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Mid-Term Project Evaluation Report

Enhancing the Role of Religious Education in Countering Violent Extremism (CONVEY 1 & 2)

April 1, 2017 – March 22, 2019

Submitted to:
Pusat Pengkajian Islam dan Masyarakat (PPIM UIN Jakarta)
&
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Indonesia

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Box 1 CONVEY Project Board Role and Function

Acronym

BALITBANG	Badan Penelitian dan Pengembangan (*Research and Develoment Body*)
BAKESBANGPOL	Badan Kesatuan Bangsa dan Politik (*Politic and National Unity Body)*
BNPT	Badan Nasional Penanggulangan Terorisme (National Body for Terorism Counter)
BAPPENAS	Badan Perencanaan Pembangunan Nasional (National Development Planning Body)
CONVEY	Counter Violent Extremism among Youth
CPD	Country Program Development
CSO	Civil Society Organization
CSRC	Center for the Study or Religious and Culture
D1	Diploma 1
D3	Diploma 3
DAC	Development Assistance Committee
FGD	Focus Group Discussion
FKUB	Forum Kerukunan Umat Beragama (Religious Harmonious Forum)
GMKI	Gerakan Mahasiswa Kristen Indonesia (Indonesian Christian Student Movement)
GMNI	Gerakan Mahasiswa Nasional Indonesia (Indonesian National Student Movement)
GPF	Global Peace Foundation
HMI	Himpunan Mahasiswa Islam (Muslim Student Association)
HTI	Hizbut Tahrir Indonesia
IAIN	Institut Pendidikan Islam Negeri (State Institute for Islamic Education)
ISIS	Islamic State of Iraq and Syria
JABODETABEK	Jakarta-Bogor-Depok-Tangerang-Bekasi

Kemendikbud	Kementrian Pendidikan dan Kebudayaan (Ministry of Education and Culture)
Kemenristekdikti	Kementrian Riset, Teknologi dan Pendidikan Tinggi (Ministry of Research, Technology, and Higher Education)
Kemenag	Kementrian Agama (Ministry of Religious Affair)
Kepsek	Kepala Sekolah (School Principle)
LGBT	Lesbian, Gay, Bi-seksual dan Trans-gender
LaKIP	Lembaga Kajian Islam dan Perdamaian (Institute for Islam and Peace Study)
MBS	Manajemen Berbasis Sekolah (School-based Management)
MoEC	Ministry of Education and Culture
MORA	Ministry of Religious Affairs
MPFest	Millennial Peace Festival
MUI	Majelis Ulama Indonesia (Indonesian Ulema Council)
Narkoba	Narkotik dan Obat-obatan terlarang (Narcotics and Drugs)
NGO	Non-Government Organization
NTC	Nusa Tenggara Center
NTB	Nusa Tenggara Barat (West Nusa Tenggara)
OECD	Organisation for Economic Co-operation and Development
OSIS	Organisasi Siswa/i Intra-Sekolah (Intra-School Student Organization)
PAI	Pendidikan Agama Islam (Islamic Religious Education)
PeaceGen	Peace Generation
P/CVE	Prevention/Countering Violent Extremism
PERDA	Peraturan Daerah (District Government Regulation)
PMA	Peraturan Menteri Agama (Regulation of the Minister of Religious Affair)
PMKRI	Persatuan Mahasiswa Katolik Republik Indonesia (Union of Catholic University Student of the Republic of Indonesia)
PMU	Program Management Unit

PPIM	Pusat Pengkajian Islam dan Masyarakat
PUSHAM Surabaya	Pusat Studi Hak Asasi Manusia (Surabaya CenterHuman Rights Study Center)
PUSKUR	Pusat Kurikulum (Curriculum Center)
PUSPIDEP	Pusat Pengkajian Islam Demokrasi dan Perdamaian Pasca Sarjana UIN Yogyakarta (UIN Yogyakarta Postgraduate Islamic, Democracy, and Peace Study)
PUSAD	*Pusat Studi Agama dan Demokrasi*
SDGs	Sustainable Development Goals
SKPD	Satuan Kerja Perangkat Daerah (District Working Instrument Unit)
SMA	Sekolah Menengah Atas (Senior High School)
SMK	Secondary Vocational School
SMP	Sekolah Menengah Pertama (Secondary Junior School)
ToC	Theory of Change
UNPDF	United National Partnership Development Framework
UIN	Universitas Islam Negeri (Islamic State University)
UNDP	United Nation Development Program

Executive Summary

This report elaborates the project evaluation results of the Enhancing the Role of the Religious Education in Preventing Violent Extremism in Indonesia (CONVEY) Project from 2017 to 2019, implemented by the Center Study of Islam and Society Center (*Pusat Pengkajian Islam dan Masyarakat* – PPIM) of Syarif Hidayatullah Islamic State University (UIN) Jakarta and the United Nation Development Program (UNDP) in Indonesia, with financial support from the Government of Japan. The project's main objective was to develop the potential of religious education in schools and other channels in Indonesia to promote peace and tolerance, also to prevent violent extremism that was implemented by applying three main components;\ i.e. (a) research and advocacy, (b) campaign and public awareness, and (c) coordination and regional networking.

The project was implemented in two phases: the first phase, CONVEY 1 was implemented from March 2017 – March 2018; the second phase, CONVEY 2, was implemented from March 2018 – March 2019. During the first phase, CONVEY cooperated with 19 partner organizations. In the second phase, CONVEY worked together with more than 14 organization partners including research centers, non-government organizations, and youth organizations. Under its project, CONVEY also covered the aspect of regional cooperation development in both phases. During the second phase, the project conducted regional level research. Therefore, in addition to Indonesia, the project covered other South eastern countries including Singapore, Malaysia, Myanmar, Thailand, and the Philippines.

