with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%

Table 2. Findings of Program Participant Survey, Kyrgyzstan disaggregated by ethnicity

			Ethnicity				Aggregated Total
			Tajik	Kyrgyz	Russian	Others	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	66.7%	27.8%	18.2%	30.0%	28.3%
	Strongly Agree	% within age	33.3%	72.2%	81.8%	70.0%	71.7%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	.0%	.0%	.0%	10.0%	1.7%
	Agree	% within age	66.7%	22.2%	63.6%	40.0%	35.0%
	Strongly Agree	% within age	33.3%	77.8%	36.4%	50.0%	63.3%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Undecided	% within age	.0%	2.8%	.0%	.0%	1.7%
	Agree	% within age	33.3%	16.7%	18.2%	10.0%	16.7%
	Strongly Agree	% within age	66.7%	80.6%	81.8%	90.0%	81.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	33.3%	.0%	.0%	.0%	1.7%
	Agree	% within age	.0%	20.0%	18.2%	30.0%	20.3%
	Strongly Agree	% within age	66.7%	80.0%	81.8%	70.0%	78.0%
I understand both sides of a conflict and can describe each sides' points of view	Disagree	% within age	33.3%	2.8%	.0%	.0%	3.3%
	Undecided	% within age	.0%	.0%	.0%	30.0%	5.0%
	Agree	% within age	.0%	2.8%	36.4%	10.0%	10.0%

	Strongly Agree	% within age	66.7%	94.4%	63.6%	60.0%	81.7%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	33.3%	11.1%	18.2%	30.0%	16.7%
	Strongly Agree	% within age	66.7%	88.9%	81.8%	70.0%	83.3%
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Undecided	% within age	.0%	.0%	9.1%	.0%	1.7%
	Agree	% within age	50.0%	22.2%	36.4%	44.4%	29.3%
	Strongly Agree	% within age	50.0%	77.8%	54.5%	55.6%	69.0%
With my help, other community members can find effective and peaceful solutions to problems in my district	Undecided	% within age	.0%	2.8%	.0%	22.2%	5.1%
	Agree	% within age	66.7%	19.4%	45.5%	44.4%	30.5%
	Strongly Agree	% within age	33.3%	77.8%	54.5%	33.3%	64.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	66.7%	94.4%	63.6%	60.0%	81.7%
	Confident	% within age	33.3%	2.8%	27.3%	40.0%	15.0%
	Not really comfortable	% within age	.0%	2.8%	9.1%	.0%	3.3%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	66.7%	83.3%	45.5%	60.0%	71.7%
	Confident	% within age	.0%	13.9%	45.5%	40.0%	23.3%
	Not really comfortable	% within age	33.3%	2.8%	9.1%	.0%	5.0%
When speaking in front of a large audience	Very Confident	% within	66.7%	75.0%	40.0%	30.0%	61.0%

(25+), I feel...		age					
	Confident	% within age	.0%	22.2%	40.0%	60.0%	30.5%
	Not sure	% within age	.0%	.0%	.0%	10.0%	1.7%
	Not really comfortable	% within age	.0%	2.8%	20.0%	.0%	5.1%
	Uncomfortable	% within age	33.3%	.0%	.0%	.0%	1.7%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	66.7%	52.8%	18.2%	40.0%	45.0%
	Confident	% within age	.0%	41.7%	54.5%	20.0%	38.3%
	Not sure	% within age	.0%	2.8%	9.1%	40.0%	10.0%
	Not really comfortable	% within age	.0%	.0%	18.2%	.0%	3.3%
	Uncomfortable	% within age	33.3%	2.8%	.0%	.0%	3.3%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>							
Gained more understanding of their situation	Yes	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%	.0%	.0%
Gained more understanding of their feelings	Yes	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	No	%	.0%	.0%	.0%	.0%	.0%

		within age					
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%	.0%	.0%
Gained more understanding of their motives and/or ideas	Yes	% within age	100.0%	100.0%	100.0%	90.0%	98.3%
	No	% within age	.0%	.0%	.0%	10.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	97.2%	100.0%	100.0%	98.3%
	Other	% within age	.0%	2.8%	.0%	.0%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>							
Now, I have better conversation with them	Yes	% within age	100.0%	100.0%	100.0%	90.0%	98.3%
	No	% within age	.0%	.0%	.0%	10.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	100.0%	100.0%	100.0%	90.0%	98.3%
	No	% within age	.0%	.0%	.0%	10.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%	.0%	.0%

