



The project financed by the US Department of State, the Bureau of Counterterrorism and implemented by Search for Common Ground Kyrgyzstan

# Social Media for Deradicalization in Kyrgyzstan: A model for Central Asia

Final project evaluation

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## ABBREVIATIONS

CWG	Consultative Working Group
CTB	Counter Terrorism Bureau, US Department of State
FB	Facebook
MIA	Ministry of Internal Affairs
NGO	Non-government Organization
OK	Odnoklassniki
SCRA	State Commission for Religious Affairs
Search	Search for Common Ground
SMM	Social Media Marketers
TOR	Terms of Reference
VE	Violent Extremism
VK	Vkontakte

*Search for Common Ground* (Search) in Kyrgyzstan implemented a pilot project called “Social Media for De-radicalization in Kyrgyzstan: A Model for Central Asia” which has been ongoing since September 2016. The project was completed in October 2017. The project was financed by the *US Department of State - Bureau of Counterterrorism*. Search commissioned an external evaluation of the project in July 2017. This report presents the findings of the evaluation.

According to the project proposal, the project’s objectives were 1) to provide online social media platforms which were to serve as channels for youth to express their grievances in constructive ways and 2) to promote diversity and pluralism as an alternative to violent extremism.

The project engaged with social media in two ways: 1) developed messaging campaign products and ran a social media campaign involving media experts (professional campaign); 2) awarded grants to young people for designing counter-messaging initiatives/events and spreading them through social media outlets (participatory campaign). Within the professional campaign, three videos were produced in three languages (Kyrgyz, Uzbek, and Russian), 22 pictures (motivators) with the text of hadiths from the Koran were created by the media production company, and 5 infographics were developed by the youth coordinator. The professional media campaign was run on social media to test relevance and acceptance among social media users in Kyrgyzstan. The participatory campaign was conducted by young people among their peers in eight districts that are highly vulnerable to recruitment.

The evaluation had two specific objectives: 1) to assess the success of the project in achieving the project objectives and contributing towards the goal set out at the beginning of the project and 2) to generate lessons learned and provide recommendations for future programming. The evaluation was guided by key evaluation questions (See TOR in Annex 1), structured along the OECD-DAC criteria namely, relevance, effectiveness, intermediate impact, sustainability with additional criteria of lessons learned and scaling up. The evaluation team conducted key informant interviews with project partners and focus groups with youth project beneficiaries, carried out a desk study, and reviewed project documents and media products produced within the framework of the project.

## Relevance

Working with social media to prevent radicalism is relevant to the current conflict dynamics in Kyrgyzstan as it is one of the key ways for people to get radicalized - by obtaining information and being exposed to the recruitment by radical groups. The project evaluation showed that the right social media outlets such as Facebook (FB), Odnoklassniki (OK), VKontakte (VK), Instagram, YouTube, and WhatsApp were used as these outlets are commonly used by young people to acquire radical content.

The Search project had a range of unique features in promoting dialogue between different stakeholders. Young people were given freedom to decide what initiatives they wanted to focus on which enabled them to choose the ones that they thought were relevant to the context of their areas. The involvement of the state institutions (e.g. Department 10 of MIA) as presenters on the training was unique. Most importantly, the project put an emphasis on alternative positive narratives rather than counter-messaging in their social media products to provide the group at risk of radicalization with alternative ideas. For example, a notion of *Peaceful Jihad* (daily personal development for doing good deeds) was promoted as a positive alternative narrative to armed Jihad.

## Effectiveness

The project has succeeded in facilitating an online social media platform as a tool for constructively expressing their grievances among youth. All young participants interviewed used social media outlets for de-radicalization work for the first time. Further, the comments left by internet users were limited in number and most of them were about either the quality/content of project video messages or not relevant

to radicalization. Nonetheless, a few cases of personal communication of the media experts and youth showed that it is possible to engage young people either radicalized or having radical views to engage in discussions where they shared some of the grievances. Thus, the project made its first step in facilitating the utilization of online social media platforms for youth to express their grievances.

The project also contributed to the enhancement of communication and collaboration between government actors, religious leaders, and civil society actors on discussing and deliberating P/CVE in Kyrgyzstan and developing recommendations for alternative citizens' narratives. The CWG is a vivid example within which the project aimed to bring together different actors. Equally as important, the evaluation identified a number of cooperation cases within small grants where state and non-state actors came together to address the drivers of radicalization among youth.

## **Intermediate impact**

The project successfully contributed to shaping learning and skills among the project stakeholders and motivated them to incorporate these skills into their work on de-radicalization. In general, the youth participants, as well as grant recipients, expanded their knowledge about radicalization, extremism, and fanaticism and gained skills in critical thinking and problem-solving. Most of the youth grant recipients appreciated the involvement of media experts and that helped them to learn how to conduct social media campaigns and produce videos. They also gained experience in working with different actors such as researchers, experts, scientists, state institutions, local authorities; and learnt how to do networking and establish contacts with other stakeholders.

Other stakeholders such as government officials, religious leaders, and CSOs understood that there is a need for educating the population, especially youth, about religion and how to use social media for this purpose. All in all, the project stakeholders, including young people, realized that there is a need to positively engage youth in de-radicalization activities.

A common vision was formed that prevention of VE is a complex issue and needs to be addressed from different angles, starting from religious education in schools to keeping pace with technologies in the social media to counter it. The stakeholders asserted that the work with local government bodies should be strengthened as they know the situation in communities. Work through local NGOs to roll out new practices and target more people was also stated during the fieldwork. In addition, media experts expressed their intentions to work further in the field of de-radicalization among young people and in the prevention of VE by applying jointly for grants.

## **Sustainability**

The project succeeded to ensure a certain level of sustainability of the pilot's efforts. This was done by applying a locally owned approach involving young people in the *Participatory Social Media Campaign*. The grant recipients are willing to continue to address the causes of radicalization among youth by continuing to conducting online and offline campaigns using social media outlets. Most of the grant recipients, even those who implemented their projects for the first time, now understand the notions of VE and the need to counter it.

An important contribution to the sustainability of the project efforts was the development of a toolkit, under the title "Social Media for De-radicalization: A Practical Guide", on using social media to tackle VE. The Toolkit provides a step by step process of creating a social media campaign to counter VE based on the experience of the project which can be used by *Search* and other actors in the future.

## **Key messages for future actions**

- There is a need to promote an open discussion and education about religion, especially on issues such as Jihad, so that it does not become 'a taboo subject' where radical/extremist groups take advantage of it. Currently, however, people are afraid to discuss religion as they do not want to

be considered radicals. There is an opportunity to facilitate the open discussion of religious matters and promote education about religion, especially on the community level.


- The project once again demonstrated that there is a need to work with youth, especially school children before they leave school, by engaging them in the useful developmental activities (education, sport, entertainment, etc.), showing them role models, filling in an ideological vacuum and providing them with socio-economic opportunities. The emphasis should be put on the most vulnerable ones.
- Women remain a group which is poorly researched and not much involved in projects of this kind. There is an opportunity to do such a project on women and religion to explore the intersection of these two themes.
- While the internet and social media outlets are gaining popularity in Kyrgyzstan, especially among youth, the rates are still too modest to claim that media outlets, especially social networks, are the key factor of religious radicalization. The offline activities are still pertinent and important. Therefore, there is an opportunity to combine these two modes (online and offline).
- Social media campaigns are necessary and their importance will grow with the increase in the number of internet users. However, for conducting social media campaigns, one needs to understand the audience and be sensitive to the differences between social media outlets to create tailored actions.

## Recommendations

Based on the findings and the key messages derived, the evaluation furnishes following recommendations for future programming.

- Combine the online and offline activities to promote de-radicalization.
- Design social media campaigns by considering the specifics of each social media outlet and its purpose and audience.
- Ensure that the content of a media campaign (videos, pictures) is relevant and sensitive to the needs, interests, culture, and language of the audience.
- Making the content of a media campaign short and clear.
- Increase the number, size, coverage, and diversity of small grants to work with youth and engage them in more positive and constructive forms of behavior and improve their critical thinking skills.
- Involve a larger number of women in the project activities and include a clear gender element into the research.
- Build the capacity of local media on producing the content on de-radicalization.
- Expand project activities, particularly the small grants, to other areas.
- Revise the project implementation strategy as follows:
  - Identify different categories of youth and adjust the message of the content and/or work approach to each category.
  - Involve religious leaders (e.g. imams) in the project team and community level.
  - Involving popular social media networks users into the team of social media marketers in the project.
  - Collaborate with popular websites and groups/account holders on social media outlets to promote project content
  - Carry out further research to understand the link between labor migration and radicalization for future programming activities.
  - Facilitate life skills training among young women in Madrassas



- Improve social media campaigns based on the pilot project
  - Expand a spectrum of activities of grants, given out to young people
- 

## 1. INTRODUCTION

### 1.1 PROJECT OBJECTIVES AND INDICATORS

The project “Social Media for deradicalization in Kyrgyzstan: A Model for Central Asia” was implemented from September 2016 to October 2017. It had two sets of objectives that slightly differed according to the award document and project proposal as shown in Table 1. The discussion with the relevant staff of *Search* Kyrgyzstan indicated that the divergence of the two sets of objectives had been brought to the attention of the donor. However, the process of consideration and approval of one set objectives by the donor has taken a long time; while, the duration of the project has been short (12 months). Thus, the project has pursued both sets of objectives which have identical performance indicators (see Table 1).

*Table 1: Project Objectives and Indicators*

Objective	Indicators
<p><b>Objective 1 (Award)</b> To strengthen awareness of Kyrgyz government actors and local institutional leaders, including non-governmental organizations and civil society actors, of specific local dynamics of violent extremist radicalization in the online space, and build the institutional will to coordinate whole-of-society approaches to countering online-based violent extremism.</p>	<p>Performance Indicator 1 – Number of local institutional actors (disaggregated by individual/organization) – including non-governmental actors – participating in initial workshops to develop counter-messaging campaign.</p> <p>Performance Indicator 2 – Number of Consultative Working Group (CWG) members participating in initial workshops to develop counter-messaging campaign (disaggregated by sector – law enforcement, religious leaders, civil society, etc.).</p> <p>Performance Indicator 3 – Production and analysis of research findings on key attitudes and recruitment trends.</p> <p>Performance Indicator 4 – <i>Search for Common Ground</i> will launch a social media campaign on the most popular platforms used in Kyrgyzstan.</p>
<p><b>Objective 1 (Project proposal)</b> To provide online, social media platforms which serve as channels for youth to express their grievances in constructive ways.</p>	

<p><b>Objective 2 (Award)</b> To increase local Kyrgyz institutions' access to counter-messaging content, and ability to effectively deploy counter-messaging against online violent extremist recruitment.</p>	<p>Performance Indicator 1 – Number of community leaders trained in developing counter-messaging content throughout duration of the project.</p> <p>Performance Indicator 2 – Number of participants selected for sub-grants.</p> <p>Performance Indicator 3 – Number of counter-messaging program initiatives designed and developed through project sub-awards.</p> <p>Performance Indicator 4 – Design and promulgation of content development toolkit.</p> <p>Performance Indicator 5 – Number of participants in sub-granted counter-messaging activities.</p> <p>Performance Indicator 6 – Number of social media platforms engaged via project-designed counter-messaging campaign.</p>
<p><b>Objective 2 (Project proposal)</b> To promote diversity and pluralism as an alternative to violent extremism</p>	

The expected outputs (results) of the project were:

- Consultative Working Group (up to 22 members from gov't, CSOs, and media) established and 3 meetings held.
- Two social media partners selected and two media experts hired for 5 months to conduct newly-designed campaigns.
- Developed youth message based on youth needs and identified popular media channels.
- Designed Social Media Campaign.
- 2 media campaigns and 60 days of social media public messaging conducted.
- 10 small grants to young leaders' creative campaigns given.
- A toolkit guide on positive counter-messaging (alternative positive messaging) is printed and disseminated among CSOs, Media partners, and youth leaders.
- Project Evaluation/Final Conference conducted.

## 1.2 EVALUATION METHODOLOGY

The evaluation had two specific objectives: 1) to assess the success of the project in achieving the project objectives and contributing towards the goal set out at the beginning of the project and 2) to generate lessons learned and provide recommendations for future programming. The evaluation also had a set of specific questions (See TOR in Annex 1) structured along the OECD-DAC criteria: relevance, effectiveness, intermediate impact, and sustainability. There was an additional criterion (lesson learned and scaling up) to evaluate the project's experience in more depth. These criteria have served as a framework for data collection and analysis as well as report writing.

The evaluation used different data collection methods: a desk study, semi-structured interviews, focus groups, and a review of social media products and statistics.

It should be mentioned that the methodology in the TOR and the final methodology differed. The TOR specified conduction of a quantitative survey with a sample size of at least 422 (384=10%). However, after discussion with *Search*, the survey was omitted from the methodology. The survey would require a large number of project assistants to cover the mentioned above number of sample size which could

increase the budget for the final evaluation. Besides, no clear vision of who and with what questions to approach the anticipated sample audience was agreed between the evaluation team and the project team.

The list of project documents and literature review is presented in Annex 2. Particularly, project proposal, logframe, quarterly reports, monitoring reports, the final reports of the media experts and grantees were carefully studied and analyzed. Video products produced within the professional (by the media experts) and participatory (by grantees) campaigns were viewed by the evaluators and checked in terms of views, *likes, dislikes, shares, and comments*.

Semi-structured interviews and focus groups were conducted with the following numbers of with project partners, beneficiaries, and Search staff who were selected using a purposive sampling which implies choosing the most informative interviewees. In total, 41 project team members, partners, beneficiaries were interviewed.

*Table 2: Project stakeholders interviewed during the project evaluation*

Project stakeholders	Data collection method	Number of people involved in the evaluation
Government representatives of CWG	Interviews	2
CSO representatives of CWG	Interviews	4
Media representatives of CWG	Interviews	2
Young people who received grants	Interviews and focus group	10
Young people who participated in the training and grants	Focus group	6
Leader of the Action Research	Interviews	1
Team leaders among youth	Interviews	2
Media production partners and experts	Interviews	3
State Committee of National Security	Interviews	1
Spiritual Administrant of Muslims of Kyrgyzstan	Interviews	1
State Committee on Religious Affairs	Interviews	1
Ministry of Internal Affairs	Interviews	1
Assembly of the Kyrgyzstani Ethnic groups	Interviews	1

**Semi-structured interviews with Search team and the donor**

Semi-structured interviews were conducted with relevant *Search* staff and donor’s representatives to discuss the project implementation and outcomes.

- Keneshbek Sainazarov – Country Director
- Mirgul Karimova – Former Project Coordinator
- Indira Aslanova – Current Project Coordinator
- Sheradil Baktygulov - Design, Monitoring and Evaluation Specialist
- Mr. Anand Prakash from CT Bureau

### 1.3 STRENGTHS AND LIMITATIONS OF THE EVALUATION

The evaluation methodology had several strengths:

- A diversity of research data collection tools was used. This made it possible to study the project from different perspectives and triangulate data. For example, the final reports of media experts and grantees were triangulated with the use of interviews and focus groups.
- Flexibility of the evaluation team and Search's M&E Specialist in Kyrgyzstan to make decisions to meet the challenges of the fieldwork, such as unavailability of young people who participated in the training.

