

**Outcomes:** Development Setting A: Eradicate poverty in all its forms and dimensions

**Country/Region/Global: Trinidad and Tobago**  
**Initiation Plan**

**Project Title:** PVE- Youth Empowerment and Strengthening (YES)

**Expected UNDP Strategic Plan**

**Development Setting A:** Eradicate poverty in all its forms and dimensions.

**Development Setting B:** Accelerate structural transformations for sustainable development.

**Signature Solution 1:** Keeping people out of poverty.

**Signature Solution 2:** Strengthen effective, inclusive and accountable governance,

**Signature solution 6:** Strengthen gender equality and the empowerment of women and girls,

**Expected UNDAF/CP Outcome(s):** Priority Area 3: A safe, cohesive and just Caribbean

**Expected CPD Output(s):** Area 3: Citizen Security:

- 3.1: Capacities for the security sector for governance and oversight are improved through the development of a citizen security approach to address crime and violence
- 3.3: Introduction of restorative justice policy into criminal justice system.
- 3.4 CSO's have knowledge, skills and tools to participate in crime prevention and response

**Initiation Plan Start/End Dates:**

**Implementing Partner:** United Nations Development Programme (UNDP)

### Brief Description

This Proposal, the **PVE- Youth Empowerment and Strengthening (PVE-YES) Project**, builds on the foundational work conducted by UNDP between 2019-2020. **It is founded on the premise that youth must be empowered and their resilience strengthened, so that they can make targeted, purposeful decisions to meaningfully contribute to society.** The project aims to address youth crime, violence and radicalisation both within communities before youth come into contact with the criminal justice system, as well as within the prison system to reduce the risk of reoffending. The overarching aim is to increase the resilience of vulnerable youth and break the cycle of criminality that has become the norm. The government has acknowledged that youth are a particularly at-risk group in Trinidad and Tobago as there is a belief that socio-economic issues and disillusionment compounded by the growing presence of the glorification of materialism and violence on social media have led to pockets of delinquency, which have led to a desensitization to violence. This in turn has contributed to an attraction to gangs and criminality. While more research is needed locally, criminologists have noted increasing evidence of similarities in the factors that lead to gang involvement and violent extremism. In this light, youth, especially at-risk youth, are particularly susceptible to the draw of extremist ideologies. The urgent need for such a project is compounded by the Covid-19 Pandemic which is expected to exacerbate already high unemployment rates. Innovation, digital platforms and technology are at the heart of this project to ensure that it is Covid-19 responsive and to ensure that the project remains resilient to the emerging challenges that the new global reality presents.

**This project includes a number of components to holistically address the issues of youth crime and violence. It seeks to bring together a number of key Development Partners who have expressed a keen interest in working with UNDP on this issue. The Funding Window will focus on PILLAR ONE (Peace Innovation Platform) and while PILLAR TWO (Youth in Detention) will be funded by Partners.**

Programme Period: 12 months

Atlas Project Number: 00124652

Gender Marker: GEN3

Total resources required 674,000

Total allocated resources: 200,000

- Regular

- Donor

- Donor

- Government

Unfunded budget: 474,000

In-kind Contributions \_\_\_\_\_

Agreed by UNDP:

Randi Davis, Resident Representative-  
Trinidad and Tobago, Aruba, Curacao, St. Maarten



12-Mar-2021

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## I. PURPOSE AND EXPECTED OUTPUT

In Trinidad and Tobago, evidence suggests that the drivers that attract persons to gang involvement and violence, are the same drivers that attract them to radicalization and extremist groups. It is this underpinning that forms the government's P/CVE agenda which focuses on:

- Policy response including the development of the draft National Plan for P/CVE in 2019, and other national policy responses focused on returnees and whole of government approaches.
- Community responses especially evidenced through the formation of national entities which address violence prevention including PVE issues through working with women and youth at the community level<sup>1</sup>.

It should be noted that the Government of the Republic of Trinidad and Tobago (GoRTT) promulgated a Counter-Terrorism Strategy in 2017 and further strengthened its legislative framework on terrorism as led by the Ministry of National Security and the Office of the Attorney General and Legal Affairs. The GoRTT is currently implementing key elements of the Counter-Terrorism Strategy, which recognizes that the use of traditional law enforcement mechanisms exclusively is not sufficient to combat violent extremism. In this regard, the National Plan for P/CVE was developed to holistically address those drivers which cause persons to join extremist groups.

UNDP TTO, in establishing a portfolio dedicated to P/CVE designed a programme of interventions that would closely align with the government's two-tiered approach in addressing this issue. Between 2019-2020 the portfolio included Upstream Policy Support where UNDP worked closely with the Inter-Ministerial Implementation Committee on Counter-Terrorism (IMICCT) in the drafting of a National Plan for P/CVE. This support extended to other high-level national committees dealing with policy responses related to P/CVE including women and children returning from conflict zones, national P/CVE Communication plans, and processes related to the roles and responsibilities of national agencies in this area. UNDP acts in an advisory capacity ensuring that national plans, policies and legislation are aligned and streamlined allowing for cohesive responses across all of government.

Support also focused on Downstream On-the-Ground Community Work where UNDP worked in communities to address those drivers that cause youth to be attracted to gangs and extremist groups including disenfranchisement, poverty, unemployment, stigmatization, lack of education and skills, and mistrust of authority among others. In early 2019, the intervention started as a Pilot Project in an urban, high-risk community and in late 2019 extended to the Youth Transformation and Rehabilitation

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<sup>1</sup> The National Crime Prevention Programme was established in 2019 and aims to address issues of community violence through mainly working with women and youth. Police Youth Clubs have been established in most communities across Trinidad and Tobago and seek to empower youth and communities to resist the attraction to gangs and criminal activity.

Centre (YTRC)- the national youth prison. The programme focuses on using psycho-social interventions, counternarratives and skills-building to move youth away from an attraction to gangs, radicalization and violence, and transform them into youth mentors, peace ambassadors and agents of change.

UNDP's work in these areas have produced sound results including the finalisation of the draft National Plan for P/CVE and the scale-up of the flagship Youth Peace Ambassadors Programme to the full youth detention population. These results have engendered national interest and high-level government support for UNDP's Citizen Security and Justice Portfolio and as such, UNDP TTO is now positioned as a thought leader and pioneer in the area of violence prevention which includes PVE, radicalization and gang involvement.

This Proposal, the **PVE- Youth Empowerment and Strengthening (PVE-YES) Project**, builds on the foundational work conducted by UNDP between 2019-2020. It is founded on the premise that youth must be empowered and their resilience strengthened, so that they can make targeted, purposeful decisions to meaningfully contribute to society. The project aims to address youth crime, violence and radicalisation both within communities before youth come into contact with the criminal justice system, as well as within the prison system to reduce the risk of reoffending. The overarching aim is to increase the resilience of vulnerable youth and break the cycle of criminality that has become the norm. The project purposefully targets girls who are often left out of the empowerment discourse especially pertaining to at-risk youth and youth in conflict with the law.

The urgent need for such a project is compounded by the Covid-19 Pandemic which is expected to exacerbate already high unemployment rates.<sup>2</sup> Innovation, digital platforms and technology have been integrated into this project to ensure that it is Covid-19 responsive by bringing programmes online and to ensure that the project remains resilient to the emerging challenges that the new global reality presents.

The specific objectives are as follows:

- i. Objective One: Empower at-risk youth by building trust and offering new opportunities to be meaningfully engaged in civic life and in the labor market.
- ii. Objective Two: Support youth empowerment and reintegration for youth in detention by supporting their role as positive agents of change through capacity development and employment opportunities.
- iii. Objective Three: Strengthen youth leadership by providing a positive environment for youth through capacity development, and support to youth-led training and youth-focused training for institutions.

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<sup>2</sup> UNDP 2020: Trinidad and Tobago COVID-19 and the Economic Shock: Impact and Policy Options.

**This project includes a number of components to holistically address the issues of youth crime and violence. It seeks to bring together a number of key Development Partners who have expressed a keen interest in working with UNDP on this issue. The Funding Window will focus on PILLAR ONE (Peace Innovation Platform) while PILLAR TWO (Youth in Detention) will be funded by Partners.**

### **PILLAR ONE: PEACE INNOVATION PLATFORM**

This Pillar targets at-risk youth, both male and female, residing in communities across Trinidad and Tobago. Youth will be identified and selected through NGO's and government programmes.

\*The **Peace Lab** and **e-Learning Platform** are meant to closely complement each other. The Peacebuilding curriculum administered via the e-learning Platform should propel the idea generation and teamwork that is envisioned for the Peace Lab.

Pillar One: Digital Hub/Peace Innovation Platform. The Platform will include three components as follows: - Peace Lab - E-Learning Platform - Employment Engine.