The evaluation's main objective was to assess the extent to which the CONVEY project has contributed to enhance and to encourage the role of religious education to prevent violent extremism in Indonesia, especially among the youth. In regard to this matter, the evaluation was expected to be able to show the indications of the project's relevance, effectiveness, efficiency, and sustainability, also to formulate lessons learned that would be able to inform the future project.

The evaluation was conducted for more or less 40 working days, by applying qualitative methods, i.e. organized interviews and focused group discussions with a number of key informants from 15 project activities delivered during the project. As a supplement to the qualitative method, the evaluation also applied the same method that was carried out by distributing Google's online survey to 395 respondents who were the participants of the activities organized under Output 2 of the project, i.e. increasing public awareness through the campaign and public engagement. The evaluation's main findings are presented in the below section.

The Project's Relevance: In general, the project is relevant to the Indonesia's current need, it is to increase the community resilience, in particular, for the youth against violent extremism. The presence of the CONVEY project through different assessments and public campaigns is relevant to meet the needs of the institutions who work on religious

education field, as they may be vigilant and recognize the harmful risks of radicalism and extremism. The delivered activities also aligned strongly with the current government's policy and programs to increase religious moderation, to improve school curriculum and religious education textbooks, and to strengthen the deradicalization efforts at community level that specifically targeting the youth. The project also built upon the UNDP Country CPD document for 2016 - 2020 i.e. to encourage inclusiveness, social cohesiveness, and human rights-based approach in development in Indonesia.

The project's strategy for targeting the youth using the soft approach such as education, advocacy, and networking, are relevant as well for several reasons. First, normatively youths are considered as vulnerable group who are still searching for their identities, and they are in their development period both physically and mentally. Therefore, they are considered as vulnerable towards different potential negative influences, including radical ideology. Second, the radical ideology and violent extremism are spreading out mostly through soft approach, including the religious education, both formal and non-formal education in different education levels. This is conducted not only through textbooks, but also by other means of communication, such as bulletin, online media, and preaching sessions or direct face to face meeting.

The Project's Achievement and Results: The main achievement of the project output on Research and Policy Engagement is the availability of a more comprehensive knowledge and information on radicalism and violent extremism in Indonesia. Through this output, the project has successfully generated important knowledge with regards to radicalism and violent extremism in schools and universities, along with various instruments that support its growth such as literature and the internet. Along with this evaluation, there are 13 books published by the project by its own or cooperate with organization partners and printed their logos on the publications, 16 research reports, and 21 policy briefs. The research results have been distributed to different stakeholders and the total number of recipients reached 2,076 people. The number of participants who attended the dissemination events of research findings were 4,345. This made a total number of 6,421 people who were reached out by the measure. The number of media coverage were quite abundant as well; it reached 175 media coverage both through online and offline media during the two-year project duration. This brought a significant impact on increasing understanding and public awareness on violent extremism issues among the public as well as trigger public debates.

At the outcome level, the research and advocacy activities have been able to provide strong basis for policy formulation, along with strengthen public awareness on urgency response towards the Prevention/Countering Violent Extremism (P/CVE). The examples include raising the need to review religious education textbook used in high schools, to focus on increasing capacity the religious education teachers, and the need to mainstream religious moderation in development measures, etc. There is evidence that some recommendations for policy review made by the CONVEY Project have been adopted under some government policies such as: Regulation of the Ministry of Religious Affair (PMA) Number 9 Year 2018 on Religious Education Textbooks, and Regulation of the Ministry of Research Technology and Higher Education (PERMENRISTEKDIKTI*)*

Number 55 Year 2018 on extra-university organization that enters campus. The training module developed by the CONVEY Project for religious counsellors has been also adopted by the Ministry of Religious Affairs and used as ministry's training module for religious counsellors.

Nevertheless, the Project still needs further improvement in the next project phase to organize **a systematic and intensive policy engagement with relevant-policy makes to ensure that recommendations of the project researches/studies will be seriously discussed and taken into consideration by the policy makers**. In addition, the CONVEY Project still **needs to conduct detailed policy review or study to identify various policies or government programs that should be reviewed/changed, to ensure that the recommendations from current research could be implemented.**

Campaign and Public Engagement: The main achievement of campaign and public engagements (Output 3 of CONVEY 1 and Output 2 of CONVEY 2) are the wide participation of different stakeholders, including youths in P/CVE activities. During the Millennial Peace Festival conducted under CONVEY 2, for example, it involved 7,616 participants, consisted of 4,613 females and 3,003 males. The Board Game for Peace trainings attracted 2,875 youths who already played the board game in five cities which were disseminated by 1,403 Board Game for Peace agents. The content about tolerance in an online learning media called *Ruangguru* was accessed by 31,490 users.

The campaign and public engagement tools/materials were distributed to wider public and had a massive effect. The campaign content delivery by producing a Public Service Announcement (PSA) video clip was broadcasted by different TV/radio channels and reached out to 4,446,000 audiences across Indonesia. Meanwhile, the online platform such as web-page and social media with that particular content has reached more than 3,3 million audiences. The competition event, *Milenial Islami*, was successfully promoted to more than 2000 youths and created more than 400 creative online contents developed by the youths as an alternative narrative against radical and violent extremism's narrative. The result of their content posts reached out more than 165,000 online users in June 2018 and 1,8 million in June 2019. The finalists have then established a network with the other 136 content developer finalists.

