

2009

# YOUTH DEVELOPMENT COMPETENCIES PROGRAM (YDCP)

Annual Program Report

October 24, 2008 – October 23, 2009



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**YOUTH DEVELOPMENT COMPETENCIES PROGRAM (YDCP)**

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**IREX SECOND ANNUAL REPORT**

**October 24, 2008-October 24, 2009**

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**ATTACHMENTS:**

- Attachment 1: Community School Program Report Template
- Attachment 2a: Community School Announcement and Instructions
- Attachment 2b: Community School Second Year Application
- Attachment 3: Adapter Final Report Template
- Attachment 4: Adapter Second Year Application
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## I. INTRODUCTION

### A. Program Objectives

The Youth Development Competencies Program (YDCP) aims to empower youth and develop their competencies by facilitating the replication and expansion of programs in line with the best practices in positive youth development. YDCP has two core objectives:

**Objective 1:** Youth develop competencies to become active, engaged, successful adults through replicating, tailoring, implementing, and participating in (a) Community School programs and (b) Youth-Driven programs.

**Objective 2:** Replicated youth programs are institutionalized with community support from government, business, media, and educators.

### B. Program Approach

To engage youth and build their competencies, the IREX Youth Development Competencies Program (YDCP) facilitates the replication and expansion of programs that are in line with best practices in positive youth development. Positive youth development theory emerged in the United States in the 1990s and has been successfully applied around the world to help youth develop into healthy, skilled and engaged adults. Such programs:

- Approach youth as a resource to be developed, rather than a problem to be solved;
- Focus on holistically nurturing skills and competencies, not preventing specific problems;
- Empower youth;
- Engage the whole community; and
- Respond to the needs of individual young people.

### C. Program Design

To achieve the stated objectives, IREX utilizes two key models of youth activity: Community School Model and Youth-Driven Model. Together, the Community School and Youth-Driven models seek to engage and inform the youth sector in Russia, expanding the reach of successful programs while empowering young people through peer-to-peer knowledge sharing. As part of YDCP, the two models are being implemented by youth-oriented organizations in ten regions throughout Russia.

#### Community School Model

In three regions, IREX is implementing the Community School model. NGOs from Voronezh, Karelia and Krasnoyarsk, with a proven track record with this approach, launched the program in Kursk, Murmansk and Tomsk. The major goal of these experienced NGOs (*NRs*) is to establish community schools in their target areas. In each participating school, teachers, administrators and students are trained in project management, community needs assessment, fundraising, and social marketing. After the training, the Community School students implement small projects that both benefit their community and enable them to develop the skills they need to become successful adults. As part of the model, Community Schools are encouraged to partner with local government, business, and the media in order to become a sustainable locus of positive community development.

#### Youth-Driven Model

In seven regions (Stavropol, Karelia, Volgograd, Chelyabinsk, Tyumen, Irkutsk and Tambov) IREX is utilizing a model whereby effective youth programming is replicated through a peer-to-peer transfer of knowledge. Young people involved in the implementation of successful youth initiatives (*innovators*) were chosen to present their models to Action Teams of interested youth and their adult sponsors at regional events (*road shows*) in the seven target regions. To maintain a demand-driven approach, Action Teams chose which *innovator* model best suits their local environment and needs. Action Teams then applied for Seed Grants to adapt the *innovator* model that best serves the needs of their

region. Recipients of Seed Grants (*adapters*) then worked with *innovators* to adapt and implement the model in the *adapter's* home region. After the *adapters* received the grants, IREX provided training in project management, community needs assessment, and fundraising in order to support program implementation and the sustainability of YDCP initiatives.

## II. SUMMARY OF YEAR TWO ACTIVITIES

### A. Community School Program Model Activities

In Year Two of program implementation, YDCP Community Schools were established in Kursk, Murmansk and Tomsk regions. The *NGO Replicators (NRs)*—YDCP partner organizations in the Community School model—selected five schools in each region to implement pilot projects from January – June 2009. Once this first round was completed, the replicating organizations began preparations for round two, selecting and training another group of local schools. The following section will describe the Year Two Community School activities.

#### Objective 1 Activities

Community Schools aim to develop the local school as a nexus for civic initiatives. Teachers and students work in constructive partnerships to lead socially beneficial projects involving the entire community. In Year Two of YDCP, relationships with key local stakeholders were developed, and students and their adult mentors participated in training on needs assessment, teambuilding, and social project management. This training enabled them to implement projects in the three regions of intervention, which they later presented at region-wide conferences. Year Two concluded with a new round of program implementation, expanding the Community School model to new schools in each region.

The establishment of Community Schools in the regions of Kursk, Tomsk, and Murmansk required the development of partnerships with key local stakeholders. In the beginning of Year Two, the *NRs* worked with interested schools to obtain approval for the program, and to develop working partnerships with the local government and education authorities. Despite initial setbacks, the *NRs* were able to establish partnerships with key actors in each region. In each case, these efforts resulted in the identification of a governmental body interested in accepting stewardship of the program once USAID funding is completed.

Upon receipt of local approval for the program and the establishment of local partnerships, the *NRs* conducted trainings for at least one teacher and two students from each of the participating schools. The Training of Trainers (ToT) workshops aimed to develop the skills of the participants to effectively develop and manage small-scale community projects. The trainings covered key topics including: the basics of social partnership, project management, team building, community needs assessment, and civic activism.

Following the series of trainings led by the *NRs*, the participants returned to their schools and trained their peers on the topics covered. The trainers and interested students formed the teams that would be the core group of students implementing the small community projects. These newly established project teams began their activities in January and February 2009 by identifying the critical issues facing their area. Through conducting community needs assessments and by organizing roundtables with students, teachers and parents, the Community School projects teams were able to design small-scale projects. The project teams also networked with local businesses, government and the school administration to secure a small amount of funding for their proposed initiatives. In addition to this outside support, each selected mini project received USAID funding (administered by the *NR*) ranging from \$100 to \$500. In many cases, the local administration was helpful in suggesting sources of in-kind contributions for these mini-projects.

Prior to the implementation, each project team presented its proposal to a local selection committee, organized by the *NR*, who then selected those that would be funded. Project areas selected for implementation included youth recreational activities, community safety, preservation of history and culture, as well as promotion of tolerance. Upon completion of the six-month projects, the *NRs* organized Community School festivals in each of the target regions. During the festival, *NRs* and Community School participants presented their project results, best practices, and lessons learned. The Community School festival included a group session with local government representatives,

businessmen, and the media to discuss how to make the Community Schools sustainable centers of youth initiatives and community activities in these regions.

Attachment 1 contains a copy of the Community School report template. A list of the projects carried out by Community School participants during the first round programs can be found below:

### **Kursk Region**

- **Gym City** – the project works to clean the area around the school and build an open air sports facility for the students.
- **The World of Childhood** – the major goal of this project is to develop a series of activities for school children from poor families by teaching them crafts, thus, developing their competencies and engaging them in safe after school activities.
- **Green Wave** – aimed at preventing children from being involved in traffic accidents in the city and promoting the understanding of basic requirements for safety. To achieve these goals, a traffic simulation ground has been built around the school, where kids from primary schools from all over the city have classes on safe behavior in the city.
- **Museum** – the goal of this project is to restore the life history of the famous World War II hero, Lomakin, who attended the school, and to use the story of his life and deeds for extra-curricular activities aimed at developing civic competencies among the school children.
- **School Performances as Teamwork** – aims at preserving Russian folk traditions through theatrical performances.

### **Murmansk Region**

- **Exhibition on Wheels** – teaching crafts to children in small villages.
- **SKATE** – organizing skateboarding competitions for teenagers, while working to gain support from authorities to build a skate park in Kandalaksha.
- **Youth Alley** – mobilizing authorities, business, and local citizens to clean and build a recreational facility in the town's center.
- **Friendship Between Generations** – as part of this project, school children organize events, concerts, and festivals at a local home for the elderly.
- **Resurrection** – preserving a local World War II monument and clearing the area around it.
- **Leisure Together** – organizing after-school recreational activities for primary school students.
- **Fragments of the Past** – attracting the attention of local authorities to the ruined and forgotten houses and buildings that have become dangerous, especially for smaller children, and transforming their surroundings into a safe recreational space.
- **The Well** – cleaning and preserving a space around a natural well on the outskirts of the town.
- **Young Journalists** – training students in journalism and connecting them with professionals.
- **Actors Are Not Born** – establishing a group of young performers who develop and produce sketches on community issues.

## Tomsk Region

- **My Fair Nanny** – involves high school students in volunteer work at the local orphanage.
- **Playground for Kids** – assists a local kindergarten in building a playground for pre-school children and encourages middle and high school students to volunteer with their younger peers.
- **We're Starting KVN** – develops a series of intellectual games for schoolchildren that unite all schools in the city. It is patterned after a popular TV show for college teams.
- **Sports and Play Ground for Kids** – this project is concerned with building a playground at one of the local kindergartens. As part of the project, middle school students are also encouraged to volunteer at the kindergarten.
- **Spring Movement 2009** – this project provides recreational opportunities for kids and adults in a small village. It ensures the interaction of all citizens, and especially parents with their children.
- **Towards Each Other** – raises awareness in the community about problems of people with disabilities and develops tolerance towards them.

In July 2009, the *NRs* applied to IREX with their plans for the second round of community schools. (Please see Attachments 2a and 2b for a copy of the instructions and second year application.) Upon approval of their applications, in September 2009 the *NRs* visited different districts in the target regions to select the schools that would participate in the second phase. As in the first year, the *NRs* met with local education authorities who helped them identify and gain access to appropriate schools. The activities outlined above took place during the first three quarters of Year Two, and have been described in detail in the first three quarterly reports. During the final quarter of year two (eighth program quarter), the *NRs* began their second round of intervention in the three target regions. In view of the exceptional success achieved in small isolated towns, IREX asked each of the *NRs* to include schools from these areas in round two. Similarly, the replicators were asked to ensure that the schools from round one had a role to play in the new activities.

## Community School Activities: Eighth Quarter

### Kursk

In Kursk, a roundtable on the results of the first round of activities preceded the kick-off training for the second year. During this gathering, Natalia Kirichenkova, representing the *NR* "Iskra" from Voronezh, mentioned that it was more difficult to replicate the Community Schools program in Kursk than in any of the other five regions she has worked in. Kirichenkova attributes the difficulty she experienced to several factors. The region is extremely conservative, and has had little experience with foreign donors. This caused a certain degree of suspicion and even hostility on the part of local officials towards programs implemented with funding from a non-Russian source. Additionally, the nonprofit sector is practically non-existent in the region, making it difficult to find implementing partners. Finally, the influence of the very conservative and hierarchical nature of the region can be seen in its young people. School children are extremely shy, introverted, and it is difficult to encourage them to contribute to a discussion, and to even entertain the idea of being partners with adults. As Kirichenkova expressed it, "In Kursk region, I was really surprised to realize that adults are more creative than youth. It took me quite awhile to get the young people to relax, be more active, and express their own opinions rather than blindly following the ideas of their elders."

Statements from teachers and students at the roundtable, however, are strong indications that Kirichenkova and her team have made a great deal of progress in overcoming the problems outlined above. Also present at the event was Larisa Evgenievna, head of the Committee for Education of the city of Kursk. Although at first she was negative about the program, Evgenievna eventually came to understand its value for the region, especially among at-risk youth. She expressed at the event that "it's absolutely necessary to attract as many underprivileged youth as possible to these activities. It's obvious that active participation of such youth groups in socially-oriented projects has a very positive

influence on children from difficult backgrounds. During the eight-month period that the project at School # 19 (a community project involving the creation of a sports park) has been active, there have been no crimes by any adolescents in the area, although police statistics show that there are usually approximately 40 such crimes a quarter committed by students from School #19 alone.” A student from that project mentioned, “we learned a lot about community development principals and about our local community and its needs. It is amazing how we managed to get support from two Deputies of the City Duma, who helped us get materials for our project’s sports park.”

During the roundtable, participating schools and representatives from partnering organizations, government, and the media discussed the major successes of the program during the first year. All were impressed by the significant amount of active cooperation that has taken place in the community. Additionally, the regional newspaper *Molodaya Gvardia* announced that it will initiate a youth page, where news of the program will be published and an open discussion of youth affairs among stakeholders can take place.

As was requested by IREX, the *NR* devised an interesting way to involve the schools who participated in round one to be involved in round two. The project teams from these schools will be trained as consultants for the program, and will later host the new participants at their schools. In this capacity, they will share their experience in needs assessment, project management, and community networking.

For the second round, five new schools have been selected. Again, at the request of IREX, each of these are located in remote areas with very little sense of connection to the world at large. There are few recreational opportunities for either adults or young people, resulting in high rates of crime and substance abuse. In this type of a community, a small project, based at the local school but uniting various sectors of the community, can make a great difference.

At the opening kick-off event, the school teams participated in trainings on needs assessment, project management, and teambuilding. They then returned to their schools, and are currently in the process of completing applications for mini-project funding. These applications will be reviewed by a local selection committee convened by the *NR*. The five schools who participated in the program in round one will also have a chance to apply. In total, 10 projects will be funded during the second round.