Now, I can develop better trust with them	Yes	% within age	100.0%	100.0%	100.0%	90.0%	98.3%
	No	% within age	.0%	.0%	.0%	10.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	90.9%	100.0%	98.3%
	Other	% within age	.0%	.0%	9.1%	.0%	1.7%
Now, I don't have shyness or social anxiety with them	Yes	% within age	100.0%	100.0%	100.0%	90.0%	98.3%
	No	% within age	.0%	.0%	.0%	10.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%	.0%	.0%

Annex 4. Findings of Program Participant Survey disaggregated by gender

Table 1. Findings of Program Participant Survey Tajikistan disaggregated by gender

			Sex		Aggregated Total %
			Male	Female	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	42.9%	37.9%	40.4%
	Strongly Agree	% within age	57.1%	62.1%	59.6%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	3.6%	.0%	1.8%
	Agree	% within age	39.3%	37.9%	38.6%
	Strongly Agree	% within age	57.1%	62.1%	59.6%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Agree	% within age	42.3%	36.7%	39.3%
	Strongly Agree	% within age	57.7%	63.3%	60.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	3.6%	.0%	1.7%
	Agree	% within age	32.1%	40.0%	36.2%
	Strongly Agree	% within age	64.3%	60.0%	62.1%
I understand both sides of a conflict and can describe each sides' points of view	Agree	% within age	39.3%	34.5%	36.8%
	Strongly Agree	% within age	60.7%	65.5%	63.2%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	32.1%	33.3%	32.8%
	Strongly Agree	% within	67.9%	66.7%	67.2%

		age			
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Agree	% within age	39.3%	43.3%	41.4%
	Strongly Agree	% within age	60.7%	56.7%	58.6%
With my help, other community members can find effective and peaceful solutions to problems in my district	Strongly Disagree	% within age	3.6%	.0%	1.7%
	Disagree	% within age	.0%	3.3%	1.7%
	Undecided	% within age	10.7%	13.3%	12.1%
	Agree	% within age	32.1%	30.0%	31.0%
	Strongly Agree	% within age	53.6%	53.3%	53.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	78.6%	60.0%	69.0%
	Confident	% within age	21.4%	30.0%	25.9%
	Not really comfortable	% within age	.0%	3.3%	1.7%
	Uncomfortable	% within age	.0%	6.7%	3.4%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	67.9%	60.0%	63.8%
	Confident	% within age	28.6%	36.7%	32.8%
	Not really comfortable	% within age	3.6%	.0%	1.7%
	Uncomfortable	% within age	.0%	3.3%	1.7%

When speaking in front of a large audience (25+), I feel...	Very Confident	% within age	53.6%	56.7%	55.2%
	Confident	% within age	35.7%	30.0%	32.8%
	Not really comfortable	% within age	3.6%	6.7%	5.2%
	Uncomfortable	% within age	7.1%	6.7%	6.9%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	50.0%	50.0%	50.0%
	Confident	% within age	21.4%	40.0%	31.0%
	Not sure	% within age	7.1%	6.7%	6.9%
	Not really comfortable	% within age	14.3%	3.3%	8.6%
	Uncomfortable	% within age	7.1%	.0%	3.4%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>					
Gained more understanding of their situation	Yes	% within age	100.0%	93.3%	96.6%
	No	% within age	.0%	6.7%	3.4%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	96.4%	96.6%	96.5%
	Other	% within age	3.6%	3.4%	3.5%
Gained more understanding of their feelings	Yes	% within age	96.4%	100.0%	98.3%
	No	% within age	3.6%	.0%	1.7%

If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	96.3%	96.7%	96.5%
	Other	% within age	3.7%	3.3%	3.5%
Gained more understanding of their motives and/or ideas	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	96.7%	98.3%
	Other	% within age	.0%	3.3%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>					
Now, I have better conversation with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	96.4%	100.0%	98.3%
	Other	% within age	3.6%	.0%	1.7%
Now, I can develop better trust with them	Yes	% within age	96.4%	100.0%	98.3%

	No	% within age	3.6%	.0%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	96.3%	100.0%	98.2%
	Other	% within age	3.7%	.0%	1.8%
Now, I don't have shyness or social anxiety with them	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%

Table 2. Findings of Program Participant Survey Kyrgyzstan disaggregated by gender