The area that needs further improvement is increasing the former participants' participation to further promote contents of peace, tolerance, and social inclusiveness in available media. Another area of improvement is how the Project able to communicate the generated knowledge through research way effectively for public campaign and raising their awareness on P/CVE.

The Project's Management and Coordination: This Project was collaboratively managed by PPIM and UNDP, by creating a Project Management Unit (PMU) under PPIM for smooth implementation. This type of collaboration was not an easy mechanism to be carried out as both institutions were different in nature. Nevertheless, this management mechanism went well during the project implementation. This can be recognized from the project achievements that are definitely maximum, in particular, in the deliverables

level. The time-frame of each project phase was allocated just for one year. However, in general, the real project activities in the field were delivered effectively in 4-6 months span, following by activity preparation including design, partner selection and proposal approval. This is a relatively short duration to complete a quite a lot of project activities. However, there was no activity left unfinished by the project partners. The broad achievements made by the project as mentioned above certainly indicated an effective management role and also exemplary coordination between the project management and implementers have taken place.

However, the PMU, particularly the project officers and consultants still need to improve their performance in communicating with project partners. As a partnership project, partner organizations indeed expect the project officers' active engagement to accompany and provide direction in implementing the planned activities.

The Project's Sustainability: In general, the project has high potential in terms of sustainability. This can be recognized from several facts. *First*, the quite high interest and motivation from project partner organizations and accompanied stakeholders is a contributing factor to the promising sustainability. For example, the interest of the youths toward moderate Islamic content were quite high; there were 1,100 people visited CONVEY website and at least 9,500 people were using the hashtag *#MeyakiniMenghargai* (#ToBelieveToRespect) in their Instagram posting. There were, in total, more than 10,000 people who engaged in the CONVEY Project related to this online posting. *Second*, the project alignment with the government project as the users of the project's product/results is obviously very high. A number of researches conducted by the CONVEY Project have received good responses from the government.

Conclusion and Key Recommendations: Overall, the project is relevant to the P/CVE program in Indonesia and effective to generate more comprehensive knowledges on the magnitude of violent extremism issues in Indonesia. However, **the Project still needs to improve its strategy to ensure that it achieves stronger results in policy changes and increasing public awareness in P/CVE.** Some key recommendations are as follow:

First, for PMU as management unit of the **CONVEY Project** to (a) **organize strategic planning to clarify the P/CVE vision and strategy to increase religious education role** in promoting peace, tolerance, and inclusiveness, by taking into account the capacity, areas of strength, experience, funding availability, and competitive area where CONVEY, in particular PPIM, is able to be more strategic to implement intervention; (b) **to strengthen the management strategy knowledge to use the existing information, research products, and other campaign content/material for the better use**; (c) **to strengthen the Project's advocacy strategy**, especially by conducting policy study/review to determine what policies or programs that could be changed/revised/ used, to ensure that the recommendations from previous CONVEY researches/surveys could be executed.

Second, for PPIM, it is recommended to improve institutional management system to ensure that it becomes a stronger grantee-organization for similar or different project in the future.

Third, for UNDP, it is recommended to strengthen its strategic position to facilitate and support the P/CVE program in Indonesia, by i.e. integrating/ including P/CVE into its

strategic programs in Indonesia, both in the United Nations Partnership for Development Framework (UNPDF) and UNDP's Country Program Document (CPD).

CHAPTER I: INTRODUCTION

The evaluation backgrounds

Indonesia is experiencing an increasing trend of violent extremism and radicalization, with terrorist attacks in various places domestically. The number of violent conflicts in Indonesia which relates to religious-based violence and intolerance have been steadily increasing for the past ten years. With more than 200 cases of religious-based violence per year, violent extremism and radicalization issues are urgently serious matters for Indonesia. Since 2002, at least there were **17 terrorist incidents have** occurred in Indonesia. In that span, more than **100 people were killed and more than 1,000 people wounded** as the result of terror acts by Indonesian perpetrators on this land. This kind of extremism has increased as the years go by and the Indonesian National Police has responded to such threat. But it perhaps only a symptom of an increased terror, violent, and radical activism that have to be adequately addressed in larger context.

Religious education is often associated with violence and extremism. While it is recognized that violence and extremism are certainly not the purpose of Islamic religious education, these two terms have been repeatedly linked to Islamic religious education, including in Indonesia. While Indonesia has to strengthen its democracy and make further progress in human development, radicalism and terrorism have became serious threats, and in some cases are compounded by the rise of religious conservatism in society.

Recent research and studies show that some elements of radicalism, indeed, have entered Indonesia public schools. PPIM-UIN researches (2008 and 2010) suggest there are plenty of Islamic religious education teachers in public schools develop an exclusive view of their own group. They tend not to appreciate others' differences, which shows a lack of respect for pluralism. Other research organization such as Maarif Institute (2011) shows that the culture of violence and radicalism gained ground among the youths in Indonesia. The situations that lead to above conditions is believed to be – among others - public schools' lack of proper management and qualifications, i.e. inadequate support in religious education textbook writing and production, less qualified teachers etc. Furthermore, school students often gain an understanding of religion informally, in which school-based student organization such as ROHIS has a bigger role in developing student's religious perception, attitude, and behaviour.

The Indonesian Government and several non-state actors have taken some actions to counter violent extremism. Prevention, disengagement, and reintegration programs for countering violent extremism have been implemented by civil society organizations and the government including BNPT and related ministries. Despite the crucial role of these programs in countering violent extremism, the extent to which they yield impact to policy-making sector has never been identified.