- The Peace Lab will be a safe, interactive environment that promotes civic-engagement, critical thinking, collaboration, and cross-cultural learning. The main purpose of the Lab is for youth to come together virtually to share ideas, co-create, design, and implement projects across communities. The Lab therefore provides the platform to explore, discuss, refine and reflect on ideas from the stage of inception. Research shows that when young people are given meaningful opportunities to express their opinions, they have an increased investment in the program or initiative and more confidence in their own voice. The Lab will also provide the opportunity for youth to express themselves creatively, as this contributes to enhanced mental health and increased growth and development.
- E-learning Platform- A streamlined Peacebuilding Curriculum will be administered via the e-learning platform, which will be developed to complement in-person training. The Platform will host joint classrooms and cross-community learning. The focus of this platform will be on **psychosocial strengthening and the dissemination of counter-narratives to address radicalization**. In some cases, youth will be able to log-in and complete modules on their own, and in other cases, youth will need to be logged-in at the same time, to sit in on live, interactive workshops and sessions.
  - o In addition to the peacebuilding curriculum other services will include GBV prevention services; mindfulness (yoga, meditation, reiki, etc.).
- Employment Engine- This is a critical component of the Platform. The Project will develop a database of employers who are willing to employ rehabilitated youth. As such, at-risk youth-including youth who are close to the end of serving their sentences can utilize the employment engine to find opportunities that match their skillsets. This will also include sign-ups for both public and private sector led vocational and academic courses. Workshops and tutorials geared toward workplace preparation (interview skills, resume writing, workplace etiquette) will also be available via the Engine. The engine will be available to all at-risk youth including those in detention and in communities. The Engine will be able to:

- i. Generate a customized/tailored package of services considering the skills that need to be strengthened and,
- ii. Match the occupational profile of the youth using the platform with the vacancies posted by a network of employers.

It is intended that employment services and a network of both public and private providers will be connected to the Engine. Services will include but may not be limited to the following:

**Employability services:** vocational counselling; vocational training; soft skills training; digital skills training; financial culture and fintech skills training; job placement services.

**Business development services:** business culture training; suppliers development programme; access to markets and inclusive business development; business innovation; financing.

**e-marketplace:** virtual catalogue; transactional marketplace B2C and B2BMarket opportunities (starting with public procurement opportunities and then private procurement opportunities).

**Gender responsiveness-** Services provided will be gender responsive and will be developed to promote women's empowerment. Services will be incorporated addressing the challenges of the care burden especially for those parents that might be excluded because they are responsible for the care of children and other dependants. Building strong partnerships with public and private care providers will be essential in order to ensure no one is left behind, especially young women and male heads of households.

## **PILLAR TWO: YOUTH IN DETENTION**

This Pillar targets all youth in detention, both male and female, who reside at the Youth Transformation and Rehabilitation Centre (youth prison).

A three-tiered programme of interventions has been designed to: holistically ensure better outcomes for youth by enhancing the programme offering; and addressing the gaps that prevent the youth detention system from meeting its intention and obligations under the 2017 reforms.

- **Prison/YTRC Leadership-** The first tier will focus on training and re-training of Prisons/YTRC leadership in restorative justice, best practices in juvenile justice administration, and refresher training regarding the legislation that came into effect in 2017. The aim is to propel policy changes that will enhance accountability, transparency and justice mechanisms across the institution.
- **Training for Prison Officers-** Prison officers deal with the youth on a daily basis, and should be exposed to training in approaches that help them to maintain respect for the youth in their charge. Further areas of training should include conflict resolution, rights of the child, and the new approaches to juvenile justice under the 2017 reforms (including training in legislation and regulations), gender sensitivity training including GBV prevention and other appropriate topics.
- **Scale up of the Youth Peace Ambassadors Pilot Programme-** This successful Project will be scaled up to include:

- Psychosocial interventions (anger management, stress management, conflict resolution, leadership, teambuilding, gender sensitivity, dealing with life after detention, etc.) and coping strategies during the current Covid-19 crisis- development of online content and remote delivery of interventions.
  - Psychoeducation and provision of information on the COVID-19 pandemic- development of online content and remote delivery of lessons/information.
  - Skills-building (IT, radio production, television production, culinary arts, animation, cosmetology and much more)- development of online content and remote delivery of interventions. A gender-responsive approach will be adopted in the vocational counselling process so men and women are able to receive training in non-traditional fields (i.e. male-dominated or female dominated).
  - Mediation training for selected participants who can become youth mediators at the institution. Special focus will be placed on developing a cadre of female mediators.
  - Literacy skills-building for participants throughout the duration of the programme.
  - Presence of psychosocial team throughout the duration of the programme.
- YTRC Girls- A girls' wing of YTRC was established within the past three years. Due to the newness of the inclusion of girls at YTRC, their programmes are not as advanced as the boys. While the girls reside in a separate residence with their own security and other arrangements, there is a need to build out a full academic and vocational programme for them, along with recreational offerings suitable for their age and interests.

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## **II. MANAGEMENT ARRANGEMENTS**

The management arrangements of the project are governed by the UNDP rules and regulations. These are specifically designed to take into account the requirements of this project and have been successfully applied by the UNDP Trinidad and Tobago Country Office in all of its partnership projects thus far.

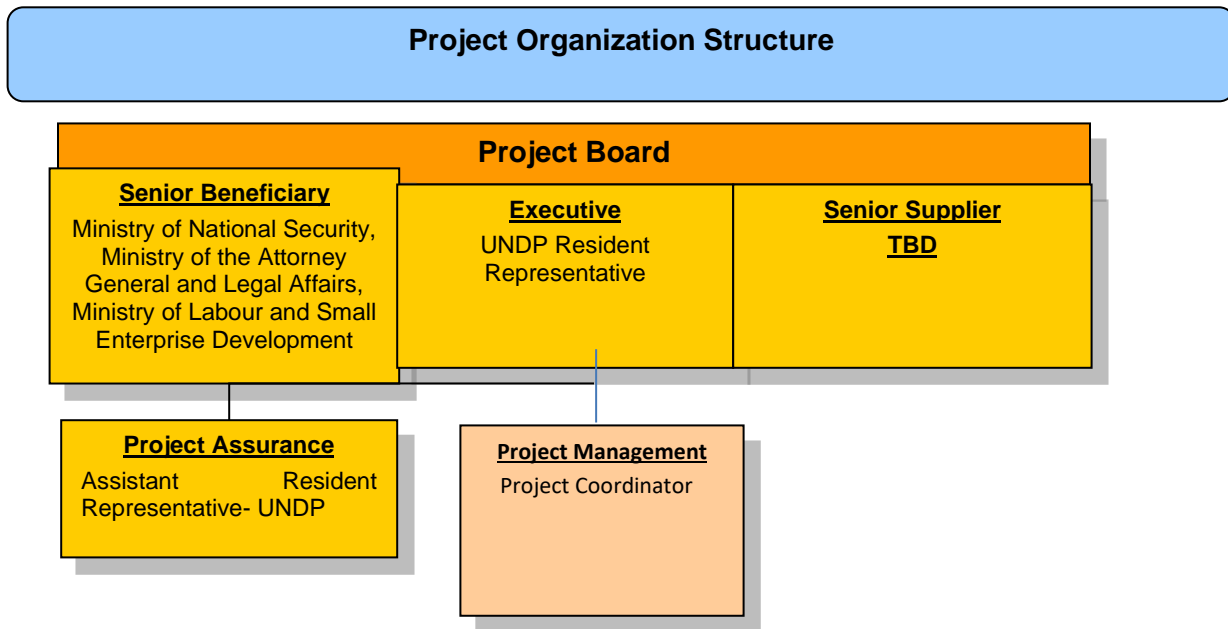
A coordinating mechanism will be established which will comprise of a Project Board composed of representatives of the Ministry of National Security, The Ministry of Labour and Small Enterprise Development and the UNDP. The role of the Project Board is to provide strategic guidance to the project to ensure completion of project goals and to co-ordinate with the project coordinator to ensure tasks are completed in an appropriate sequence. They will also provide advisory services to the project.

The Project will also use already established relationships with the Youth Transformation and Rehabilitation Centre (YTRC), the Trinidad and Tobago Police Service, Police Youth Clubs, the National Crime Prevention Programme (NCP), the Youth Training and Employment Partnership Programme (YTEPP) and CSO's to ensure the inclusion of a wide cross section of youth from both urban and rural communities.

In addition, the project will partner closely with the following agencies at various stages of development and implementation<sup>3</sup>:

- Ministry of Education- On the Job Training Programme (OJT)
- Ministry of Sport and Youth Affairs
- TT Chambers of Commerce
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The proposed project management arrangements are illustrated below:



<sup>3</sup> The Project will also consider the following: The Women Innovators Network in the Caribbean a <https://www.facebook.com/WomenInnovatorsNetworkCaribbean>; The Access to Finance Programme supported by the World Bank and implemented through LINK-Caribbean <http://link-caribbean.com/>; Entrepreneurship Program for Innovation in the Caribbean (EPIC) supported by the World Bank; Partnerships with other UN agencies are actively being pursued.