			Sex		Aggregated Total
			Male	Female	
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Agree	% within age	28.6%	28.2%	28.3%
	Strongly Agree	% within age	71.4%	71.8%	71.7%
I am confident in my ability to positively affect any conflict situations in my community	Undecided	% within age	4.8%	.0%	1.7%
	Agree	% within age	23.8%	41.0%	35.0%
	Strongly Agree	% within age	71.4%	59.0%	63.3%
I am able to communicate well with people of other ethnicity, religious group, and nationality	Undecided	% within age	.0%	2.6%	1.7%
	Agree	% within age	14.3%	17.9%	16.7%
	Strongly Agree	% within age	85.7%	79.5%	81.7%
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Undecided	% within age	.0%	2.6%	1.7%
	Agree	% within age	28.6%	15.8%	20.3%
	Strongly Agree	% within age	71.4%	81.6%	78.0%
I understand both sides of a conflict and can describe each sides' points of view	Disagree	% within age	.0%	5.1%	3.3%
	Undecided	% within age	4.8%	5.1%	5.0%
	Agree	% within age	4.8%	12.8%	10.0%

	Strongly Agree	% within age	90.5%	76.9%	81.7%
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Agree	% within age	9.5%	20.5%	16.7%
	Strongly Agree	% within age	90.5%	79.5%	83.3%
I am able to discuss any issue regarding conflict and approaches to peaceful resolution with my community members	Undecided	% within age	4.8%	.0%	1.7%
	Agree	% within age	19.0%	35.1%	29.3%
	Strongly Agree	% within age	76.2%	64.9%	69.0%
With my help, other community members can find effective and peaceful solutions to problems in my district	Undecided	% within age	4.8%	5.3%	5.1%
	Agree	% within age	19.0%	36.8%	30.5%
	Strongly Agree	% within age	76.2%	57.9%	64.4%
When speaking in front of a group of youth, I feel...	Very Confident	% within age	90.5%	76.9%	81.7%
	Confident	% within age	9.5%	17.9%	15.0%
	Not really comfortable	% within age	.0%	5.1%	3.3%
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	% within age	76.2%	69.2%	71.7%
	Confident	% within age	19.0%	25.6%	23.3%
	Not really comfortable	% within age	4.8%	5.1%	5.0%
When speaking in front of a large audience (25+), I feel...	Very Confident	% within	66.7%	57.9%	61.0%

		age			
	Confident	% within age	23.8%	34.2%	30.5%
	Not sure	% within age	4.8%	.0%	1.7%
	Not really comfortable	% within age	4.8%	5.3%	5.1%
	Uncomfortable	% within age	.0%	2.6%	1.7%
When speaking in front of governmental official or community leaders, I feel...	Very Confident	% within age	47.6%	43.6%	45.0%
	Confident	% within age	42.9%	35.9%	38.3%
	Not sure	% within age	4.8%	12.8%	10.0%
	Not really comfortable	% within age	4.8%	2.6%	3.3%
	Uncomfortable	% within age	.0%	5.1%	3.3%
<i>Changes in understanding of people of other ethnicities, religions or nationalities during the last two years</i>					
Gained more understanding of their situation	Yes	% within age	100.0%	100.0%	100.0%
	No	% within age	.0%	.0%	.0%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Gained more understanding of their feelings	Yes	% within age	100.0%	100.0%	100.0%
	No	% within	.0%	.0%	.0%

		age			
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Gained more understanding of their motives and/or ideas	Yes	% within age	100.0%	97.4%	98.3%
	No	% within age	.0%	2.6%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	95.2%	100.0%	98.3%
	Other	% within age	4.8%	.0%	1.7%
<i>Changes in interactions with people of other ethnicities, religions or nationalities during the last two years</i>					
Now, I have better conversation with them	Yes	% within age	100.0%	97.4%	98.3%
	No	% within age	.0%	2.6%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better friendship with them	Yes	% within age	100.0%	97.4%	98.3%
	No	% within age	.0%	2.6%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%
Now, I can develop better trust with them	Yes	% within	100.0%	97.4%	98.3%

		age			
	No	% within age	.0%	2.6%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	97.4%	98.3%
	Other	% within age	.0%	2.6%	1.7%
Now, I don't have shyness or social anxiety with them	Yes	% within age	100.0%	97.4%	98.3%
	No	% within age	.0%	2.6%	1.7%
If, yes, what is the inciting factor for change?	Participation in YTP program	% within age	100.0%	100.0%	100.0%
	Other	% within age	.0%	.0%	.0%

SURVEY FOR EVALUATION OF YOUTH THEATER FOR PEACE PROGRAM

QUESTIONNAIRE FOR PROGRAM PARTICIPANTS AND FOR COMPARISON GROUP

a. Questionnaire ID: _____ b. Date of Interview: _____ / _____ / 2011 c. Interviewer: _____

Record the name of the interviewee in the Respondent List and check that the corresponding Questionnaire ID is the same.