Furthermore, numerous researches on violent extremism and radicalism have been carried out, yet the extent to which it contributes to increasing awareness and understanding of wider public to engage in countering violent extremism remain insufficient, partially because researchers tend to overlook the importance of communicating and disseminating their results to the relevant audience strategically.

1.1 Users of the Evaluation

The intended audience or user of this evaluation will be first is the project management itself, PMU, that consists of PPIM and UNDP Indonesia, and the Project Board who was responsible to provide project direction, and Japanese Embassy in Indonesia as the funding provider. They would be able to learn the project achievements and results from the evaluation report; what has gone well and what hasn't. For the project management, in particular, this evaluation would provide inputs on project design, especially the ones related to project coverage and beneficiaries, and improvement in project coordination and management areas that still need to be carried on.

Second is the project implementer such as partner organizations from higher education institutions, research institutions, CSOs, and beneficiaries of their activities, such as participants of trainings or public campaigns they have managed. They would be able to learn from the evaluation of what has gone well and what hasn't, and how their feedbacks may help further improvement in project management.

Third is the Ministries and related-government institutions; the main users of where recommendations pulled out from the policies review and other research results. It's expected that this evaluation report may provide information on what they can support to help the project sustainability.

1.2 Report Structure

This report consist of five chapters. Chapter I elaborates the project background and overall objectives. Chapter II describes the logic, theory of changes, and implementation strategy through partnership. Both chapters served as information sources to assess project relevance. Chapter III includes evaluation objectives descriptions, coverage, andproject evaluation's criteria that were used by the evaluator as guidance to develop methodology and to conduct evaluation. Chapter IV describes the evaluation methodology that includes approach, data source, method, and standard procedure to measure and accessachievements, and along with evaluation limitation. This chapter elaborates how the evaluation was conducted to analyze the project achievements and results. Chapter V presented project findings in term of relevance, effectiveness,

efficiency, and sustainability.This chapter would help readers recognize the extent of project's relevance to the faced problems (background)), whether CONVEY has done right things, and to which extention the planned objectives were achieved; did the project contribute to the women empowerment and gender equality and fulfilment human rights, and lessons learned from the project. Chapter VI discussed conclusions and recommendations.

CHAPTER II: ABOUT THE PROJECT

In the context of violent extremism's rising threats in Indonesia and in Asia more broadly, Center for Study of Islam and Society (PPIM) Syarif Hidayatullah Islamic State University (UIN) Jakarta and United Nations Development Program (UNDP) Indonesia have been working from March 2017 - March 2018 on preventing/countering violent extremism through a one-year project namely 'Enhancing the Role of Religious Education in Countering Violent Extremism', later known as CONVEY (Countering Violent Extremism for Youth), funded by The Government of Japan. The core value of CONVEY Project is that it intervenes at the very beginning of pathways to radicalization/violent extremism. Also, it adopts a soft approach to engage with religious education, targeting the youths. Furthermore, coordination with other actors in Indonesia on countering violence extremism enhances its overall impact. CONVEY is partnered with 19 organizations in Indonesia – builds coordination with sub-national and national organizations in order to bringa well- coordinated P/CVE efforts in Indonesia.

Building upon the success of CONVEY'S first year, the project continued to its second phase in March 2018 with a project namely, "Fostering Tolerant Religious Education to Prevent Violent Extremism". CONVEY's second phase aims to foster tolerant and inclusive society in Indonesia along with prevention in violent extremism. CONVEY aims to achieve it by filling knowledge gap with a series of relevant researches and religious education influencers to enhance its role for CVE through policy advocacy, increasing community resilience through capacity buildings, and creating enabling environment for educators to teach peaceful religious education through public campaign.

Currently CONVEY works with more than 14 organizations including research centers, NGOs, and youth-led organizations. The second phase of CONVEY also put further emphasis on regional cooperation building, hence the working area is not in Indonesia alone, but also in Singapore, Malaysia, Myanmar, Thailand, and The Phillipines. The project's second phase is completed by 22 March, 2019.

Results and Outputs

The overall objective of CONVEY project is to **enhance role of religious education in fostering religious tolerance, inclusive attitudes, and behaviours to prevent violent extremism in Indonesia**. The expected outputs of CONVEY are as the following:

1. Sharpened development of evidence-based knowledge through research/survey, also strengthened advocacy and policy engagement;
2. Increased public engagement and empowerment in countering violent extremism through religious education and community resilience;
3. Regional cooperation and networking on P/CVE supported;