The limitations of the evaluation methodology included:

- It was difficult to gather young people, who participated in the training only because some of them changed their phone numbers and others were either on holiday or left the country.
- Due to the short period of the project, government officials and other partners had a limited opportunity to participate in the project. Due to this, some of them were hesitant to meet with evaluators as they felt invaluable as informants. Some of the informants were on business trips during the evaluation fieldwork.

## 2. EVALUATION FINDINGS

This part of the report presents the evaluation findings based on the OECD DAC criteria: *relevance*, *effectiveness*, *intermediate impact*, and *sustainability*. The key message is that the pilot project on de-radicalization has been successfully implemented. It analyzed social media outlets related to the project and produced several lessons learned to help improve *Search*'s work with social media on addressing de-radicalization of youth in the future. The project also identified a range of avenues for future activities on preventing radicalization in general in which *Search* can engage.

- Working with social media to prevent radicalism is relevant to the current conflict dynamics in Kyrgyzstan as it is one of the key ways for people to become radicalized - by obtaining information and being exposed to recruitment by radical groups. The project evaluation showed that the right social media outlets such as Facebook (FB), Odnoklassniki (OK), VKontakte (VK), Instagram, YouTube, and WhatsApp were used, as these outlets are commonly used by young people to acquire information of radical content.
- The project has succeeded in facilitating an online social media platform as a tool for youth to constructively express their grievances. All young participants interviewed used social media outlets for de-radicalization work for the first time. Further, the comments left by internet users were limited in number and most of them were about either the quality/content of project video messages or not relevant to radicalization. Nonetheless, a few cases of personal communication of the media experts and youth showed that it is possible to engage young people either radicalized or having radical views to engage in discussions where they shared some of the grievances. Thus, the project made its first step in facilitating the utilization of online social media platforms for youth to express their grievances.
- The project successfully contributed to shaping learning and skills among the project stakeholders and motivated them to incorporate these skills into their work on de-radicalization. In general, the youth participants, as well as grant recipients, expanded their knowledge about radicalization, extremism, and fanaticism and gained skills in critical thinking and problem-solving. Most of the youth grant recipients appreciated the involvement of media experts and that helped them to learn how to conduct social media campaigns and produce videos. They also gained experience in working with different actors such as researchers, experts, scientists, state institutions, local authorities; and learnt how to do networking and establish contacts with other stakeholders.

### 2.1 RELEVANCE

#### 2.1.1 WHAT IS THE RELEVANCE OF WORKING IN SOCIAL MEDIA TO ADDRESS DRIVERS OF VIOLENCE EXTREMISM?

The evaluation identified that the project's work in social media was **relevant** to address drivers of violent extremism. Several interviewees stated that social media outlets enable people to obtain information about radical forms of religion and act as a tool for religious radicals to recruit new members. For example, young people echoed the findings of the Action Research<sup>1</sup>, conducted within the project, which clearly stated that young people used social media outlets to acquire information about religion including its radical forms which exposed them to violent extremist radicalization. "*Groups promoting violence are active users of social media and the rest of the society such as young people should be more active to*

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<sup>1</sup> Action Research was conducted in the beginning of the project and took a form of a situation analysis rather than a baseline study. The aim was to identify which social media platforms were commonly used by youth and groups of young people at risk of radicalisation. This information laid the ground for the social media campaign. The report of the Action Research in Russian can be found

<https://drive.google.com/drive/folders/0BzIKIDCprmkiaKF6SDAxZWVhU0E>

prevent it”, noted one of the young people. Further, a CWG member informed that “there is a war going on in social media and we (Kyrgyzstan) are losing this war”. Similarly, the chief operative of the 10<sup>th</sup> Main Department of the Ministry of Internal Affairs (MIA) asserted that the recruitment of new extremist members takes place via social media networks.<sup>2</sup>

Nonetheless, the evaluation participants also stated that offline activities are as important as online ones to address radicalization and violent extremism. For example, one of the interviewees said that “Personally, what I learned from the project is that social media networks [...] are catalysts for radicalization... with them, the process is accelerated, but this is not a starting point. It [radicalization] happens offline based on trust between people”. He went on to say that there are a number of other factors contributing to the radicalization of young people such as poverty, social isolation, and a lack of religious education and role models, which require offline face-to-face activities with young people to address them. For this reason, grant holders among young people and social media marketers (SMMs) claimed that small grant projects, which focused on offline activities, were equally important as the online ones. In line with these assertions of evaluation participants, the desk-study<sup>3</sup> conducted by the evaluation team revealed that drivers of violent extremism in Kyrgyzstan are diverse and complex including political, social, religious, and cultural/ideological factors (see Graph 1 in Annex 4). Consequently, to address the drivers (i.e. root causes) of religious radicalism/violent extremism, one needs to work on social, educational, political, ideological, and other factors both in online and offline realms.

### 2.1.2 DID THE PROJECT HIT THE RIGHT SOCIAL MEDIA OUTLETS?

The evaluation team believes that the project targeted the right social media outlets. The Action Research revealed that young people used the following social media outlets (presented in the order of popularity) to acquire radical content: YouTube, Facebook (FB), Odnoklassniki (OK), VKontakte (VK), Instagram, Twitter, WhatsApp, Telegram and Imo (Figure 1).

Based on this, all of the content produced within the project was promoted on the first five most popular social media outlets (YouTube, FB, OK, VK, and Instagram). WhatsApp was also added since the project staff and SMMs thought that it helped to spread the content within personal networks, which increased the user’s confidence in the information received. It is also convenient and easy to use as not everyone has a computer.

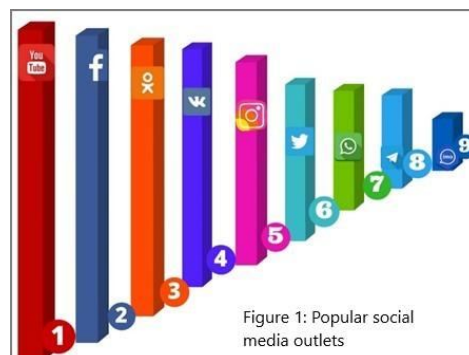


Figure 1: Popular social media outlets

During the interviews and focus groups, partners and young people involved in the project asserted that the social media outlets used by the project were relevant, since young people use them most of the time. However, their feedback indicates that social media campaigns should take into account specific features of each social media outlet and their users (gender, age, social status, education, and level of religiosity)

<sup>2</sup> Erlan Bakiyev 2017, Religious extremism must be warned, available on <http://mvd.kg/index.php/rus/mass-media/all-news/item/4167-erlan-bakiev-religioznyj-ekstremizm-nuzhno-preduprezhdad>

<sup>3</sup> International Crisis Group 2016, Kyrgyzstan: State Fragility and Radicalisation, available on <https://www.crisisgroup.org/europe-central-asia/central-asia/kyrgyzstan/kyrgyzstan-state-fragility-and-radicalisation>, Zarinam Turdieva 2016, The Danger of “Islamophobia” in Kyrgyzstan, available on <http://isdpa.eu/danger-islamophobia-kyrgyzstan/>, Radio Liberty 2014, State, Religion, And Radicalism In Central Asia, available on <https://www.rferl.org/a/central-asia-islam/26707668.html>, Galym Zhussipbek 2013, Religious Radicalism In Central Asia, available on <http://www.rethinkinstitute.org/wp-content/uploads/2013/10/Zhussipbek-Religious-Radicalism-in-Central-Asia.pdf>, Akbar Asanov 2016, Kyrgyzstan takes measures to combat extremism, available on <http://polit-asia.kz/index.php/analytics/security/1912>, Stan Radar 2016, Religious radicalism in Kyrgyzstan - causes the manifestation and likely scenarios of development, available on <http://www.stanradar.com/news/full/22993-religioznyj-radikalizm-v-kyrgyzstane-prichiny-projavlenija-i-verojatnye-stsenarii-razvitija.html>



in the context of Kyrgyzstan. For example, according to evaluation participants, Facebook in Kyrgyzstan is used by educated individuals interested in news and information on political and social issues. Instagram is dominated by online shops and business. OK is a platform for entertainment, where users are not necessarily interested in political or social issues. Facebook and YouTube are not moderated as strictly as VK and OK. Consequently, any future campaigns need to adjust to the specific characteristics of each social media outlet. Further, the evaluation participants, particularly SMMs, stated that, while running a social media campaign, it is necessary to constantly analyze what is happening on social media networks and adjust the campaign strategy accordingly.

### 2.1.3 DID THE TONE OF THE MESSAGING RESONATE WITH YOUTH?

To answer the question as to whether the tone of the messaging resonated with youth (i.e. if young people related the messages to their life, their family and community, because it reminded of their suffering or joy or happiness), the evaluation asked during interviews and focus groups what emotional reactions the content of the videos and pictures triggered in youth. The team also reviewed the relevant reports of media experts and grantees, and, most importantly, viewed project videos and pictures (motivators) on social media outlets to identify the number of likes, shares, and comments, which were considered to reflect what extent people engaged with the project content. In particular, comments were scrutinized in order to identify if young people expressed any joy, suffering, or happiness.

The key result from the analysis is that the project content resonated with youth<sup>4</sup> to a limited extent, mostly because some young people were not interested in the project content and others did not understand the meaning of project content. Uzbek young people could not relate to the videos because the narrator had an accent and the content was not culturally relevant, which is discussed later in the section.



The findings from the KIs and FGDs revealed that young people were confused about the meaning of the video products and, thus, could not connect to them emotionally. Some interviewees noted that the meaning of videos were not clear for some youth. For example, the FGD participant noted: *“The videos were dark and not interesting to watch”*. Another interview participant noted *“there is no need to show weapons or terrorists when you talk about radicalism, the information should be presented by other means, using other words and pictures to convey the meaning more clearly”*.

The same point was made in the online comments. The following screenshots clearly demonstrate that young people were confused what key message the video was trying to convey. In some cases, they interpreted the message in a different way than what was intended. For example, Erjan Kasymbekov says *“Did not understand the meaning. Is it about parents? To fight where? Syria? Iraq? Why?”*. Meanwhile, Aziz Atamirzaev says *“I will atone for guilt in the war with infidels” (repeating words from the video)”. Mmmm. It is clear....”*. Further, the comment by Arslan Mark, Isakov notes that the video has a double meaning; it talks about one thing but hits on something different.



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<sup>4</sup>Project content can be found at these links: YouTube - <https://www.youtube.com/channel/UCSq9WVvt0unRxb1i35-xRug>, OK - <https://ok.ru/profile/576790610626>, VK (webpage) - <https://vk.com/myjihadkg>, VK (group) - <https://vk.com/jihadkg>, Facebook (webpage) - <https://www.facebook.com/lyubovestjzn/>, Facebook (group) - <https://www.facebook.com/groups/positivelives/>, Instagram (account) - [instagram.com/myjihadkg](https://www.instagram.com/myjihadkg)



### Screenshot 1: Comments of users on videos

 **Эржан Касымбек**  
Сути не понял  
28 апр в 21:58 Ответить 



---

 **Эржан Касымбек**  
Про родителей я понял, а куда воевать то ? Сурияга бы? Иракка бы ? Зачем ?  
28 апр в 21:58 Ответить  1



---

 **Айзада Омуралиева**  
Реклама качественная, но больно смахивает на пропаганду экстримизма "я искуплю вину на войне с неверными". интересно кто спонсор этой рекламы.  
29 апр в 8:54 Ответить  1

---

 **Азиз Атамирзаев**  
"Я искуплю вину на войне с неверными, тааак, ясно..."  
29 апр в 9:56 Ответить 

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**Эдиль Байызбеков** добавил 2 новых фото —  вдумчивый.  
3 мая в 12:38 · 

Сижу ночью в ютубе и тут такая жесь выходит  
Это проплаченная реклама перед видео. Жаль, что плохо понимаю кыргызский, не разобрал, о чем он весь ролик говорил...


Еще


Комментарии: 2

---

 Нравится    Комментарий    Поделиться

---

 **Сабыркулов Эмир** наааааайс  
Нравится · Ответить · 3 мая в 14:13

 **Арслан Марк Исаков** Очень "скользкий" материал. Говорят вроде бы об одном, но намек как-бы о другом. Скорее, это сделано специально таким образом, чтобы его можно было пропустить через модерацию.  
Нравится · Ответить · 3 мая в 19:42

*Screenshot 1: Comments of users on videos – Translation*

Erjan Kasymbek

I did not get the point

28 April at 21:58

Erjan Kasymbek

I understood about the parents, but where [he] is going to go to fight? To Syria? To Irak? For what?

28 April at 21:58

Aizada Omuralieva

The advertisement is a good quality but it looks like a propaganda of extremism “I will atone for guilt on the war with kafirs” .. I wonder who is the sponsor of this advertisement.

29 April at 8:54

Aziz Atamirzaev

“I will atone for guilt on the war with kafirs, sooo, clear...

29 April at 9:56

Edil Baiyzbekov

3<sup>rd</sup> of May at 12:38

I was on YouTube when I saw tough thing came up.

This is a paid advertisement before the video. Pity that I hardly understand Kyrgyz, did not get what he was talking about in the video...

Sabyrkulov Emir: niiiiice

3<sup>rd</sup> of May at 14:13

Arslan Mark Isakov Very “slimy” video. They talk about one thing and hint at smth else. I guess it was done this way to approve it through moderation.

3<sup>rd</sup> of May at 19:42

During the FGDs with youth, some members noted that the videos were dull and tedious and sometimes, they did not download quickly and easily. Some of the Search team members also noted that the videos were gloomy and low quality. These young people suggested that the videos should be brief and clear.

Further, during the interviews, it was asserted that the Uzbek version of the videos was not good since the person who spoke on the videos had a Russified accent and it did not sound natural. The content of some of the Uzbek videos was not culturally relevant to Uzbek people so the viewers could not relate to them. For example, in the video “Empty house”, the mother of the main character was dressed in a Kyrgyz style, while, women in the Uzbek culture, especially in the rural areas, dress differently. In other words, an Uzbek person who watched the video would not necessarily connect with the video as the language and acting people were not fully relevant to their culture. This is reflected in the numbers of

video views. The Action Research found that people tend to view the videos if someone from their region (looking alike) and speaking their own language participating or acting in it.

Further, all the videos were aimed at a male audience. In the meantime, the Action Research, desk study, interviews, and FGDs showed that women were also involved in radicalization. Several stories were shared by the interviewees about how women were trying to leave for Syria either with their children or leaving them behind. For example, one of the project participants said that he was also involved in the UNFPA research on the radicalization of women, as a result of which his views on women's radicalization changed. He said that if he had known about this at the beginning of the project, he would have insisted on the involvement of women in the project.

### **Review of likes, comments, and shares**

**The viewers of the project content were young people interested in religion.** The statistics show that people aged 18 – 34 of both genders were the key group who viewed the content (please see Table 7 for the numbers of views).<sup>5</sup> They accessed the project videos using such keywords as *Jihad, halifat, parents, allah, mudjahid*.<sup>6</sup>

**However, audience retention by project videos was low which indicates that they did not become interested in project videos.** Only 14% of those who viewed the videos viewed it until the end. While, on average, the length of the viewing was 1:31 minute (i.e. 69% of the whole video). This suggests that the shorter videos, possibly, would have been effective. Another interesting finding is that the average time of viewing differed on social media outlets. For example, on Facebook, on average only 10 seconds (out of 2:17 minutes) were viewed because the young people noted that 'the videos were too long'.