## United Nations Development Programme

### PARTNER ORGANISATIONS

Organisation	Description
Ministry of Labour and Small Enterprise Development	The MOLSED seeks to sustain lives through increased participation in the job market; and establishing more opportunities for networking, training and financing for the micro and small enterprise sector. The Project will partner to receive critical inputs into the Employment Engine including content and course offerings.
Ministry of National Security- Youth Transformation and Rehabilitation Centre (YTRC)	The Youth Transformation and Rehabilitation Centre is the only detention centre that houses young offenders in Trinidad and Tobago. Residents comprise both convicted and remanded males and females. YTRC was recently rebranded from the 'Youth Training Centre' to reflect the focus on rehabilitation and development of the residents in keeping with the Juvenile Justice reforms of 2017.
Ministry of Youth Affairs	The Ministry Youth Affairs seeks to promote increased youth participation in all aspects of sustainable development of Trinidad and Tobago. The Ministry seeks to create an enabling environment to stimulate youth micro-enterprise, developing a culture of entrepreneurship among youth. The Ministry also seeks to addresses the specific and peculiar needs of unemployed youth in diverse communities, as well as preparation for the job market. The Ministry seeks collaborations with specialised partner agencies to address the rehabilitation of young offenders coming out of institutions and/or the court system and develop a proper support system to facilitate the young people's reintegration into society and develop early intervention and prevention programmes for at-risk and vulnerable youth.
Ministry of Education	On-the-Job Training Programme
Police Youth Clubs	The Trinidad and Tobago Police Youth Clubs are registered non-profit organizations, which cater to the needs of young people between the ages of 5 to 21 years. The main focus of the Police Youth Clubs is to expose young people to productive activities in education, sports, culture, spirituality and community service, as an alternative to a life of drugs, crime and juvenile delinquency.

National Crime Prevention Programme	The National Crime Prevention Programme (NCPP) is a community-centered initiative with a 'Whole of Government' and 'Whole of Society' approach to crime prevention. This programme is designed to engage, educate and empower communities to make crime prevention their responsibility, in order to achieve safer communities and improved quality of life. The NCPP works with communities to understand and address the root causes of crime and to build and sustain a national culture of crime prevention.
Youth Training and Employment Partnership Programme	YTEPP is an organization duly organized under the laws of Trinidad and Tobago and is committed to providing technical and vocational education and training utilizing industry training environments to build human capacity for economic competitiveness. YTEPP's 'Rehabilitating Inmates Through Training and Retraining' (RITTR) Programme was conceptualized as an intervention geared toward providing training to the incarcerated with the intent of reducing re-offending and recidivism thus contributing to national efforts for crime reduction. The Programme is therefore a specialized training programme that seeks to equip inmates with certified occupational and employability skills necessary for earning a legitimate living via employment and self-employment.
UNICEF	Discussions are taking place with UNICEF to determine their specific areas of partnership in the YES Project.
Youth Partners	<ul style="list-style-type: none"> <li>- Youth peacebuilders</li> <li>- Youth Activists</li> <li>- Youth Workers</li> </ul> <p>These refer to youth who have been working with various NGO's and with various stakeholder groups across Trinidad and Tobago. Youth associated with UNDP, partner organizations and government programmes in the areas of PVE and violence prevention will be engaged.</p>
Private Sector	<ul style="list-style-type: none"> <li>- Chambers of Commerce</li> <li>- Youth-led companies</li> <li>- Young entrepreneurs</li> </ul>

## **SUSTAINABILITY**

The intention is that a national institution will be accountable for managing and sustaining the Platform once the project is finalised. In this regard, early consultations will be held with the Project Board and national partners to determine the best fit for national management of the solution.

## United Nations Development Programme

### III. MONITORING

PHASE	MONITORING MECHANISM	DETAILS
Phase One: Design and M&E	<b>Baseline Assessments</b>	<ul style="list-style-type: none"> <li>- Review of digital youth hubs that are presently in use or were in use in the past in Trinidad and Tobago, the region and globally will be conducted to determine best practice, learning lessons, and applicability for audience.</li> <li>- A baseline survey will be conducted with at-risk youth and youth in detention to articulate several behavioural factors statistically associated with risky behaviours. All information collected will be sex-disaggregated.</li> </ul>
	<b>Programme Assessment</b>	UNDP's Youth Peace Ambassadors Project and Positive Deviance Project, which were the catalysts for this Proposal, will be assessed to inform programme design, focus and impact. This will include an in-depth reviews of project reports, focus group sessions with participants and facilitators, and interviews with key stakeholders.
	<b>Consultations</b>	<ul style="list-style-type: none"> <li>- After the initial conceptualization, a series of consultations will be held with key stakeholders in various at-risk communities across Trinidad and Tobago including youth, gatekeepers, community leaders, community members, NGO's and other identified groups. The aim will be to obtain qualitative and quantitative data to identify the types of behaviours and social networks that exist among youths in the communities, to inform core platform and programme design.</li> <li>- Consultations will also be held with an Experts Group comprising but not limited to key stakeholders from the Youth Transformation and Rehabilitation Centre (YTRC), the Trinidad and Tobago Police Service (TTPS), the National Crime Prevention Programme (NCPP), the Ministry of National Security, religious leaders, psychologists and criminologists as well as</li> </ul>

		peacebuilding practitioners. This will allow for holistic input and perspectives to inform programme design.
	<b>Idea Testing and Feedback</b>	Idea testing will connect to monitoring through a dedicated social media/digital platform, which shall not only keep updating community members of the progress but will also monitor the level of interest in the project.
	<b>Pilot Testing</b>	<p>Stage One- The development of each component, the Peace Lab, E-Learning Platform and Employment Engine will be continuously monitored by a group of experts who will be involved in testing and provision of feedback to the Consultant on programme design. Testing will be focused on the following:</p> <ul style="list-style-type: none"> <li>- Usability and functionality of the Peace Innovation Platform</li> <li>- Usability and functionality of the Lab and E-Learning Platform including relevance of the e-Learning content and peacebuilding curriculum</li> </ul> <p>Stage Two- A wider scale but still limited testing will then be conducted in the Youth Training and Rehabilitation Centre and in select at-risk communities. The results of the pilot testing will inform the final product before full roll-out.</p>
<p><b>PHASE TWO M&amp;E</b></p> <p>Once the Peace Innovation Platform is launched, a far-reaching robust M&amp;E plan will be engaged to track and monitor results.</p>	<b>Assessments</b>	<p>Personal Development Project Objective</p> <ul style="list-style-type: none"> <li>- Psychosocial Assessments will be conducted with a select group of participants from at-risk communities and with all participants from the Youth Transformation and Rehabilitation Centre. Findings will be recorded and developed into Personal Development Plans for the participants. Results will also be used to inform the overall programme design.</li> <li>- Follow-up assessments with participants will be conducted every six months with the select group as recommended by best practice. This will allow for the calculation of the level of change in the attitudes and</li> </ul>

		<p>behaviour that the programme aims to target. For example, assessment and re-assessment findings will be able to demonstrate (statistically) whether programme participation results in lower levels of aggression, participation in conflicts, power and conflict-seeking behaviour.</p>
	<p><b>Surveys</b></p>	<ul style="list-style-type: none"> <li>- Surveys will be administered at the start of the programme and at three month intervals to track changes in perspectives, approaches and mindsets. This will result in a qualitative and quantitative mix of data that will richly inform project approaches. All data will be sex-disaggregated.</li> </ul>
	<p><b>Post-project monitoring</b></p>	<p><u>INDIVIDUAL IMPACT</u></p> <p>Capacity Building Objective</p> <p>Participants will be monitored throughout the project and after to determine employment status, employment retention, and enrolment in formal vocational or academic learning. These findings and statistics will be key in determining the success of the Platform.</p> <p><u>SOCIAL IMPACT</u></p> <p>Recidivism Objective</p> <p>Recidivism rates will be closely monitored at the YTRC to measure the individual and social impact of the programme. This will be a key indicator of success and will be instrumental in informing programme design and focus/re-focus of content.</p>

### INDIVIDUAL AND SOCIAL IMPACT

A major objective of the project is to transform at-risk youth into mentors, rolemodels and agents of change. During follow-up sessions with participants which will take place every three months, the project will ascertain whether they mentored/advised/supported others in their community or YTRC, or whether they participated in any voluntary projects etc. The aim is to interrogate how participants used their programme learning to benefit their community, peers and neighbours

The project will attempt to use social media sentiment analysis and language analysis data to determine whether and/or how participants' communication changed. Programmes such as Gephi and R (which track social networks) can be used to determine how messaging has impacted the rest of the community. For example, if the language and social media messaging of youth become more positive, and communicates some of the inspiration that they received during the programme, then the project will be able to determine, through the use of these tools the social influence of the individual change