A. Geographic information

1.	District	
2.	Community	

INTRODUCTION AND CONSENT

[GREETINGS] I am an interviewer representing local non-governmental organization FTI (or Fidokor or EHIO) and international organization IREX. My name is _____.

We would like to know about your opinion and attitudes related to the Youth Theater for Peace program and its impact on your community. The information we gather will be used to understand how we can better improve the program in future. Whatever you share with us will be kept confidential. All information we collect will be presented in a summarized way only.

The questions will take about 20 minutes. You don't have to answer if you don't want to. Whether or not you participate in the survey will not have any effect on your participation in future programs by our organizations.

Do you agree to let me ask you these questions? **YES** **NO**

[If the respondent does not want to answer, note NR in the respondent list, and move to the next respondent.]

B. Social Characteristics

1.	Can you please tell me your age?	_____ aged 14-24 _____ aged 25 +
2.	Respondent sex	Male _____ Female _____
3.	Respondent nationality	Tajik _____ Kyrgyz _____ Uzbek _____ Russian _____ Other: _____
4.	Respondent's current primary occupation or studies	For age 14-24: Schoolchild _____ Student _____ Work for a job for salary _____ Not studying and not working _____ For aged 25+: Teacher _____ School Principal _____ Local government official _____ Staff member of NGO _____ Artist _____ Other _____
5.	Can you please tell me your religion?	Islam _____ Christianity _____ Other _____ I do not affiliate with any religion _____

C. Attitudes and Behaviors related to conflict prevention

1.	Please, share your opinion related to each following statement:				
I am confident in my ability to help to resolve interpersonal disagreements or conflicts in a peaceful way	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am confident in my ability to positively affect conflict situations in my community	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am able to communicate well with people of other ethnicity, religious group, and nationality	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am able to present my ideas to people of other ethnicity, religion and nationality in a way that is comfortable for them	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I usually understand both sides of a conflict and can describe each sides' points of view	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am feeling confident to make/maintain friendship with people of other ethnicity, religion and nationality	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
I am able to discuss issues regarding conflict and approaches to peaceful resolution with my community members	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

2.	Please, provide your opinion on the following statement:				
With my help, other community members can find effective and peaceful solutions to problems in my district	Strongly Disagree	Disagree	Agree	Strongly Agree	Undecided

3.	Please, rank your confidence and ability to speak openly according to the following scale:				
When speaking in front of a group of youth, I feel...	Very Confident	Confident	Not Sure	Not really comfortable	Uncomfortable
When speaking in front of a group of adults and youth (5-25 people), I feel...	Very Confident	Confident	Not Sure	Not really comfortable	Uncomfortable
When speaking in front of a large audience (25+), I feel...	Very Confident	Confident	Not Sure	Not really comfortable	Uncomfortable
When speaking in front of governmental official or community leaders, I feel...	Very Confident	Confident	Not Sure	Not really comfortable	Uncomfortable

D. DCT methodology impact (questions for program participants only)

1.	Please, tell us about changes in your understanding of people of other ethnicities, religions or nationalities during the last two years				
Gained more understanding of their situation	Yes___ No___				
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____				
Gained more understanding of their feelings	Yes___ No___				
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____				
Gained more understanding of their motives and/or ideas	Yes___ No___				
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____				
2.	Please, tell us about changes in your interactions with people of other ethnicities, religions or nationalities for last two years retrospectively				
Now, I can have better conversation with them	Yes___ No___				

If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____
Now, I can develop better friendship with them	Yes___ No___
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____
Now, I can develop better trust with them	Yes___ No___
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____
Now, I don't have shyness or social anxiety with them	Yes___ No___
If, yes, what is the inciting factor for change?	Participation in YTP program____ Other (please, specify):_____
3. Do you have a desire to continue participating in the programs that promote peace?	Yes___ No___ Undecided___
4. Do you plan to discuss conflict issues with people in your community more regularly?	Yes___ No___ Undecided___
5. Do you plan to continue participation in Forum Theaters and/or Drama Clubs and/or sharing your DCT experience with others?	Yes___ No___ Undecided___

We're finished. Thank you very much for your time! Is there anything else you would like to tell me or do you have any questions for me?