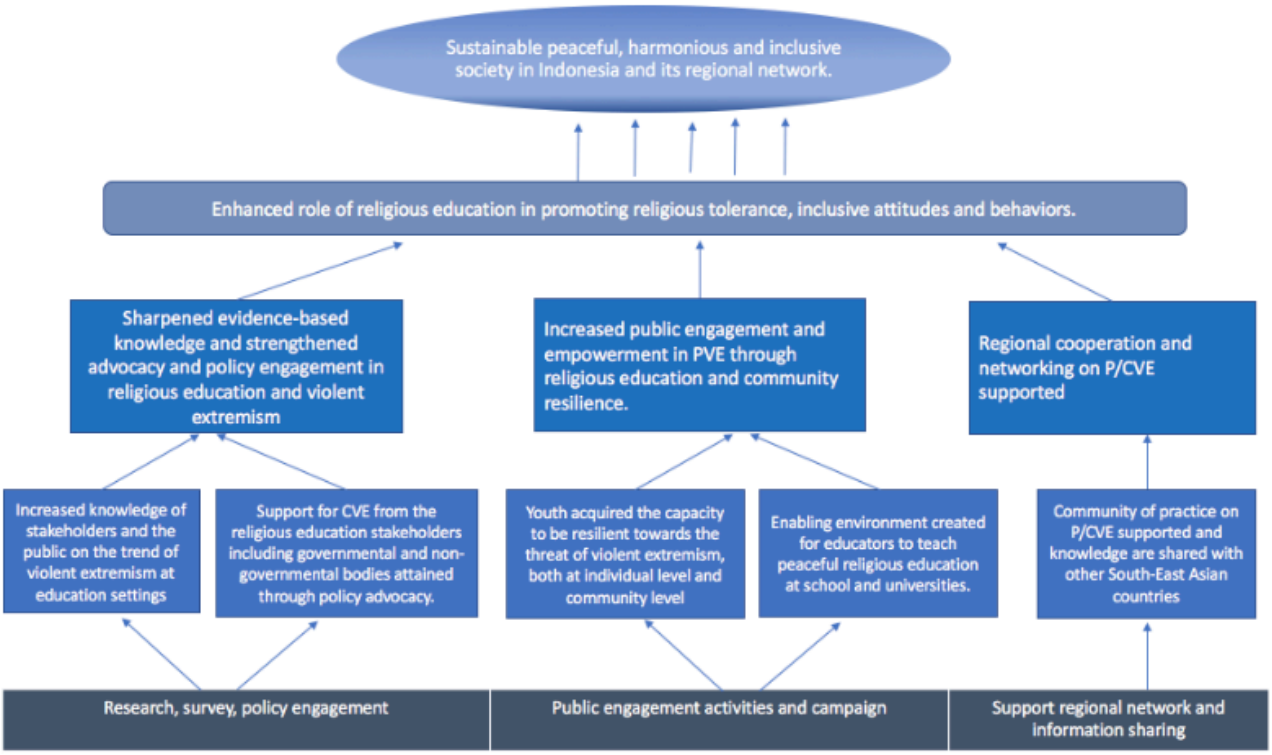
4. Project implementation quality is assured and proper coordination mechanism conducted among relevant stakeholders.

The achievement of the CONVEY Project will contribute to UNDP Indonesia CPD Output,which aims to enhance national policy frameworks and institutional mechanisms for peaceful management in conflicts.

Theory of Change

Although there has not been any single formula in preventing violent extremism, but CONVEY Project believes that the main drivers for change in promoting tolerant and inclusive society also in preventing violent extremism may derive from religious education. If the role of religious education in promoting tolerant and inclusive attitudes are enhanced, then, violent extremism will be prevented through strengthened evidence-based policy, increased community resilience, and tightened regional cooperation. In summary, the project was built and implemented based on this following theory of change:

Chart 1: Theory of Change of the Project



The targeted beneficiaries of this project includes: Youth, education institution actors, religious actors, Coordinating Ministry of Human Development and Culture, Ministry of Religious Affairs, Ministry of Education and Culture, Ministry of Social Affairs, Ministry of Youth and Sports BNPT, and BAPPENAS. Further elaboration on the theory of change of the project can be found in the Project Document.

Human rights approach, where all men and women's basic rights are mantained and discrimination prohibition based on gender are ensured by this project. Also, gender mainstreaming is part of this project's strategy to ensure gender is an integral part in operations and implementation phases.

In achieving the results, the project relies on several key assumptions, including:

1. A tolerant and inclusive religious education could influence attitude, mindset, and people's behavior (both male and female);
2. Political decision will be at local, provincial, and national levels for CVE in Indonesia, continue to motivate change;
3. Development effort of religious education tools were not conducted/initiated by other parties (to avoid duplication);
4. Youth, community members, educators, government and non-governmental stakeholders are engaged in the project;
5. Implementing partners will make adequate capacity to conduct the activities;
6. Implementing partners are accepted by target communities.

Management and Partnership

The project is implemented by PPIM with close supervision from UNDP to assure the quality. In implementing the project, PPIM has engaged with NGOs and campus-based organizations across the country. UNDP has provided management support, financial accountability, and quality assurance, including through monitoring and evaluation. UNDP/PPIM together broadened the engagement by bringing in line ministries and development partners also engaged in preventing violent extremism. Since no single actor can prevent and address this complex phenomenon alone, coordination and partnership are essential for a successful strategy. Since the project conducted various trainings to empower youth and other stakeholders, engagement with provincial government was also made. In regional dimension, considering the recent developments of violent extremism's rise in South East and South Asia, the important part of the project's strategy was to contribute to the exchange of experience and to the development of regional cooperation among Asian countries in CVE, through religious education. UNDP continues to ensure the exchange knowledge and lessons were learned with other countries in the region and beyond, reciprocally.

CHAPTER III: Evaluation Purpose, Scope, and Objectives

3.1. Evaluation Purposes

The main purpose of this evaluation is to independently ascertain the extention to which CONVEY Project has contributed in enhancing and fostering religious education's role to prevent violent extremism in Indonesia. Subsequently, it will generate evidence on project's effectiveness, coordination, sustainability, and synthesize lessons learned that may inform future programming.