## **Murmansk**

During the first round of Community School activity, the *NR* developed very good relationship with the local educational institutions in the small city of Kandalaksha. As a result, five Community Schools were established in Kandalaksha, and an additional project team was based out of “Peer”, a municipal youth organization, whose director was extremely interested in this community development approach. Unfortunately, the *Peer* director has left the area, and, as often happens in small communities, the success of a project often rests on the shoulders of one dynamic individual. Since a new director has not even been found for “Peer”, this organization will no longer be involved in YDCP. Despite this, the program has already earned an excellent reputation in the area, and the *NR* was able to find another youth center, “Harmony”, to take over the role of “Peer” during round two.

“Harmony”, a municipal youth organization, is administered under the auspices of the Kandalaksha Department of Culture and Youth Policy. The head of this department, Svetlana Luneva, is very active in youth training programs, and was one of the trainers for the opening event of round two of the Community Schools. The organization also has agreed to sponsor a project team, as “Peer” did during the first year.

For the second round of the program, four of the original schools will participate in the program again. The project teams, however, will consist of students who are new to this activity. In addition to the four original schools, six new schools plus “Harmony” will take part. Nine of these institutions are from the small city of Kandalaksha and two are from very small villages in the surrounding areas.

Each of the 11 educational establishments sent a project team of 10 students and one or two adults to the opening conference. Two schools each sent an additional project team, so a total of 13 project teams took part, each led by a trainer. The conference featured presentations from the project teams who were active in the program last year; they also were available to consult the second round participants during the event. The training itself covered teambuilding, needs assessment, as well as project planning and management. By the end of the two-day event, each team had worked out a mini-project for their school community.

IREX staff attending this kick-off event in Kandalaksha noted that it really energized the participating students, some of whom were quite reticent and skeptical at first. After participating in the group exercises, however, they became quite animated and interested, and took a very active part in the discussion. It is also possible that the yellow t-shirts that they all wore also had an effect. Once they put them on, the boundary between students and teachers began to disappear, and both groups began to develop a partnership, and felt that together they can achieve positive results. One young participant from the first round commented, "Before last year, I knew that Kandalaksha had social problems, but I did not feel they were connected to me. Now, I have come to understand that I can influence these problems, and even solve them. I am ready to work more next year."

## Tomsk

In Tomsk, seven new schools will participate in the second round of the Community Schools program. Five of them are from isolated rural areas, and the remaining two are from the city of Tomsk. Three school students and two teachers were invited to the kick-off conference that was held in October 2009. Trainers from the *NR*, who had also participated in the first round of training, commented about the new group of students that "the first year students had come to the training with expectations of meeting new friends and sharing experiences, while the second round group arrived with the strong intention of learning how to implement projects to improve their localities."

Although the students seemed to know what to expect from the training, it appears that their teachers were less prepared. Svetlana Slobodkina from school #47 (city of Tomsk) commented, "I approached this training very skeptically, thinking it would be yet another type of <pioneer> activity, but I have now become convinced that the system taught is excellent and should be incorporated into our entire society, so that children do not grow up as passive participants in the education process, but view their teacher as a partner. After this training, it is obvious that the children see themselves in a different light, and are able to understand their potential. If at the present time, they do not have quite the level of knowledge needed to achieve their goals, they are not shy about admitting it and about approaching teachers directly on how to improve the situation." This last statement expresses one of the main tenets of positive youth development theory. Given a bit of support, students are able to determine the knowledge and skills they will need for the future, and to obtain them in partnership with their teachers.

The training lasted three days, and focused on teambuilding and project management. Both the trainers and the teachers noticed a significant difference in the students after the teambuilding sessions. Marina Dorofeeva, a trainer from the Krasnoyarsk *NR*, noted that after the games "the teachers and students perceived each other in a completely different way." Valentina Golubeva, a teacher of history from a small village school stated that "within the school walls children become rigid, but a program like this frees them, making them more active and encouraging them to believe in their own potential." The kick-off event involved only the seven new schools chosen for round two. In late November, however, the teams who participated in the first round will have a separate, more advanced training on leadership and mentoring. Once this two-day event is completed, the new project teams will be brought in, and the two groups will share experiences as they work out the mini-projects they would like to propose for funding.

In conclusion, during Year Two of the YDCP program, the Community Schools program has achieved a great deal of success. Although all the *NRs* in each of the target regions use a slightly different format, all three have introduced a program based on the positive youth development theory that enables students to build self-esteem and develop the skills they need for adulthood. In all three regions, the local schools where the program was based in round one served as a focal point for projects that united the entire community in solving a social program. It is very interesting to note that, in many cases, school authorities have come to consider the positive youth development theory used in the program as valuable in dealing with difficult youth.

## Objective 1 Community School Targets Achieved During Year Two

Target in Second Year Work Plan	Targets achieved in Second Year of YDCP
15 adults from 15 schools trained 30 school students from 15 schools trained	49 adults from 15 schools and one organization trained 128 school students from 15 schools and one organization trained
15 six-month projects receive small grants	21 six-month projects received small grants

15 schools in 3 regions identified for round two of grants	18 schools plus one organization identified for round two of grants
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## **Objective 2 Activities**

YDCP aims to establish and foster sustainable youth programs that become institutionalized with community support from government, business, media, and educators. Given the particular nature of this model, it is critical that the very concept of a Community School becomes institutionalized, and that each participating school becomes a sustainable locus of community activism. In order to achieve this goal, IREX has promoted the fostering of partnerships between Community Schools, the local government, businesses, media, and nonprofit organizations throughout Year Two of the YDCP cycle. As part of this effort, the *NRs* have established official cooperation with local partners in each region. In addition, Community Schools must have cost share from their community at the project planning stage, thus, sustainability is built-in to the project model design. Throughout Year Two, IREX worked in close cooperation with the *NRs* and Community Schools to ensure that there was community support by inviting key stakeholders to all events and including them in key decisions.

The results of such initiatives are clear. During Year Two of YDCP program implementation, there was a great deal of support from the local government and municipal youth organizations for the Community School model. Although these organizations are not always able to provide monetary assistance, they were valuable in facilitating interaction between the small Community School projects and local business, NGOs, and other government structures that might provide other program support. The support received during Year Two will be crucial to the institutionalization and sustainability of Community Schools in the three regions of intervention.

### **Kursk Region**

As was described in the preceding section, the *NR* encountered a fair amount of original suspicion and hostility on the part of the authorities in the conservative regions that have seen little foreign intervention. Additionally, the original contact in the educational establishment, with whom the *NR* hoped to work, left the area soon after the start of the program, and activities were delayed. Through hard work, the *NR* succeeded in promoting Community Schools as centers for local civic action, volunteerism, and the development of crucial life skills in young students. As a result, by the end of year two, several enthusiastic local partners have been identified. The Kursk Youth Employment Center has become one of the Community Schools' biggest supporters by contributing funds and assisting with the media promotion and project plan development. The organization values the program and hopes that it will provide young people in Kursk with professional skills, such as project management, teamwork, and communication, and have pledged to be involved in the coordination of the program after USAID funding has been completed.

The Committee for Education of the city of Kursk has provided a great deal of administrative support for all project activities. It assisted the *NR* in getting access to the schools, and provided media coverage. At the kick-off conference for round two, the head of this committee promised to include funding for school projects in the city budget for 2011. Finally, "Argon", a local children's organization has expressed interest in becoming a resource center for the Community Schools established during YDCP. The *NR* plans to conduct a ToT for "Argon" staff, and provide instruction in PR, fundraising, and general sustainability efforts in the region.

During the first year of program activities, the Kursk Community Schools received more than 50% of their project funding and materials from local sources, including businesses, parents, school authorities and the Youth Employment Center. The Kursk Committee for Educational Development requested that the first year program festival be held at an educational conference arranged for the education authorities in Kursk. Over 80 directors and deputy directors from schools from throughout the region participated, and many have plans to introduce the Community School program in their own schools. The efforts during Year Two will help make the Community Schools a sustainable model for community action in Kursk region.

### **Murmansk Region**

In Murmansk region, the rural community of Kandalaksha has come together to support the Community School program during Year Two. Participants were encouraged to engage with local businesses, government and media in

order to gain local support and work to institutionalize the Community Schools in their community. Such partnerships paid off as an agreement was made with the local newspaper “Niva” to regularly cover Community School activities, and the participants raised nearly 40% of their project funds from the local resources. In addition, the project has received generous support from the municipal Department of Culture and Youth Affairs.

The *NR* has expended significant efforts to find an organization that will be responsible for the program after USAID funding ends. Originally, “Peer”, a municipal youth center had expressed written interest in taking on this role. As was described above, however, the director of “Peer” has left the area. Thanks to the excellent networking abilities of the *NR*, the director of the Department of Culture and Youth Affairs, Svetlana Luneva, has promised that “Harmony”, a youth center under her jurisdiction, will continue the work of the *NR* after the second round.

In addition, the pedagogical approach of the Community School model has gained the support of local educational professionals and government authorities. During Year Two of YDCP, the teachers and specialists who participated in the opening training, realized that they wanted to get more information and to go deeper into some of the topics discussed during the event. Consequently, they contacted the local education administration and the *NR*, who worked together to arrange the three additional seminars to be held in the capital. The school district provided space, meals, and lodging for the trainers, and the *NR* New Education paid for their employee’s travel expenses. Fifty-four adults attended the sessions and received additional training in civic education, social marketing, and positive methods of working with youth. This experience is a remarkable example of what can be accomplished with limited resources (mostly in kind support) once interest in a topic has been ignited. During Year Three, the *NR* will be engaged in further developing schools as centers for civic education and community support upon completion of YDCP.

### **Tomsk Region**

At the beginning of Year Two, the *NR* in Tomsk arranged presentations of the Community School projects for local business, government, and community representatives. The presentations generated a great deal of interest in the projects and encouraged them to fund these initiatives directly. In an effort to ensure the institutionalization of the Community School model in Tomsk, the *NR* developed an official partnership with the Regional Center for Educational Development. This governmental body was created in 2004 to run a network of centers of civic education in the region. These centers, currently numbering 46, are based at local schools, and each one is certified after successfully demonstrating its capacity to administer one of four main themes: school self-government, legal competence, economic competence, and social project management. The fourth area, social project management uses the methodology of a Russian-wide program entitled “I am a Citizen of Russia.” This methodology compares quite unfavorably with that of the Community Schools, since it has no teambuilding training, and all working relationships within project teams are based on the structure inherent to most Russian schools, featuring an “all powerful” teacher and passive students whose only role is to obey orders. Furthermore, the project activity involves only students and teachers, and the school does not become a community center of civic activity and volunteerism.

During Year Two, the Tomsk *NR* signed an agreement with the Regional Center for Educational Development that will allow all of the Community Schools to be included into the network of civic education centers working within the framework of the fourth theme – social project management. These new civic education centers will utilize the Community School methodology, however, and not that of “I am a Citizen of Russia.” Thus, the Community Schools established by the *NR* will be able to continue their activities after the YDCP program is completed, without having to adopt a methodology that is in opposition to its core values of positive youth development and community civic action. During Year Three, the *NR* will work intensely with the Regional Center for Educational Development in order to strengthen its ability to manage the Community Schools after YDCP and institutionalize the program in the region.

During year two of the Community School program model, IREX has strengthened local partnerships and developed the capacity of local organizations in order to establish schools as sustainable centers for community action. In the final year of program implementation, IREX and the *NRs* will continue to strengthen the local partnerships and prepare to handover responsibilities for the development and management of the Community Schools.

### **B. Youth-Driven Program Model Activities**

In the second year of program implementation, YDCP Youth-Driven projects were established and began being implemented in seven regions—Stavropol, Karelia, Volgograd, Chelyabinsk, Tyumen, Irkutsk and Tambov. Led by the

*Regional Coordinating Organization (RCO)* in each region, 55 organizations received grants for community projects within the framework of YDCP and began implementing projects based on successful models identified and selected for replication during Year One.

### **Objective 1 Activities**

Following the *Road Shows* conducted in Year One, *adapter* teams applied for grants to implement those projects they were interested in and those that addressed the needs of their communities. The *RCOs* organized a selection committee, whose recommendations were sent to IREX for final approval. The grants were awarded to the *adapters* during the second year, and the groups in all regions began implementing their projects. A total of 55 grants in the amount of an average of \$4000 each were awarded for a ten month period.

In addition to the grants awarded to the *adapters*, IREX provided funding to the *innovators* to enable them to assist *adapters* in implementing their project models in the target regions. A total of 20 grants were given to the *innovators* which allowed them to conduct planning sessions, on-site mentoring in the *adapters'* home regions, and to host *adapters* for trainings in the *innovators'* regions. Throughout Year Two, both IREX and the *RCOs* monitored *innovator* and *adapter* interactions to ensure that they were productive and met the needs of the youth teams.

Because the *Road Shows* were conducted at different times in different regions during Year One, not all regions implementing the Youth-Driven programs are on the same schedule. The regions of Karelia and Stavropol received their grants and began program implementation in September and completed their first round of activities in June 2009. The remaining five regions (Volgograd, Chelyabinsk, Tyumen, Irkutsk and Tambov) conducted their *Road Shows* at the end of Year One. Following the *Road Shows*, the *adapters* in each region then applied for the grants and began program implementation in February 2009. The first round of projects remaining in the five regions will be completed in November 2009.

The following is a summary of the activities and accomplishments of the *adapters* during the second year of YDCP program implementation. Stavropol and Karelia are discussed in more detail in this report because they finished their projects during this reporting cycle and submitted their final reports (please see Attachment 3 for the Adapter Final Report Template.)