**The organic interest of users in project content was limited which again indicated that young people did not get interested in project content.** The project could not generate an organic interest from the audience. As a result, it advertised videos for payment which boosted viewing. For example, on VKontakte, 97% of all viewing (79402) was a result of paid advertising. Further, to boost the professional campaign, additional social media marketing specialists were involved and additional content was developed. Table 7 demonstrates that not all videos were equally viewed. The most viewed video in all languages is the "Three days on the train" 26478 in Kyrgyz, 18268 in Russian, 4628 in Uzbek (see Table 7).

**The additional content generated more reaction and engagement from the audience.** For example, a picture "Paradise under the feet of the mother" (a seventy-year-old son feeds his 101-year-old mother) was liked 447 times which is the largest number of the likes in the groups. Additional content involved pictures of real people (not cartoons as in the main content) and environment that invoked feelings of kindness and compassion. One of the media experts noted that he used pictures of his local area (beautiful places) or elements of local culture for additional content which generated interest from the audience living in that area. He also added some text with a deep meaning (not necessarily of religious nature) such as "Follow education from cradle to grave" on the picture of an old man sitting in the mosque and reading. He observed that his audience reacted to these pictures better, according to his students.

**Some of the main content was amended to make their messaging clearer in the end of the project and had better success.** For example, below is the screenshot of the main content before and after revision. The first version had 22 likes and 5 shares; while, the second version was liked 202 times and shared 12 times. The second version had a clearer explanation than the first one. This links to the point made above about a lack of clarity on some of the social media products of the project.

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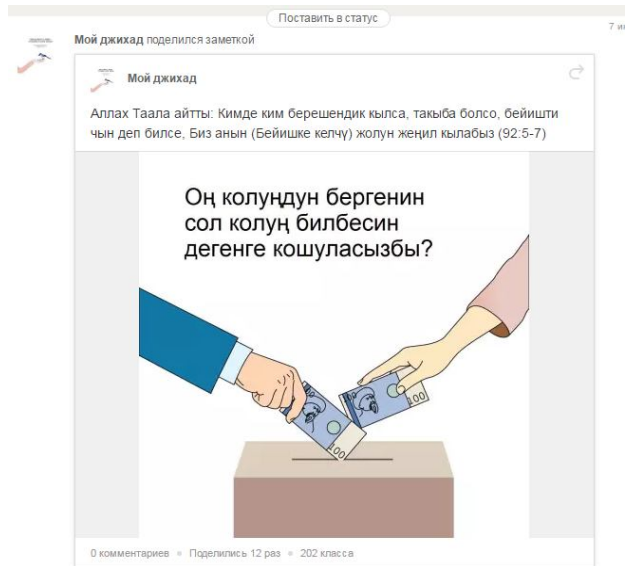
<sup>5</sup> Report of the main media expert

<sup>6</sup> Report of the main media expert

Picture 1: Picture before revision



Picture 2: Picture after giving more explanation in the text



## 2.1.4 WHAT, IF ANY, ARE THE PROJECT'S UNIQUE CONTRIBUTIONS TO PREVENTING AND/OR COUNTERING VIOLENT EXTREMISM IN KYRGYZSTAN THAT WERE NOT PREVIOUSLY BEING PROVIDED BY OTHERS?

To identify the unique contribution of the project, the evaluation team sought to answer the following questions as per the TOR: Are there any other organizations involved in a similar field? What do they do and what is unique about Search's project? The interviewees were asked if they knew any organizations working on radicalization and extremism and what their activities were. A number of organizations were identified which were further studied using online sources (see the bibliography for details). Table 3 in Annex 3 presents international and local organizations which have been carrying out activities on radicalization and extremism in Kyrgyzstan.

The analysis of the information from the interviews and desk-study revealed that, like Search's project, other organizations such as International Alert, DVV International, SaferWorld, and others have engaged in promoting a dialogue between different stakeholders, working with youth and state institutions such as the Ministry of Internal Affairs (MIA), conducting research, and promoting alternative aspirations for young people. Two of the organizations, Yiman Foundation and No 10 Department, have also done some preventive activities online. Despite these broad similarities, it became evident, especially from the interviews, that Search's CTB project had a range of unique features.

The project applied Search's peacebuilding approach to countering VE that contains such key elements as prevention, disengagement, enabling effective state responses, and amplifying credible and constructive narratives. A particular focus was made on a participatory element. Interviewees echoed this young person who stated that *"in comparison with other projects, Search's project let young people decide what initiatives we want to focus on"*. This enabled young people to choose projects that they thought were relevant to the context of their areas. Interviewees also noted that the involvement of the state institutions as presenters in the training was different from other projects. In their experience, representatives of state institutions normally partially participate in the training. Meanwhile, in Search's project, the representative of No 10 Department were present at the training all the times and delivered useful presentations.

Last, but not least, the project put an emphasis on alternative narratives rather than counter-messaging in their social media products. The rationale was that the former is more effective than the latter according to the project staff. Consequently, it was decided that the media campaign would be called "My Jihad" to provide the group at risk of radicalization with an alternative idea of the Peaceful Jihad instead of armed Jihad (as explained by radical groups). For example, one of the messages of the professional campaign was *"The best jihad is daily personal development. It is when one improves his/her skills and mastery every day, overcomes laziness, and disciplines his/herself not for the sake of material values (status, money, power) but for the sake of God"* (Note: The effectiveness of the messages in the videos produced by the project is discussed in Section 3.1).

Meanwhile, other organizations focused on counter-messaging. For example, No. 10 Department of the MoIA ran a project "Internet Patrolling" which aimed to monitor various sources on the Internet to identify content containing extremist and radical ideas. The department involved thousands of young people to help the identify such content on the Internet.<sup>7</sup> Once such content was located, the Department uploaded its own counter-messaging content directed against extremism under the same name as the identified moniker of the radicals.<sup>8</sup>

<sup>7</sup> 24.kg 2017, In Kyrgyzstan schoolchildren and students help in the fight against extremism, available on [https://24.kg/obschestvo/55375\\_vkyrgyzstane\\_shkolniki\\_istudentyi\\_pomogayut\\_vborbe\\_sekstremizmom/](https://24.kg/obschestvo/55375_vkyrgyzstane_shkolniki_istudentyi_pomogayut_vborbe_sekstremizmom/), Open Asia 2015, Kyrgyz youth offered to "patrol" the Internet, available on <http://theopenasia.net/articles/detail/kyrgyzskoy-molodezhi-predlozhili-patrulirovat-internet/>

<sup>8</sup> Erlan Bakiyev 2017, Religious extremism must be warned, available on <http://mvd.kg/index.php/rus/mass-media/all-news/item/4167-erlan-bakiev-religioznyj-ekstremizm-nuzhno-preduprezhdad>

## 2.1.5 WHAT NEEDS TO CHANGE TO ENSURE WE ARE HITTING THIS RIGHT?

In the inception report, this question was clarified - “what needs to change to ensure that we are working with a right group of stakeholders, on right issues, and with right strategies?”.

### **Stakeholders**

The evaluation participants noted during interviews and FGDs that the right stakeholders were involved in the project - such as government institutions, CSO representatives, media experts, media companies, and young people, since it is important to include all these actors to come up with the relevant de-radicalization actions. Nonetheless, the interviewees and FGD participants asserted that the **following changes** can be made in future:

#### **Change 1. Differentiate different categories of youth and adjust the message of the content and/or work approach to each category.**

Social media content was mainly aimed at young males (student, unemployed), who were identified to be at high risk of radicalization based on the Action Research. However, according to the evaluation participants, to prevent radicalism, it is necessary to differentiate different categories of youth (see below), understand potential factors that can lead to their radicalization, and adjust the message of the content and/or work approach to each category.

- 1) *School children of 13 – 17 years old, especially in peripheral and rural areas:* Some of them go to Russia straight after finishing school. Others drop out of school. Thus, they become an easy target for radicalization as they lack awareness of how to prevent/avoid it. Social media products can be comprised of preventing content.
- 2) *Young people of 18 – 25 years:* This is the category which wants to achieve something meaningful in life. Radical ideas might attract them. Social media products can promote positive role models for this category.
- 3) *Women:* As noted above, the project mostly focused on men. Several interviewees and FGD participants asserted that women are also radicalized and factors influencing them are different (e.g. social exclusion, male dominance). Social media content should focus on these factors and target women separately.

#### **Change 2. Involve religious leaders (e.g. imams) in the project team and at the community level.**

Several interviewees said that religious leaders (i.e. knowledgeable imams) should be involved in the project. Representatives of The Madrasas asserted that, even though the training was on religious extremism, there was no religious leader involved with robust knowledge of Islam and the Koran. The same comment was made by media experts that, in some cases, they were presented with counter-arguments by social media users (e.g. via personal communication with WhatsApp members) where they could not provide any strong argument from the Koran and needed someone to consult. Further, in working with communities, the interviews noted that people who have some reputation and whom the population trusts should be involved in the project because religion is a private matter and people prefer to discuss it with people who they know and trust.

#### **Change 3. Expand a team of social media marketers by involving popular social media users**

The project’s social media campaign showed that to promote social media products, a large team of popular social media network users, who are technologically sound and ready to communicate with other users, is needed. For engaging the target group from the regions, it is necessary to involve an individual from that region who is known and trusted by that community.

#### **Change 4. Cooperating with popular websites and groups/account holders on social media outlets to promote project content**

The example of nasaat.kg shows that it is possible to establish links with popular websites and social media groups/account holders for the promotion of project content. A lecture by Chubak Aji<sup>9</sup> delivered and filmed within one of the project's small grants was placed on his website nasaat.kg and all of its social media accounts (YouTube, FB, OK, and VK) which have thousands of subscribers (e.g. YouTube account of nasaat.kg has 118 thousand subscribers). As a result, the lectures were viewed by at least 8000 people and generated 512 likes and 38 comments. This example shows that if the project collaborates with existing popular websites and social media accounts, it can reach out to a large number of religious people including young people, which should be a priority for future.

## **Issues**

The interview and FGD participants showed that *Search* can change the focus of its online and offline activities on several issues to promote de-radicalization.

### **Change 1. Researching the link between labor migration and radicalization for future programming activities**

Several interviewees noted that there could be a link between radicalization and labor migration since according to their observation, migrants who return to Kyrgyzstan start practicing Islam differently and spreading information about Islam which differs from the local practice/interpretation of the religion. These observations of evaluation participants as to how the two phenomena are linked need to be researched and, based on the findings, future programming actions need to be taken.

### **Change 2. Promoting critical thinking among young people**

The discussions also indicated that young people lack critical thinking skills, and thus they do not engage in the critical analysis of the videos of radical content they watch. Therefore, some evaluation participants urged the project to improve young people's critical thinking.

### **Change 3. Promoting an open space and access to religious education/information**

Most interviews also emphasized that lack of religious education is another pressing issue. Young people do not receive religion-related information from authoritative sources, such as in school, and are left to find out about the religion on their own, which exposes them to the risk of encountering information of a radical/extremist nature. Some of the interviewees also noted that imams (religious leaders) are conscious of speaking of Jihad openly while there is a necessity to explain to young people what Jihad means in Islam and that it can be peaceful. This suggests that there is a need to promote an open space and access for young people to receive religious education/information.

### **Change 4. Promoting life skills of young women in Madrassas**

During the interviews, it was mentioned that young women who study in Madrassas, lack life and vocational skills which limit their future employment chances and lead to social exclusion (identified as one of the factors of radicalization). A Madrasa representative said that they need support with teaching their students about life and vocational skills so that they become useful members of their communities, can take care of their families, and earn a living.

## **Strategies**

The evaluation identified that *Search* can focus on the following changes to ensure that harnesses the right strategies for future work:

### **Change 1. Improving social media campaigns based on the pilot project.**

- ✓ **Pictures.** It is better to have images of people and things rather than a cartoon to invoke emotions. When choosing a text for pictures, it is important to analyze what is being discussed in similar groups on social media networks to catch the attention of social media users. The text should not have popular phrases/quotes since they generate likes but do not trigger a discussion. Religious individuals are not fond of modern aphorisms or quotations of the classics. They react

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<sup>9</sup> Chubak Aji is one of the influential religious leaders in Kyrgyzstan.



better to verses from the Koran. The size of the text should be short (ideally 2 – 3 sentences) and written in a large font size. The picture and text should mutually supplement each other. The language of young people (slang, etc.) should be used in communication with youth.

- ✓ **Videos.** The content of videos should be clear and catchy. Their length should be different depending on the social media outlet. The above analysis shows that the best length of the video can be up to 1 minute.
- ✓ **Format.** Most people use social media outlets via their mobile phone. Thus, videos and pictures should have the format most appropriate for mobile phones.
- ✓ **Timeframe.** The timeframe of the social media campaign should be longer than two months since this time was enough only for testing the contents and finding out the preferences of social network users.
- ✓ **Account name.** The social media account name used by the project should not be of a religious character. A considerable number of groups on social media outlets refused to post the projects' videos. The name of the project's social media accounts "My Jihad" might have caused this (from the final report of the media expert).

**Change 2. Combining online and offline activities:** Project partners and young people asserted that religion is a personal matter and people are more open to discussing religious issues when they can trust the other person, or in face-to-face interaction. Further, the internet coverage in Kyrgyzstan is still relatively low (30% as of March 2017<sup>10</sup>). Thus, activities on de-radicalization should combine online and offline activities.

**Change 3. Grants given out to young people can widen the spectrum of activities:** Most projects focused on improving sports facilities. While sport is important, children and youth might have other interests. There is a need to conduct a better analysis of youth to ensure that projects meet their needs and interests. Further, girls in rural areas might not necessarily use sports facilities due to different cultural factors. Thus, projects focusing on the needs of girls are needed.

## 2.2. EFFECTIVENESS

### 2.2.1 TO WHAT EXTENT THE PROJECT HAS BEEN SUCCESSFUL IN PROVIDING ONLINE SOCIAL MEDIA PLATFORM AS A TOOL FOR CONSTRUCTIVELY EXPRESSING THEIR GRIEVANCE AMONG YOUTH? HAVE THERE BEEN SUCH EXAMPLES OF USE OF SOCIAL MEDIA PLATFORM BY YOUTH AS A RESULT OF THE PROJECT?

To measure the extent to which the project provided youth with online social media platforms as a tool for constructively expressing their grievances, the evaluation looked at 1) how the youth were able to constructively use social media platforms as a result of the project and 2) comments that the youth left for the project's content to identify if any constructive comments about grievances expressed by young people.

The key finding is that the project made its first steps in creating an online social media platform for youth to express their grievances. The experience of the project showed that youth with radical views can be reached via social media outlets and a dialogue can be established with them.

When we asked how the platforms were successful for discussing violent extremism, the FGD participants answered that it was their first project and they only produced videos and posted the video content on Facebook and YouTube. The evaluation team looked at the number of views (see Table 6) and found out that there were no discussions online. During the FGDs the participants talked about their experiences gained in the project only with little reference of the videos..