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**IV. WORK PLAN**

**Period<sup>4</sup>:**

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<sup>4</sup> Maximum 18 months



EXPECTED OUTPUTS	PLANNED ACTIVITIES	INDICATOR	BASELINE	TARGET	TIMEFRAME						FUNDING SOURCE	AMOUNT
					2020 Q3	2020 Q4	2021 Q1	2021 Q2	2021 Q3	2021 Q4		
Output 1 Empower at-risk youth to be roles models and agents of change	Develop Peace Innovation Platform <sup>5</sup> to host: - Peace Lab - E-Learning Platform - Employment Engine  Note: Requirements will be garnered using a human-centred, user-centred approach	- # of peace innovation platforms established - # of Youth NGO's connected to Platform - % of YTRC residents connected to the Platform - # of Youth in communities with access to the	- 0 peace innovation platforms established - 0 youth NGOs connected to the platform - 0% YTRC residents connected to the platform - 0% youth in communities with access to the Platform	- One peace innovation platform established with: Peace Lab E-Learning Platform Employment Engine - 3 or more Youth NGO's accessing the Platform - 100% YTRC residents							Funding Window/Development Partner	130,000
	Develop Peace Lab	- # of Peace Labs established - # of Youth NGO's connected to the Lab - % of YTRC residents connected to the Lab - # of Youth in communities with access to the Lab	- 0 Peace Labs exist in Trinidad and Tobago at this time - 0 Youth NGOs connected to Lab - 0% YTRC residents connected to the Lab - 0 youth in communities with access to the Lab	- One Peace Lab established - 3 or more Youth NGO's connected to the Lab - 100% YTRC residents connected to the Lab - 100 youth (half girls) in communities with access to the Lab							Funding Window	50,000
	Develop E-Learning programme and modules	- # of e-Learning Platforms established - # of Youth NGO's connected to Platform - % of YTRC residents connected to the Platform - # of Youth in communities with access to the Platform	- 1 pilot e-Learning platform tested (in Youth Detention Centre) - 0 Youth NGOs connected to the Platform - 100% YTRC residents connected to Pilot Platform - 0 Youth in communities connected to the Platform	- One full e-Learning Platform established - 3 or more Youth NGO's connected to the Platform - 100% YTRC residents connected to the Platform - 100 youth (half girls) in communities with access to the Platform							Funding Window	50,000
Output 2: Empower youth to become contributing members of society by building capacity and connecting them with employment opportunities	Develop Employment Engine to include: - database of employers - modules and content	- # of Employment Engines established - # of employers on engine - # of NGO's connected to the Engine - # of youth (male/females) with occupational profiles established - # of youth (male/females) enrolled in vocational training - # of youth (male/females) participating in employment processes (interviewing skills, interviews etc.) - # of youth (male/females) employed	- 0 similar Employment engine exists at this time - 0 employers on engine - 0 NGO's connected to the Engine - 0 youth (male/females) with occupational profiles established - 0 youth (male/females) enrolled in vocational training - 0 youth /male/females participating in employment processes (interviewing skills, interviews etc.) - 10 youth /male/females) employed - 0 youth /male/females) that retain employment	- One Employment Engine established - 100 employers recruited onto Engine - At least 3 NGO's and YTRC connected to the Engine - 100 youth (50 male/50 females) with occupational profiles established - 50 youth (25 male/25 females) enrolled in vocational training - 100 youth (50 male/50 females) participating in employment process							Funding Window	80,000

		- % of youth /male/females) that retain employment		(interview skills, interviewing etc) - 20 youth (10 male/10 female) employed - 50% of youth employed through platform retain employment for up to six months								
Output 3: Strengthen the resilience of youth in detention to be agents of change through institutional reform and capacity building	Training for leadership and officers - Programme Design - Training - Capacity Building	- # of training sessions conducted - % of prison officers attached to YTRC trained - Number of resident complaints against officers	- 3-4 training sessions conducted between 2017-2020 by national entities and Development Partners - 60% of prison officers attached to YTRC trained - Over 20 resident complaints against officers	- 5 Training sessions conducted - 70% of Prison Officers attached to YTRC trained - 50% reduction in number of resident complaints against officers							Development Partner (UK)	50,000
	Expand psychosocial and capacity building programme at YTRC - In-person and online psychosocial programme	- # of psychosocial sessions conducted - # of capacity building programmes offered - % of residents participating in programme - % of residents graduating from programme - % of youth /male/female) recidivism rate	- 100 psychosocial sessions conducted (30 per quarter) - 1 capacity building programme offered - 80% residents participating in programme - 60-70% residents graduating from programme - 70% youth /male/female) recidivism rate	- 50 psychosocial sessions conducted per quarter - Two 3-month certification programmes offered per quarter - 80% participation rate (male and female) in programme - 70% graduation rate (male and female) from programme - 40% recidivism rate							Funding Window/Development Partner	150,000
	Establish a Girls' YTRC programme - Programme design - Infrastructure - Programme roll out	- # of psychosocial programmes implemented - # of vocational programmes offered - % of girls participating in programme - % female) recidivism rate	- 1 of psychosocial programmes implemented (Pilot programme with infrastructure tested as part of UNDP Covid-19 intervention (April 2020-July 2020)) - 0 of vocational programmes offered - 100% of girls participating in programme - 100% girls participating in programme - (stats not available) % female) recidivism rate	- 1 psychosocial programme implemented - 3 vocational programmes offered - 100% girls participating in programme - 80% girls graduating from the programme - 25% reduction in recidivism rate								Development Partner (US)
Output 4 Monitoring and Evaluation	Development and implementation of M&E tools - Pre-Assessments - Post-assessments (three month intervals) - Surveys - Workshops										Funding Window	10,000

<sup>5</sup> The Platform will be established using a phased approach which will start with a prototype that can be tested with actual users and expanded with additional functionalities.

Output 5 Communications and Project Management Support	Staffing, admin, procurement, communications										Funding Window	50,000
<b>SUB-TOTAL</b>												<b>660,000</b>
GMS 7% (200,000)												14,000
<b>TOTAL</b>												<b>674,000</b>

## ANNEX ONE: SOCIAL AND ENVIRONMENTAL SCREENING

## SOCIAL AND ENVIRONMENTAL SCREENING TEMPLATE

## Project Information

<b>Project Information</b>	
1. Project Title	<b>Prevention of Violent Extremism- Youth Empowerment and Strengthening</b>
2. Project Number	T.B.C.
3. Location (Global/Region/Country)	Trinidad and Tobago

## Part A. Integrating Overarching Principles to Strengthen Social and Environmental Sustainability

**QUESTION 1: How Does the Project Integrate the Overarching Principles in order to Strengthen Social and Environmental Sustainability?*****Briefly describe in the space below how the Project mainstreams the human-rights based approach***

This project is fully grounded on a human rights based approach as it empowers citizens especially youth to be at the centre of creating solutions to address the pressing challenges of issues surrounding violence prevention and extremism. It also focuses on strengthening the capacity of institutions to better respond to youth in a cohesive and impactful manner.

***Briefly describe in the space below how the Project is likely to improve gender equality and women's empowerment***

The project strengthens institutional responses to girls including incarcerated girls. It also focuses on empowering girls and ensuring that they are key contributors to determining solutions to violence prevention and extremism.

***Briefly describe in the space below how the Project mainstreams environmental sustainability***

Not applicable

## Part B. Identifying and Managing Social and Environmental Risks

<b>QUESTION 2: What are the Potential Social and Environmental Risks?</b> <i>Note: Describe briefly potential social and environmental risks identified in Attachment 1 – Risk Screening Checklist (based on any “Yes” responses). If no risks have been identified in Attachment 1 then note “No Risks Identified” and skip to Question 4 and Select “Low Risk”. Questions 5 and 6 not required for Low Risk Projects.</i>		<b>QUESTION 3: What is the level of significance of the potential social and environmental risks?</b> <i>Note: Respond to Questions 4 and 5 below before proceeding to Question 6</i>		<b>QUESTION 6: What social and environmental assessment and management measures have been conducted and/or are required to address potential risks (for Risks with Moderate and High Significance)?</b>	
<b>Risk Description</b>		<b>Impact and Probability (1-5)</b>	<b>Significance (Low, Moderate, High)</b>	<b>Comments</b>	
Risk 1: .... ‘No Risks Identified’		I = P =		Not applicable	
Risk 2: ....		I = P =			
Risk 3: ....		I = P =			
Risk 4: ....		I = P =			
[add additional rows as needed]					
<b>QUESTION 4: What is the overall Project risk categorization?</b>					
Select one (see <a href="#">SESP</a> for guidance)					
				<b>Comments</b>	
Low Risk				<input checked="" type="checkbox"/>	
Moderate Risk				<input type="checkbox"/>	
High Risk				<input type="checkbox"/>	
<b>QUESTION 5: Based on the identified risks and risk categorization, what requirements of the SES are relevant?</b>					
Check all that apply					
<b>Principle 1: Human Rights</b>				<input type="checkbox"/>	Not applicable (N/A)