### **Stavropolski Krai**

*Adapter* teams in Stavropol finished their projects in June 2009 and submitted reports analyzing their first year project implementation, accomplishments, and any challenges they encountered. Despite this region being one of the weaker ones among the YDCP regions, the teams completed their projects successfully and reported accomplishing most of their goals. **Mirror for the Region**, however, attracted the attention of the local security services, and their coordinator was threatened with the loss of her job if activities were not ended. While a direct reason for this action was not given, a suspicion of foreign funding was implied. Despite this development, they were still able to accomplish their set-out project goals. The pressure, however, resulted in the decision to abstain from the second round application process.

In general, Stavropol projects address the issues of tolerance, human rights, historic and cultural preservation, youth engagement, and assistance to vulnerable populations. They have been particularly successful in their efforts to establish relationships with local media in order to obtain public exposure for their activities and to develop partnerships to ensure the continuation of their activities. Collectively, the projects were able to engage local youth in community activities, help preserve local history and traditions, contribute to mutual understanding and tolerance in a very diverse and multi-ethnic region, help those in need, and mobilize rural communities in addressing their own needs.

The accomplishments of two of the projects in Stavropol are particularly impressive. The **Notebook of Friendship**, run and implemented by the younger group of YDCP participants, has been able to engage passive and at-risk youth into their project either as members of the team or as those using project journals as a positive form of self-expression. For example, 16-year old Karina, who was one of the volunteers during the first year and is advancing into the coordinator position during second round, discussed the transformative power of the project on the young people involved. She said that *adapter* team was able to engage boys who were very apathetic and disinterested in any community activities and were very skeptical about getting involved. Now, they are the most active and dedicated members of the team. Additionally, some people in their group, who did not think about higher education prior to the project, are actually

planning to apply to university to continue their education. The **Rainbow Bridge** project has been able to bring people closer through their trainings on tolerance and especially through the festival they organized in May 2009. This was a high-energy, colorful event where all the cultures and ethnic groups of the region were represented through song and dance.

The following are key accomplishments and impact in Stavropol Krai during the first year of the projects:

- **Mirror for the Region** engaged 20 high school and orphanage students in the village of Kursavka in becoming journalists for a day and writing stories about youth issues in their community and distributed 150 copies of the newspaper with their articles. As a result, students from the orphanage continue to write articles in the regional newspaper "Prizyv," and some of them are even considering applying for university journalism programs.
- **Object of Our Attention** conducted surveys on HIV/AIDS, human rights, tolerance, and youth issues among over 8,000 students in Stavropol and held discussions on youth and politics with members of local organizations, youth movements, and student groups. They also published and distributed locally 350 copies of an informational booklet based on their survey work.
- **Housing Law School** (*innovator* model: Student Legal Bureau), despite initial difficulties gaining the support of local government for their project, conducted monthly seminars on housing issues for 150 community members and engaged 16 law students in providing 14 hours a week of legal advice on housing issues to pensioners and other vulnerable citizens of Stavropol.
- **Notebook of Friendship** engaged over 2000 students (ages 7-16) in expressing their thoughts, ideas, and impressions in journals and conducted competitions to determine the most interesting journals.
- **Rainbow Bridge** conducted seminars and trainings on various issues related to tolerance for almost 1,000 people. They also created and distributed a video to explore the cultures of different ethnic groups in Stavropol and held a very successful citywide cultural festival that showcased the rich ethnic and cultural heritage of Stavropolski Krai,
- **Restore the Past** organized trainings and historical expeditions for young ethnographers and conducted a festival to honor veterans in an effort to build intergenerational dialogue between the veterans and young people, as well as promote historical awareness among youth in the community.
- **While You're Young** engaged high school and university students in assessing the needs of local communities in Svetlograd, and then designing projects and mobilizing over 2,000 community members in addressing those needs.

## Republic of Karelia

As in Stavropol, Karelia teams finished their first project round in June 2009. Early on in YDCP, Karelia emerged as one of the leaders among all of the youth-driven regions, mainly because youth here are exceptionally active and because the *RCO* is particularly strong and engaged in youth development and policy in the region. The projects in Karelia address the issues of youth employment, human rights, youth engagement, and healthy development. One of the common themes running through many of the activities being implemented in Karelia is the young people's interest in assessing public opinion on various issues related to their projects (from assessing whether there is a need in the community for their project prior to its implementation in the case of **Youth Bank** and **I'm Starting a Business** to conducting surveys on public perception of human rights and youth engagement in the case of **Children's Community Legal Chamber**, **Object of Our Attention**, and **Youth Voice**.) This demonstrates an impressive level of professionalism and organizational skills among these youth groups.

Although Karelia boasts a very active youth sector, it is clear that YDCP projects have made their mark in the region and have been a positive influence here. Because of YDCP, there is a functioning Youth Bank, two sociological youth centers, a mentoring relationship between businesses and students, a legal chamber by and for children, as well as a number of other opportunities for the young people to get involved. The YDCP projects have adapted very well in Karelia, and have a strong potential for sustainability. At the end of the first year, Denis Rogatkin, the head of the *RCO*,

held events to summarize and reflect on the first year of project activities. All of the projects had a very successful first year – they reported meeting their goals, and are continuing into the second year with new plans and ideas.

It is important to note that, despite their success, the *adapter* teams mentioned that they did have at times difficulties in implementing the projects, which are expected for even the most active and best supported projects. For example, **I'm Opening a Business** mentioned issues such as lack of time, a small team, and difficulties of motivating students they were working with, as being obstacles for their team. They, as well as the **Youth Bank** team, also mentioned laziness as an obstacle to getting what they needed done and accomplish the goals of their project. Although the members of the team are dedicated and full of energy, they are also young and have at times other interests than what needs to get done in the project. **Youth Voice** mentioned that creating a cohesive team and plan of action was difficult at first, due to the group members' different interests and backgrounds. But, once everyone found their specific place and role in the project, they became very effective. Additionally, they mentioned that, because of their highly technical activities, they sometimes felt lack of knowledge and experience with certain aspects of sociological research. However, they were able to remedy that by relying on the help of the head of sociology department and Denis Rogatkin from the RCO as well as by becoming more experienced through the project.

The **Children's Legal Chamber** noted that they had difficulty gaining the support of their schools, recruiting volunteers for their project, and countering the skepticism of the teachers who did not believe they could do this. However, through perseverance and the support of the administration responsible for child welfare in Karelia, as well as their parents and friends, they were able to successfully implement their project, become respected, and attract new volunteers into their activities. The team reported that, through their activities, they not only gained the respect of their peers and adults, but also realized that they are capable of a lot more than they previously thought. The **Object of Attention** had difficulty with the transition of project coordinators, having three of them changed within a year. They also encountered issues with lack of time and motivation. However, after working hard and realizing that all problems can be solved as long as you are active, they were able to persevere. For the **Notebook of Friendship**, the lack of time and the need to juggle numerous personal responsibilities proved to be a challenge. They also encountered resistance from the teachers who did not want this project in their schools. But through hard work and constant support from each other, they were able to overcome these challenges; their teachers eventually saw the value of the project and embraced it. The **Fresh Wind** team expressed that they had difficulty keeping people in the project and were struggling with people leaving. But the coordinator was very active in engaging a good group of people who stayed and contributed to the project's success.

The following are key accomplishments and impact in Karelia during the first year of their projects:

- **Object of Our Attention** conducted a survey of youth civic participation among over 3,000 respondents and held city-wide discussions and talk shows on this topic with youth and government officials, reaching 25,000 viewers and audience members.
- **I'm Starting a Business** paired 25 university students in Petrozavodsk with business mentors, trained them in business practices, and provided them with internships at partner companies. As part of the project, the students also created actual business plans for the businesses, and one of them was even implemented by the local department store.
- **Children's Community Legal Chamber** conducted a survey on children's rights among schools of Petrozavodsk and across the republic, and established a very successful and functioning Children's Chamber throughout the republic tasked with drawing attention to and protecting the rights of children.
- **Youth Bank** raised 20,000 rubles in local funds for social projects, collected 43 applications for small community projects from youth teams, and engaged 647 people in voting for their favorite projects online through the city youth portal. As a result, they funded 10 youth projects, such as a friendship project for a local school for disabled children, a festival of young musicians, and a mountain biking competition.
- **Youth Voice** engaged and trained 13 high school students in establishing a sociological research service, and surveyed over 500 young people about social engagement of youth in Petrozavodsk, publishing the result of their survey on their youth portal and making it available for a wide audience.

- **Scout Notebook** (*innovator* model: Notebook of Friendship) established scout teams at six local schools and developed a mentoring relationship between the scout organization and the schools while engaging students in scout activities. They also distributed 450 copies of the project journal, and engaged 200 youth in recording their thoughts, feelings, and ideas in the journals.
- **Fresh Wind** conducted a survey and created a database of most active young people in the community. They also recruited 20 young people in Sortovala and surrounding villages to conduct six projects addressing the needs of local villages, such as a youth camp and a volunteering project.

## Tambov Region

The projects selected by the adapter teams in Tambov are not particularly diverse in nature. Due to the cautious and conservative nature of the local government, the selected projects mostly address the issues of youth employment and professional development and contribute to local historic and cultural preservation. The projects dealing with youth employability and professional development are closely resonating with both the youth and the local government. For example, **I'm Opening a Business** had a very high turnout of students—over 200 of them—for their project activities and trainings, demonstrating that this topic is very relevant to them and that students are looking for more practical training in the sphere of business. Their events are also attended by the deputy director of the office of public affairs of the regional administration and local representation of the national department for the development of small and medium enterprises. Similarly, local youth are drawn and active to the two **Creating Folk Garment** projects, the topic that is also resonating with the local authorities.

The following are key project activities and impact in Tambov region during this reporting period:

- **Student Legal Bureau** recruited 19 students to provide legal consultations to disadvantaged members of their community and to train them in consumer, legal, and housing issues.
- The **Innovative Partnership Model between College and Employers** project in village Stroitel opened the Student Career Center at the local Multi-Disciplinary College, developed relationships with several local businesses, and created a website through which they connect students with potential employers by posting students' resumes and job vacancies.
- **Object of Attention** engaged students in surveying their peers about their views on HIV/AIDS, military service, tolerance, and philanthropy in Russia.
- **Creating Folk Garment** in village Golynschina engaged high school students in exploring their local heritage through folk costume and held a conference "Folk Costume: History and Modernity" exhibiting local costume tradition.
- **I'm Opening a Business** conducted trainings in business practices, marketing, business planning, leadership, financial planning, and effective project management for teams of students.
- **Youth Bank** conducted trainings for the team members in teambuilding, goal setting, negotiations, time management, and project development and began recruitment for project ideas from local youth.
- **Creating Folk Garment** in Kotovsk developed a series of lectures about the settlement of Tambov region for local schools.
- The **Innovative Partnership Model between College and Employers** project in Kotovsk conducted a Job Fair for local students and businesses, and some of the students were able to secure internships with several of the businesses as a result of the event. As a result of the increased dialog with employers, the technical college where the program is based added three new specialties to its curriculum. These new courses will provide students with the skills that will actually meet the needs of local employers.

- **Good Giving** worked with local private and public sector leaders to identify and create a database of 132 potential candidates to receive recognition letters for their volunteer and philanthropic leadership in the community.

## Tyumen Region

As in Tambov, the selected *adapter* projects in Tyumen are not very diverse in nature. But, in contrast to Tambov, they do provide youth with the opportunity to express their opinions, which is demonstrated by the fact that three *adapter* teams chose to replicate the **Mirror for the Region** project. Representatives of all three of these projects traveled to St. Petersburg at the end of March to participate in the events organized by the *innovators*. The trip proved very useful for the young people, as it enabled them to see how the project activities are run, as well as improved their independence and confidence to be able to carry out the projects in their communities. The topic of professional development and employability also resonates with the youth in Tyumen, where two such projects are being implemented.

The following are key project activities and impact in Tyumen region during this reporting period:

- **Building Bridges – Cameras in Children’s Hands** taught a group of disabled and non-disabled children photography skills and engaged them in photography projects, displaying their products at various venues in the city.
- **Fresh Wind** engaged 60 youth age 14-17 from six districts of Tyumen region in applying for funding to carry out nine community projects. Before starting their projects, these students will also be trained in leadership, time management, and project implementation.
- **Mirror for the Region** in Lokosovo engaged 16 students in a Journalist for a Day event in the village of Lokosovo, during which they produced stories for a special issue of a regional children’s paper "Lesovishok."
- **Mirror for the Region** in Yalutorovsk provided journalism training for the young project participants, and engaged them in the Journalist for a Day game in village Krivolukskaya, the result of which was a special issue of newspaper "We Are Together."
- **Albatross** in Tyumen engaged 56 young people between the age of 10 and 21 in various forms of competitive and extreme sport and tourism.
- **Albatross** in Uvat took 23 young people between the age of 14 and 23 on a week-long camping trip under difficult weather conditions that tested their physical skills to build resilience and endurance.
- **Student Legal Bureau** provided university law students with an opportunity to closely explore potential legal professions through job shadowing of several legal professionals and through their engagement in the project.
- **I’m Starting a Business** recruited students and nine local businesses in creating a mentoring relationship, and provided students with practical training in business skills and management.
- **Mirror for the Region** in Tyumen provided young people with journalistic training by actual journalists from newspapers "Tyumen Today" and "Tyumen Region" and engaged young people in two Journalist for a Day events in Barnaul and Tyumen.

## Volgograd Region

Teams in Volgograd began their activities in January, and half of the Volgograd teams are working on tolerance building and inclusion of marginalized groups (orphaned, at risk, and disabled youth) with the rest of the projects aimed at volunteer initiatives and addressing civic and community engagement of youth in their communities.