Interviewer Comments:

YTP Audience Focus Group Structure:

Purpose of Audience Focus Groups for YTP:

Focus groups are a key data source for the Youth Theater for Peace M&E strategy - specifically, measuring attitudinal change in community members reached by Forum Theater performances, per the indicators:

- *% of community members who are able to speak in an open and balanced way about conflict issues in their community.*
- *% of community members who feel that the DCT methodology can have a positive effect on community relations as they relate to conflict.*

Focus Group Structure:

Please note that phrases or passages in Italics are instructions to the focus group facilitator.

Welcome/Background/Self-Introduction

Welcome all participants. It is a good idea to have them introduce themselves and say something about themselves such as where they work or study.

The facilitator should then introduce him/herself and explain the purpose and process of the Focus Group:

- The purpose of the focus group is to collect information about how Forum Theater has impacted the audience
- IREX is interested in gathering this information to help us make improvements to the program design and structure
- We are looking for the positive as well as negative aspects of audience experiences
- Each participant's opinion is important, and we want to hear from everyone. To make this possible, we must request that only one person speak at a time, and please keep your remarks brief and to-the-point.
- The facilitator will ask relevant follow-up questions as appropriate
- The conversation will be recorded, and the facilitator will take written notes. But all comments will be kept confidential and we will not share your names with anyone outside this room.
- We ask that you all agree that what is talked about here will not be shared outside of the session.

- Our session will last about one hour. Does anyone have any questions before we begin?

Questions for the Group:

Warm-up

1. What is one thing you remember the most from the Theater Forum performance held in your Community? (Have everyone respond with one thing)

Ability to Speak Openly About Conflict Issues (1.3.3)

2. What are some reasons why people of a different nationality, religion, or regional group in your community or region might be unhappy or frustrated?

Scoring for facilitator:

<p>IS able to speak in an open and balanced way about conflict issues (enter the # of participants here)</p>	<p>IS NOT able to speak in an open and balanced way about conflict issues (enter the # of participants here)</p>
---	---

- A community member **IS able** to speak in an open and balanced way about conflict issues if:
 - S/he can explain his/her opinion on the local causes of conflict in a logical and calm manner.
 - S/he can speak in a fair and calm way about members of other ethnic, religious or regional groups.
 - A community member **IS NOT able** to speak in an open and balanced way about conflict issues if:
 - S/he uses stereotypes or inflammatory language when speaking about members of other ethnic, religious or regional groups
 - S/he is unwilling to discuss conflict or says there is no conflict in his/her community
3. As you remember, Forum Theater can be used to look for solutions to community issues, such as lack of access to education, conflicts around land and water, ethnic discrimination,



and family violence. What issues in your community would you like to address using Forum Theater?

<p>IS able to speak in an open and balanced way about conflict issues (enter the # of participants here)</p>	<p>IS NOT able to speak in an open and balanced way about conflict issues (enter the # of participants here)</p>
---	---

4. Do you plan to or would you be open to discussing community problems with people in your community more regularly now?

YES - indicate # of respondents	NO - indicate # of respondents
---------------------------------	--------------------------------

Impact of DCT on Community Relations, Conflict Issues

5. Do you think Forum Theater is a useful approach for your community to address problems? If yes, could you give an example of how it can be useful?

Concluding

6. How do you see the future of Forum Theater in your community?

Thanks!

Annex 7. Summary of Data Collection Process

Data collection process in Tajikistan:

Khatlon region:

October 7, 2011, Sarband, Jamoat Guliston:

- 1/ Semi-structured interview with the principal of the school – Mr. Toirjon Tohirov. The school has two Youth Theatre groups, one formed within the program by participants (a Tajik-speaking group) and the second one formed under sustainability grants (an Uzbek-speaking group).
- 2/ Semi-structured interview with the leader of the Uzbek-speaking group formed – Ms. Bakhtigul Bakhmatova. The leader is an indirect beneficiary of YTP.
- 3/ Structured interviews (questionnaires) with 10 project participants (8 youth and 2 adults).
- 4/ Structured interviews (questionnaires) with the ‘comparison group’ (8 youth and 2 adults).
- 5/ Focus group with audience of YTP Forum Theater performances - adults (7 women and 1 man).
- 6/ Focus group with audience of YTP Forum Theater performances - youth (4 girls and 2 boys).