	<b>Principle 2: Gender Equality and Women's Empowerment</b>	<input type="checkbox"/>	N/A
	<b>1. Biodiversity Conservation and Natural Resource Management</b>	<input type="checkbox"/>	N/A
	<b>2. Climate Change Mitigation and Adaptation</b>	<input type="checkbox"/>	N/A
	<b>3. Community Health, Safety and Working Conditions</b>	<input type="checkbox"/>	N/A
	<b>4. Cultural Heritage</b>	<input type="checkbox"/>	N/A
	<b>5. Displacement and Resettlement</b>	<input type="checkbox"/>	N/A
	<b>6. Indigenous Peoples</b>	<input type="checkbox"/>	N/A
	<b>7. Pollution Prevention and Resource Efficiency</b>	<input type="checkbox"/>	N/A

### Final Sign Off

<b>Signature</b>	<b>Date</b>	<b>Description</b>
QA Assessor		UNDP staff member responsible for the Project, typically a UNDP Programme Officer. Final signature confirms they have “checked” to ensure that the SESP is adequately conducted.
QA Approver		UNDP senior manager, typically the UNDP Deputy Country Director (DCD), Country Director (CD), Deputy Resident Representative (DRR), or Resident Representative (RR). The QA Approver cannot also be the QA Assessor. Final signature confirms they have “cleared” the SESP prior to submittal to the PAC.
PAC Chair		UNDP chair of the PAC. In some cases, PAC Chair may also be the QA Approver. Final signature confirms that the SESP was considered as part of the project appraisal and considered in recommendations of the PAC.

## Social and Environmental Risk Screening Checklist

<b>Checklist Potential Social and Environmental Risks</b>		
<b>Principles 1: Human Rights</b>		<b>Answer (Yes/No)</b>
1.	Could the Project lead to adverse impacts on enjoyment of the human rights (civil, political, economic, social or cultural) of the affected population and particularly of marginalized groups?	No
2.	Is there a likelihood that the Project would have inequitable or discriminatory adverse impacts on affected populations, particularly people living in poverty or marginalized or excluded individuals or groups? <sup>6</sup>	No
3.	Could the Project potentially restrict availability, quality of and access to resources or basic services, in particular to marginalized individuals or groups?	No
4.	Is there a likelihood that the Project would exclude any potentially affected stakeholders, in particular marginalized groups, from fully participating in decisions that may affect them?	No
5.	Is there a risk that duty-bearers do not have the capacity to meet their obligations in the Project?	No
6.	Is there a risk that rights-holders do not have the capacity to claim their rights?	No
7.	Have local communities or individuals, given the opportunity, raised human rights concerns regarding the Project during the stakeholder engagement process?	No
8.	Is there a risk that the Project would exacerbate conflicts among and/or the risk of violence to project-affected communities and individuals?	No
<b>Principle 2: Gender Equality and Women's Empowerment</b>		
1.	Is there a likelihood that the proposed Project would have adverse impacts on gender equality and/or the situation of women and girls?	No
2.	Would the Project potentially reproduce discriminations against women based on gender, especially regarding participation in design and implementation or access to opportunities and benefits?	No
3.	Have women's groups/leaders raised gender equality concerns regarding the Project during the stakeholder engagement process and has this been included in the overall Project proposal and in the risk assessment?	N/A
4.	Would the Project potentially limit women's ability to use, develop and protect natural resources, taking into account different roles and positions of women and men in accessing environmental goods and services? <i>For example, activities that could lead to natural resources degradation or depletion in communities who depend on these resources for their livelihoods and well being</i>	No
<b>Principle 3: Environmental Sustainability:</b> Screening questions regarding environmental risks are encompassed by the specific Standard-related questions below		
<b>Standard 1: Biodiversity Conservation and Sustainable Natural Resource Management</b>		
1.1	Would the Project potentially cause adverse impacts to habitats (e.g. modified, natural, and critical habitats) and/or ecosystems and ecosystem services? <i>For example, through habitat loss, conversion or degradation, fragmentation, hydrological changes</i>	No
1.2	Are any Project activities proposed within or adjacent to critical habitats and/or environmentally sensitive areas, including legally protected areas (e.g. nature reserve, national park), areas	No

<sup>6</sup> Prohibited grounds of discrimination include race, ethnicity, gender, age, language, disability, sexual orientation, religion, political or other opinion, national or social or geographical origin, property, birth or other status including as an indigenous person or as a member of a minority. References to "women and men" or similar is understood to include women and men, boys and girls, and other groups discriminated against based on their gender identities, such as transgender people and transsexuals.

	proposed for protection, or recognized as such by authoritative sources and/or indigenous peoples or local communities?	
1.3	Does the Project involve changes to the use of lands and resources that may have adverse impacts on habitats, ecosystems, and/or livelihoods? (Note: if restrictions and/or limitations of access to lands would apply, refer to Standard 5)	No
1.4	Would Project activities pose risks to endangered species?	No
1.5	Would the Project pose a risk of introducing invasive alien species?	No
1.6	Does the Project involve harvesting of natural forests, plantation development, or reforestation?	No
1.7	Does the Project involve the production and/or harvesting of fish populations or other aquatic species?	No
1.8	Does the Project involve significant extraction, diversion or containment of surface or ground water? <i>For example, construction of dams, reservoirs, river basin developments, groundwater extraction</i>	No
1.9	Does the Project involve utilization of genetic resources? (e.g. collection and/or harvesting, commercial development)	No
1.10	Would the Project generate potential adverse transboundary or global environmental concerns?	No
1.11	Would the Project result in secondary or consequential development activities which could lead to adverse social and environmental effects, or would it generate cumulative impacts with other known existing or planned activities in the area?  <i>For example, a new road through forested lands will generate direct environmental and social impacts (e.g. felling of trees, earthworks, potential relocation of inhabitants). The new road may also facilitate encroachment on lands by illegal settlers or generate unplanned commercial development along the route, potentially in sensitive areas. These are indirect, secondary, or induced impacts that need to be considered. Also, if similar developments in the same forested area are planned, then cumulative impacts of multiple activities (even if not part of the same Project) need to be considered.</i>	No
<b>Standard 2: Climate Change Mitigation and Adaptation</b>		
2.1	Will the proposed Project result in significant <sup>7</sup> greenhouse gas emissions or may exacerbate climate change?	No
2.2	Would the potential outcomes of the Project be sensitive or vulnerable to potential impacts of climate change?	No
2.3	Is the proposed Project likely to directly or indirectly increase social and environmental vulnerability to climate change now or in the future (also known as maladaptive practices)?  <i>For example, changes to land use planning may encourage further development of floodplains, potentially increasing the population's vulnerability to climate change, specifically flooding</i>	No
<b>Standard 3: Community Health, Safety and Working Conditions</b>		
3.1	Would elements of Project construction, operation, or decommissioning pose potential safety risks to local communities?	No
3.2	Would the Project pose potential risks to community health and safety due to the transport, storage, and use and/or disposal of hazardous or dangerous materials (e.g. explosives, fuel and other chemicals during construction and operation)?	No
3.3	Does the Project involve large-scale infrastructure development (e.g. dams, roads, buildings)?	No
3.4	Would failure of structural elements of the Project pose risks to communities? (e.g. collapse of buildings or infrastructure)	No
3.5	Would the proposed Project be susceptible to or lead to increased vulnerability to earthquakes, subsidence, landslides, erosion, flooding or extreme climatic conditions?	No
3.6	Would the Project result in potential increased health risks (e.g. from water-borne or other vector-borne diseases or communicable infections such as HIV/AIDS)?	No
3.7	Does the Project pose potential risks and vulnerabilities related to occupational health and safety due to physical, chemical, biological, and radiological hazards during Project construction, operation, or decommissioning?	No

<sup>7</sup> In regards to CO<sub>2</sub>, 'significant emissions' corresponds generally to more than 25,000 tons per year (from both direct and indirect sources). [The Guidance Note on Climate Change Mitigation and Adaptation provides additional information on GHG emissions.]