The following are key project activities and impact in Volgograd during this reporting period:

- **Life in the Camera Focus** (*innovator* model: Building Bridges – Cameras in the Hands of Kids!) held its annual organizational summit for 100 people, during which the team recruited and trained 20 volunteers; they also conducted "Children and Government," an event with representatives of local government and key specialists working on youth/children's issues in order to analyze local efforts to integrate marginalized youth into the society and to train the participants in social marketing techniques as well as volunteerism as a youth development tool.
- **World Outside Your Window** (*innovator* model: Building Bridges – Cameras in the Hands of Kids!) developed relationships with educational and business institutions to host exhibits of photos made by teams of disabled and able-bodied youth; they also conducted trainings for the teams in photography and held two exhibitions.
- **There's Nothing We Cannot Do Together** (*innovator* model: Rainbow Bridge) conducted a training for its team on tolerance and conflict resolution, and gave several presentations about their projects to local youth groups and educational institutions.
- **Hurry to Do Good** (*innovator* model: Replicating the Experience of "Club Firn" in the Volunteer Movement in the Republic of Buryatia) spent the majority of their first three months doing preparatory work and training its team in teambuilding and volunteer program management as well as conducting informational campaign in the community about their project.
- **Development of Volunteer Movement** (*innovator* model: Replicating the Experience of Club "Firn" in the Volunteer Movement in the Republic of Buryatia) developed their team and trained them in teambuilding, volunteer program management, and project planning, as well as conducted three trainings in "Social Journalism" for high school students in the village of Gorodische.
- **Mirror for the Region** held a meeting with local schools and selected two topics for the "Journalist" exercises involving school children – "Green Mile" (environmental topic) and "Critical Point" (covering orphanage issues); they also engaged 22 students under the age of 17 to become journalists for a day covering the topic "Critical Point."

## Chelyabinsk Region

Chelyabinsk exhibits great variety in the types of projects that are being replicated here as well as in their target audiences. These projects are developing professional skills in university students, providing social services to youth, increasing tolerance towards people with disabilities, engaging orphaned and disabled youth in project implementation, preventing risky behavior among young people, and developing their confidence and emotional and physical endurance.

The following are key project activities and impact in Chelyabinsk during this reporting period:

- **We Are All Equal** (*innovator* model: My Life Without Barriers) provided a training in confidence building to 15 young people with hearing and visual disabilities and engaged them in efforts to increase tolerance toward people with disabilities in the community.
- **Student Consulting Center for the Elderly** engaged 20 university students in providing social and psychological services to 61 pensioners in Chelyabinsk.
- **Albatross** developed its core team and conducted a series of trainings for 20 high school volunteers to become assistant instructors and lead tourism and sports activities for at risk youth.
- **Youth Donorship** (*innovator* model: Replicating the Experience of Club "Firn" in the Volunteer Movement in the Republic of Buryatia) held teambuilding and project implementation trainings for their project team, conducted preparatory activities for the Spring Week of Kindness events, and developed relationships with a local blood bank and universities for conducting Student Blood Donations Day.

- **Playing Life** wrote scenarios for two plays dealing with psychological and behavioral issues, recruited students as actors, and staged the plays at local schools for over 300 people (majority of them youth).
- **Notebook of Friendship and Creativity** (*innovator* model: Notebook of Friendship) received support from the administration and staff of six local schools in developing project events, and distributed project notebooks among school students; this supported resulted in the increase of the *adapter* project team by 11 members.
- **Independent Center of Legal Consultations for Elderly People** (*innovator* model: Student Consulting Center for the Elderly in Samara) delivered 36 psychological and legal consultations for elderly people, including 6 consultations at homes for those people who cannot come to the center due to various physical conditions.
- **Development of Volunteer Movement** (*innovator* model: Replicating the Experience of Club "Firn" in the Volunteer Movement in the Republic of Buryatia) trained 23 students from 6 higher education institutions and vocational schools of Chelyabinsk in the field of social journalism and PR and involved them in the campaign for promoting volunteer movement in the city of Chelyabinsk.
- **All That is Genius is Simple** (*innovator* model: Fresh Wind) recruited over 60 high school students to participate in their training program, which resulted in 6 mini-projects being implemented in Ozersk district.

## Irkutsk Region

Projects in Irkutsk are also diverse in their nature and are aimed at preventing risky behavior among youth, historic and cultural preservation, increasing tolerance towards people with disabilities, youth engagement and volunteerism, and promoting public awareness of local issues. These projects should be particularly noted for their successful efforts to engage local government and establish relationships with other organizations in implementing their activities.

The following are key project activities and impact in Irkutsk during this reporting period:

- **Object of Our Attention** held an event entitled "Social Responsibility in Russia» for over 600 youth as a way to attract their attention towards current social problems and identifying ways of solving them.
- **School for Volunteers** (*innovator* model: Youth Cultural Movement "Golden Generation") conducted a city-wide youth volunteer festival for 270 university and high school students to promote student activism and volunteerism.
- **Albatross** conducted a long-distance skiing competition for 50 people to symbolize the difficult travel conditions that Russian soldiers had to endure during winters of WWII and to build stamina and endurance in young people as well as give them respect for the soldiers. They also conducted a 10-day expedition on the ice of Lake Baikal for 164 young people, including many from rural areas outside of Irkutsk and two groups of orphans from Angarsk and Sliudiak, during which they visited many notable sites in the Baikal region.
- **Youth Club "Golden Generation"** (*innovator* model: Replicating the Experience of "Club "Firn" in the Volunteer Movement in the Republic of Buryatia) conducted a training for at-risk high school students in teambuilding, project development, and conflict resolution.
- **Youth Bank** conducted preparatory project work, designed a website, collaborated with *innovators* to develop a fundraising strategy and conducted an outreach campaign informing over 1000 local students about their project.
- **Building Bridges – Cameras in Children's Hands!** developed their team and conducted preparatory work; they also recruited eight disabled youth in the village of Zarechniaya to participate in the project. This group encountered a leadership change which resulted in their inability to access project funds and, thus, delayed some of their project activities until the next reporting period.

- **Creating Folk Garment** (*innovator* model: Handmade Folk Costume) developed a plan for collecting information on local crafts and traditions and conducted research in the local archive-museum.
- **While You're Young** conducted several trainings for project participants and the community, such as "Civic Initiatives in Local Communities", "What is PR", and "The Role of Youth Press Centers in Community Democratization"; trained project participants in various aspects of running a press center and in conducting community needs assessment; and published the first issue of the newspaper "Algatui Newsletter", which was very positively received in the community.

Although the true impact of the YDCP projects in the seven regions will be assessed more extensively closer to the end of the program, it is already very clear that the project activities are having a very positive effect on the young people engaged, on those who they benefit, and on their communities. These 55 projects have collectively:

- Contributed to the improvement of relationships between people of different cultures, ethnic background, and abilities;
- Provided safe recreational opportunities for children and their peers;
- Raised the level of attention to youth issues and concerns in their regions;
- Engaged youth in volunteer activities;
- Mobilized their communities to address local problems and needs;
- Helped students gain practical professional skills and training; and
- Contributed to the general overall well-being and confidence of the young people involved.

The success and accomplishments of these *adapter* groups would not have been possible without the close support and mentoring from the original project designers – the *innovators*. This relationship has been one of the pillars of the YDCP approach, as it relied on the direct knowledge transfer between the project designers and those replicating their ideas in new regions. The relationship with the *innovators* was significant to the majority of the *adapter* teams, and they expressed that the *innovators'* experience, support, and guidance were very important to their efforts. Throughout the year, the *innovators* and *adapters* communicated via phone and email, and visited each other's home towns for in-person trainings and consultations.

### **Adapter Applications for Second Round of Funding**

As noted earlier, due to the different schedules of grant implementation, both Karelia and Stavropol *adapters* completed their first round of projects in June 2009. As a result, they began the application process for the second round of grants in September 2009. In order to encourage *adapters* to supplement IREX funding with local resources, IREX stipulated in the second round application instructions that YDCP will provide a maximum \$2500 if the *adapters* show that they have secured a portion of their project cost from other sources, such as government, businesses, and individuals. IREX and the *RCOs* selected second round grantees in October, taking into consideration how well the *adapter* implemented their project during the first round and their project's co-financing. The remaining five regions will apply for the second round of grants in December 2009, during Year Three of program implementation. The application form asked *adapters* to provide information on the project goals, first-year results, and proposed plans for the second year. A substantial portion of the application was dedicated to information on the local resources they mobilized and their plan to get additional resources.

All seven projects in Karelia applied for the second round funding to continue and expand their activities. As was requested, they had to come up with a substantial portion of the total budget from sources other than IREX, in order to show local support of their projects. The **Object of Attention** is planning to continue the survey work and informational campaigns to educate the public about community issues, as well as hold trainings in social marketing. They are planning to reach at least 25,000 people with their efforts, and have mobilized 33% of the total project funding from local resources, including free use of space at the city youth center as well as use of Internet and equipment. The **Children's Legal Chamber** is planning to get 47% of the total project cost from local resources, such as space rental and use of computer equipment. They will continue their work to train young people in Karelia about their rights and engage youth from throughout the Republic in creating branches of the chamber in different cities and villages. They are planning to closely collaborate with government representatives and the local Ombudsman to ensure that the rights of children are protected. **Scout Notebook** is reporting 50% of the total second round project budget from cost share – items and services being donated towards the projects include 20,000 rubles from the Scout of Karelia organization

and 20,000 rubles from the members of the Scout Organization toward the printing of the notebooks. During the second year, they are planning to engage at least 1,000 students (ages 10-16) from six additional municipalities across Karelia as well as incorporate an online version of the notebook in the form of blogs.

**Fresh Wind** will continue engaging young people in Sortavala into community work, by recruiting, training, and providing them with the means to carry out small community projects. The project team is planning to get 34% of the total project cost from local resources through things such as Internet/phone use, AV equipment, supplies, and space rental. **Youth Voice** is promising to provide 39% of the project cost from additional sources in the form of consultant work, event space, and transportation costs. They are planning to train 10 additional high school volunteers in sociological research and engage them in at least three research projects on the issues important to young people. The **Youth Bank** is prepared to get 48% of the project funding from local resources, mainly in the form of a grant from the city administration in the amount of 30,000 rubles (and, potentially, up to 90,000). They will fund 10 small, needs-based community projects by local youth teams. **I'm Opening a Business** is promising to raise 63% of the project cost from other resources -- the largest portion among all the groups in Karelia. The majority of this funding will come from the organization where the project is based -- The Center for Youth Engagement -- and will be in the form of Internet, computer, and AV equipment use. They are also planning to get the equivalent of 40,000 rubles from local education institutions, the city administration, and the Center for Youth Engagement. During the second year, they will train 50 university students in business strategies and engage 25 of them in developing actual business plans for local enterprises. They will also continue their mentoring relationships between businesses and the students.

In Stavropol, two of the project teams decided not to apply for the second year funding. For **Mirror for the Region**, the reason was the pressure from the local authorities and, for the **Housing Law School**, it was for more personal reasons, mainly the coordinator's difficulty keeping up with the project's demands due to other time commitments. The other five projects decided to continue their work and apply for funding. **While You're Young** will continue to promote youth press centers and engage young people in Svetlograd and surrounding villages in implementing community projects. They are promising to raise 33% of the total project budget from local resources, specifically 10,000 rubles from the administration of Petrovsk district, 6,000 rubles from the administration of Svetlograd, and 1,500 in produce from a local entrepreneur for various program activities. Additionally, they are planning to get 22,500 rubles in media coverage, technical support, and consultations. **Restore the Past** is planning to get 35% of their project cost from local resources in the form of free space, AV equipment, costumes and transportation. They will continue the work they began during the first round, but during the second round will expand their activities to focus on the life of the young people in the 1940s, during the Great Patriotic War. They are planning to research information and collect materials to create an exhibit on the subject in the local historical museum as well as create publications to be distributed in the local community.

**Rainbow Bridge** has allocated 70% of their project budget to come from sources other than the YDCP grant. They will extensively use space and equipment of the youth library in their project as well as get technology from the library to use in their activities. During the second round, they will continue conducting trainings and activities aimed at improving multi-ethnic tolerance, but will also expand their project to include activities to improve tolerance towards people with disabilities. The **Object of Attention** is planning to engage 2,000 people from Stavropol and surrounding areas in discussing youth issues, as well as will work on young people's engagement in community activities and projects. They are planning to get 33% of their project cost from local resources in the form of additional funding from their university, consulting services, and free use of space. The **Notebook of Friendship** is planning to get 76% of the project cost from local resources, such as Internet and phone use, trainings, use of computer equipment, transportation costs, as well as the cost of the notebooks printing, which will be covered by the parents. During the second year, they will engage 6,000 young people in drawing and writing in the journals and will incorporate an online version of the notebook into the project.

In several of the cases in both Karelia and Stavropol, the project leadership changed -- as in the case of **Notebook of Friendship** and the **Object of Attention** in Stavropol and the **Object of Attention** in Karelia -- which may lead to an initial learning curve and some transition pains. Because some of the coordinators had participated in the project during the first year, this transition should be fairly smooth, without negatively impacting the project activities. During the second round, IREX will continue to work closely with all the *adapters* and *RCOs* in Karelia and Stavropol to ensure successful project implementation, focusing specifically on the project sustainability and mobilization of additional local resources to continue the activities after YDCP. Please see Attachment 4 for the Adapter Second Year Application.