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<sup>10</sup> <https://freedomhouse.org/report/freedom-net/2016/kyrgyzstan>

Six out of ten grant recipients focused on creating videos/video talks on radicalization and promoting them on social media outlets to raise awareness of young people about Jihad in Islam and radicalization of young people. The discussions with young people showed that most of them have never used social media platforms before for any purpose. Thus, Search's project was their first experience of this kind and as a result they learned a number of lessons. They noted that finding speakers for video talks was a challenge due to lack of their time and interest. Young people acknowledged that they had high expectations of the video making process and considered that it would be easy to shoot a 2-3-minute video. However, they realized that it was difficult to write a script, find relevant actors, and pay them. They also lacked knowledge, experience, and equipment for making a story-like video. Moreover, their experience showed that the projects involving the production of videos required technical support from professionals. Further, they did not have a social media marketing strategy which is evident from the low number of views, likes, shares, and comments that these videos generated.

### ***Comments and messages on social media outlets***

The number of comments was limited both in the professional and participatory campaigns. The total number of comments posted was 4 on YouTube, out of which 2 were negative (See Table 6). The analysis of the comments suggested that people either:

- 1) complained about the content of the video (individuals did not understand the key message) and that it was advertised.
- 2) expressed gratitude to the speaker in the video (Chubak aji)
- 3) debated an issue of monogamy/polygamy. One of the media experts placed a picture about polygamy in the OK group "Club of young Uzbeks" and asked if a man can have 2 -3 wives and if he can treat them all. It generated 72 comments and debate among 10 people (3 women, 7 men). 4 people supported monogamy, stating men should have only one wife. Meanwhile, six people asserted that it is fine for men to have several wives. One of these individuals even referred to the Quran. It was not clear what purpose this picture pursued - if the media expert had a key idea for the audience to arrive at, what position was considered as radical (polygamy) and what was considered as standard/normal (monogamy). This could not be clarified as this issue was discovered during the reporting stage when all interviews were conducted.

The evaluation also identified that some of the media experts engaged in personal discussion with the users of social media. Below is the case that was identified where young people engaged in the discussion of radical religion and expressed their grievances.

This case demonstrates that media experts engaged in the dialogue with the radicalized youth. However, the media expert noted that they did not have sufficient religious knowledge to reply to some of the questions and comments of the youth. The case demonstrates that the media expert could provide advice to the young person and prevent from going to Syria after his mother (in story 1). In story 2, the young person did not go to Syria but no evidence was found to state that his decision was because of the media expert's influence.

#### **Case Study 1: Personal communication of the media expert with some members of WhatsApp group created within the project.**

One of the SMMs created a group "Vasyat" in WhatsApp. 50 young people, identified through personal contacts of the media expert, with possibly radical views were added. Of the original group of 50, 25 people remained in the group at the time of evaluation. The media expert shared project content with group members and encouraged them to share it further with their contacts. The WhatsApp members also shared some religious content (audio, video, photos, and text) which were mainly about Ramadan, zakat, hadiths, and the prophet.

Some members of the group invited the media expert to meet with them to discuss religion. As a result, the media expert met with two men.

The Story of Man 1. The mother of this young man went to Syria and he wanted to get her back to Kyrgyzstan. He wanted to meet with the media expert to discuss this. The men did not have any

radical views. His mother was radicalized when she was hospitalized. Once she was discharged from the hospital, she started wearing hijab, read religious books. She disappeared for several months. The man and his family got a message from her saying that she was in Russia. No one knew how she left Kyrgyzstan.

The media expert explained to this man that if he goes to Syria after his mother, he might also be brainwashed. He might be killed for intervening with his mother's life. The media expert suggested that he need to find a lawyer who would assist to find his mother through Russian security forces since her mother could have left Russia with her acquaintances. The man informed the media expert that they followed his advice and his father was traveling to Russia to contact the Russian security forces.

The Story of Man 2. According to the media expert, this man was already brainwashed by radicals. His brother was in Syria. This man had business, house, and family in Kyrgyzstan. However, despite this, he was considering of going to Syria but could not decide. He wanted to stay in Kyrgyzstan because of his business but, at the same time, he asked himself why he needed money if he dies anyway. He wanted to go for the sake of Allah. He wanted to take all his family with him (parents, wife, and children) and give away his wealth to the poor. This man tried to convince the media expert that the radicals were right since they spoke referring to the Koran and hadiths. He advised the media expert to watch some video and audio material about Syria and the Koran. However, the media expert did not have a religious education. Thus, he could not engage in the discussion with the man. But, the media expert told his friends with stronger knowledge of religion about these who then said that these materials were of radical nature. The media expert advised the man to think the matter through very carefully and then take a decision, since it is allowed in Kyrgyzstan to read Namaz, go to haj, and do other religious actions. The media expert stated that this man did not go to Syria.

#### 2.2.2 HOW HAS THE PROJECT CONTRIBUTED IN ENHANCING COMMUNICATIONS AND COLLABORATION BETWEEN GOVERNMENT ACTORS, RELIGIOUS LEADERS, AND CIVIL SOCIETY ACTORS ON DISCUSSING AND DELIBERATING ON P/CVE IN KYRGYZSTAN AND COMING OUT WITH CONCRETE RECOMMENDATIONS FOR FORMULATIONS OR REVISION ALTERNATIVE, CITIZENS' NARRATIVES?

The project put effort to enhance collaboration by engaging CWG members and bringing various state and non-state actors together. However, as the project was a pilot, the collaboration between actors took place only several times.

As a starting point, Search worked with a CWG which consisted of 28 members representing governmental actors (9 individuals), civil society (11 individuals), and media (8 individuals) professionals and experts. This was the first such group in Kyrgyzstan that brought together all these actors. The CWG met three times.

The discussions with the grant recipients showed that every project sought to bring together different institutions, such as local authorities at the district, municipal, and community levels, educational institutions, the State Agency on Religious Affairs in Osh province, Osh Province Religious Institutions (Kaziyat), and local religious leaders (imams), and local media companies (mostly TV), to promote collaboration between them. For example, the grant recipient from Uzgen city organized a meeting in the form of a roundtable where all of the above-stated actors were invited to discuss radicalization and answer questions of a community member.

#### 2.2.3 HOW HAVE THE ACTION RESEARCH AND THE PERCEPTION SURVEY CONTRIBUTED IN SHAPING THE CURRENT AND FUTURE PROJECT STRATEGIES IN CVE IN THE KYRGYZ REPUBLIC?

During interviews and FGDs, the evaluation team asked questions on the current and future project strategies in CVE. However, the respondents provided replies that focused on future intentions and recommendations.

The evaluation considers that it was strategically appropriate to conduct Action Research in the beginning of the project. The aim of this research was to analyze which messages and content lead to radicalization of young people and which media outlets (social networks, media, TV) transmit these messages and content most. The sample size was 108 people from seven regions of four provinces which were considered to have incidents of youth radicalization. As a result, the project provided information about:

- 1) the most popular media outlets including social ones
- 2) the main ways of radicalization of youth
- 3) the main factors of radicalization of youth
- 4) the at-risk group of young people exposed to radicalization

The interview questions were sent to media experts and young people involved in the training to conduct face-to-face informal interviews with young people aged 16 – 32 years old. The findings of the research laid the basis for the project activities. For example, the content of the videos targeted the group of young people identified by the research as the most exposed to radicalization. When promoting the project's videos and pictures, the media experts assigned to them key words, which the research identified to be used by the young people in searching information about Islam, such as *Jihad*, *halifat*, *allah*, *mudjahid*.

During the interview with the action researcher, she noted that research is needed at the stage of writing a project proposal. This proposed research could include such areas as a deeper exploration of the target groups, their interests and behaviors to maximize the impact of the campaign, study their levels of media literacy, study available VE content, look into the level of radicalization of the population, etc. She also recommended as a future strategy to involve more media experts in the stage of implementation of the project. As there is a limited experience in Kyrgyzstan on the development of counter-narratives in media, it is important to attract media experts from neighboring countries who have the best practices and expertise already.

Other future project strategy ideas revealed from the fieldwork:

- enhance the project research component, including an in-depth study of the target audience of each social outlet, and study women's role in the process of radicalization
- target more regions of the country (if possible, the whole country) as radicalization could be widespread
- address various areas of radicalization such as social and political in addition to religious.
- involve various stakeholders into the project including such spheres as education; arrange more frequent working group meetings to keep the group informed and more active
- extend the duration of the project to develop quality content and conduct media campaigns

#### 2.2.4 TO WHAT EXTENT HAS THE PROJECT CONTRIBUTED TO MOBILIZING KYRGYZ CIVIL SOCIETY IN THE P/CVE? HAS THERE BEEN ANY SPECIFIC EXAMPLES OF SUCH EFFORT BY CIVIL SOCIETY RESULTING IN EFFECTIVE IMPLEMENTATION OF PROGRAMS AROUND P/CVE?

The definition of civil society groups for this evaluation includes: local communities (*jamaats and mahalas*), faith-based organizations, initiative groups, and community-based groups. The evaluation identified the following examples which demonstrate that the project contributed to the mobilization of civil society in P/CVE to some extent. Here, civil society is defined in a broad sense as a space for civic activism independent of the government.

**Example 1.** As noted earlier, the CWG included representatives of CSOs (11 individuals). They participated in CWG meetings where the content of professional campaigns was discussed. CSO representatives contributed their views on de-radicalization. As the working group member noted: *“We discussed quite intensively the content of the professional campaign at the script writing stage and then gave our feedback for the video and pictures [motivators] produced. I think it was a good process where we had to work together and agree on something.”*

**Example 2.** The interviews with grant recipients showed that, as a result of their projects, local communities mobilized support the project activities within the Participatory Campaign. For example, within the project on building street workout facilities in Suzak region, one of the local communities (*mahala*) in Suzak village developed a document stating that they are not against the construction of

these facilities in the given territory, which was signed by the local community members and submitted to the local authority. This shows that the local community (*mahala*) had a great interest in the project and supported the initiatives of the grant recipients. Another example is that local community groups (*jaamats*) in the neighboring *aiyl aimaks* and villages, after the talk/meeting with Chubak aji organized within one of the grants, and expressed their intentions in the future to conduct meetings/discussions to discuss issues related to violent extremism.

**Example 3.** The interview with the leader of Assembly of People of Kyrgyzstan (APK), which is an NGO, showed that, because of his participation in the project, now the Assembly focuses on VE and has been mobilizing the available resources and opportunities to work on this issue. They have brought to the attention of their members on the issues of VE during their meetings, showed the videos, and mobilized some of them as influencing actors among others.

## 2.3. INTERMEDIATE IMPACT

### 2.3.1 HOW HAS THE PROJECT CONTRIBUTED IN INFLUENCING THE PROJECT STAKEHOLDERS WITHIN AND OUTSIDE OF THE GOVERNMENT STRUCTURES IN TAKING ACTIONS THAT REFLECT A SENSE OF URGENCY ON THE NEED FOR P/CVE INTO THEIR WORK?

This section focused on exploring how the project had motivated and convinced the project stakeholders to incorporate the learning from the project into their work. It also looked at how seriously they are taking this and if this project has developed a sense of urgency among various stakeholders in addressing the issue of CVE in Kyrgyzstan. To respond to these questions, the project stakeholders and beneficiaries were asked what they learned from the project, what skills they acquired, if and how they are incorporating these skills into their work on de-radicalization, and if and why they are going to work in this field in future.

The evaluation team also attempted to explore what particular actions the project stakeholders within and outside of the government structures took towards prevention of VE. However, they asserted that due to the short timeframe of the project, no specific action was taken: *“the project was too short, about 9 months or so, so we had only a couple of meetings and discussed the project action. Even if we have planned anything related to prevention of VE, we would not be able to show results within this short period of time.”* Nevertheless, all state and non-state interviewees claimed that they all understand the urgency of the need to prevent violent extremism and the current project placed emphasis on that. Further, another important contribution of the project is that it opened a discussion about religious radicalization by involving young people who also gained valuable skills due to their participation in the project. The young people participated in two trainings in 2016 which provided them with new skills and knowledge about VE.

All in all, the project stakeholders, especially young people, came to the realization that there is a need to work on de-radicalization by working with youth. As the quote below shows, there is an interest among young people to learn about Islam but they are afraid to discuss it at schools. Religion is thought to be a closed topic in the society. But the experience of small grants recipients showed that the topic of religion could be opened up and can be discussed as demonstrated by the quote below.

*“The new thing for us was that before the project team thought that the topic of religion was a closed topic and it can only be spoken in a narrow circle and discussed only by experts in this field. But it turned out that the topic of religion is more accessible and broad so one can find his/her niche and contribute to its development. And also, our project team (grant recipients) once again came to understand that among the youth there is a growth in their interest in Islam, but they are afraid to discuss it. There is also fear in schools to discuss this topic since teachers can be held accountable, although they could play an important role in preventing religious radicalism and extremism”.*

Project stakeholders came to a common vision that prevention of VE is a complex issue and needs to be addressed from different angles, starting from religious education in schools to keeping pace with technologies in the social media to counter VE. As one of the project participants noted: *“This project is a drop in the sea, much more needs to be done to have a real impact.”*

Further, imams came to understand that they can use social media outlets for educating the population about Islam. Several FGD participants expressed their willingness to continue their work on the issue of radicalization. They noted that they will work on this by improving the education of young people as one of the young people stated: *“I think that we can minimize radicalization by improving the level of youth’s education”*. Similarly, another interviewee stated that if the radicalized youth had good education after school they would not have gone to Syria.

*“The situation is that children need education. As I know, all those who went to Syria did not study, did not have access to education or went abroad for work [labor migration]. About 70% of them did not have the opportunity to get a good education or to finish any courses. I think if they had at least college level education, they would have had some kind of document, it would not have happened. I want to conduct a project in the future to increase the education of young people”*.

Young people stated that they gained valuable experience and skills as a result of their participation in the project since, for all of them, Search’s CTB project was the first activity on de-radicalization in which they were involved. They pointed out that they gained the following:

- Knowledge about radicalization, extremism, and fanaticism. The common idea expressed was that radicalization can be of different types (not necessarily religious) and anyone can be exposed to radicalization. Realization of this helped the training participants expand their understanding as they used to have a very narrow view of radicalization.
- Understanding that youth need to be engaged in something useful in order to prevent them from being radicalized. Sports were noted to be a popular alternative to youth’s idleness.
- Knowledge about rights, critical thinking, and problem-solving as illustrated by this quote: *“I learned to check all the facts based on the legal rights. And I realized that you just cannot believe something at first, you need to explore this issue first and then draw conclusions. I realized that there are a lot of problems in the world, but they can all be solved. It is only necessary to make efforts”*.
- Learned how to write projects. Writing a sample project on the training was particularly useful.
- Came to understand that one needs to collaborate with state institutions and other organizations while working on radicalization. Some of the participants really appreciated the involvement of the No. 10 Department in the training and project.
- Grant recipients appreciated the involvement of media experts in the training. They learned how to produce social media campaigns and produce videos. It was something novel for some of the grant recipients involved in the production of the videos, writing a script, etc.