The lessons learned will provide valuable information for UNDP, PPIM, partners, and P/CVE actors in general on preventive approach's effectiveness, which combines evidence-based policy advocacy, capacity building, and awareness-raising campaigns in preventing violent extremism through religious education. It will be used as basis for better design and management for future results of UNDP and PPIM activities, as well as other P/CVE programs in general. The evaluation also supports public project's accountability towards the Government of Indonesia, UNDP, and the Government of Japan.

This evaluation will be focused on interventions, supported by CONVEY Project - both in the 1st phase of project (March 2017 – March 2018), as well as in the 2nd phase(March 2018 – March 2019). The specific objectives of the evaluation are:

1. To review and critically evaluate the results achievement since this project started in 2017;
2. To review and contextualize CONVEY project efforts as part of larger P/CVE efforts in Indonesia;
3. To determine whether there has been any unexpected result in addition to the planned outputs specified in the Project Documents;
4. To distil and document lessons learned from CONVEY Project; including those pertaining to: (a) approaches and strategies; (b) management; (c) partnership and coordination; and (d) sustainability;
5. To serve as an input in devising new strategies or formulating corrective actions, in lightof the evaluation findings to enable UNDP and PPIM, to sustain the project benefits.

3.2. Evaluation Criteria

This evaluation using the four DAC/OECD evaluation criteria, namely relevance, effectiveness, efficiency, and sustainability. The key questions of the 4 criterias are::

3.2.1. Relevance of the project

- ✧ To what extent was the project in line with the national development priorities (including latest development in violent extremism), the CPD outputs, UNPDF/CPD outcomes, UNDP Strategic Plan, and the SDGs?
- ✧ To what extent the project approach through fostering open and tolerant education are relevant as strategies in preventing violent extremism among youth?
- ✧ To what extent was the theory of change presented in the project document is a relevant and appropriate vision on which to base the initiative?
- ✧ To what extent were perspectives of those who could affect the outcomes, and those who could contribute information or other resources to the attainment of stated results, taken into account during the project implementation?

3.2.2 Effectiveness of the project

- ✧ What are the notable mid-term or long-term changes that may contribute to achieve the overall expected results?
- ✧ To what extent were the project outputs achieved?
- ✧ What factors have contributed to achieve or not achieve intended project outputs and CPD outcomes?
- ✧ In which areas do the project have the greatest and least achievements? Why and what were the factors?
- ✧ What, if any, alternative strategies would have been more effective in achieving the project's objectives?
- ✧ To what extent has the project contributed to gender equality, women empowerment, and human rights realization?

3.3. Efficiency of the project

- ✧ To what extent was the project management structure and the engagement with the main Responsible Party as outlined in the Project Document efficient in generating the expected results?
- ✧ How the coordination between project management structure and civil societies engaged within the project can be improved?

- ✧ To which extent the project fund and activities been delivered in a timely manner?
- ✧ To what extent do the monitoring and evaluation system utilized by UNDP ensure effective and efficient management?

3.4. Sustainability of the project

- ✧ To what extent results possibly achieved and sustained by the government and civil society?
- ✧ Are there any social and political risk that may jeopardize sustainability of project outputs and contributions to CPD output and outcomes?
- ✧ To what extent have the lessons learned been documented by the project team on continuous basis?
- ✧ What could be done to strengthen exit strategies and sustainability?

CHAPTER IV: METHODOLOGY OF THE EVALUATION

4.1. Evaluation Approach

This evaluation uses knowledge and learning systematization as the basic approach in collecting data and information, develop analysis, and draw lessons learned and conclusion. In this approach, the evaluation analysis is an information systematizations, perspectives, and responses of different key informants regarding to project's design, planning, and implementation. The purpose is to obtain an outlook concerning the project's achievements based on perspective of its stakeholders. This is similar to *Documenting Experiences* approach that was intended to organize information on development experience and to analyse details in order to fully comprehend the situation, also to draw a conclusion to further develop new knowledge as well as present the results in a creative format.[1]

4.2. Data Collection Resources and Methods

The data for the evaluation is obtained through both primary and secondary resources. Primary data is collected by a number of data collecting methods such as: (a) individual or group interview with project partners; (b) focus discussion with project's beneficiaries, the former participants of CONVEY 2's public campaigns activities ; (c) online surveys to selected former participants of CONVEY 2's public campaign and public engagement activities. See the data on Table 1 below.

Table 1: Primary information/data sources

Group of sources of information	Sources of information	Use of information
First group of primary sources of information	Key informant from the first group among others: 1) Project Management team: • Team Leader • Project Manager • Deputy Project Manager • Project Coordinator	- To collect data regarding individual's perspectives on specific topic(s) through a semi-structured interview with the key informants. - To discuss the objective, output, and outcome of the project as well as the basic strategy to promote

[1] Esteban Tapella& Pablo Rodríguez-Bilella, *Shared Learning and Participatory Evaluation: The Systematization Approach to Assess Development Interventions,* is available for download at https://pdfs.semanticscholar.org/ 2a8e/db70795b68b1709b9a1e6c122e78b5ac19fa.pdf

	• Monitoring and Reporting Officer • Project Officers • Consultants 2) UNDP Program Team: • Technical Advisor cum Program Manager for Peace Building, Access to Justice, Democracy and Human Rights • Program Analyst • Preliminary findings discussion with Head of Quality and Results Unit • Deputy Resident Representative of UNDP Indonesia • Project Boards	and implement tolerance and diversity among target groups. - To discuss the project Theory of Changes and strategy to achieve them. - To discuss the Project management process, challenges, and strategy to address the problems. - To discuss the partners' project achievements and results, the challenges they were facing during its implementation as well as lessons learned to improve the program strategy in the future.
Second group of primary sources of information	Second group key informant are: key pe in Partners organization management and project team, such as program manager/director or staffs, who were involving in the project implementation both during the CONVEY I and CONVEY II project as well as in Convey 1 + 2 Convey project.	To elaborate the partners' project on the relevance, effectiveness, efficiency and sustainability of the project, achievements and results, the challenges they were facing during its implementation as well as lessons learned to improve the program strategy in the future. As there are many project partners, so they are selected based on the types or cluster of program activities.
Third group of primary data sources	The third group is the beneficiaries of the project, i.e the users or the target groups who were affected or got benefit from the project activities. project partners.	To discuss with the 3rd group on the relevance, effectiveness, efficiency and sustainability of each partner's project activities, the achievements and results of the program, challenges as well as the prospect for program sustainability in the future.