October 8, 2011, Vakhsh district, Jamoat Kirov:

- 1/ Semi-structured interview with the principal of the school – Ms. Poshohon Tuichieva.
- 2/ Semi-structured interview with the leader of the YTP theater group – Mr. Tuychibek Yunusov (primary beneficiary of YTP).
- 3/ Semi-structured interview with the head of the local Culture Department – Mr. Subkhon Karimov (who is interested to support YTP in Jamoat Guliston).
- 4/ Structured interviews (questionnaires) with 9 project participants (8 youth and 1 adult).
- 5/ Structured interviews (questionnaires) with the ‘comparison group’ (8 youth and 1 adult).
- 6/ Focus group with audience of YTP Forum Theater performances - (4 women and 2 men).
- 7/ Focus group with audience of YTP Forum Theater performances - youth (3 girls and 3 boys).

October 10, 2011, Panj district, Jamoats Shahrak, Nuri Vahdat and K. Sayfutdinov:

- 1/ Semi-structured interview with the Head of the Youth, Sport and Tourism Committee of Panj district (primary beneficiary of YTP) – Mr. Khasan Khakimov.

2/ Semi-structured interview with the leader of the Drama Club in school #5, Jamoat Nuri Vahdat – Mr. Kodyr Shodiev. The school has a Drama Club formed under a sustainability grant. Mr. Shodiev is an indirect beneficiary of YTP.

3/ Semi-structured interview with the leader of the Drama Club in school #18, Jamoati K. Sayfutdinov – Mr. Shermat Kholmatov (indirect beneficiary of YTP). The school has a Drama Club formed under a sustainability grant with the support of local NGO “Bonufoni Panj.”

4/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).

5/ Structured interviews (questionnaires) with the ‘comparison group’ (9 youth and 1 adult).

6/ Focus group with audience of YTP Forum Theater performances - (8 women and 1 man).

7/ Focus group with audience of YTP Forum Theater performances - (4 girls and 4 boys).

Sughd region:

October 12, 2011, Konibodom, Jamoat Puloton:

1/ Semi-structured interviews with the principals of two local schools which have Drama Clubs (school #26 and #27), Ms. Sanginoy Ulmasova and Mr. Abdurakhim Khamrokulov.

2/ Semi-structured interview with the leader of a Drama Club formed under a sustainability grant – Mr. Nozimjon Ergashev (direct beneficiary of YTP).

3/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).

4/ Structured interviews (questionnaires) with the ‘comparison group’ (9 youth and 1 adult).

5/ Focus group with audience of YTP Forum Theater performances - (2 women and 5 men).

6/ Focus group with audience of YTP Forum Theater performances - (5 girls and 1 boy).

October 13, 2011, Isfara district, Jamoat Surh and Chorkuh:

1/ Semi-structured interview with the principal of School # 23, which has a YTP Theater Tour Group and a Drama Club – Mr. Narziboy Kholikov.

2/ Semi-structured interview with the representative of local authorities (Jamoat) – Ms. Muazzama Nazirova.

3/ Semi-structured interview with the leader of Drama Club (sustainability project) – Ms. Gulchehra Khudoiberdieva (indirect beneficiary of YTP).

4/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).

5/ Structured interviews (questionnaires) with the ‘comparison group’ (9 youth and 1 adult).

6/ Focus group with audience of YTP Forum Theater performances - adults (7 women).

7/Focus group with audience of YTP Forum Theater performances - youth (3 girls and 3 boys).

October 14, 2011, Jabor Rasulov district, Jamoat Gulakandoz:

1/ Semi-structured interview with the principal of Gymnasium #1 – Mr. Mamarofi Yakubov (direct beneficiary of YTP). The gymnasium has a YTP Theater Tour Group and a Drama Club.

2/ Semi-structured interview with the leader of the Drama Club in Gymnasium #1 – Ms. Nargiza Murotova (direct beneficiary of YTP).

3/ Structured interviews (questionnaires) with 10 project participants (8 youth and 2 adults).

4/ Structured interviews (questionnaires) with the ‘comparison group’ (8 youth and 2 adults).

5/ Focus group with audience of YTP Forum Theater performances - adults (5 women and 1 man).

6/Focus group with audience of YTP Forum Theater performances - youth (5 girls and 1 boy).