## 2.4. SUSTAINABILITY

### 2.4.1 HOW HAS SEARCH DEVELOPED FUTURE COURSE OF ACTION FOR THE POST-PILOT PROJECT PHASE, ESPECIALLY AROUND FOUR COMPONENTS HIGHLIGHTED BY THE PROJECT: PREVENTION DISENGAGEMENT, ENABLING EFFECTIVE STATE RESPONSES AND AMPLIFYING CREDIBLE AND CONSTRUCTIVE NARRATIVES?

To define the level of sustainability of the project, the evaluation team asked the project team members about the activities aimed at ensuring sustainability of the initiated efforts and future plans. Project evaluation participants were also asked about independent initiatives in the area of de-radicalization of the young people as a result of their participation in the project.

According to the project proposal, sustainability was planned to be ensured through **a community-based and locally-owned approach** to countering violent extremism. The project was designed to incorporate a

pivotal period of reflection and participatory insights for future implementation in Kyrgyzstan and the wider region.

This project was designed as a pilot to try strategies to reach the most vulnerable youth through social media outlets and to undertake steps in preventing VE. According to the project documents, the current project design was based on two pillars of Search's peacebuilding approach to countering violent extremism (out of four). These were: prevention, and amplifying credible and constructive narratives. The first pillar of Search approach to countering VE – prevention – was sustained, to some extent, by the participatory approach and inclusion of the young people in the *Participatory Social Media* campaign. Most of the grant recipients, even those who implemented their projects for the first time, now understand the notions of VE and the need to counter it. A grant recipient from Jeti Oguz pointed out that the school children who are most vulnerable and exposed to external propaganda have limited opportunities to develop and acquire new knowledge locally. The grant recipients are planning to continue to conduct offline campaigns in the mainstream schools in the outskirts of Bishkek and Sokuluk to further spread information about humanity and faith. The project grant holder from Kara-Balta has long-term project "Ilimzar" which is a scientific and educational platform for the popularization of science in Kyrgyzstan on YouTube and Facebook, which was launched with the support of this project. According to the young people implementing this project, this initiative is going to continue to spread alternative messages to VE.

In relation to amplifying perspectives that reduce the appeal of violence as an option and increasing the appeal of alternative and constructive pathways, the pilot project showed that the constructive counter-narratives can be quite efficiently used in social media to prevent VE among young people. In regards to the platforms created in the social media by the project media specialists, their further promotion would depend on the continuous funding and close follow up by the project.

Among governmental partners, the *State Commission on Religious Affairs (SCRA)*, as a result of cooperation with *Search* in general and with this project in particular, showed strong willingness to continue to tackle VE issues through the promotion of a holistic approach (i.e. involving institutions from education, social protection, media, and other) to solving this problem and to counter the causes of VE, as well as foster tolerance and critical thinking among various population groups. However, as the head of the Commission pointed out, the matter of concern for them is funding, which is scarce, even to implement their current plans. The Commission cooperates with other NGOs and international multilateral organizations (e.g. *UN Women*) to promote freedom of religion and other issues. Thus, their future actions are contingent on available funding.

Another important contribution to sustainability is the development of a toolkit on using social media to tackle VE, as seen by the project team. The final version of the document was delivered in August 2017 under the title "Social Media for De-radicalization: A Practical Guide". The toolkit uses three approaches for social media campaigns: development and promotion of positive messages of tolerance and diversity; involving vulnerable groups among young people, and involvement of interested stakeholders working in addressing radicalization and VE in the communities. The toolkit provides a step-by-step process of conducting a social media campaign to counter VE based on the experience of the project. The toolkit is a good way to document the results of the media campaigns of the project, thus sustaining its outcomes by offering other specialists the opportunity to use the project practices and to take into account its recommendations.

Finally, the Consultative Working Group created within the activities related to *Search* in Kyrgyzstan is an ongoing consultative working group which serves different projects and meets depending on defined purposes.

2.4.2 TO WHAT EXTENT ARE ALL THE PROJECT STAKEHOLDERS INDEPENDENTLY DOING THINGS OR ACTIONS THAT REPRESENT THEIR OWNERSHIP OR BUY-IN OF THE PROJECT INITIATIVES?

The evaluation identified a few cases that already demonstrate the independent actions of the project stakeholders. From the case study below, it is evident that the initiatives that were implemented by Search-funded small projects were replicated in other locations with the support of local authorities. It also shows that local authorities are interested to fund projects that concern young people.

#### **Case Study 1: Replication of “IQ Challenge” game**

One of the grant recipients implemented another project (not funded by Search. To be precise, he replicated the “IQ challenge” game of another *Search* grant recipient in his community after seeing the success of the project. He requested financial support from the local authority in the amount of 26 000 Soms (USD 377) to pay for prizes, to journalists, and organize a coffee break. The game was conducted in five schools. For the game, social workers of the local authority, journalists, head teachers of schools, and local policemen were invited.

#### **Case Study 2: Replication of Street Workout**

Young people involved in the *Safer World* project found out about the *Street Workout* project (installing sport facilities in public places) implemented by youth involved in the *Search* funded project and got interested. They approached the implementers asking for help. *Search* grant recipients helped them to develop the budget. The *Safer World* beneficiaries requested the city administration of Kochkor-Ata to fund the initiative. As a result, the *Street Workout* sports facilities were built in Kochkor-Ata with financial support from the city administration.

Some stakeholders stated that it is their job to work with the youth and they are trying to explain safe behavior rules. As the quote below shows, this project stakeholder informs children at his sports club to be aware of potential radicalization drawing on his experience as a former investigator. *“I always do this [work with youth on de-radicalization]. When my students come to the sports club, I always check their phones, contacts and with whom they communicate. They accept such conditions. In particular, agitators (davatchylar) come to Aravan, and I forbid students to communicate with them. I always tell Asr Namaz agitators (davatchylar) that they can go to the mosque, but not to other places where such meetings are held. I gathered all the children and explained to them that they should not be lured by the money the strangers offer”.*

Apart from that, most project stakeholders shared their plans regarding carrying out initiatives in the future on supporting youth. For example, one of the grant recipients stated that they want to organize a street chess club in the park for people, especially youth. However, they noted that the main obstacle is lack of funding. Though, as in the cases above, there are increasing possibilities of getting such initiatives funded by the local authorities.

### 3. LESSON LEARNED AND SCALING UP

#### 3.1 BEST PRACTICES OR MAJOR LESSON LEARNED FROM THESE 12 MONTHS INITIATIVES (WHAT WORKED AND WHAT DID NOT WORK? WHY?)

Based on the above discussion and findings, the following best practices and lessons learned have been identified:

#### **Best practices**

- Conducting the Action Research in the form of a situation analysis was strategically appropriate since it provided the basis for the project activities. In particular, it identified the commonly used social media outlets. It also provided information on the factors of religious radicalization. This information can further be used by *Search* in its future projects.
- Continue working with CWG which consisted of different relevant stakeholders such as government institutions, CSOs, and media experts. All these stakeholders were involved in the



discussion of the social media campaign which ensured that voices of all parties were heard. The involvement of No 10 Department was noted to be of particular relevance to the evaluation participants since it is also engaged in online de-radicalization activities.

- Giving small grants was also an effective action as it gave independence to the grant recipients to design their projects in a way that would be relevant for the context of their area. A number of these grants focused on alternative activities for youth, such as sports.
- Search's CTB project was flexible and adjusted its work approaches when needed. For example, SMMs were hired and additional content was developed to boost the social media campaign.

### Lessons learned

- Each media outlet has its own individual characteristics and audience, which are various groups of social users with different interests and purposes in using the Internet.
- The pictures of local places or with real people and things than cartoons generate more interest from social media users. Social media users react better to short texts and videos.
- According to the media experts and media production company, there is not enough expertise among Kyrgyz social media companies to produce video content on de-radicalization. Stakeholders (media production company) stated that there is a need for capacity building.
- Video products, especially in the Uzbek language, should have been tested/piloted in advance to check how young people, especially in Uzbek communities, accept the language and content of the videos.
- The duration of the project was noted to be short since it was a pilot project. Nonetheless, it was learned that the professional media campaign needed more time. Two months was enough only to test the products and learn about different media outlets.
- The project empirically showed that WhatsApp seems to be effective. However, it was a challenge to measure this app in terms of how many times the video was shared.
- There is some segment of the society which does not have access to the Internet, which tend to be the poorest and in rural areas. Further, despite the common knowledge that religion is a sensitive topic, the project showed that religion is particularly a sensitive topic in the context of Kyrgyzstan. It was identified that religion is discussed with people whom they trust (not necessarily openly as is a case in some other countries, particularly in Europe).
- Media experts stated that availability of a religious leader within a project would have been helpful for them when replying to social network users or designing additional content for the media campaign since they did not have an in-depth knowledge of Islam.

### 3.2 POTENTIAL FOR SCALING UP OF THIS INITIATIVE

The discussions with the project stakeholders and beneficiaries suggested that there is a need for scaling up the project initiatives, especially small grants, to other villages and regions to expand work on religion with youth and the general population. The evaluation participants noted that all regions that participated in the project need further support and certain villages were pointed out to be of particular importance for future interventions:

- Kirov village, Yrys Aiyl Aimak, Suzak region, Jalalabad province. During FGDs, it was stated that 30 people went to Syria from these villages.
- Kyzyl – Tuu village, Kyzyl – Tuu Aiyl Aimak, Suzak region, Jalalabad province. The focus group participants noted that the socio-economic situation is dire which makes young people vulnerable to recruitment by religious radicals in the promise of work and money.
- Usupov and Nurabad villages, Aravan region, Osh province. The evaluation participants also reported cases of people leaving for Syria.
- Arslanbob village, Bazar-Korgon region, Jalalabad province. The FGD participants stated that, during the Action Research, they identified a few cases of religious radical youth.

Some of the interviewees also asserted that the project, especially its offline activities, can expand to Kara-Suu and Nookat regions because these are the regions where religious radicalism/extremism was

identified before. In fact, the interviewee stated that local authorities in Osh recommended focusing on these regions.

### 3.3 OPPORTUNITIES FOR WORKING ON VIOLENT EXTREMISM HAVE EMERGED FROM THIS PROJECT

The above findings show that there are several opportunities for working on violent extremism in Kyrgyzstan:

- There is a need for open discussion and education about religion, especially on issues such as Jihad, so that it does not become clandestine, where radical/extremist groups take advantage of it. However, currently, people are afraid to discuss religion as they do not want to be considered radicals. There is an opportunity to facilitate the open discussion of religious matters and promoting education about religion, especially at the community level.
- The project once again demonstrated that there is a need to work with youth, especially school children before they leave school, by engaging them in the developmental activities (education, sport, entertainment, etc.), showing them role models, and filling in an ideological vacuum.
- Women remain a group which is poorly researched and rarely involved in different projects on de-radicalization. There is an opportunity to do a project on women and religion to explore the intersection of these two themes, particularly the impact of women's religiosity on the upbringing of children.
- Last, but not least, while the internet and social media outlets are gaining popularity in Kyrgyzstan, especially among youth, the social media use percentage (of the total population) is still modest to claim that media outlets, especially social networks, are the key factor of religious radicalization. The offline activities are still pertinent and important. Therefore, there is an opportunity to combine these two modes (online and offline).

### 3.4 MEASURING SOCIAL MEDIA ACCESS AND REACH IN THE FUTURE

The project team measured social media access and reach by tracking the numbers of *views*, *likes*, *shares*, and *comments*. The media campaign team produced weekly reports where ongoing observations of the audiences' reaction to the campaign content were captured. The main media expert also produced a final report where statistics on different dimensions of the campaign, such as demographics of the audience, were presented.

It is difficult to measure the access and reach of closed messaging such as WhatsApp. Nonetheless, this could be improved by the reporting system. The media expert can report on the profile of participants: age, gender, occupation, and residence. The evaluation showed this can provide insightful information for understanding the audience. Apps such as WhatsApp also have a function where one can see who read the message/saw the video. Such details can also be integrated into the reporting system. Further, analyzing each video separately can be one of the approaches to measure social media access and reach, since it provides insights on each videos product's popularity/unpopularity.

## 4. CONCLUSION AND RECOMMENDATIONS

### 4.1 CONCLUSIONS

This report presented the findings of the final evaluation of the Project "Social Media for De-radicalization in Kyrgyzstan: A Model for Central Asia".


The key messages of the evaluation:

- The evaluation identified that the project's work on social media has been **relevant to the context of Kyrgyzstan**. On social media platforms, people obtain information about radical forms of religion and acts as a tool for religious radicals to recruit new members.
- The right social media outlets such as Facebook, OK, VK, Instagram, YouTube, and WhatsApp were used by the pilot project. However, the video content of the professional campaign was not clear to the audience. Each social media outlet has its own audience which needs to be studied in-depth before launching social media campaigns. This would help to achieve better resonance of the messages developed with its target audience.
- Professional media campaign developers face a shortage of expertise and experience to produce quality media content related to prevention of VE.

## 4.2 RECOMMENDATIONS

Based on the findings of the evaluation, the following recommendations are made:

- **Combining the online and offline activities to promote de-radicalization.** The evaluation findings revealed that social media outlets serve as providers of information that can contribute to the radicalization of youth. However, the evaluation made clear that religion is a sensitive topic and people engage in discussing it mainly with people who they trust. Similarly, radicalization takes places within personal networks (friends, family, etc.). Moreover, the spread of the internet in Kyrgyzstan is growing but still relatively small, meaning that there are many people who might not be reached by social media outlets. Further, the media campaign identified that the online campaign is successful when it is accompanied with an offline one. Based on these factors, offline activities remain important and should accompany online activities. Small grants should be given out to address the drivers of radicalization.
- **Designing social media campaigns by taking into account the specifics of each social media outlet, its purpose and audience.** The CTB pilot project identified differences between different social media outlets in terms of their purpose and profile of users in Kyrgyzstan. These were discussed above. The report from the media experts also provides detailed discussion on this. The identified lessons should be considered in future campaigns.
- **Making sure that the content of media campaign (videos, pictures) is relevant to the needs, interests, culture, and language of the audience.** The analysis above showed that it is important that the media products are relevant to the audience as much as possible. As the Action Research identified, the relevance of the content of radical videos is one of the key factors that influence radicalization of the youth since they associate themselves with the people in the videos - as they are of the same ethnicity, speak the same language, and even come from the same region. Following this logic, the alternative social media content should also be relevant to the needs, interests, culture, and language of the audience.
- **Making the content of media campaign short and clear.** The discussion in the report showed that the content of videos and pictures was not understood by the intended audience. Several FGD participants asserted that videos should be shorter and clearer. Similarly, the pictures should also have a concise and clear message.
- **Increasing the number, size, coverage, and diversity of small grants to work with youth and engage them in more positive and constructive forms of behavior and improve their critical thinking skills.** It was identified that there is a need to work with youth, especially with school children, on improving their critical thinking and positive behavior. Thus, future projects can focus on these.
- **Focusing on women by involving a larger number of them in the project and including a clear gender element into the research.** The evaluation found that women's voices remain unheard in research on religion. The projects also tend to generalize the population while the needs and interests of women might be different. In particular, there is a great opportunity for research on women and religion.