While secondary information / data sources are obtained from various project reports as shown in the following table:

Table 2: Secondary information/data sources

No	Title of the documents

1.	Final Report Enhancing the Role of Religious Education in Countering Violent Extremism (CONVEY 1)
2.	Project monthly narrative progress report of such partners as(a) Global Peace Foundation, (b) Peace Gen (c) Sabang Merauke; (d) PUSPIDEP; (e) Maarif Institute; (g) PUSHAM Surabaya; (h) Nusa Tenggara Center (i) PPIM (j) The Political Literacy Institute; (k) Gerakan Islam Cinta (l) PPIM,
3.	Final project activity report of such partners as: (a) Global Peace Foundation, (b) Peace Gen (c) Sabang Merauke; (d) PUSPIDEP; (e) Maarif Institute; (g) PUSHAM Surabaya; (h) Nusa Tenggara Center (I) PPIM
4.	Research reports of PPIM, PUSPIDEP, Maarif Institute, Regional Workshop on Religious Education and PVE, etc.
5.	Series Policy Brief: Vol 1- Issue 1, Vol 1-Issue2, Vol 2 - Issue 1, Vol 2 - Issue 4, Vol 2. Issue 2, Vol.5 No.2, Vol. 2 - Issue 6, Vol. 7 - Issue 7
6.	Mid-term Review Report CONVEY 2
7.	UNDP Country Program Document for Indonesia (2016-2020)
8.	Government-United Nations Partnership for Development Framework (UNPDF) 2016-2020
9.	CONVEY Implementation Technical Guidance 2.0

4.3. Procedure for data collections and instruments

Data collection instruments, such as interview and FGD guide as well as questionnaires for on-line surveys, were prepared based on evaluation criteria as well as the project evaluation matrix presented in an inception report meeting on April 12, 2019. The instruments were developed by evaluator, according to PMU's general recommendations (UNDP and PPIM) on strategy to implement the evaluation after the inception's presentation report above. The review from discussion was then used by the Evaluator as inputs to improve the instruments and tools, especially in methods and approaches context used. The revised results were then shared back to the UNDP program team for further input and improvement, specifically through Monitoring and Reporting Officer, Project Coordinator. Fnal review and approval came from the UNDP Program for Peace Building, Access to Justice, Democracy, and Human Rights

Meanwhile, key informants selection, organization samples, and project activities for evaluation was proposed by the Evaluator, by taking into account the variety of covered issues by various project activities and the importance level or priority scale by CONVEY itself. For this purpose, the Evaluator conducted an initial interview with Monitoring and Reporting Officer to get an overview of the project structure, outputs, and expected outcomes and the project strategy to achieve the project objectives.

Based on the initial discussion, for in-depth interviews with the second group, key informants were selected from project partners who were collaborating in Convey I, Convey 2, and Convey 1 + 2 Project activities, from different project activity clusters. There are four clusters/partners project activity groups in this field. The first are partners that work or focus on research and advocacy; The second, partners that work or focus on training; The third, partners that work or focus on campaign. The last, partners that work for books/bulletins production.

Ideally, the evaluator should proportionally select from Convey 1 and Convey 2 Project as well as from Convey 1 +2 Project, at least 1 partner from each project cluster of activities as sample to represent the groups. However, as there have been several partners working in both Convey 1 and Convey 2 project, so evaluator prioritize them as samples for project evaluation purpose. It is assumed that their involvement in the both phases of the project reflecting the relevance and effectiveness of their intervention to pursue the project (Convey) objective. In addition, CONVEY itself has an internal assessment on the level of priority of different project's partners from 1-4. In this case Evaluator focus on projects that have priority levels 1 or 2 by CONVEY. Below is the composition of the project partners for evaluation.

Table 3: Selected partners for qualitative assessment- Interview and FGD

Project/ Cluster of Partners	Research-focused partners	Campaign-focused partners	Training-focused partners	Book production-focused partners	Regional cooperation & networking	Total
Convey I	PPIM (1.3)		Nusa Tenggara Center (3.1.)			2
Convey II		Global Peace Foundation (2.1)		Gerakan Islam Cinta (2.7)		2
Convey I & II	PPIM (1.1;2.1; PUSPIDEP (1.4)	Maarif Institute (.2.1.); Sabang Merauke (3.5.) PPIM (3.6)	PUSHAM Surabaya (2.3.) PeaceGen(3.4)	The Poltical Literacy (3.8 and 2.6b)	UNDP (4.5 of Convey 1) UNDP 4.4[2] of Convey 2).	11
Total	**4**	**4**	**3**	**2**	**2**	**15**

[2]Quarterly round table dialogues & Project Board meetings to update and share results of the project and exchange information on the issues of violent extremism with other development partners and government counterparts