Data collection process in Kyrgyzstan:

Chui region:

October 19, 2011, Tokmok:

1/ Semi-structured interview with the principal of local school # 4 of Tokmok – Ms. Zulfiya Abulkasimova (direct beneficiary of YTP).

2/ Semi-structured interview with the leader of Drama Club in school #10 of Tokmok – Ms. Khalima Madalinova (direct beneficiary of YTP).

3/ Semi-structured interview with the leading specialist in the Department of Education of Tokmok – Ms. Guljan Kojomatova.

4/ Structured interviews (questionnaires) with 10 project participants (8 youth and 2 adults).

5/ Structured interviews (questionnaires) with the ‘comparison group’ (8 youth and 2 adults).

6/ Focus group with audience of YTP Forum Theater performances - adults (6 women and 1 man).

7/Focus group with audience of YTP Forum Theater performances - youth (3 girls and 4 boys).

October 20, 2011, Sokuluk:

1/ Semi-structured interview with the leading specialist in the Department of Education of Sokuluk – Ms. Elena Albrekht.

2/ Semi-structured interview with the leader of Drama Club in school #1 of Sokuluk – Ms. Elena Dorokhova (direct beneficiary of YTP).

3/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).

4/ Structured interviews (questionnaires) with the ‘comparison group’ (9 youth and 1 adult).

5/ Focus group with audience of YTP Forum Theater performances - adults (6 women).

6/ Focus group with audience of YTP Forum Theater performances - youth (3 girls and 3 boys).

October 21, 2011, Petrovka:

1/ Semi-structured interview with the principal of school-gymnasium of Petrovka – Ms. Svetlana Golovko.

2/ Semi-structured interview with the leader of the Drama Club in school-gymnasium of Petrovka – Ms. Irina Voronina (direct beneficiary of YTP).

3/ Structured interviews (questionnaires) with 10 project participants (8 youth and 2 adults).

4/ Structured interviews (questionnaires) with the ‘comparison group’ (8 youth and 2 adults).

5/ Focus group with audience of YTP Forum Theater performances - adults (7 women and 1 man).

6/ Focus group with audience of YTP Forum Theater performances - youth (4 girls and 2 boys).

Batken region:

October 22, 2011, Orto-Boz :

1/ Semi-structured interview with the leader of Forum Theater Club in Orto-Boz secondary school – Mr. Ulugbek Mannanov (direct beneficiary of YTP).

2/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).

3/ Structured interviews (questionnaires) with the ‘comparison group’ (9 youth and 1 adult).

4/ Focus group with audience of YTP Forum Theater performances - adults (5 women and 1 man).

5/ Focus group with audience of YTP Forum Theater performances - youth (8 girls).

October 24, 2011, Sogment:

1/ Semi-structured interview with the school principal in Sogment – Ms. Aiymfaat Aibashova.

2/ Semi-structured interview with the leader of Drama Club in Sogment – Mr. Anarbay Aibashov (direct beneficiary of YTP).

- 3/ Structured interviews (questionnaires) with 10 project participants (9 youth and 1 adult).
- 4/ Structured interviews (questionnaires) with the 'comparison group' (9 youth and 1 adult).
- 5/ Focus group with audience of YTP Forum Theater performances - adults (5 women and 1 man).
- 6/ Focus group with audience of YTP Forum Theater performances - youth (4 girls and 2 boys).

October 25, 2011, Andarak:

- 1/ Semi-structured interviews with the leaders of two Drama Clubs in Andarak (one Tajik group and one Kyrgyz group) – Mr Sukhrob Ergashev and Ms. Saliya Juraeva (direct beneficiaries of YTP).
- 2/ Semi-structured interview with the head of curriculum department of Andarak school – Mr. Osimjon Imamov.
- 3/ Structured interviews (questionnaires) with 10 project participants (8 youth and 2 adults).
- 4/ Structured interviews (questionnaires) with the 'comparison group' (8 youth and 2 adults).
- 5/ Focus group with audience of YTP Forum Theater performances - adults (6 men).
- 6/ Focus group with audience of YTP Forum Theater performances - youth (4 girls and 3 boys).

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Fidokor is a non-governmental organization which strives to support at-risk groups and to prevent conflict in Tajikistan's civil society.

The Foundation for Tolerance International is a Kyrgyzstan-based nonprofit organization focused on conflict prevention, peace-building and justice in Central Asia.

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