- **Building capacity of local media companies to produce content on de-radicalization.** The interviews with the media companies showed that there is limited expertise to make videos on de-radicalization in Kyrgyzstan. In fact, this project was their first experience. For this reason, there is a great need to build their capacity. This might require importing international expertise.
  - **Expanding project activities, particularly the small grants, to other areas.** The evaluation identified several villages and regions that need de-radicalization work because of high radicalization risks.
  - **Introducing changes in the work strategy, as discussed in Section 2.2.4, by**
    - Differentiating different categories of youth and adjusting the message of the content and/or work approach to each category.
    - Involving religious leaders (e.g. imams) in the project team and community level.
    - Expanding a team of social media marketers by involving popular social media users.
    - Cooperating with popular websites and groups/account holders on social media outlets to promote project content
    - Researching the link between labor migration and radicalization for future programming activities.
    - Promoting life skills of young women in Madrassas
    - Improving social media campaigns based on the pilot project
    - Widening the spectrum of activities in the grants given out to young people, can increase the diversity of activities completed by the youth.
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## Terms of Reference (TOR)

### National Consultant for Final Evaluation of the project

#### “Social Media for Deradicalization in Kyrgyzstan: A Model for Central Asia”

Search for Common Ground (Search), Kyrgyzstan is seeking to hire a consultant to carry out a final external evaluation of its US DoS Counter Terrorism Bureau-funded Project “**Social Media for Deradicalization in Kyrgyzstan: A Model for Central Asia**”. For this consultancy, Search Kyrgyzstan seeks to procure the services of an independent, external consultant(s) to design, plan and conduct a rigorous final evaluation. The objective is to generate results that demonstrate success against set objectives, highlights project’s contribution in promoting a participatory approach of locally-driven innovative and creative tools to build resilience amongst youth and the wider public against extremist narratives and draw lessons for the future.

### Background

Search for Common Ground (Search) is implementing a twelve-month project to create alternative, citizens’ narratives through social media which enable audiences to respond effectively to violent extremist propaganda. The activities implemented in the collaboration with actors from across the “hot spots” of the Kyrgyz Republic over the period of 12 months from September 2016 to September 2017.

Specifically, Search’s project has the following key objectives:

- Strengthen awareness of Kyrgyz government actors and local institutional leaders, including non-governmental organizations and civil society actors, of specific local dynamics of violent extremist radicalization in the online space, and build institutional will to coordinate whole-of-society approaches to countering online-based violent extremism.
- Increase local Kyrgyz institutions’ access to counter- messaging content, and ability to effectively deploy counter-messaging against online violent extremist recruitment.

The project design stems from Search’s peacebuilding approach to countering violent extremism: (1) **prevention** (2) **disengagement** (3) **enabling effective state responses** (4) **amplifying credible and constructive narratives**. This initiative is implemented as a pilot, utilizing an approach which enables testing of different formats on various social media platforms. Search promotes an interactive approach in which messaging is developed and delivered in a participatory manner. Implementation guides by the following principles: positive local narratives; inclusion of vulnerable populations and local champions and networks.

The components of this approach include: 1) Participatory Message Development; 2) Social Media Campaign Design; 3) Professional Social Media Campaign; 4) Participatory Social Media Campaign led by youth; 5) Developing a toolkit guide on positive counter-messaging.

The expected outputs (results) from this project include those shown in the matrix below:

- Consultative Working Group (up to 22 members from gov't, CSOs, and media) established and 3 meetings held;
- Two social media partners selected and two media experts hired for 5 months to conduct newly-designed campaigns;
- Developed youth message based on youth needs and identified popular media channels;
- Designed Social Media Campaign;
- 5 small grants to young leaders' creative campaigns given;
- A toolkit guide on positive counter-messaging is printed and disseminated among CSOs, Media partners, and youth leaders;
- Final conference conducted.

### **Evaluation Objectives**

Search would like to explore how the project is being implemented and to what extent the project objectives are being achieved. The evaluation will have the following objectives:

1. To assess the success of the project in achieving the project objectives and contributing towards the goal set out at the beginning of the project
2. To generate lessons learned and provide recommendations for future programming.

### **Evaluation Questions:**

#### **Relevance**

1. What is the relevance of working in social media to address drivers of violence extremism?
2. Did the project hit the right Social Media outlets?
3. Did the tone of the messaging resonate with youth?
4. What, if any, are the project's unique contributions to preventing and/or countering violent extremism in Kyrgyzstan that were not previously being provided?
5. What needs to change to ensure that we are hitting this right?

#### **Effectiveness**

1. To what extent the project has been successful in providing online social media platform as a tool for constructive expression of grievances by youth? Have there been such examples of use of social media platform by youth as a result of the project?

1. How has the project contributed in enhancing communications and collaboration between government actors, religious leaders, and civil society actors on discussing and deliberating on P/CVE in Kyrgyzstan and coming out with concrete recommendations for formulations or revision alternative, citizens' narratives?

1. How have the action research and the perception survey contributed in shaping the current and future project strategies in CVE in Kyrgyz Republic?

1. To what extent the project has contributed in mobilizing Kyrgyz civil society in the P/CVE? Has there been any specific examples of such effort resulting in effective implementation of programs around P/CVE?

#### **Intermediate Impact**

1. How has the project contributed in influencing the project stakeholders within and outside of the Government structures in taking actions that reflect a sense of urgency on the need for P/CVE into their work?

### **Sustainability**

1. How has Search developed future course of action for the post-pilot project phase especially around four components highlighted by the project: Prevention disengagement, enabling effective state responses and amplifying credible and constructive narratives?

1. To what extent are all the project stakeholders doing things independently or actions that represent their ownership or buy-in of the project initiatives?

### **Lesson learned and Scaling up**

1. What are the best practices or major lessons learned from the 12-month initiative? What worked and what did not work?

1. What is the potential for scaling up this initiative?

1. What opportunities have emerged from this project for working in this area?

1. How should social media access and reach be measured in future?

### **Audience**

The primary audience of this evaluation includes:

- Staff and Members of Search Kyrgyzstan and Search Global Teams;
- Members of Consultative Working Group;
- Relevant government and civil society organizations, religious leaders;
- US State Department.

### **Evaluation Methods and Data Collection Tools**

The evaluation is meant to produce information and make recommendations that are sufficiently valid and reliable based on data and analysis. We expect the methods to be used by the evaluator in completing this evaluation will include, but not be limited to: key informant interviews, focus group discussions (FGDs), documentation, case studies, media content analysis, stakeholder meetings, observation. The evaluation will also do some literature review, project documents (proposal, logframe, quarterly reports, monitoring report and other relevant documents), action research report and the attitude survey for the purpose of the evaluation. The Evaluator should employ “triangulation” between several methods of data gathering where attribution of a net change to a project intervention is difficult, by eliciting responses from several different types of sources (e.g., program management, media experts reports and analyses, key informants is Search partners and targeted CSO representatives.

The Evaluator will be tasked with analyzing both quantitative and qualitative data and integrate them to complement each other.

The evaluator will use an appropriate sample size calculation method for the quantitative survey and should describe a sample size of at least 422 (384=10%). The evaluator is expected to closely work with Search Asia DM&E Specialist in Sample size calculation and finalization. Similarly, participants identification for the KIIs, FGDs and other methods, the evaluator will work with Search Kyrgyzstan’s Bishkek based Program Manager and DM&E Specialist.

### **Location and Scope of Work**

The evaluation will take place in Bishkek, Osh and Jalal-Abad. The evaluation will be carried out by a single evaluator, who will report to and work under the guidance of the Evaluation Manager. The DM&E Specialist (Search Kyrgyzstan) will be the Evaluation Manager.

The Consultant will be expected to undertake the following:

- Develop an inception report;
- Submit Evaluation work plan;
- Draft Evaluation Report review and comments by Search Kyrgyzstan and Institutional Learning Team. This review process could be more than one round depending on the quality of the report submitted;
- Submit professionally edited Final Evaluation Report. This reports need ILT approval to be considered good for payment;
- Presentation of the findings to Search at the internal meeting within 7 days prior to submitting the final draft;
- Submit interview notes and any other documents taken or collected to Search Kyrgyzstan within 7 days upon submission of the final report.

#### **Deliverables:**

Within 7 days of confirming the assignment with donor approval, the evaluator will submit the Inception Report, which clearly defines the evaluation methodology such as the clearly outlined FGDs and KII's checklist, detailed explanation of evaluation approach and timelines with specific deadlines for each deliverable. The Inception Report will be reviewed and approved by Search Institutional Learning Team.

The final evaluation report should be written in English and should not exceed 20-25 pages (excluding annexes). It should be submitted electronically in an MS-Word document. It may include:

- Cover page;
- Executive Summary of key findings and recommendations;
- Introduction, including brief context description and project details;
- Methodology (including detailed explanation of overall methodological approach, sampling method, scope and sample size, scope, limitation of the evaluation and data collection tools annexed);
- Evaluation findings, analysis and conclusions with associated evidence and data clearly illustrated. Use of tables, graphs, quotes, anecdotes and stories to illustrate findings and conclusions is encouraged. The findings section should be sub-divided as sub-chapters according to the evaluation criteria. *Please note that the Qualitative and Quantitative data should be integrated to complement each other in the report. They cannot be presented with separate analysis;*
- Recommendations for the future, which should be practical and linked directly to conclusions; and
- Appendices, including methodology and evaluation tools, a list of interviewees, questionnaire, and a brief biography of the evaluator.

The evaluator will incorporate the comments furnished by Search Kyrgyzstan and will submit an edited final report at the end. The report will be credited to the evaluator and potentially placed in the public domain at the decision of Search.



## Duration & Deadlines

The consultancy period will be from **June 15 to September 30, 2017**. The consultant will be based in Bishkek. The field travels to Osh and Jalal-Abad are required.

<b>Deliverables</b>	<b>Deadlines</b>
Signing of the Contract	June 15, 2017
<b>Inception</b> Report, which clearly defines the evaluation methodology such as the clearly outlined FGDs and KIIs checklists, detailed explanation of evaluation approaches and timelines with specific deadlines for each deliverable, with all the data collection tools and evaluation work plan annexed.	June 30, 2017
The <b>inception</b> report will be reviewed and approved by Search Team, including the Asia Regional DM&E Specialist	July 15, 2017
Desk-research KIIs, and FGDs conducted	July 15-August 1, 2017
The draft <b>Interim</b> Report submitted to Search Team	August 10, 2017
The draft <b>Interim</b> Report will be reviewed by Search team, including the Asia Regional DM&E Specialist and sent back to the evaluator for revision.	25 August 2017
Submission of the revised <b>Evaluation</b> report to Search	5 September 2017
One draft report validation workshop to Search and others involved in projects in the region and on religious affairs conducted	September 7, 2017
The draft Final Report in English and Russian submitted,	September 15, 2017
The draft final report will be reviewed and approved by Search Team, including the Asia Regional DM&E Specialist	30 September 2017
The Final Report in English and Russian submitted	October 10, 2017

## Logistical Support

Search Kyrgyzstan will provide preparatory and logistical assistance to the evaluator, including:

- Background materials (project proposal, periodic reports, etc.)
- Provide working space (access to Internet, phone etc.)
- Identify interviewees and provide contact information

## Remuneration

The schedule of payment of the consultancy fee is as follows:

1. 40% will be paid upon delivery and approval of the evaluation framework/design and implementation plan including evaluation instruments developed and validated.
2. 60% will be paid upon completion and approval of a 20-25 pages evaluation report in English and Russian.

**A potential consultant should have:**

- Past experience in conducting evaluation and survey in peacebuilding and conflict transformation field;
- Deeper understanding of P/CVE dynamics in Kyrgyzstan;
- Good written English and good survey report writing skills;
- Knowledge and application conflict sensitivity in everyday work;
- Willingness to travel to districts and interact with diverse groups of people;
- Experience working in conflict transformation initiatives;
- Cultural competencies.

**To Apply:** Please send a cover letter and CV to [emp.kyrgyzstan@sfcg.org](mailto:emp.kyrgyzstan@sfcg.org) with the subject heading: *CTB Evaluation Consultant*. This position will be open until **June 5, 2017**. The Application should contain a technical proposal explaining detailed methodology and a financial proposal detailing total No of working days required and corresponding remuneration requested. Only short-listed candidates will be contacted for interview and further process.

ANNEX 2: LIST OF PROJECT DOCUMENTS REVIEWED

1. 1 video.mp4
2. 12 traps.wmv
3. 2 videos.mp4
4. 3 clips.mp4,
5. 3 facts about IGIL.pdf
6. 4 categories of potential victims.pdf
7. 4 clips.mp4
8. 5 movies.mp4
9. 5 facts about jihad.wmv
10. 5 facts about jihad.wmv
11. 6 clips.mp
12. 679A3813.JPG
13. 7 videos.mp4
14. 713\_0103.MP3
15. 8 videos.mp4
16. 8 & 9. Aravan\_photos & videos.zip
17. 8 Reasons for radicalization of youth.pdf
18. 9 videos.mp4
19. Action Research Summary\_ENG\_clean.doc
20. Action Research\_Outcomes\_FINAL\_RUS.doc
21. Action Research\_Outcomes\_FINAL\_RUS.pdf
22. Additional Information.7z
23. Additional questions about the application.docx

24. Agenda\_Apr 6\_Case study Aravan.docx
25. Agenda\_RUS\_CWG #2\_Mar 1.docx
26. Agenda\_Youth Grantees\_Bish\_Jan 23-25\_RUS.docx
27. Agenda\_YW\_Bish\_Nov 23\_KYR & RUS.docx
28. Agenda\_YW\_Osh Nov 21 and Bish Nov 23.docx
29. Agenda\_YW\_Osh\_Nov 21\_KYR & RUS\_printed.docx
30. Analytical report on the field study updated.pdf
31. ANK + Media expert\_Osh airport\_June 14.jpg
32. Antares\_Search.ppt Professional social media campaign for the de-radicalization
33. Antares\_Search-2.ppt
34. Audience at Osh State U\_Jun 14.jpg
35. Boorsok Fair\_July 23, 2015\_Talas.JPG
36. Budget allocation\_participatory campaign.xlsx
37. Caravanserai - Interview on project.docx
38. Case Study, Success Stories
39. Case study\_Aravan\_Apr 6.MP3
40. Case study\_PCVE\_HQ edited\_Mirgul finalized.docx
41. Central Asia Experts Symposium
42. Comics and stencils' promo offline and online.pptx
43. Conflict Scan\_KGZ\_Q4 2016.docx
44. Consultations - questions and answers.docx
45. Consultative Work\_Youth Sub-grantees\_Jan 24, 2017.jpg
46. CONSULTATIVE WORKING GROUP (KRG) Meeting No. 1, SOCIAL MEDIA FOR DERADICALIZATION IN KYRGYZSTAN: A MODEL FOR CENTRAL ASIA
47. Consultative Workshop\_Youth and Media Experts\_Minutes (Jan 23-25, 2017).docx
48. Consultative Workshop\_Youth and Media Experts\_Minutes (Jan 23-25, 2017).docx
49. Correct breaking (Iftar) during Ramadan fasting.mp4
50. Correct suhur (pre-dawn reception) in Ramadan.mp4
51. CV\_2016\_Inga Sikorskaia.pdf\
52. CVE Story - Maisalbek.docx
53. CVE Story - Maisalbek.docx
54. CWG 2\_Mar 1\_Bish.pptx
55. CWG meeting 1
56. CWG meeting 1 minutes – the composition of CWG
57. CWG meeting 1 presentation
58. CWG member's list
59. CWG Members List (full) with contacts.docx
60. CWG Members List (full) with contacts.docx
61. CWG Protocol # 2
62. Deradikalizatsiya\_Aitbaeva Umut.docx
63. Descriptive Report Search - IQ Challenge.docx
64. Detailed Project Implementation Plan.xlsx
65. DSC00407.JPG
66. Dua.jpg
67. Elmurat\_Zhusupaliev\_CV.pdf
68. Empty house.mp4