3.8	Does the Project involve support for employment or livelihoods that may fail to comply with national and international labor standards (i.e. principles and standards of ILO fundamental conventions)?	No
3.9	Does the Project engage security personnel that may pose a potential risk to health and safety of communities and/or individuals (e.g. due to a lack of adequate training or accountability)?	No
<b>Standard 4: Cultural Heritage</b>		
4.1	Will the proposed Project result in interventions that would potentially adversely impact sites, structures, or objects with historical, cultural, artistic, traditional or religious values or intangible forms of culture (e.g. knowledge, innovations, practices)? (Note: Projects intended to protect, and conserve Cultural Heritage may also have inadvertent adverse impacts)	No
4.2	Does the Project propose utilizing tangible and/or intangible forms of cultural heritage for commercial or other purposes?	No
<b>Standard 5: Displacement and Resettlement</b>		
5.1	Would the Project potentially involve temporary or permanent and full or partial physical displacement?	No
5.2	Would the Project possibly result in economic displacement (e.g. loss of assets or access to resources due to land acquisition or access restrictions – even in the absence of physical relocation)?	No
5.3	Is there a risk that the Project would lead to forced evictions? <sup>8</sup>	No
5.4	Would the proposed Project possibly affect land tenure arrangements and/or community-based property rights/customary rights to land, territories and/or resources?	No
<b>Standard 6: Indigenous Peoples</b>		
6.1	Are indigenous peoples present in the Project area (including Project area of influence)?	No
6.2	Is it likely that the Project or portions of the Project will be located on lands and territories claimed by indigenous peoples?	No
6.3	Would the proposed Project potentially affect the human rights, lands, natural resources, territories, and traditional livelihoods of indigenous peoples (regardless of whether indigenous peoples possess the legal titles to such areas, whether the Project is located within or outside of the lands and territories inhabited by the affected peoples, or whether the indigenous peoples are recognized as indigenous peoples by the country in question)?  <i>If the answer to the screening question 6.3 is “yes” the potential risk impacts are considered potentially severe and/or critical and the Project would be categorized as either Moderate or High Risk.</i>	No
6.4	Has there been an absence of culturally appropriate consultations carried out with the objective of achieving FPIC on matters that may affect the rights and interests, lands, resources, territories and traditional livelihoods of the indigenous peoples concerned?	No
6.5	Does the proposed Project involve the utilization and/or commercial development of natural resources on lands and territories claimed by indigenous peoples?	No
6.6	Is there a potential for forced eviction or the whole or partial physical or economic displacement of indigenous peoples, including through access restrictions to lands, territories, and resources?	No
6.7	Would the Project adversely affect the development priorities of indigenous peoples as defined by them?	No
6.8	Would the Project potentially affect the physical and cultural survival of indigenous peoples?	No
6.9	Would the Project potentially affect the Cultural Heritage of indigenous peoples, including through the commercialization or use of their traditional knowledge and practices?	No
<b>Standard 7: Pollution Prevention and Resource Efficiency</b>		

<sup>8</sup> Forced evictions include acts and/or omissions involving the coerced or involuntary displacement of individuals, groups, or communities from homes and/or lands and common property resources that were occupied or depended upon, thus eliminating the ability of an individual, group, or community to reside or work in a particular dwelling, residence, or location without the provision of, and access to, appropriate forms of legal or other protections.

7.1	Would the Project potentially result in the release of pollutants to the environment due to routine or non-routine circumstances with the potential for adverse local, regional, and/or transboundary impacts?	No
7.2	Would the proposed Project potentially result in the generation of waste (both hazardous and non-hazardous)?	No
7.3	Will the proposed Project potentially involve the manufacture, trade, release, and/or use of hazardous chemicals and/or materials? Does the Project propose use of chemicals or materials subject to international bans or phase-outs? <i>For example, DDT, PCBs and other chemicals listed in international conventions such as the Stockholm Conventions on Persistent Organic Pollutants or the Montreal Protocol</i>	No
7.4	Will the proposed Project involve the application of pesticides that may have a negative effect on the environment or human health?	No
7.5	Does the Project include activities that require significant consumption of raw materials, energy, and/or water?	No

# PROJECT QA ASSESSMENT: DESIGN AND APPRAISAL

## OVERALL PROJECT

EXEMPLARY (5) ◎◎◎◎◎	HIGHLY SATISFACTORY (4) ◎◎◎◎○	SATISFACTORY (3) ◎◎◎○○	NEEDS IMPROVEMENT (2) ◎◎○○○	INADEQUATE (1) ◎○○○○
At least four criteria are rated Exemplary, and all criteria are rated High or Exemplary.	All criteria are rated Satisfactory or higher, and at least four criteria are rated High or Exemplary.	At least six criteria are rated Satisfactory or higher, and only one may be rated Needs Improvement. The Principled criterion must be rated Satisfactory or above.	At least three criteria are rated Satisfactory or higher, and only four criteria may be rated Needs Improvement.	One or more criteria are rated Inadequate, or five or more criteria are rated Needs Improvement.

## DECISION

- **APPROVE** – the project is of sufficient quality to be approved in its current form. Any management actions must be addressed in a timely manner.
- **APPROVE WITH QUALIFICATIONS** – the project has issues that must be addressed before the project document can be approved. Any management actions must be addressed in a timely manner.
- **DISAPPROVE** – the project has significant issues that should prevent the project from being approved as drafted.

## RATING CRITERIA

For all questions, select the option that best reflects the project

## STRATEGIC

<p>1. Does the project specify how it will contribute to higher level change through linkage to the programme's Theory of Change?</p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project is clearly linked to the programme's theory of change. It has an explicit change pathway that explains how the project will contribute to outcome level change and why the project's strategy will likely lead to this change. This analysis is backed by credible evidence of what works effectively in this context and includes assumptions and risks.</li> <li>• <b>2:</b> The project is clearly linked to the programme's theory of change. It has a change pathway that explains how the project will contribute to outcome-level change and why the project strategy will likely lead to this change.</li> <li>• <b>1:</b> The project document may describe in generic terms how the project will contribute to development results, without an explicit link to the programme's theory of change.</li> </ul> <p><i>*Note: Projects not contributing to a programme must have a project-specific Theory of Change. See alternative question under the lightbulb for these cases.</i></p>	<b>3</b>	2
	1	
	<p><b>Evidence</b> Section 3- Rationale links better outcomes for youth to capacity building, employment opportunities and empowerment strategies based on the Theory of Change.</p>	
<p>2. Is the project aligned with the UNDP Strategic Plan?</p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project responds to at least one of the development settings as specified in the Strategic Plan<sup>1</sup> and adapts at least one Signature Solution<sup>2</sup>. The project's RRF includes all the relevant SP output indicators. <i>(all must be true)</i></li> <li>• <b>2:</b> The project responds to at least one of the development settings as specified in the Strategic Plan<sup>4</sup>. The project's RRF includes at least one SP output indicator, if relevant. <i>(both must be true)</i></li> <li>• <b>1:</b> The project responds to a partner's identified need, but this need falls outside of the UNDP Strategic Plan. Also select this option if none of the relevant SP indicators are included in the RRF.</li> </ul>	<b>3</b>	2
	1	
	<p><b>Development Setting A:</b> Eradicate poverty in all its forms and dimensions <b>Development Setting B:</b> Accelerate structural transformations for sustainable development <b>Signature Solution 1:</b> Keeping people out of poverty; <b>Signature Solution 2:</b> Strengthen effective, inclusive and accountable governance; <b>Signature solution 6:</b> Strengthen gender equality and the empowerment of women and girls</p>	

<sup>1</sup> The three development settings in UNDP's 2018-2021 Strategic Plan are: a) Eradicate poverty in all its forms and dimensions; b) Accelerate structural transformations for sustainable development; and c) Build resilience to shocks and crises

<sup>2</sup> The six Signature Solutions of UNDP's 2018-2021 Strategic Plan are: a) Keeping people out of poverty; b) Strengthen effective, inclusive and accountable governance; c) Enhance national prevention and recovery capacities for resilient societies; d) Promote

nature based solutions for a sustainable planet; e) Close the energy gap; and f) Strengthen gender equality and the empowerment of women and girls.