## Objective 1 Youth-Driven Model Targets Achieved During Year Two

Targets in Second Year Work Plan	Targets Achieved in Second Year of YDCP
Approximately 35 seed grants in the amount of \$5000 awarded for a ten month period for five youth-driven regions.	41 seed grants in the average amount of \$3800 awarded for a ten month period for five youth driven regions.
Eight second year seed grants awarded	12 second year seed grant recipients identified*
Support for Innovators to work with approximately 35 Adapter projects	20 grants in the amount of \$8000 are awarded to Innovators to support 41 adaptor projects.
Seven Fundraising Academies held with 400 trained	Seven Fundraising Academies held with 500 trained

\* All 12 second year seed grants for the two regions that completed their first round of grant activity in Year Two were identified. The seven adapters from Karelia received funding by the close of Year Two. The transfer of funds to the five adapters from Stavropol was delayed until the start of Year Three due to the time needed to clarify financial reporting.

## Objective 2 Activities

Within the Youth-Driven program model, the *adapters* work to make sure their projects become sustainable initiatives institutionalized within the local community. To this end, in Year Two IREX worked with the *adapters* to strengthen their understanding of networking and partnering with local stakeholders, including government, business and media. This involved inviting local stakeholders to all key events and working in cooperation with them when necessary. RCOs in each region facilitated individual meetings with key local actors to assist with securing additional resources for programs.

In addition, IREX organized Fundraising Academies in all seven Youth-Driven model regions in spring 2009. The Fundraising Academies brought together *adapters* for workshops and activities to introduce key fundraising concepts and techniques to the teams. Participants learned how to make their organizations more sustainable through innovative fundraising, public relations campaigns, as well as government and business support. The workshop included lectures, interactive activities, group work, and role play games that focused on fundraising and program sustainability. The trainers also used concrete examples from their own experience working in NGOs to assist the participants. In between the activities, IREX staff and the trainers met with the participants to outline potential roadblocks and develop individualized action plans to meet their specific needs. The trainers also provided information to the participants about upcoming grant competitions that would be appropriate for their organizations. Through both the large group activities and the individual coaching sessions, each of the organizations was able to develop a concrete action plan and fundraising strategy.

During Year Two, the networking and partnership building, along with the Fundraising Academies, were crucial to securing funding for the second round of *adapter* projects and the overall sustainability of YDCP initiatives. In each region, project teams were actively pursuing additional resources in the form of individual, government, and business support. Due to the economic situation in Russia, their efforts to engage the private sector have been less successful than hoped for, but in some cases this was balanced by the stronger support of the government or the *adapter's* own organizations contributing their resources toward the projects. Below is a discussion of the accomplishments in this respect in Karelia and Stavropol, who completed the first round of their projects during Year Two.

### Republic of Karelia

The impact of the financial crisis in Russia has been particularly noticeable in Karelia because for two of the projects—**Youth Bank** and **I'm Starting a Business**—business involvement is central to the success of their activities. For example, despite their very active efforts to engage the private sector early on, **Youth Bank** had at times a difficult time fulfilling some of their planned activities because they were unable to obtain the desired level of funding for micro-projects from businesses. In many cases, these businesses were either unable to provide financial support or could only provide in-kind support, such as space, use of a pool for project participants, use of computer equipment/Internet, or consultations. Five businesses were initially ready to provide financial support locally, but their Moscow or St. Petersburg headquarters did not allow them to do that. To adapt to this development, the project team established a

very successful relationship with the local government, readjusted some of their plans, and reduced the amount and length of the individual grants they were giving out. The local administration stepped in and funded half of the grant pool. The government wants to see this project succeed and develop further, and has promised financial support until the economic situation improves and the project is able to generate more private funds. The following is a list of additional resources that the projects in Karelia were able to secure from local contacts:

- The **Object of Attention** team mentioned that they did not have any problems attracting local support for their project. They were able to establish partnership with local organizations and support in the form of prizes, consulting, and space for talk shows, although they did not quantify that support in financial terms in their report.
- **I'm Starting a Business** received support from the Petrozavodsk city administration, which provided space for events; the project's business-mentors were very actively involved in the project and provided regular consultations and support to student groups and to the *adapter* team.
- **Children's Community Legal Chamber** did not report any cost share in their final report, although they do boast a strong government support of their project.
- **Youth Voice** reported getting 19,000 rubles from the General Consulate of the Netherlands, as well as free consultations and the use of Internet.
- **Scout Notebook** (*innovator* model: Notebook of Friendship) received 2,000 rubles as part of the Youth Bank mini-project competition and additional support in designing their website and using space for events and activities. They also received 147,000 rubles from the Ministry of Social Protection for their fall camp; they also developed contacts with the local administration of the Lakhdenpokh district during the project implementation.
- **Fresh Wind** received 1,000 rubles from the director of Russian radio of Sortovalva, 2,000 from the coordinator of project "Small Cities", as well as printing, office supplies, food, and building supplies from local businesses and individuals. They also received free training and consultation services for their project.
- **Youth Bank** received 20,000 rubles from local businesses, individual donations, the government agency for development of small and medium businesses, and individual businessmen. They also received free use of space, Internet, and funding for mini-projects from the administration of Petrozavodsk region and a local youth center.

## Stavropolski Krai

*Adapter* teams in Stavropol were engaged in efforts to establish public and private partnerships to ensure project sustainability early on, and were able to report concrete support they generated for their projects. It is important to note that most of the teams' efforts to attract local government have been more effective than their efforts to attract businesses, partially because of the undeveloped system/culture of business support of social projects (lack of tax incentives, social responsibility culture, etc.) and largely due to the current financial situation in Russia. The financial crisis, which is felt strongly in the Russian regions, is hindering some teams' efforts to raise private funds to supplement project activities and to continue activities in the future. But, as in the case of Karelia, the teams have been more successful in garnering the support of the government than businesses.

The local government, however, is quite selective in the projects that it supports – the authorities tend to be more receptive of activities that are in line with their political priorities. This includes the **Rainbow Bridge**, since its theme of tolerance is important in this region impacted by ethnic strife. It has established a close relationship with the Human Rights Ombudsman for the region who supports the project and organizes trips related to project activities. **Restoring the Past**, because of its concern for the World War II historical themes, has also been able to secure government help. On the other hand, **Mirror for the Region**, as mentioned earlier, had a difficult relationship with the local government because of the frequent changes in the administration and the fact that the FSB conducted an investigation into the project's origin and funding, which is potentially related to the fact that the project has a journalism focus.

- **Mirror for the Region** attracted local resources in the form of consultant services (3,000 rubles), use of space (7,000 rubles), laser copier (20,000 rubles), copying services (5,000 rubles), and additional staff time (7,500 rubles).
- **The Object of Attention** contributed 30,000 rubles of their own organizational funds towards the project, and secured newspaper coverage (10,000 rubles), use of telephone (2,500), printing of fliers (3,760 rubles) and other materials (760 rubles), professional consultations (2,000), 20,000 in use of space and AV equipment, as well as got numerous discounts for products and services, such as project t-shirts and media coverage of talk-shows. They also reported strong support from other local organizations and the government.
- **Housing Law School** (*innovator* model: Student Legal Bureau) reported initial difficulties in gaining the support of local government for their project. But they eventually overcame that hurdle and were able to generate some local support in the form of consultations (20,000 rubles) and use of space (40,000 rubles).
- The **Notebook of Friendship** (*innovator* mode: Notebook of Friendship) began active fundraising efforts early on, first approaching their friends and family; each of the members held at least five such meetings which gave them an opportunity to talk about their project and practice fundraising with a friendly audience. The team noted that this effort showed adults that they were capable of running their project, and increased their respect of them. As a result of their efforts, a local food company agreed to print their notebooks. The group has also initiated discussions with schools and local government about the second year of the project, and began fundraising efforts with the business side by creating a database of potential businesses to approach.
- **Rainbow Bridge** was able to generate local support in the form of telephone and Internet use (6,700 rubles), supplies (5,115 rubles), funds for competition prizes in the amount of 5,000 rubles, book donations (2,200 rubles), consultations (3,000 rubles), use of space/equipment (25,000 rubles).
- **Restore the Past** project engaged their own organization's additional funding in the amount of 67,000 rubles. They also received donations of costume rental as well as pro bono consultations from several specialists.
- **While You're Young** reported receiving 1,000 from the administration of Andropov district and 700 from the city administration of Svetlograd. They also received small donations of food and building materials from local small businesses and free consultation, training, and photo printing services.

The efforts to engage the local community into the YDCP projects can be observed across all regions. To varying degrees, all of the projects have been able to mobilize some local resources for their activities, which bodes well for the future of these initiatives in their communities. It is also hoped that the economic situation improves in Russia in the near future, and *adapters* will be able to garner more private sector support. But even if it does not, YDCP projects are viewed as needed and effective, and are generating the necessary support from the local stakeholders who will contribute to their continuation. In most of the cases, the organizations where the *adapter* teams are based, have become the biggest advocates of these projects, and are contributing their own funding and resources to ensure the success of the projects.

## C. General Program Activities

### 1) YDCP External Communication Materials

In order to promote YDCP and the work of its participants among external audiences, IREX developed a number of communication materials in both English and Russian, as well as actively sought program outreach and communication opportunities. The materials included a one page YDCP Fact Sheet in both English and Russian, a YDCP brochure in English and Russian as well as regional YDCP Fact Sheets in Russian. These materials have been distributed at all YDCP events in Russia, as well as several events and meetings in Washington D.C. The aim of the materials is to inform local stakeholders about YDCP and contribute to the development of strong local support for the program. Please find the YDCP fact sheet in Attachment 5. To view the YDCP brochure, please go to [http://www.irex.org/programs/ydcp/2009ydcp\\_brochure.pdf](http://www.irex.org/programs/ydcp/2009ydcp_brochure.pdf)

In addition, YDCP staff presented at and participated in several youth workshops and events highlighting the program model and accomplishments. In June 2009, Chief of Party Carol Sorrenti and Deputy Chief of Party Marina Kulinich traveled to Washington, D.C. to speak about YDCP at the inaugural event of the Society for International Development's Youth in Development working group. The interagency working group is co-led by IREX and the International Youth Foundation, and aims to promote the focus on youth issues and the role of young people in international development. The June 11<sup>th</sup> panel discussion titled "What Influences Youth Programming" centered around the issues of institutional, cultural, political, economic, and individual influences on youth programming. Marina Kulinich and Carol Sorrenti spoke about the role of institutions on youth programming in Russia, highlighting YDCP experience in the Republic of Karelia and Tambov region. During the same visit to Washington, DC, they also participated in the discussion "Good Governance: Youth as Agents of Change" held on June 10, 2009 at the World Bank. Kulinich and Sorrenti presented on the role of young people in ensuring good governance, alongside with Joe Raffelberg, Chief of Party of the Media Development Program in Egypt, and Peter Salloum, Program Director of the Youth Civil Society & Leadership and Community Empowerment Programs in Lebanon.

On September 29, 2009, Oksana Jensen participated in the Annual Global Youth Enterprise Conference, organized by Making Cents International and held at the George Washington University. This event focused on programs and efforts to promote youth employment, work readiness, and financial opportunities for young people worldwide. IREX had an exhibit at the event and shared with conference participants YDCP projects focusing on developing work readiness skills and promoting youth employment, such as **I'm Opening a Business**, **Housing Law School** and **Independent Center of Legal Consultations for Elderly People**, as well as on the general vocational competencies that young people's participation in YDCP develops. The interest from the audience in the YDCP model was very strong, and people were motivated to learn more about the program and its approach.

IREX also had a booth at the 2009 "Youth to Youth: Global Youth Conference," a World Bank event held on October 22, 2009 in Washington, D.C., and several IREX staff talked to the stream of visitors about IREX's youth development programs, particularly YDCP. This conference was organized by the young professionals from throughout the World Bank, and covered issues such as youth education, employment, and civic engagement. To see the video of the event, please go to [http://www.youtube.com/user/WorldBank#p/a/u/1/nkT\\_J5j4FLI](http://www.youtube.com/user/WorldBank#p/a/u/1/nkT_J5j4FLI). Marina Kulinich also was invited by "Fund Togliatti", a nonprofit organization from Togliatti, to a roundtable in October that focused on community funding of development initiatives. Kulinich discussed the **Youth Bank** project model as one of the methods of community fundraising to an audience of people interested in community development.

## 2) YDCP Online Clearinghouse

During Year Two, IREX developed the YDCP Online Clearinghouse, an online informational and networking platform designed to connect YDCP project teams throughout the regions and be a resource for program participants as well as implementers of current and future youth-focused programming in Russia. The Online Clearinghouse provides information on the project models, their implementation, and lessons learned. It also includes space for discussions and informs visitors about upcoming specific project and general YDCP events and news. The Clearinghouse was made available to YDCP participants in June 2009, and *adapters* posted information about their activities and shared tips and upcoming events. To help users navigate the Clearinghouse and use it effectively, YDCP staff created a step-by-step guide that explains all of the stages for registration and posting information. In addition, IREX will hold a competition among YDCP participants in Year Three to encourage them to visit the site regularly and add relevant and interesting content to the site about their projects and YDCP activities in their regions. In October 2009, IREX publicly launched the site to a wider audience in a campaign aimed at encouraging young people throughout Russia and the Russian-speaking region to share ideas and read about different project models and ways to get involved in their communities. Information about the Online Clearinghouse was sent to a wide network of youth and civil society actors throughout Russia as well as to partners in Ukraine. The site can be accessed at <http://ydcg.irex.ru/>.