69. En\_ExpertSymposium\_CA\_PVE\_Programming2CounterTerroristUseOfInternet.doc
70. Expert\_Toktogulova.docx
71. Experts Simposium\_Feb 22\_MK.pptx
72. Experts Symposium\_Feb 22\_MK.pptx
73. Final application\_Positive Messaging\_Case (2) .docx
74. Final bid\_IQ Challenge\_Mirzalim.docx
75. Final report Media expert May-June
76. Final report media marketing expert report
77. Final report\_Aravan\_Dilshod and Hamidullo.doc
78. Final report\_Aravan\_Zhamaliddin and Gullola.doc
79. Final report\_Bazar-Korgon\_Almaz.docx
80. Final report\_Kara-Balt\_Maysalbek.docx
81. Final report\_Kara-Balta\_Zarina.docx
82. Final report\_statistics\_Isbol Isakov
83. Final Report\_Uzgen\_Sulaiman.docx
84. Final report\_Zhany-Dyikan (Suzak) \_Mederbek.docx
85. Final Script\_Aravan\_Awareness Raising\_Dilshod.doc
86. Final Script\_Aravan\_Documentary\_Jamaliddin.doc
87. Final Script\_Bazar-Korgon\_Video Contest\_Almaz.docx
88. Final Script\_Jeti-Oguz\_Positive Messaging\_Umut.docx
89. Final Script\_Kara-Balta\_Schools\_Maisalbek.docx
90. Final Script\_Kara-Balta\_Video Lectures\_Zarina.docx
91. Final Script\_Suzak\_IQ Challenge\_Mirzalim.docx
92. Final Script\_Suzak\_Sports\_Bobur.docx
93. Final Script\_Suzak\_Students\_Mederbek.docx6. Final Script\_Suzak\_Students\_Mederbek.docx
94. Final Script\_Uzgen\_Mosques\_Sulaiman.docx
95. Focus Groups\_CTB\_March\_2017\_MK edits.docx
96. Form\_description report.docx
97. Form\_fin report\_accept.docx
98. Form\_fin report\_inv.xlsx
99. Form\_fin report\_inv.xlsx
100. Gamsumo\_Kara-Suu.pdf
101. Gen. Tokon Mamytov\_Osh State U\_Jun 14.jpg
102. Grant Application Form\_RUS&KYR\_printed.docx
103. Grant Application\_Ainagul South KG.docx
104. Grant Application\_Bazar-Korgon\_edited.docx
105. Grant Application\_Bazar-Korgon\_edited.docx
106. Grant Application\_Jalal-Abad.docx
107. Grant Application\_Jalal-Abad\_edited.docx
108. Grant Application\_Maisalbek\_edited.docx
109. Grant Application\_Maisalbek\_edited.docx
110. Grant Application\_Suzak.docx
111. Grant Application\_Suzak\_edited.docx
112. Grant Application\_Suzak\_edited.docx
113. Grant Application\_Zarina.doc
114. Grant Application\_Zarina\_edited.docx

115. Grant Application\_Zarina\_edited.docx  
116. Grant Application\_Гуллола Абдураимова Араван.doc  
117. Grant Application\_Илимзар Карабалта.docx  
118. Grant Application\_Сузак.docx  
119. Grant Application\_Сузак\_edited.docx  
120. Grant Application\_Усенов Сулайман.docx  
121. Grant Application\_Хамидулло и Дильшод Араван.doc  
122. Grant Proposal\_Aravan\_edited.docx  
123. Grant Proposal\_Aravan\_edited.docx  
124. Grant Proposal\_Aravan\_Gullola\_edited.doc  
125. Grant Proposal\_Aravan\_Gullola\_edited.doc  
126. Grant Proposal\_Jeti-Oguz\_re-submitted.docx  
127. Grant Proposal\_Sulaiman\_edited.docx  
128. Grant Proposal\_Sulaiman\_edited.docx  
129. Grant Proposal\_Umut\_edited.docx  
130. Grant Proposal\_Umut\_edited.docx  
131. Grant Proposal\_Сузак (Жаны-Дыйкан).docx  
132. Grant Proposals\_Akbarali Aravan.doc  
133. Grantees Selection Criteria.docx  
134. Ikbalzhan and Mirgul\_Feb 22\_CPVESymposium.jpg  
135. IMG-20170303-WA0000.jpg  
136. Internet Religion-Research\_Zanoza.kg.docx  
137. Interview questions\_KYR&RUS\_printed.doc  
138. IOM Workshop\_Apr 5-6 Osh\_Unheard Voices\_Mirgul.pptx  
139. IWPR - Exclusive Interviews.docx  
140. Jan 23-25 Participants List.pdf  
141. July\_2017\_ Work Plan (Calendar)\_updated.doc  
142. June\_2017\_ Work Plan (Calendar)\_updated.doc  
143. June 14\_ANK\_Osh city  
144. June 30, 2015\_Mini Soccer\_Osh.JPG  
145. Kitob.jpg  
146. Komoduk\_zhopkerchilik.ppt  
147. Kunduz\_photo\_by Aijarkyn Aisakhunova.jpg\  
148. Kunduz\_Success Story\_Release Form\_scanned.pdf  
149. Kurulushchu.mp4  
150. kyrgyz 1 last.jpg  
151. kyrgyz 2 last.jpg  
152. Letter 10 of the Ministry of Internal Affairs.docx  
153. Letter 10 of the Ministry of Internal Affairs.pdf  
154. Letter of Gratitude\_from Kenesh to CWG Members.docx  
155. Letter of invitation to the KRG meeting  
156. Letter of invitation to the seminar on November 23 in the name of akim Zh-O r-na.pdf  
157. Letter of invitation\_of the KKR 2\_ATC of the SCNS.docx  
158. Letter of invitation\_of the KRG 2\_10 GU of the Ministry of the Interior.docx  
159. Letter of invitation\_of the KRG 2\_DUMK.docx  
160. Letter of Invitation\_KRG 2\_ Defense Council.docx

161.Letter of Invitation\_KRG 2\_Applicator of the President.docx  
162.Letter of Invitation\_KRG 2\_GKDR.docx  
163.Letter of Invitation\_KRG 2\_Min of Culture.docx  
164.Letter of Invitation\_KRG 2\_Min Youth.docx  
165.Letter-invitation\_RKG 2\_NIS.doc  
166.List of Exhibitors\_ANCK\_Balykchy 05/17/2012 .docx  
167.List of Field Researchers\_Nov 25.docx  
168.List of participants\_Bish\_Nov 23 2016.pdf  
169.List of participants\_Mar 1\_CWG #2.pdf  
170.List of participants\_Osh\_Nov 21 2016.pdf  
171.List participants CWG 1  
172.Main Researcher\_TOR\_for Inga Sikorskaya.docx  
173.Maisalbek after interview with Sam\_Bish\_by Mirgul.jpg  
174.Maisalbek and Sam\_Bish\_by Mirgul Karimova.jpg  
175.Maisalbek at CVE campaign\_Kara-Balta\_by Shirin.jpeg  
176.Maisalbek in Seul\_Sep 2015\_By Soyuzbek Nadyrbekov.jpeg  
177.Mar 14\_ANK Meeting on Action Research and Media Campaign.jpg  
178.Mar 14\_ANK Meeting on Soc Media Project Progress.jpg  
179.Mar 14\_ANK Meeting\_Trends in Recruitment.jpg  
180.Mar 14\_ANK Soc Media Project Progress Sharing.jpg  
181.Mar 14\_ANK\_Bishkek  
182.Mar 14\_Assembly of People of KG Meeting on Soc Media Project.jpg  
183.May 17\_ANK\_Balykchy  
184.May 30, 2015\_Mini soccer\_Osh.JPG  
185.Media Campaign Content Expert Discussion\_Minutes (Dec 23, 2016).docx  
186.Media Campaign Content Expert Discussion\_Minutes (Jan 16, 2017).doc  
187.Media Campaign Script Expert Discussion\_Minutes (Feb 17, 2017).doc  
188.Media training for sub-grantees  
189.Memo for grantee.docx  
190.Memo\_Media Expert\_Elmurad.pdf  
191.Memo\_Media Marketing Expert\_Gulzat.pdf  
192.Memo\_SMC Designer.pdf  
193.Memo\_Sub-Grantees Selection\_Final.docx  
194.Methodology for Researcher\_MK edit\_IS\_updated\_MK finalized.doc  
195.Methods, approaches, criteria of respondents selection, questionnaire\_Rus.doc  
196.Midterm Eval\_Participants List\_4 FGDs.pdf  
197.Minutes\_CWG Meeting 2\_ENG.docx  
198.Mirzalim\_photo\_by Begimai Bekbolotova.jpg  
199.Mirzalim\_Success Story\_Release Form\_scanned.pdf  
200.North\_23.11.16.xlsx  
201.Orozo.jpg  
202.Passport of the Djety-Oguz district 2015.doc  
203.Post-test\_Youth Workshop\_Evaluation.docx  
204.Post-test\_Youth Workshop\_Evaluation\_KYR.docx  
205.Presentating Suzak ideas for deradicalization\_Jan 23, 2017.jpg  
206.Presentation\_kyrgyz\_extremism.pptx

207.Presentation\_MOM\_April\_2017\_Sherdal.pptx  
208.Production Session\_Youth Sub-grantees\_Jan 24, 2017.jpg  
209.Profile of org-ile\_Sulaiman.docx  
210.Profile of the company Antares Creative Group 2016.pdf  
211.Program for focus groups Bishkek, 20 March 2017.docx  
212.Program for focus groups in Osh and Jabad 27 March 2017.docx  
213.Program of the KRG meeting # 1 in Kyrgyz  
214.Program of the KRG meeting # 1 in Russian  
215.Program of the KRG meeting # 2 in Russian  
216.Project Coordinator\_Osh State U\_Jun 14.mp4  
217.Project Coordinator's speech\_Osh State U\_Jun 14.jpg  
218.Project\_Cara-Balta.docx  
219.Project\_J-Oguz.docx  
220.Project\_video contest BK.docx  
221.Promotion plan\_310517.xlsx  
222.Protocol of the seminar 23 Nov 2016 Bishkek.docx  
223.Qnr\_MK edited\_IS\_updated.doc  
224.Quarterly Narrative Report-S-LMAQM-16-GR-1283\_Q1 2017.doc  
225.Quarterly Narrative Report-S-LMAQM-16-GR-1283\_Q1 2017\_MK follow up Janice edits\_Apr 21.doc  
226.Quarterly Narrative Report-S-LMAQM-16-GR-1283\_Q1 2017\_TG\_MK follow up\_Apr 27.doc  
227.Ramazon Oyida Yzgizli of Yashi xis etishinhiz uchun 5 tavsia.docx  
228.Reaching the audience\_Kara-Balta\_Zarina.zip  
229.Reg number 21 11 2016 Osh.docx  
230.Reg. List 23 11 2016 Bishkek.docx \\\n231.Reg. Sheet 23 11 2016 Bishkek.docx  
232.Risk Assessment\_Youth Sub-grantees\_Jan 23, 2017.jpg  
233.Rollers Search\_final version.docx  
234.Security Session\_Sub-grantees\_Jan 25, 2017.jpg  
235.Services-links.doc  
236.Search M&E Q4 2016 - USDOS-CTB\_Tracker.xlsx  
237.Search Meeting with ANK\_June 14.ppt  
238.Search Meeting with ANK\_Mar 14.ppt  
239.Search Meeting with ANK\_May 17.ppt  
240.Search Meeting with APK\_Mar 14.ppt  
241.Search SF-PPR Cover Sheet-S-LMAQM-16-GR-1283\_Q1 2017.pdf  
242.Search SF-PPR-B-S-LMAQM-16-GR-1283\_Q1 2017.xls  
243.Search Youth consultative workshop\_Jan 23-25\_US-CT.ppt  
244.Search Медиакомпания.ppt  
245.SFCSG\_3\_HOUSE\_KG.mp4  
246.SFCSG\_3\_HOUSE\_RU.mp4  
247.SFCSG\_3\_HOUSE\_UZ.mp4  
248.Sheradil's Motivation session\_Jan 25\_RUS.pptx  
249.SM Campaign\_Tracker\_June 15.xlsx  
250.SMD\_TOR.docx  
251.SME&SMME\_Contacted tasks\_RUS&ENG.docx  
252.Social Media Campaign + Project Team\_Contacts.docx

253. SOCIAL MEDIA FOR DE-RADICALIZATION IN KYRGYZSTAN: MODEL FOR CENTRAL ASIA  
254.Social Media to CVE Toolkit\_Options for interviews.docx  
255. South\_21.11.16.xlsx  
256.SS Maisalbek\_Release Form.pdf  
257.Stage One Selection.7z  
258.Stage Two Selection.7z  
259.Success Story\_Kunduz\_final.docx  
260.Success Story\_Mirzalim\_final.docx  
261.Take Aways\_ANK Meeting\_Balykchy\_May 17.docx  
262.Take Aways\_ANK Meeting\_Bishkek\_Mar 14.docx  
263.Take Aways\_ANK Meeting\_Osh\_June 14.docx  
264.test.jpg  
265.The final report of SMM Offline\_May-June 2017 (Final Narrative Report on the work in the Social Media Campaign for the De-Radicalization of Youth)  
266.The protocol of the seminar was on Nov. 21, 2016, Os. Docx  
267.The protocol of the seminar was on Nov. 21, 2016, Os. Docx  
268.The Radicalization of Migrant Workers from Central Asia.pptx  
269.The Radicalization of Migrant Workers from Central Asia\_IK.pptx  
270.The Radicalization of Migrant Workers\_Ikbalzhan.pptx  
271.The Uzgen\_Sulaiman project (1) .docx  
272.TOOLKIT\_1st Draft\_June 20th.doc  
273.TOOLKIT\_1st Draft\_June 20th\_Edited June 21st.doc  
274.Toolkit\_design\_May 24th.docx  
275.Train.mp4  
276.Transcription October 31 CWG (Minutes of the 1 st CWG Meeting on the project  
277.Updated M&E Plan-S-LMAQM-16-GR-1283\_Q1 2017.xlsx  
278.USDOS-CTB\_Midterm evaluation\_Report\_Mar 2017.docx  
279.uzbek 1 last.jpg  
280.uzbek 2 last.jpg  
281.Welcome.jpg  
282.WhatsApp Image 2017-05-07 at 13.49.57.jpeg  
283.WhatsApp Image 2017-05-07 at 13.49.58.jpeg  
284.WhatsApp Image 2017-05-07 at 13.49.59.jpeg  
285.WhatsApp Image 2017-05-07 at 13.49.90.jpeg  
286.WhatsApp Image 2017-05-07 at 13.49.91.jpeg  
287.Whatsapp SMM Final Report  
288.Work Plan & Methods\_June 5  
289.Work with schoolchildren\_Aravan\_Hamidullo and Dilshod (2) .doc  
290.Writing\_Cara-Sui borough.docx  
291.Youth Grantees\_List of contacts.docx  
292.Youth Workshop\_Bish\_Nov 23\_2016  
293.Youth Workshop\_Nov 21 Osh\_Nov 23 Bish.pptx  
294.Youth Workshop\_Osh\_Nov 21\_2016  
295.Youth Workshop\_Participants List.docx  
296.Илм жаннга эетиш йўлидир.docx  
297.Инга\_скриншоты\_соц.медиа.zip