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3. Is the project linked to the programme outputs? (i.e., UNDAF Results Group Workplan/CPD, RPD or Strategic Plan IRRF for global projects/strategic interventions not part of a programme)	Yes	No
<b>RELEVANT</b>		
<p><b>4. Does the project target groups left furthest behind?</b></p> <ul style="list-style-type: none"> <li><b>3:</b> The target groups are clearly specified, prioritising discriminated and marginalized groups left furthest behind, identified through a rigorous process based on evidence.</li> <li><b>2:</b> The target groups are clearly specified, prioritizing groups left furthest behind.</li> <li><b>1:</b> The target groups are not clearly specified.</li> </ul> <p><i>*Note: Management Action must be taken for a score of 1. Projects that build institutional capacity should still identify targeted groups to justify support</i></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">1</p> <p><b>Evidence</b> This project has a clear target group of at-risk youths with a special focus on girls.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
<p><b>5. Have knowledge, good practices, and past lessons learned of UNDP and others informed the project design?</b></p> <ul style="list-style-type: none"> <li><b>3:</b> Knowledge and lessons learned backed by credible evidence from sources such as evaluation, corporate policies/strategies, and/or monitoring have been explicitly used, with appropriate referencing, to justify the approach used by the project.</li> <li><b>2:</b> The project design mentions knowledge and lessons learned backed by evidence/sources, but have not been used to justify the approach selected.</li> <li><b>1:</b> There is little or no mention of knowledge and lessons learned informing the project design. Any references made are anecdotal and not backed by evidence.</li> </ul> <p><i>*Note: Management Action or strong management justification must be given for a score of 1</i></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">1</p> <p><b>Evidence</b> The project adopts the learning lessons and best practices garnered from UNDP's Youth Peace Ambassadors programme and global best practice. It generated an integrated approach across the project's two pillars.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
<p><b>6. Does UNDP have a clear advantage to engage in the role envisioned by the project vis-à-vis national/regional/global partners and other actors?</b></p> <ul style="list-style-type: none"> <li><b>3:</b> An analysis has been conducted on the role of other partners in the area where the project intends to work, and credible evidence supports the proposed engagement of UNDP and partners through the project, including identification of potential funding partners. It is clear how results achieved by partners will complement the project's intended results and a communication strategy is in place to communicate results and raise visibility vis-à-vis key partners. Options for south-south and triangular cooperation have been considered, as appropriate. <i>(all must be true)</i></li> <li><b>2:</b> Some analysis has been conducted on the role of other partners in the area where the project intends to work, and relatively limited evidence supports the proposed engagement of and division of labour between UNDP and partners through the project, with unclear funding and communications strategies or plans.</li> <li><b>1:</b> No clear analysis has been conducted on the role of other partners in the area that the project intends to work. There is risk that the project overlaps and/or does not coordinate with partners' interventions in this area. Options for south-south and triangular cooperation have not been considered, despite its potential relevance.</li> </ul> <p><i>*Note: Management Action or strong management justification must be given for a score of 1</i></p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">1</p> <p><b>Evidence</b> The document presents clear outlines of the roles that local stakeholders will play in the project based on work done over the past year locally in the areas of PVE and violence prevention programming. South-South and Triangular Cooperation (SSTRc) is described in this proposal is based on the intention to engage countries that face similar violent extremism impacts and similar barriers. Moreover, it suggests using knowledge platforms within UNDP and between country offices and regional offices in programme implementation.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">1</p>
<b>PRINCIPLED</b>		
	<b>3</b>	2

<p><b>7. Does the project apply a human rights-based approach?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project is guided by human rights and incorporates the principles of accountability, meaningful participation, and non-discrimination in the project’s strategy. The project upholds the relevant international and national laws and standards. Any potential adverse impacts on enjoyment of human rights were rigorously identified and assessed as relevant, with appropriate mitigation and management measures incorporated into project design and budget. <i>(all must be true)</i></li> <li>• <b>2:</b> The project is guided by human rights by prioritizing accountability, meaningful participation and non-discrimination. Potential adverse impacts on enjoyment of human rights were identified and assessed as relevant, and appropriate mitigation and management measures incorporated into the project design and budget. <i>(both must be true)</i></li> <li>• <b>1:</b> No evidence that the project is guided by human rights. Limited or no evidence that potential adverse impacts on enjoyment of human rights were considered.</li> </ul> <p>*Note: Management action or strong management justification must be given for a score of 1</p>	<table border="1"> <tr> <td colspan="2" style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Evidence</b></td> </tr> <tr> <td colspan="2">The project strategy is firmly entrenched in the human rights based approach. It incorporates non-discrimination and meaningful participation of women in the labor market through gender-responsive program design, implementation, monitoring and evaluation.</td> </tr> </table>	1		<b>Evidence</b>		The project strategy is firmly entrenched in the human rights based approach. It incorporates non-discrimination and meaningful participation of women in the labor market through gender-responsive program design, implementation, monitoring and evaluation.	
1							
<b>Evidence</b>							
The project strategy is firmly entrenched in the human rights based approach. It incorporates non-discrimination and meaningful participation of women in the labor market through gender-responsive program design, implementation, monitoring and evaluation.							
<p><b>8. Does the project use gender analysis in the project design?</b></p>	<table border="1"> <tr> <td style="background-color: yellow; text-align: center;"><b>3</b></td> <td style="text-align: center;">2</td> </tr> <tr> <td colspan="2" style="text-align: center;">1</td> </tr> </table>	<b>3</b>	2	1			
<b>3</b>	2						
1							

<ul style="list-style-type: none"> <li>• <b>3:</b> A participatory gender analysis has been conducted and results from this gender analysis inform the development challenge, strategy and expected results sections of the project document. Outputs and indicators of the results framework include explicit references to gender equality, and specific indicators measure and monitor results to ensure women are fully benefitting from the project. <i>(all must be true)</i></li> <li>• <b>2:</b> A basic gender analysis has been carried out and results from this analysis are scattered (i.e., fragmented and not consistent) across the development challenge and strategy sections of the project document. The results framework may include some gender sensitive outputs and/or activities but gender inequalities are not consistently integrated across each output. <i>(all must be true)</i></li> <li>• <b>1:</b> The project design may or may not mention information and/or data on the differential impact of the project’s development situation on gender relations, women and men, but the gender inequalities have not been clearly identified and reflected in the project document.</li> </ul> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	<p><b>Evidence</b> This project takes a targeted gender approach. Gender targets are incorporated in the Work Plan and an entire component of the project is focused on the detention center for girls. The project seeks to ensure that girls are included in program design and implementation by using statistical data on gender disparities.</p>						
<p><b>9. Did the project support the resilience and sustainability of societies and/or ecosystems?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> Credible evidence that the project addresses sustainability and resilience dimensions of development challenges, which are integrated in the project strategy and design. The project reflects the interconnections between the social, economic and environmental dimensions of sustainable development. Relevant shocks, hazards and adverse social and environmental impacts have been identified and rigorously assessed with appropriate management and mitigation measures incorporated into project design and budget. <i>(all must be true)</i>.</li> <li>• <b>2:</b> The project design integrates sustainability and resilience dimensions of development challenges. Relevant shocks, hazards and adverse social and environmental impacts have been identified and assessed, and relevant management and mitigation measures incorporated into project design and budget. <i>(both must be true)</i></li> <li>• <b>1:</b> Sustainability and resilience dimensions and impacts were not adequately considered.</li> </ul> <p>*Note: Management action or strong management justification must be given for a score of 1</p>	<table border="1"> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Evidence</b> The project emphasizes increasing the resilience of vulnerable youth and placing youth on sustainable pathways through interconnected sustainable development pathways.</td> </tr> </table>	<b>3</b>	<b>2</b>	1		<b>Evidence</b> The project emphasizes increasing the resilience of vulnerable youth and placing youth on sustainable pathways through interconnected sustainable development pathways.	
<b>3</b>	<b>2</b>						
1							
<b>Evidence</b> The project emphasizes increasing the resilience of vulnerable youth and placing youth on sustainable pathways through interconnected sustainable development pathways.							
<p><b>10. Has the Social and Environmental Screening Procedure (SESP) been conducted to identify potential social and environmental impacts and risks?</b> The SESP is not required for projects in which UNDP is Administrative Agent only and/or projects comprised solely of reports, coordination of events, trainings, workshops, meetings, conferences and/or communication materials and information dissemination. [if yes, upload the completed checklist. If SESP is not required, provide the reason for the exemption in the evidence section.]</p>	<table border="1"> <tr> <td style="text-align: center;"><b>Yes</b></td> <td style="text-align: center;">No</td> </tr> <tr> <td colspan="2" style="height: 40px;"></td> </tr> </table>	<b>Yes</b>	No				
<b>Yes</b>	No						
<b>MANAGEMENT &amp; MONITORING</b>							
<p><b>11. Does the project have a strong results framework?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project’s selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators that measure the key expected development changes, each with credible data sources and populated baselines and targets, including gender sensitive, target group focused, sex-disaggregated indicators where appropriate. <i>(all must be true)</i></li> <li>• <b>2:</b> The project’s selection of outputs and activities are at an appropriate level. Outputs are accompanied by SMART, results-oriented indicators, but baselines, targets and data sources may not yet be fully specified. Some use of target group focused, sex-disaggregated indicators, as appropriate. <i>(all must be true)</i></li> <li>• <b>1:</b> The project’s selection of outputs and activities are not at an appropriate level; outputs are not accompanied by SMART, results-oriented indicators that measure the expected change and have not been populated with baselines and targets; data sources are not specified, and/or no gender sensitive, sex-disaggregation of indicators. <i>(if any is true)</i></li> </ul> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	<table border="1"> <tr> <td style="text-align: center;"><b>3</b></td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Evidence</b> In section 7 (Results and Resource Framework), outputs and result-oriented indicators are specifically described and sex disaggregated where appropriate.</td> </tr> </table>	<b>3</b>	<b>2</b>	1		<b>Evidence</b> In section 7 (Results and Resource Framework), outputs and result-oriented indicators are specifically described and sex disaggregated where appropriate.	
<b>3</b>	<b>2</b>						
1							
<b>Evidence</b> In section 7 (Results and Resource Framework), outputs and result-oriented indicators are specifically described and sex disaggregated where appropriate.							
<p><b>12. Is the project’s governance mechanism clearly defined in the project document, including composition of the project board?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project’s governance mechanism is fully defined. Individuals have been specified for each position in the governance mechanism (especially all members of the project board.) Project Board members have agreed on their roles and responsibilities as specified in the terms of reference. The ToR of the project board has been attached to the project document. <i>(all must be true)</i>.</li> </ul>	<table border="1"> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;"><b>2</b></td> </tr> <tr> <td colspan="2" style="text-align: center;">1</td> </tr> <tr> <td colspan="2"><b>Evidence</b> Under the governance and management arrangement,</td> </tr> </table>	3	<b>2</b>	1		<b>Evidence</b> Under the governance and management arrangement,	
3	<b>2</b>						
1							
<b>Evidence</b> Under the governance and management arrangement,							