## 3) RCO Workshop

In July 2009, IREX brought together the RCOs from all seven regions implementing the youth-driven program model to discuss the first year of program implementation. A total of 12 RCO representatives were present to discuss YDCP successes, challenges, and future plans. The two-day workshop introduced a unique structure known as "open space discussions" where the RCOs led the discussion topics and were able to direct the discussion. Such a structure highlighted critical topics that the participants were interested in exploring during the workshop, including: how to

motivate and support *adapter* projects; how to measure success of the program; how to promote positive youth development theory; how to network among YDCP participants; and other relevant topics. It was interesting note that the critical issues were different for each region. Karelia reported problems with coordinator motivation and generation handover, for example, while Irkutsk commented on the difficulties of working with regional press. The second day of the workshop focused on Year Three of YDCP and ways to improve program implementation. IREX staff presented the RCO budgets for Year Three, explaining that each of them would be given extra funding for additional trainings to address the types of problems that were mentioned during the open space discussions. Since the factors at play in each region are different, each RCO would be able to decide upon the areas where more support is needed, and each event will be pre-approved by IREX. Sessions were also held on program monitoring, communications, and reporting. The IREX team introduced improved methods and received valuable feedback from the RCOs.

The workshop was a valuable opportunity for RCOs from seven regions throughout Russia to gather to discuss key program implementation information at the mid-way point through the project. Plans were established for Year Three of the program and participants were able to take new tools and ideas back with them to share with their *adapter* teams. In addition, the RCOs were trained on improved reporting, program monitoring, and communications methods in order to develop their capacities of regional leaders in the NGO sector.

## D. Monitoring and Evaluation Activities

### Program Monitoring

In Year Two, IREX updated the YDCP monitoring plan in order to more effectively monitor program implementation and identify any challenges that arise. As noted, the YDCP team provided training for RCOs that covered the key aspects in program monitoring. The YDCP team developed Site Visit Report forms which utilized the revised monitoring tools in order to effectively manage program implementation including tracking program impact, challenges and following up with problematic issues. The new program monitoring tools, combined with the training for RCOs greatly improved the overall monitoring of YDCP implementation during Year Two.

Additionally, IREX continued to collect quantitative data about the program, including data on the number of youth and adults trained as part of YDCP, the number of youth who become implementers of civic education projects, the number of youth benefiting from civic education programs, and detailed data on the program sustainability efforts, including the amount of additional funds the projects were able to leverage. Additionally, IREX has been collecting quarterly data on the two additional indicators requested by USAID (please see the results in the table below).

Indicator	Data
Number of persons completed USG assisted civic education programs	1884
Number of youth able to identify and explain one or more public policy issues affecting them	3056

### Program Evaluation

In 2008, IREX conducted a baseline survey of youth participants of the YDCP Road Shows and Community School activities in the following regions: Kursk, Murmansk, Tomsk, Cheliabinsk, Irkutsk, Karelia, Stavropol, Tambov, Tyumen, and Volgograd. The baseline survey sought to assess the competencies of program participants at the beginning of the program in relation to *Objective 1: Youth develop competencies that allow them to become successful active engaged adults*. In total, 652 YDCP participants (ages 14 and 20) were surveyed, 451 of them girls and 201 boys.

The original baseline questionnaire included a variety of Yes/No, likert scale, and open response questions that addressed the five main competencies: physical and health; personal and social; cognitive and creative; vocational; and citizenship competencies (please see Attachment 6 for the survey template). However, as it was assessed upon further review of the questionnaire and the data collected, it became evident that the way the questions were asked was not effective in collecting reliable data on these competencies, particularly due to the issue of self reporting and

direct questioning on behaviors and characteristics such as smoking, alcohol consumption, drug use, and leadership skills. To remedy the situation, IREX has been working with an experienced Russian consultant Alexey Kuzmin and a premier US-based research firm Social Impact to revise the evaluation plan and corresponding tools to collect data related to competencies development. Despite the issue with the question types and structure, some of the data resulting from the baseline survey is interesting, particularly with respect to gender and regional differences. Below is an overview of the main survey results. For a detailed analysis of the specific questions and responses, please see Attachment 7.

### ***Physical and Health Competency***

According to the data, the majority of the young people surveyed both practice a healthy lifestyle and are aware of the dangers of risky behaviors.

- **64%** of the respondents said they practice a healthy lifestyle, slightly more girls responding “Yes” to this question and with the highest rates of positive answers in **Tomsk** and **Cheliabinsk**; **Murmansk** and **Irkutsk** had the highest rate of negative answers to this question.
- **63%** and **69%** of them viewed nutrition and regular exercise (respectively) as important, although **boys** in **Tambov** considered nutrition not very important and girls in **Murmansk** appeared skeptical about the importance of regular exercise.
- The data on their practice of such unhealthy behaviors as alcohol consumption, smoking, and drug use showed very definitively that young people perceive them as dangerous and majority do not report heavy use of these substances (the validity of the data of this question is uncertain, considering it was asked in a very direct manner and is likely to illicit higher rate of response than is, in fact, the case).
  - **80%** of them said that they either do not drink or drink very rarely (with boys in **Kursk** and **Tomsk** being outliers and reporting heavier rates of drinking than other regions); **87%** perceived it as dangerous (boys in **Karelia** reporting the lowest perception).
  - **86%** said they either never smoke or smoke very rarely (with boys in **Tomsk**, **Kursk**, and **Irkutsk** reporting higher rates of smoking among all the regions); **87%** perceived smoking as dangerous (boys in **Tomsk** and **Karelia** reporting the lowest perception of its danger).
  - **94%** of youth viewed drug use as dangerous, with **100%** of girls in **Kursk** and **Tambov** and boys in **Tambov** and **Tomsk** perceiving it as very dangerous.
  - The question about promiscuous sex had a lot more gender difference than any of the other health behavior questions – although overall **83%** said they perceived a danger in this behavior, only **71%** of the boys share this opinion as opposed to **87%** of the girls (boys in **Kursk**, **Karelia**, and **Murmansk** reported the lowest perception of the danger of promiscuous sex among all the groups and regions).

### ***Personal and Social Competency***

When asked whether they think there are any insurmountable obstacles to reaching their personal goals, the majority (**56%**) of the young people felt optimistic about this, with boys in **Cheliabinsk** and **Tambov** and girls in **Tomsk** and **Stavropol** being particularly optimistic, while boys in **Murmansk** and **Volgograd** expressing the highest degree of pessimism with respect to this question. Money, education, lack of will were some of the reasons expressed by those who were pessimistic about reaching their personal goals.

When asked whether they think success in life depends on them and their ability or whether it is negatively influenced by such external factors as corruption and money, the majority of the respondents held an optimistic view of their abilities. It is interesting to note that young people in **Kursk** and **Tomsk** (both Community Schools regions) held the most positive view of their ability – **100%** of them think their success depends only on them. On the other hand, youth in **Stavropol** held the most negative view, **24%** of them saying their efforts have little influence, and it’s all dependent on external factors.

According to the data about the availability of peer support structure, **86%** said they had peers they could rely on with only **2%** saying they did not, which is a very positive social competency indicator. Youth in **Tambov** expressed the lowest level of confidence in their peer relationships with only **65%** of them answering “Yes” and a third of them answering “Not sure”.

In the attempt to reveal their level of tolerance towards other people, young people were asked to score the importance of various factors, such as gender, age, nationality, wealth, and religious preference in their friends. As expected, age appears to be the most important factor in their friendships, while, surprisingly, nationality turned out to be the least important. Also, **78%** of the young people thought they were effective in communicating with their peers, with boys in **Tomsk** being the most confident and boys in Irkutsk the least confident in their communication skills with their peers.

### ***Cognitive and Creative Competency***

Young people were asked to evaluate themselves in various personal skills, such as communication, teamwork, negotiation, and comprehension, in order to assess their cognitive and creative competency. Over **80%** of them rated themselves fairly high in all of these categories, with particularly high ratings for comprehension. It is interesting to note that the girls rated themselves higher than the boys in all skills with the difference being particularly noticeable for negotiation skills.

The majority of the respondents (**71%**) also considered themselves to be individuals who can take on responsibilities and solve problems. The boys in **Tomsk** seemed the most confident in their abilities in this area with **100%** answering “Yes” to this question, while girls in **Tomsk** seemed the least confident of all the regions with **17%** answering “No” and only **58%** answering “Yes.” This disconnect between the girls’ and boys’ perception of their skills and abilities in **Tomsk** is particularly interesting, and would be worth exploring further. The young people were then asked to rate their various problem-solving skills. Once again, the majority of them rated themselves fairly high in these areas, particularly in their ability to evaluate a problem and understand its causes. In response to the question whether they feel prepared to achieve their personal goals, the overwhelming majority (**92%**) of them answered affirmatively. Such positive answers are very surprising, given the difference in age and socio-economic standing among the young people in the group. Girls and boys in **Kursk** and **Stavropol** felt particularly confident in this area.

### ***Vocational Competency***

The majority of the young people (**92%**) also said they had career plans for the future (girls in **Kursk** being the most confident and boys in **Tomsk** and **Tambov** being the least confident). Significantly lower number of them (**72%**) reported knowing what to do in order to get their “dream job” and **81%** of them expressed that they felt prepared for work. Once again, the reliability of the data based on these questions is difficult to assess, because of the way these questions were asked. The data was also inconsistent, particularly in the case of **Tomsk**, where boys in **Tomsk** had one of the lowest response rates for the question about whether they have career plans, yet who, at the same, time expressed the highest confidence about their preparedness for work. The other data that is also likely unreliable is the question about their readiness to start a family. Considering that this question is not appropriate for all age groups and there is a high variation in the age rate among the respondents, it is, thus, not surprising that only **46%** of them answered “Yes” to this question, stating their age and lack of education and financial foundation as some of the reasons for their unpreparedness.

### ***Citizenship Competency***

This set of questions and the corresponding data are particularly interesting and appear to be the most useful with respect to program activities and their impact. It is interesting to note that girls expressed stronger confidence and higher levels of civic participation than boys with the majority of citizenship skills, with girls in **Kursk** being particularly noticeable in this respect.

The first question that the young people were asked was related to their knowledge of their own rights and their readiness to defend their rights in court, as well as protect the rights of their loved ones and of disadvantaged groups. Overall, **63%** of the young people felt knowledgeable about their rights and **56%** of them were prepared to defend them in court. It is interesting to note that they felt particularly strongly about protecting the rights of their loved ones – **83%**

of them answered “Yes” to this question as opposed to only **4%** answering “No”. This rate of response was **27%** higher than their response about protection of their own rights. Also, the rate of response about the protection of their own rights was **6%** lower than for disadvantaged social groups. These results indicate a high degree of altruism and concern for others among the respondents. In most cases, the rate of “Yes” responses to these questions was higher among girls, particularly with respect to the question about the protection of social groups, in which case it was **11%** higher.

When asked about their leadership skills, the majority had difficulty answering this question and only **30%** said “Yes.” **Girls in Kursk** were the most confident in this respect (**79%** of them said “Yes”), while boys and girls in **Murmansk** reported the lowest confidence level. Then, they were asked to rate their ability in the various aspects of leadership skills, such as managing other people, public speaking, persuasion, conflict resolution, and mediation. Persuasion and conflict resolution were rated the highest among the skills, and public speaking was the lowest.

Young people were also asked to report on their involvement in community service, and the overall level of engagement was fairly low, with only **35%** of the total respondents saying “Yes”, **13%** saying “No”, and **35%** “Not sure”. The high level of young people who were uncertain about their responses could be because they did not understand the question, particularly what community service means. The gender difference is particularly noticeable in this question, as significantly more girls report being engaged in community service. The most active youth, based on the answers, appear to be girls in **Irkutsk** and boys in **Cheliabinsk**. Overall, **Cheliabinsk** was the region with the highest level of community engagement among the surveyed youth while **Tambov** turned out to be the least engaged region. Among all the groups and regions, boys in **Tambov** seem the least active with **77%** of them saying they are not engaged in community service. The young people surveyed also have a fairly low perception of the potential of their community engagement to change their society for the better – only **49%** of them expressed that their community activities can make a difference and **13%** of them said that it does not. Girls in **Kursk** were the most optimistic in this respect, where boys in **Tambov** were, once again, the most pessimistic.

When asked in which civic activity they were ready to participate in, most chose volunteer activities and activities of youth organizations. Participation in activities of advisory committees organized by the government and fundraising were scored the lowest. These answers are fairly expected, as there are more opportunities for young people to participate in volunteer activities and to be involved in youth organizations, as opposed to getting involved with a government advisory board. Girls had the highest readiness in all these aspects than the boys, particularly in the case of participation in volunteer activities and youth organizations. This appears to be consistent with the gender difference in responses to the previous two related questions about community service.