Graph 1: Key drivers of VE

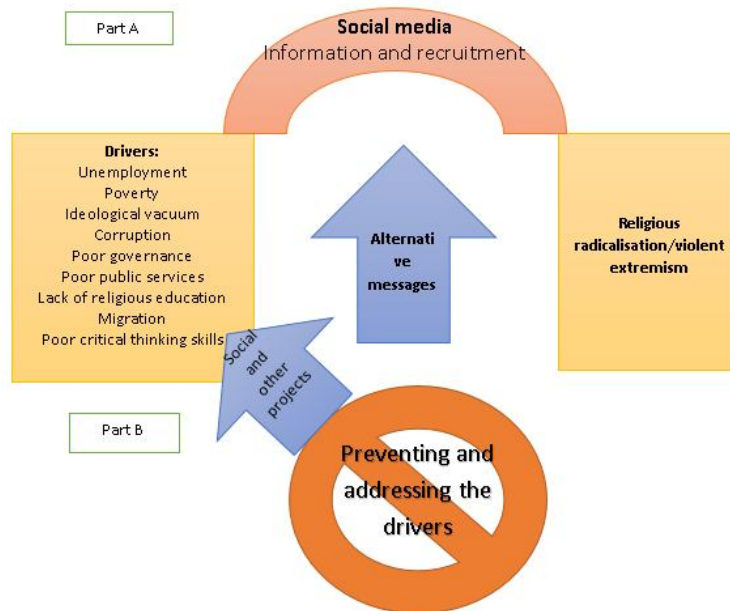


Table 3: Organizations working on De-radicalization topic in Kyrgyzstan.

Organization	Field involved
<b>International Alert (IA) with support from the European Commission (EC)</b>	IA runs a project "Constructive Dialogues on Religion and Democracy" which is focused on establishing and building the potential of inter-cultural and inter-faith dialogue.
<b>Yiman Foundation in collaboration with CRISP (Community Resources in Service to People)</b>	Provision of religious education and information to citizens to protect them from the influence of extremist ideologies and increase their spiritual potential.  Organization and provision of seminars with different groups in the society: pupils, civil servants. For example,
<b>Yiman Foundation with support from the European Commission</b>	The foundation has a project called "Peace Dialogue" which aimed to inform young people about religious extremism to prevent their radicalization. The foundation has held workshops for journalists, as well as for employees of the State Committee for National Security (GKNB) and the Interior Ministry (MVD). The foundation has produced books, documentaries, online videos and cartoons, and plans to launch 15-minute programs for television in autumn. The foundation also has projects that collaborates with the poets, historians, writers, and cultural figures to provide alternative sources of inspiration to youth, such as the country's historical and cultural

	heritage, literature and science.
<b>DVV International German NGO with support from the EC and in collaboration with Bishkek’s “Institute for Youth Development”, “Youth of Osh” NGO from the city of Osh and CRISP</b>	DVV International together with the implementing partners are running a project “Democracy and Religion” which aims to enable around 1300 youth from urban and rural locations throughout Kyrgyzstan to prevent radicalization, to counter extremist ideologies, and to reduce the existing religious tensions. The project sets up various discussion platforms, such as national roundtables, youth forums and conferences on religious freedom and diversity.
<b>SaferWorld in collaboration with local partners such as Foundation for International Tolerance</b>	The organization has run a number of projects on promoting peace and security in the communities of southern regions. Specifically on religious extremism, the organization carried out research on radicalization and extremism.
<b>UN Peacebuilding fund, in particular UNDP/UNFPA/UNICEF “Youth for Peaceful Changes” Project</b>	It is a joint program of UN Agencies present in Kyrgyzstan. The program first started working after the 2010 ethnic conflict. Since then, the overarching aim of the program is to promote sustainable peace and build capacity of key stakeholders such as local self-government bodies, media, and youth to promote peace. The analysis of different online sources shows that this initiative has encompassed the matters of religious radicalism and extremism in the past two years.  In particular, “Youth for Peaceful Changes” project by UNDP/UNFPA/UNICEF has worked youth to educate them and build their life skills. One of the initiatives was to promote street workout against religious radicalism and extremism.
<b>No 10 Department of the Ministry of Internal Affairs</b>	The Department’s key focus is to fight against radicalism and extremism. In the past year, the Department run a project “Internet Patrolling” which aimed to monitor various sources in the Internet to identify content containing extremist and radical ideas. The department involved thousands of pupils and young people to help the workers of the Department to identify such content in the Internet. <sup>11</sup> Further, the Department develops its own counter-messaging content and uploads them online under the same name as the ones of the radicals, and the Internet users, who looking for extremist content, find the content spread by No 10 Department, which is directed against extremism.

*Table 4: Overview of small grants provided to young people*

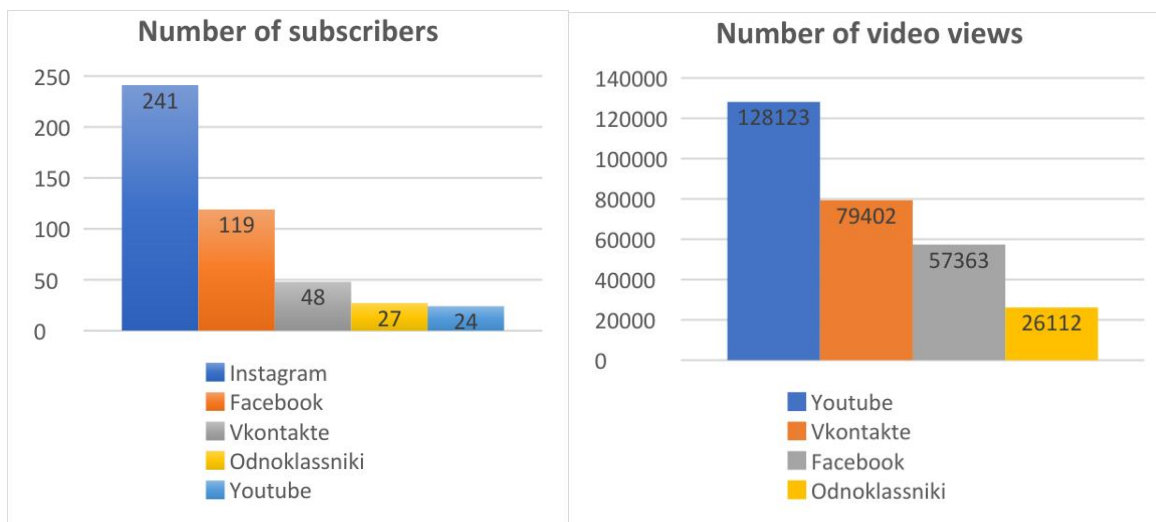
Grant holders	Aim of the grant	Focused grievance
Zarina Urmanbetova (nationwide)	To produce video talks by specialists on religious radicalization to prevent radicalization of youth	To address lack of information on religious radicalism

<sup>11</sup> 4.kg 2017, In Kyrgyzstan schoolchildren and students help in the fight against extremism, available on [https://24.kg/obschestvo/55375\\_vkyrgyzstane\\_shkolniki\\_istudentyi\\_pomogayut\\_vborbe\\_sekstreizmom/](https://24.kg/obschestvo/55375_vkyrgyzstane_shkolniki_istudentyi_pomogayut_vborbe_sekstreizmom/), Open Asia 2015, Kyrgyz youth offered to "patrol" the Internet, available on <http://theopenasia.net/articles/detail/kyrgyzskoy-molodezhi-predlozhi-patruirovat-internet/>

Maisalbek Kurbanaliev (Kara-Balta town)	To conduct a seminar for pupils of secondary school with the involvement of successful youth	To prevent radicalization of youth by inspiring them to study well and introducing role models among current successful youth
Jamaldin Sultanov (Aravan region)	To produce video talk on raising children from the point of Islam	To prevent radicalization of youth by guiding families in providing good upbringing from an Islamic perspective (alternative content)
Dilshod Abdusalam uulu and Hamidullo Uzakov (Aravan region)	To conduct seminars for pupils on religious radicalization. To produce videos about successful people in the region as role models for youth	To prevent radicalization of youth by providing information on religious radicalization and introducing role models
Duisbaev Almazbek, Abdykadyr uulu Nurdijut (Bazar-Korgon region)	To organize a competition of videos among pupils on preventing religious radicalization of youth	To prevent radicalization of young people by involving them to produce short videos inviting young people to make right life decisions and life styles.
Umut Aitbaeva (Jet-Oguz)	To prevent radicalization of youth through the call for humanity by making videos on moral principles, creating a Facebook group “Youth for Safety”, and conducting training for youth on the right directions for future.	To prevent radicalization among youth through the call for humanity
Mirzalim Mashrabov (Suzak region)	To raise the intellectual capacity of youth and to promote principles of friendship, peace, creativity and tolerance among youth.	To prevent radicalization of youth through promoting education, principles of friendship, peace, creativity and tolerance among youth (alternative principles).
Mederbek Madymarov (Suzak region)	To renovate the sport hall of the school to involve youth into sports	To prevent radicalization of youth by involving them into sports (alternative activity)
Bobur Abdulazizov (Suzak region)	To build street workout facilities to involve youth into sports	To prevent radicalization of youth by involving them into sports (alternative activity)
Sulaiman Usenov (Uzgen region)	To increase knowledge of young people about the negative impact of radical information through social networks	To raise awareness of population, particularly youth, state institutions, and other stakeholders about jihad in Islam and, by this, prevent radicalization of youth.

Graph 2: Number of subscribers

Graph 3: Number of views



Graph 4: Level of engagement

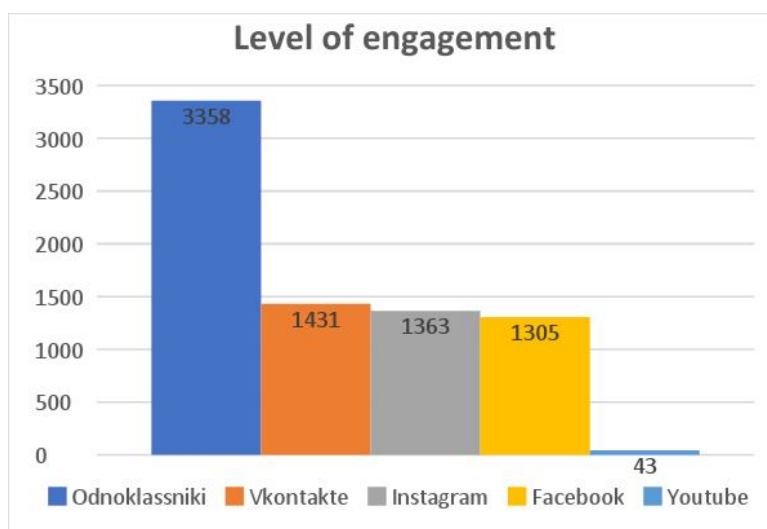


Table 5: Overview of grant holder's projects

Grant holders	Social Media Outlet	Product name	Views	Likes/dislike, shares, comments
Umut Aitbaeva	Facebook (open group – Youth for security)	Video	13	1 love, 7 likes, 2 Search comments, no outsider comments
Mirzalim Mashrabov	YouTube channel of the local TV company	Video of the TV news about the project event	51	1 like, no dislike, no comments
Almazbek Duishobaev	YouTube channel of the local TV company	Video of the TV news about the project event	64	6 likes, no comments

	Personal Channel of Almazbek	7 videos made by school children	61 views in total	Nothing
Sulaiman Usenov	YouTube channel of Nassat media (119 thousand subscribers)	Video of the project event	Part 1 - 8281 Part 2 - 7626 Part 3 - 8998	512 likes, 19 dislikes, 38 comments - all comments expressed gratitude to Chubak Aji. One irrelevant comment
	YouTube – the local TV channel	Video of the above event	262	4 likes, 1 comment in the form of the question
Mederbek Madymarov	Facebook – personal page of Duishobaev	Photos of the project event	32	78 likes, 1 love, 8 positive comments
	YouTube – personal channel of Duishobaen	Videos of the event	436	27 likes
	YouTube – the local TV channel	Video of the above event	292	17 likes, 1 comment
Bobur Abdulazizov	Aimak.kg (local news website)	News about the project event	394	No comments
	Facebook	Personal Page of Sherzatbek Umarbekov	11	11 likes, 1 love, 1 comment relevant to the project
Maisalbek Kurbanaliev	Facebook	Photos of the event	30	2 love, 28 likes, 6 shares, 4 praising comments
Zarina Urmanbetova	YouTube channel of Ilimzar	Videos lectures	431	9
Zhamaliddin Sultanov	YouTube channel of Aravan Raion Khatibiyat.	Video talk produced within the project	553	31 likes, 1 dislike

*Table 6: Engagement of the audience for the video in “My Jihad” accounts.*

Social media outlets	Likes	Love	Dislike	Angry	Share	Comment
YouTube	10		9			4 (2 negative)
FB	239	4		5	60	
OK	438				34	
VK	2		2			





*Table 7: Social media campaign tracker*

Video title and language	YouTube			Facebook			Odnoklassniki (O	
	The highest number of views	Popularity trend	Likes, dislikes, shares, comments	The highest number of views	Popularity trend	Likes, shares, comments	The highest number of views	Popularity trend
Three days in the train_KYR	26478	Fast growing	7 likes, 1 comment	4529	Fast growing	28 likes, 9 shares	4728	Slow growing
Three days in the train_RUS	18268	Fast growing	2 dislikes	11271	Fast growing	61 likes, 2 angry, 26 shares, 2 comments	2149	Slow growing
Three days in the train_UZB	24628	Fast growing	2 dislikes	7968	Fast growing	1 sad, 19 likes	231	Slow growing
Construction_KYR	30987	Fast growing	1 like, 1 dislike, 1 irrelevant comment	11218	Fast growing	22 shares, 4 loved, 77 liked	698	Slow growing
Construction_RUS	6950	Slow growing	Nothing	4152	Slow growing	2 angry, 1 sad, 9 likes, 1 share	2723	Slow growing
Construction_UZB	8882	Slow growing	2 dislikes	5375	Fast growing	23 Likes, 1 share	214	Slow growing
Empty house_KYR	3219	Slow growing	Nothing	n/a	n/a	n/a	3840	Slow growing
Empty house_RUS	4609	Slow growing	2 likes, 2 dislikes	770	Slow growing	1 share, 1 angry, 8 likes	405	Slow growing
Empty house_UZB	4208	Slow growing	1 dislike, 2 negative comments	4853	Fast growing	14 likes	352	Slow growing



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