<ul style="list-style-type: none"> <li>• <b>2:</b> The project's governance mechanism is defined; specific institutions are noted as holding key governance roles, but individuals may not have been specified yet. The project document lists the most important responsibilities of the project board, project director/manager and quality assurance roles. <i>(all must be true)</i></li> <li>• <b>1:</b> The project's governance mechanism is loosely defined in the project document, only mentioning key roles that will need to be filled at a later date. No information on the responsibilities of key positions in the governance mechanism is provided.</li> </ul> <p>*Note: Management Action or strong management justification must be given for a score of 1</p>	the project organization structure and roles and responsibilities of are described. Specific persons in some instances still to be identified.	
<p><b>13. Have the project risks been identified with clear plans stated to manage and mitigate each risk?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> Project risks related to the achievement of results are fully described in the project risk log, based on comprehensive analysis drawing on the programme's theory of change, Social and Environmental Standards and screening, situation analysis, capacity assessments and other analysis such as funding potential and reputational risk. Risks have been identified through a consultative process with key internal and external stakeholders. Clear and complete plan in place to manage and mitigate each risk, reflected in project budgeting and monitoring plans. <i>(both must be true)</i></li> <li>• <b>2:</b> Project risks related to the achievement of results are identified in the initial project risk log based on a minimum level of analysis and consultation, with mitigation measures identified for each risk.</li> <li>• <b>1:</b> Some risks may be identified in the initial project risk log, but no evidence of consultation or analysis and no clear risk mitigation measures identified. This option is also selected if risks are not clearly identified and/or no initial risk log is included with the project document.</li> </ul> <p>*Note: Management Action must be taken for a score of 1</p>	3	<b>2</b>
1		
<p><b>Evidence</b> The project recognizes that people face different layers of vulnerabilities based on gender and age and addresses heightened risk of physical, sexual and gender violence.</p>		
<b>EFFICIENT</b>		
<p><b>14. Have specific measures for ensuring cost-efficient use of resources been explicitly mentioned as part of the project design? This can include, for example: i) using the theory of change analysis to explore different options of achieving the maximum results with the resources available; ii) using a portfolio management approach to improve cost effectiveness through synergies with other interventions; iii) through joint operations (e.g., monitoring or procurement) with other partners; iv) sharing resources or coordinating delivery with other projects, v) using innovative approaches and technologies to reduce the cost of service delivery or other types of interventions.</b></p> <p><i>(Note: Evidence of at least one measure must be provided to answer yes for this question)</i></p>	Yes (3)	No (1)
<p><b>15. Is the budget justified and supported with valid estimates?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> The project's budget is at the activity level with funding sources, and is specified for the duration of the project period in a multi-year budget. Realistic resource mobilisation plans are in place to fill unfunded components. Costs are supported with valid estimates using benchmarks from similar projects or activities. Cost implications from inflation and foreign exchange exposure have been estimated and incorporated in the budget. Adequate costs for monitoring, evaluation, communications and security have been incorporated.</li> <li>• <b>2:</b> The project's budget is at the activity level with funding sources, when possible, and is specified for the duration of the project in a multi-year budget, but no funding plan is in place. Costs are supported with valid estimates based on prevailing rates.</li> <li>• <b>1:</b> The project's budget is not specified at the activity level, and/or may not be captured in a multi-year budget.</li> </ul>	<b>3</b>	2
1		
<p><b>Evidence</b> On the Results and Resource Framework, the budget is specified at the activity level with funding sources.</p>		
<p><b>16. Is the Country Office/Regional Hub/Global Project fully recovering the costs involved with project implementation?</b></p> <ul style="list-style-type: none"> <li>• <b>3:</b> The budget fully covers all project costs that are attributable to the project, including programme management and development effectiveness services related to strategic country programme planning, quality</li> </ul>	<b>3</b>	2
1		



assurance, pipeline development, policy advocacy services, finance, procurement, human resources, administration, issuance of contracts, security, travel, assets, general services, information and communications based on full costing in accordance with prevailing UNDP policies (i.e., UPL, LPL.)

- **2:** The budget covers significant project costs that are attributable to the project based on prevailing UNDP policies (i.e., UPL, LPL) as relevant.
- **1:** The budget does not adequately cover project costs that are attributable to the project, and UNDP is cross-subsidizing the project.

\*Note: Management Action must be given for a score of 1. The budget must be revised to fully reflect the costs of implementation before the project commences.

#### Evidence

The budget covers all costs related to the identified Pillar.

EFFECTIVE		
<b>17. Have targeted groups been engaged in the design of the project?</b> <ul style="list-style-type: none"> <li>• <b>3:</b> Credible evidence that all targeted groups, prioritising discriminated and marginalized populations that will be involved in or affected by the project, have been actively engaged in the design of the project. The project has an explicit strategy to identify, engage and ensure the meaningful participation of target groups as stakeholders throughout the project, including through monitoring and decision-making (e.g., representation on the project board, inclusion in samples for evaluations, etc.)</li> <li>• <b>2:</b> Some evidence that key targeted groups have been consulted in the design of the project.</li> <li>• <b>1:</b> No evidence of engagement with targeted groups during project design.</li> </ul>	<b>3</b>	2
	1	
	<b>Evidence</b> This project has a clear target group of at-risk youths and girls and women with a gender lens. Input from youth was used in the programme design.	
<b>18. Does the project plan for adaptation and course correction if regular monitoring activities, evaluation, and lesson learned demonstrate there are better approaches to achieve the intended results and/or circumstances change during implementation?</b>	Yes (3)	No (1)
<b>19. The gender marker for all project outputs are scored at GEN2 or GEN3, indicating that gender has been fully mainstreamed into all project outputs at a minimum.</b>	Yes (3)	No (1)
*Note: Management Action or strong management justification must be given for a score of "no"		
SUSTAINABILITY & NATIONAL OWNERSHIP		
<b>20. Have national/regional/global partners led, or proactively engaged in, the design of the project?</b> <ul style="list-style-type: none"> <li>• <b>3:</b> National partners (or regional/global partners for regional and global projects) have full ownership of the project and led the process of the development of the project jointly with UNDP.</li> <li>• <b>2:</b> The project has been developed by UNDP in close consultation with national/regional/global partners.</li> <li>• <b>1:</b> The project has been developed by UNDP with limited or no engagement with national partners.</li> </ul>	<b>3</b>	2
	1	
	<b>Evidence</b> The project partners closely with agencies such as Ministry of National Security; Youth Detention Centre, Attorney General's Office and others. Development partners were also consulted including UNICEF and country missions (US; UK; Canada).	
<b>21. Are key institutions and systems identified, and is there a strategy for strengthening specific/comprehensive capacities based on capacity assessments conducted?</b> <ul style="list-style-type: none"> <li>• <b>3:</b> The project has a strategy for strengthening specific capacities of national institutions and/or actors based on a completed capacity assessment. This strategy includes an approach to regularly monitor national capacities using clear indicators and rigorous methods of data collection, and adjust the strategy to strengthen national capacities accordingly.</li> <li>• <b>2:</b> A capacity assessment has been completed. There are plans to develop a strategy to strengthen specific capacities of national institutions and/or actors based on the results of the capacity assessment.</li> <li>• <b>1:</b> Capacity assessments have not been carried out.</li> </ul>	<b>3</b>	2
	1	
	<b>Evidence</b> Capacity building of YTRC. Training etc. Mini assessment done of YTRC.	
<b>22. Is there is a clear strategy embedded in the project specifying how the project will use national systems (i.e., procurement, monitoring, evaluations, etc.,) to the extent possible?</b>	Yes (3)	<b>No (1)</b>
<b>23. Is there a clear transition arrangement/ phase-out plan developed with key stakeholders in order to sustain or scale up results (including resource mobilisation and communications strategy)?</b>	Yes (3)	<b>No (1)</b>