Youth were further asked about their actual participation in the political processes, and the results indicate that this participation is fairly low. Only **33%** of them said they participated in the political processes in their community, **23%** on the regional level, and **19%** on the federal level. Slightly more girls than boys appeared more active on the community and regional levels. When answers are disaggregated by region, it appears that the girls in **Tambov** are the most politically active in their community (the boys in this region were fairly inactive). In fact, girls in **Tambov** had fairly high “Yes” answers across all three categories of political involvement. This answer is very surprising, taking into account that only **16%** of the girls in **Tambov** said they were involved in their community. It appears to be inconsistent with their earlier answers. The girls in **Kursk** are the least politically active in their community. In fact, **Kursk** appears to be the region with the lowest level of political activity among youth – only **25%** of the overall youth said they were engaged locally, none regionally and **6%** federally. It would be interesting to explore why there are such differences between **Kursk** and **Tambov** in their level of political engagement, particularly considering that **Tambov** appeared the least active region with respect to community service and the most pessimistic about the value of their community service, according to the data discussed earlier. The age of the young people surveyed in these two regions could be one of the reasons; another reason could be the students who were recruited by the RCO in **Tambov** may be more politically inclined than the youth participating in the Community School program in **Kursk**.

The final question asked young people to report on the specific political activities they are engaged in, such as meetings and demonstrations, elections, political parties, and political youth organizations. The data shows that the majority of young people surveyed are not very involved in the various aspects of political participation. Among these activities, the one that appeared to be the highest is participation in elections. Political party activities and membership in youth organizations appeared to be categories where the young people were the least involved. The data shows that

girls are more active in the elections and political youth organizations while boys were slightly more active in political parties.

### III. ANALYSIS OF YEAR TWO ACTIVITIES

#### Introduction

In Year Two of implementation, YDCP program activities were ongoing in all of the ten target regions, as *adapters* and *NRs* engaged in the replication of effective youth program models. The facilitation of these activities has afforded IREX the opportunity to develop a keener understanding of several key elements necessary for successful youth programming in Russia, including: establishing partnerships with key local stakeholders; engaging marginalized youth; building the capacity of local organizations; establishing a youth network both within the regions and across Russia; as well as facilitating the replication of process itself.

#### Establishing Local Government Buy-In

In order to develop sustainable youth programs, IREX has focused on establishing partnerships with local government at various levels. The aim of these partnerships is to institutionalize the youth programs and integrate them into the communities' civic activities. During Year Two, IREX worked intensely with the *RCOs* and *NRs* in all ten regions of intervention to establish and strengthen such partnerships. From the onset, the implementing organizations were trained in how to partner with those individuals and institutions that could contribute to the sustainability of their programs.

While in many regions strong relationships between the civil society sector and the local government already existed, in other regions, it took time and a great deal of effort to establish such partnerships. For example, in Karelia and Tambov, the *RCOs* had a great deal of experience working with local government. They were able to work in tandem from the very beginning and maintained close working partnerships throughout program implementation. It is interesting to note that these two regions represent opposite ends of the spectrum of political openness and democracy. Karelia is arguably one of the most progressive regions of Russia, and has benefited from a great deal of foreign donor funding. Tambov, located in the traditional red belt, is quite conservative, and the government maintains fairly tight control on social programming. Despite these basic differences, both *RCOs* are experts in dealing in their particular political milieu. The Karelia *RCO* director, Dennis Rogatkin, has long been an actor on the youth scene, and is an expert in promoting and lobbying for his youth programming agenda through the various levels of local government. Using these channels, he has been able to get a great deal of support for his *adapters*. The **Youth Bank** received 30,000 rubles for its first grant pool from the Youth Department of the City of Petrozavodsk. After a successful first round of project implementation, this same city organization promised 90,000 rubles for the second group of mini-grants.

The key to the success of the Tambov *RCO*, however, lays less in the political maneuvering and more in the ability of its Director, Tatiana Derevyagina, to work in concert with an established and highly centralized local government. Using her strong relationships, Derevyagina has been able to secure a great deal of direct government support for the YDCP models, in many ways incorporating them into existing local structures. The **Student Legal Bureau**, for example has received space for its legal consultations from the Department of Public Relations of the city administration of Tambov. A member of this organization also assists the students in handling inquiries that involve city ordinances.

As was seen above, the *RCOs* in both Karelia and Tambov were quite adept and experienced in dealing with the governmental structures that exist in their particular area. In other regions, where there were no strong partnerships between NGOs and the government, IREX assisted the *RCOs* and *NRs* to establish such relationships with these local stakeholders in order to secure program support. In particular, it was necessary to initiate a dialogue with the local government and educational institutions and select areas of intervention that were of interest to them. For example, Volgograd region previously had little experience with international programs such as YDCP. Despite initial skepticism, the government was supportive of YDCP primarily because several Youth-Driven project models that were selected addressed a critical regional issue: disabled persons. Similarly, Stavropol regional authorities are concerned with relationships between the different ethnic groups living in Stavropol and the surrounding regions, and, thus, are

supportive of initiatives that address tolerance and cultural preservation. IREX's experience in these regions has highlighted the need for a range of project models in order to meet the needs of the region and thereby gain governmental support for positive youth programming.

In general, it can be concluded from IREX's Year Two experience that different strategies are needed in order to secure support and establish working partnerships with governmental authorities. In several regions, establishing such partnerships is connected to the strength of the *RCO* or *NR*. In other regions, such as Volgograd and Stavropol, it is dependent on the regional interests of local stakeholders. The Community School model has shown, however, that in many instances a demonstration of the effectiveness of youth programming based on positive youth development and advocating collective solutions will be enough to persuade reluctant local governmental bodies. In Kursk, as was outlined earlier in the report, after the dramatic decrease in crime statistics in one of the community schools, the local Education Committee promised to include money for school civic projects into its budget for 2011. Based on this experience, IREX plans to continue to work closely with the *RCOs* and *NRs* to strengthen the partnerships and work within the needs of the region.

Specifically, IREX plans to use the successes from Year Two to assist YDCP grant recipients in securing support, and further institutionalize YDCP initiatives. Strengthening partnerships with the local government will be a primary responsibility for YDCP grant recipients in the final year of program implementation. IREX will include all the government, civil society, and media contacts into the listserv in order to share information about YDCP successes and impact as well as further distribute informational materials. In addition, in coordination with *RCOs* and *NRs*, IREX will plan additional events to strengthen the partnerships between grant *adapters* and Community Schools and key local stakeholders. Such planned events during Year Three include roundtables, meetings, fairs and discussions with government aimed at securing support for program initiatives.

### **Engaging Marginalized Youth**

A core aim of the Positive Youth Development (PYD), on which YDCP is based, is to develop youth into healthy, engaged, and successful adults. This theory empowers youth by treating them as a resource to be developed instead of a problem to be solved. It postulates that, when young people are given project responsibility and are able to observe the tangible results of their efforts, their sense of self-esteem and feeling of control over their environment increase dramatically. They then become much more focused on their own development and that of their community. PYD programming can be highly effective within the general youth population in a country like Russia, where society, and especially educational institutions, tend to be organized hierarchically and with very little autonomy for its young people. It is possibly even more crucial for the great numbers of marginalized youth who are considered at risk in Russia today. According to PYD, young people who are, for one reason or another, considered by the society to be "difficult" should not be isolated from the general population so that their problems can be addressed. Rather they should be integrated into positive youth programs that accept them as they are, and that encourage them to contribute their particular skills in an effort to resolve a community issue. The resulting sense of purpose and confidence facilitates the personal development of these young people.

The YDCP program defines marginalized youth as young persons who are from isolated small-town areas, who have had trouble with the law, who do not excel at school, who have been raised in dysfunctional circumstances, or who have a disability. From the onset of implementation, IREX has worked to include as many young people as possible from these categories into *adapter* groups and community school project teams. This integration has not been without difficulties, however, and despite efforts to recruit marginalized youth for all program activities, naturally, the most active youth were drawn to YDCP. In addition, the engagement of marginalized youth is hampered by the lack of youth specialists in the implementing NGOs, as well as lack of experience accessing these groups of young people. Despite these challenges, IREX has observed several interesting developments during the second year of project implementation.

Firstly, some YDCP project models are designed specifically for the participation of marginalized youth, such as **Cameras in the Hands of Kids**. This project involves disabled and non-disabled youth in photography projects. While working together in creative pursuits, both categories of youth involved built their own confidence and skill level, while at the same time breaking the stereotypes they hold about each other. This model has had great success in Volgograd, a region with an exceedingly high percentage of disabled individuals due to chemical industrial pollution. A local bank has contributed cameras to the project and then sponsored an exhibition/contest that has done a great deal to raise

community awareness about the issue. Participation in this and other aspects of the project has significantly reduced the feelings of exclusion of many of the participants, most of whom live in remote and isolated dormitories for the disabled. One of them, 20 year-old Alexander Maxnev, had never felt connected to the life of his city. After participation in the photo exhibit, he was able to get a job with as a photographer for a local newspaper.

Other YDCP models are designed to target marginalized youth as secondary beneficiaries. The model **Notebook of Friendship**, for example, aims to help school-aged children who do not do particularly well in school raise their self-esteem. The students begin by making entries/poems/drawings in ordinary school notebooks. This activity encourages them to observe and analyze their environment and possible future roles within it. As the program continues, the notebooks become a kind of passport to an entirely new world of competitions, trips, and other activities that are designed by older successful students. In many cases, however, after participating in these activities, many of the school children become interested in the project, and are now assuming key roles of leadership in the *adapter* teams. This transformation from beneficiaries to active YDCP participants during Year Two is an excellent example of PYD in action. The project is also effective in engaging young people who had already had trouble with the law. The **Notebook of Friendship** in Stavropol, for example, works with a correctional school for youth with prior legal problems. The project coordinator noted that she observed the positive effect of the project on these young people, as the notebooks give them an opportunity to express their thoughts and feelings, in a positive manner without invoking judgment or criticism.

Finally, some models of YDCP have been very successfully adapted for at risk, marginalized youth. **Mirror for the Region**, for instance, is currently being implemented in two very small and isolated villages in Tyumen region, where the situation for young people is very bleak. Most of the project implementers have never even seen the capital city of their region, and were quite apprehensive about a trip to the home base of their *innovators* in St. Petersburg. Yet, within the boundaries of the journalistic game that is the basis of this model, the visitors were put on an equal footing with their more experienced counterparts. They integrated into groups where teamwork was essential, and roles had to be assigned quickly. The young people then interacted with adult professionals on an equal footing, and later produced news articles under the pressure of a rigid deadline. This experience was extremely empowering for the *adapters*, most of whom live in isolated areas plagued by boredom and negativism. In St. Petersburg, the students developed a feeling of mastery, and their sense of self-worth increased. They realized that they could interact with adults as well as their counterparts from other regions, on serious issues. Moreover, they discovered the efficacy of journalism as a means to allow the youth perspective to be heard. The Tyumen RCO reported a great change in the young people after their trip—they seemed much more confident of themselves and very motivated to implement the project in their home towns.

In Stavropol Krai, the same model is being used to integrate marginalized young people from an orphanage with their peers from a regular school. After the first round of the project, the teachers from the orphanage noticed a great difference in the social skills as well as the academics of the orphanage students who had taken part. They had, for the first time, made friends with school students and had generally become more open and confident.

Similarly, the model **Golden Generation** was originally intended for gifted students. The Irkutsk region *adapters*, however, modified the design to target youth who already had problems with local law enforcement authorities, and this approach has already achieved significant success. One 14 year-old participant was on the verge of being transferred to home schooling due to his dangerous behavior in school. He attended the first meeting of the project with a great deal of skepticism, carrying a knife “just in case I need to defend myself.” After a few months, however, he has grown interested in the activities, and plays an active role in the group. The project coordinator attributes the change to the fact that in the YDCP program, “Artyem was accepted for who he is, without any judgments.” This is indeed one of the tenets of PYD. Young people should be encouraged to develop from where they are, building on the natural skills, talents, and interests that they already have. The success they achieve will then motivate them to develop further.

Of course, in many instances the most active and involved youth were originally drawn to the YDCP models. However, as the popularity of the projects grew, the less involved and at-risk young people showed an interest in participating. This development was particularly observed in the **Rainbow Bridge** and **Object of Our Attention** project models where participants are encouraged to promote ethnic tolerance and explore youth issues in their communities. In addition, this transformation was observed in the Murmansk and Tomsk Community Schools, where marginalized youth only became interested when they saw their peers participating in the program.

In general, IREX has observed a widening of the sphere of activities during Year Two as YDCP has become more well-known in the regions. In Year Three, IREX will work with the *RCOs* and *NRs* to build on the momentum of the projects and further engage marginalized youth. As a result of this observation, in Year Three, *RCOs* and *NRs* will continue to invite interested, marginalized youth to become involved in YDCP program initiatives, even if they were not part of the original project teams. While these youth will not have the benefit of going through the initial capacity building trainings, they will be able to participate in YDCP program activities and learn from their more experienced peers.

### **Capacity Building of Local Organizations**

With the aim of establishing sustainable youth initiatives, a core focus of YDCP has been to develop the capacity of local organizations. In Year Two, IREX organized a number of capacity building activities for *adapter* grant recipients including: grant and finance management, fundraising, communication, and partnership development trainings. In addition, IREX worked closely with the grant recipients to improve their overall grant management through individual consultations during site visits to the regions. Despite the ongoing capacity building during the first two years of program implementation, IREX has observed areas for improvement in the organizations' program implementation and grant management abilities.

Specifically, IREX has identified a need for finance, reporting, and project cycle management trainings in order to more effectively implement their programs. Most of the *adapter* organizations do not have experience with managing grants and many have only been part of a governmental agency's budget, and many are located in small insulated towns and villages. As a result, there is a lack of understanding about grant and financial management. An additional reason for the difficulty in meeting reporting requirements is the lack of experience with financial systems within the organizations and lack of professional financial staff. In YDCP, IREX works with several municipal organizations that have extremely centralized, bureaucratic finance systems that complicate the management of the grant. There were several instances during Year Two where IREX and the *RCO* had to intervene in order to facilitate the transfer of money to the recipients.

To address these key grant management issues, IREX organizes specialized trainings for the financial managers of the organizations. For example, the award of the second round grants was delayed for projects in Stavropol due to their poor record of financial grant management during the first project round. The organizations in Stavropol are not as familiar with foreign funding and reporting requirements, and have a generally more lax approach to financial management than organizations in other regions. To get the teams here up to speed with their responsibilities, YDCP Grants Manager Olga Fomina organized and conducted an additional financial orientation for the accountants and project coordinators from each *adapter* team in Stavropol before awarding their second round funding. The seminar was held at the *RCO* headquarters and covered in detail the second year grant agreement and financial reporting responsibilities of each project team. Olga Fomina also answered the numerous questions that the seminar participant had; they found this information and the additional training very helpful. In coaching these organizations in the correct financial management and reporting practices, YDCP is also helping professionalize their practices to help them secure and manage future domestic and international funding.

In addition to developing the financial management skills, IREX aims to strengthen their fundraising, communications, and monitoring and evaluation practices. As noted, IREX observed several areas for improvement in the organizations' overall program implementation, including program monitoring and communication, two key components of successful program implementation. In order to achieve this, IREX modified the program reporting format in Year Two to emphasize program impact, monitoring of program implementation and public relations efforts. In addition, the *RCOs* and *NRs* have focused on building the skills of the *Adapters* and *Community Schools* in these areas. The results have already become clear. The organizations have started to analyze their work and focus on the impact of their activities within their team and in their community. Additionally, the organizations have begun to concentrate on publicizing their programs in order to gain the support of local stakeholders and secure future funding from the government, businesses, and individuals. Although the quality of the program reporting and monitoring has improved, IREX will continue to focus on building the capacity of the grant recipients to monitor program impact and improve their communication and public relations efforts.

Although the situation varies from region to region, overall, IREX has noted this lack of experience, and will provide additional trainings and support to the organizations in Year Three, based on each regions individual needs. Before planning any training events, the *RCOs* and *NRs* will conduct a needs assessment, drawing on their experiences working with the organizations and focus groups conducted with YDCP participants. Based on the results of the needs

assessments, IREX will approve the trainings and will facilitate their planning and delivery. With the assistance of IREX in Year Three, the YDCP grant recipients will further develop the skills and experience necessary to establish sustainable youth programs that become institutionalized in the communities of intervention.

### **Establishing a Youth Network**

In all YDCP regions, there are Community Schools and *adapters* working on different youth programs ranging from preserving local culture to developing vocational skills. While many of these programs have different aims and audiences, they all work within the framework of YDCP, encourage youth engagement, and utilize PYD. As a result, IREX supports collaboration among YDCP participants within the regions as well as throughout Russia. Although YDCP is not a formal network of youth programs, IREX has encouraged the grant recipients to work together on several projects, share resources, and regularly communicate within their regions. During Year Two, IREX organized several events where YDCP participants within a region gathered for trainings, roundtables and other events. At the Fundraising Academies held in each of the seven youth-driven model regions, for example, the *adapters* in each region identified ways in which they could derive mutual benefit from each other. In addition, through the *innovator/adapter* mentoring relationships and the YDCP Online Clearinghouse, IREX supported partnerships among YDCP participants throughout Russia. Despite such efforts, there is a need to further assist YDCP program participants in establishing a network of engaged, civic-minded youth in Russia.

The structure of YDCP connects youth in each of the ten regions of intervention. The regional focus of YDCP helps motivate the Community Schools and *adapters* to cooperate as they have the opportunity to pool resources, organize joint fundraising campaigns, and reach a larger audience. Within the Community School program model, the *NRs* have encouraged the schools to work together throughout Year Two and several are planning joint projects in their communities during Year Three. Within the Youth-Driven program model regions, the Youth Empowerment Road Shows in Year One established regional groups of YDCP participants and encouraged the development of a youth network within the regions from the onset.

Throughout the year, IREX observed several examples of partnerships, sharing resources and networking within the regions. This relationship sometimes develops when two organizations are replicating the same model in one region. In Volgograd, for example, a very interesting synergy is developing between school children in the village of Gorodishe and university students at Volgograd State University. These two very different groups are united by the fact that they are replicating the model on **Development of a Volunteer Movement**. They were first united by their common *innovator*, Club Firn from Buryatia. In addition to shared information, press contacts, and activity plans, the older students are serving as excellent role models for their younger counterparts, inspiring them with a sense of hope and belief in civic activity. In Tambov region, two groups are replicating the **Student Career Center**—one in Tambov and one in Katovsk. They have pooled their resources in order to conduct region-wide research on the labor market and also organized joint career day activities.

Other cooperation within a region occurs when groups adapting different models can find synergy in their activities. In Karelia, for instance, within the framework of the **Notebook of Friendship** model, young participants devised small community improvement projects. One of these projects is now receiving a mini-grant from the **Youth Bank adapter** group. In Tyumen, the model **Fresh Wind** also includes a mini-grant component. Thanks to the exchange of information between the Tyumen models, one of the participants of project **Albatross**, Natalia Babkina, was able to participate in a seminar on project design offered by **Fresh Wind**. The project that Natalia created, entitled “Healthy Lifestyle through Extreme Sport,” was awarded implementation funding. And, finally, in Karelia, the model **Object of Attention** organizes talk show based on issues that are important to local youth. They are given expert advice on this issue by the *adapters* of **Youth Voice**, a group of sociology graduate students who, as part of their YDCP project, are examining several social issues in Petrozavodsk. In all these cases, the impact of one program is magnified through the activities of a second project.

There are also examples when *adapter* groups from one region pool resources in order to create a larger joint event. Two different *adapter* groups are currently replicating **Notebook of Friendship** and **Fresh Wind** in the Ozersk in Chelyabinsk region, which was a closed city until recently. Both these models are aimed at involving school-aged children in community projects, and this summer they created a joint festival for the 900 school children attending the city summer camps. The *adapter* groups set up several booths where the participants could take part in several kinds of interactive activities (team events, excursions, sports contests) that highlighted the history of the city.

Despite all of the natural connections, there are still challenges in establishing a network of active youth in the YDCP regions. One such challenge stems from the competition among organizations for funding. An example of this was noted in Tambov, where two organizations in different smaller towns within the region are replicating the **Handmade Folk Costume** model. The *RCO* reported difficulties in making the two organizations work together, share experiences, and organize joint events. It was noted in Tambov and other regions that, although there are no negative attitudes towards other organizations, they do not see any distinct advantages in networking with other organizations. In general, the *NRs* and *RCOs* noted that, if the Community Schools and *adapters* see a tangible benefit of cooperation, they will cooperate with other groups. The idea of establishing a larger youth movement from which other initiatives may develop is still very much a new concept among youth programs in Russia. However, in Year Three, IREX, in cooperation with the *NRs* and *RCOs*, will conduct further networking and training activities to improve understanding and increase the motivation of Community Schools and *adapters* to network and cooperate within each region.

The structure of YDCP also fosters the development of networks and partnerships throughout Russia via the *innovator/adapter* partnerships and the Online Clearinghouse. Within the Youth-Driven program model, the interaction between the *innovators* and *adapters* has fostered partnerships between organizations throughout Russia. These partnerships were established in Year One and Two and continue informally through the Online Clearinghouse and online communication. While it can be a challenge to establish strong partnerships across Russia due to the cost of travel and logistics, there have been several successes during Year Two. Within the Youth-Driven program model, the *innovators* are well-established organizations and have the experience and ability to create a network among their *adapters*. They have organized events, developed mechanisms, and have additional funding to expand their experience to other regions. The **Student Legal Bureau** project in Tambov has become part of a larger Russian Student Legal Bureau network established by the *innovator* from Nizhni Novgorod and funded by international donors. In addition, the **Youth Bank** *innovator* from Togliatti has established their own informal network of YDCP *adapters*, inviting Youth Banks from Petrozavodsk, Tambov, and Irkutsk to their events and informing them about all activities. IREX noted that the most successful interregional partnerships have been developed by successful *innovators*. Additionally, The YDCP Online Clearinghouse has become a forum for communication between participants and a center for sharing information and news about program activities, funding opportunities and best practices in youth programming. The Clearinghouse connects YDCP participants from across Russia and provides a free opportunity to maintain contact, plan potential joint initiatives, and learn about other participants' successes. While there is the challenge in a country as large as Russia to establish a network of engaged youth, the structure of the YDCP *innovator/adapter* relationships and the Online Clearinghouse have made it possible to establish partnerships among YDCP's ten regions. IREX is working with the *NRs* and *RCOs* to establish a network of engaged, civic-minded youth in Russia. YDCP participants have the knowledge, means, and motivation to stay connected and learn about news, events, and partnerships opportunities from other active youth both within their own communities and throughout Russia.

### Replication of Successful Youth Programs

YDCP utilizes the Positive Youth Development Theory to empower youth and develop their competencies by facilitating the replication and expansion of successful programs. Although the project themes vary within the models, they all develop core citizenship skills and community awareness among the participants. As each region is different, YDCP is designed so that the models can be adapted to meet the particular needs within each region.

Within the Youth-Driven model, youth teams selected those project themes they were most interested in and those that would be most accepted by the local government. Themes such as small business development, working with disabled persons, and preservation of local culture foster many of the same citizenship skills as human rights and community journalism projects. The *adapters* are able to adapt the model to fit their region. For example, the **Rainbow Bridge** model was replicated by two different regions to meet the particular needs in their community. In Stavropol, there are issues with the different ethnic groups in the region and the *adapters* focused the project on tolerance. In Volgograd region, environmental issues have resulted in a large number of people in the region having disabilities. The Volgograd *adapters* decided to take the **Rainbow Bridge** model and use it to address disability issues within the region. Similarly, the Volgograd and Chelyabinsk regions adapted a program model that develops a youth volunteer movement in order to meet their needs. In Volgograd, the *adapters* recruited volunteers to assist World War II veterans, while the Chelyabinsk group focused on mobilizing volunteers for blood donations, since the *adapter* organization focuses on HIV/AIDS work in the region. In both the Community School and Youth-Driven program models, YDCP participants

assess the needs in their communities and adapt their programs accordingly. Whether it is a Community School or an *adapter* in one of the Youth-Driven regions, participants are encouraged to use the skills gained in the project to determine how their projects could most benefit their community.

#### IV. CONCLUSION

During Year Two, the YDCP program completed its first cycle of grant implementation. Within this period, all three *NRs* in the Community School regions completed one round of activity and selected and trained the school teams for the second round. The *adapters* in the seven Youth-Driven regions also started their project activity. Those in Stavropol and Karelia completed a cycle in Year Two, while those in the remaining five regions will do so at the start of Year Three. Twelve of the fourteen *adapters* in Karelia and Stavropol have also successfully completed the process for a second round of YDCP funding.

The projects funded in this reporting period represent a wide range of youth civic and community activities with themes on a variety of social issues including children's rights, historical and cultural preservation, youth employment and entrepreneurship, tolerance, and the development of volunteerism. In each instance, young people defined a community problem and worked with adult partners to solve it. In doing so, they developed their sense of self-worth and belief in their ability to effect change. They have also acquired skills that will be useful to them as active adults and citizens.

During Year Two, these project teams, with the support of IREX, the *NRs*, and *RCOs*, have established solid partnerships with key local stakeholders from government, media, and business to ensure the institutionalization of their activities. Many have also found internal support for their program from within their own organization, thereby strengthening its chance for a sustained future. Additionally, many of the teams have formed networks with projects in their own and other regions. The YDCP Online Clearinghouse, launched during Year Two will greatly aid the communication among the youth participating in YDCP, and also attract other youth to civic and community projects.

The YDCP program has also had a significant effect on the small organizations hosting the youth project teams. Thanks to their interaction with IREX during Year Two, these local institutions have gained a great deal of experience in project monitoring, program and financial reporting, as well as an understanding of foreign donor regulations. They have had the opportunity to network with counterparts from other regions and to develop stronger relationships with the representatives of government and business in their own communities.

The networking done by these organizations and their youth teams during Year Two has led to a much stronger understanding of the inherent value of the type of youth programming that YDCP represents. The Russian government tends to favor large, massive youth "events" such as a "Week of Kindness" or a rock-music festival. These events, planned and organized by adults involve youth in a rather passive manner and for a short period of time. In both the community school and youth-driven models of the YDCP program, however, young people play an active responsible role in the projects they implement and in actually solving community problems over a long period of time. This sustained activity, and the positive results it brings, has a very positive effect on the youth involved. As has been explained in the report above, local authorities have already noticed this effect on at-risk youth. Their interest can be utilized in promoting the proliferation of youth in civil society programs such as YDCP.

During Year Three IREX will facilitate the implementation of the second round of grant funding in all ten target regions. A strong emphasis will be placed on the institutionalization of the projects through the strengthening of partnerships with key local stakeholders, and on providing strategically important trainings as needed. The active participation of program stakeholders in the Online Clearinghouse will increase the network of project teams and the number of young people interested in social projects. Finally, IREX, with the assistance of American and Russian M&E specialists, will conduct a comprehensive evaluation of the overall effects of the YDCP program, and also provide more in-depth knowledge on the state of Russian youth programming.