Meanwhile, for the third data source, the key informants were selected from project's beneficiaries such as former participants of campaign and public engagement activities. Evaluator discussed with them the relevancy, effectiveness, efficiency, and sustainability from each partner's projects activity, achievements, results, and challenges as well as the prospect for project sustainability in the future. Data collection used focus discussion methods by involving former participants from both partner projects of Global Peace Foundation (GPF) and Peace Gen who were involved in their respective activities, Millennial Peace Festival and Board Game for Peace. The FGD was held in Surabaya on May 9, 2019 with a total of 10 participants (6 male, 4 female), in which 9 were from GPF and 1 was from Peace Gen; and in Makasar on May 11, 2019 involving 9 participants (5 female, 4 male), in which 5 were from Board Game for Peace (Peace Gen) ex-participants and 4 were from Millennial Festival (GPF).

4.4. Online surveys: In addition to that, the data collection for third group of information source was also done through online-survey.

4.4.1. Target respondents for on-line survey: The objective of online-survey is to assess effectiveness of capacity building and awareness raising activities, conducted by several partners, **specifically** to those who work for output 2 (of CONVEY II): Increased public engagement and empowerment in countering violent extremism through religious education and community resilience. Partners working for Output 2 of CONVEY II project are assumed to be still active and might have remaining intensive engagement through project activities with their beneficiaries, so it would be likely possible to organize the distribution of questioner easily. From the point of view of project time-frame, project activities have not been too long from the time the survey was conducted, so it is assumed that they have fresher memories of the project activity. This is rather difficult for partners worked in CONVEY 1, because they completed their project activities about 2.5 years earlier. The questionnaire was circulated to former participants, held by respective partners worked under Output 2.

4.4.2. Sampling size: The sampling size was calculated from total beneficiaries of the project that participated in or indirectly affected by project activities of different partners under Output 2. The sample size, then, was determined by using Slovin sample selection formula as follow:

$$n = \frac{N}{1 + Ne^2}$$

In which: n = sample; N = population; e = Margin error. The margin error for the evaluation is set at 5% with confidence level of 95%.

Based on current database, total beneficiaries of output 2 reaches 13,083 participants. They were the participants from 9 different program partners, which were conducted

under different program activities in different areas. Using the Slovin sampling formula above, the total sample size for the online survey was 388 (387.93) participants and round it up to 395 respondents, to anticipate the technical error in questioner distribution or UN-replied questioners.

Table 4: Total participants of Output 2 CONVEY II

No.	Partners of Output 2 CONVEY II	Total number of participants of partners activities
1.	GIC (.2.7)	633
2.	Sabang Merauke (2.5.)	1,607
3.	Pusham Surabaya (2.4)	315
4.	Maarif Institute (2.3)	297
5.	Peace Generation (1.4.)	1,305
6.	Global Peace Foundation	7,616
7.	Expose (2.8)	442
8.	PUSAD Paramadina (2.9)	658
9.	CSRC (2.10)	210
		13,083

In the online survey, there are 458 respondents involved in filling the questionnaire. However, 14% did not continue filling the questionnaire as they did not participate in CONVEY activities. So among them, 392 (86%) of the respondents are used for data analysis. Out of 392 respondents, 197 (50%) are male and 195 (50%) are women. Their age ranges from 14 to 56. Most of the respondents (51%) are of age 16-20, while 32% respondents are 21-25 years old.

From their recent education, the majority of respondents (65%) graduated fromhigh school, 30% bachelor degree, and the rest are junior high graduates and diploma degree. Every respondents were participants of one or more CONVEY project activities.

Three activities with most participants are Millennial Peace Festival, Boardgame for Peace, and Festival Meyakini Menghargai or CONVEY Day.

4.5. Standard Performance-Data Analysis

The evaluation does not adopt national/regional standard to measure project performance regarding evaluation questions. The assessment standard is fully determined by data analysis standard procedure, either for qualitative or quantitative data. The complete illustration can be seen below.

4.5.1. Quantitative data: Quantitative data analysis was conducted descriptively by using percentage frequency distribution for every variable in question. In this case, data from each respondent was shown in the form of distribution chart/respondent's percentage based on every CONVEY project activities and level of assessment (very low – very high) for each variable. The variables in question include perceptions on suitability between the activity and its purpose, types of ongoing issues, benefit received, activity effectiveness towards aspects of change, women involvement and gender integration, soft approach effectiveness, respondents' involvement and actors/institutions in prevention activities of violent extremism, radicalism, religion- based intolerant behaviour/action. In this case, there was no special technique to analyse the existing data, such as using inferential statistics technique with regression and multivariate analysis, because it is not intended to prove the project's contribution for long-term change in the case of violent extremism.

4.5.2. Qualitative data: Qualitative data analysis was done using the following steps. *First*, coding and tabulating the data or information from individual or group interview from various key informants into four main evaluation criteria: relevance, effectiveness, efficiency, and project sustainability. *Second*, categorizing the tabulated data into certain themes or codes which reflecting the main ideas of different key informants in responding to key and sub-evaluation questions. They may have some similarity and difference simultaneously in some aspects, so it will help in reclassify further the structure and lead into the pattern development. *Third*, interpreting and analysing the data to reveal visible data/information pattern. Fourth, triangulate the data/ information with other data source obtained from different method, such as data from FGD results or project documents. The difference and similarity are criticized before searching for pattern in the collected data/information. This is used as a basis to draw conclusions on the key questions for each evaluation criteria or general conclusion on the project's purpose.

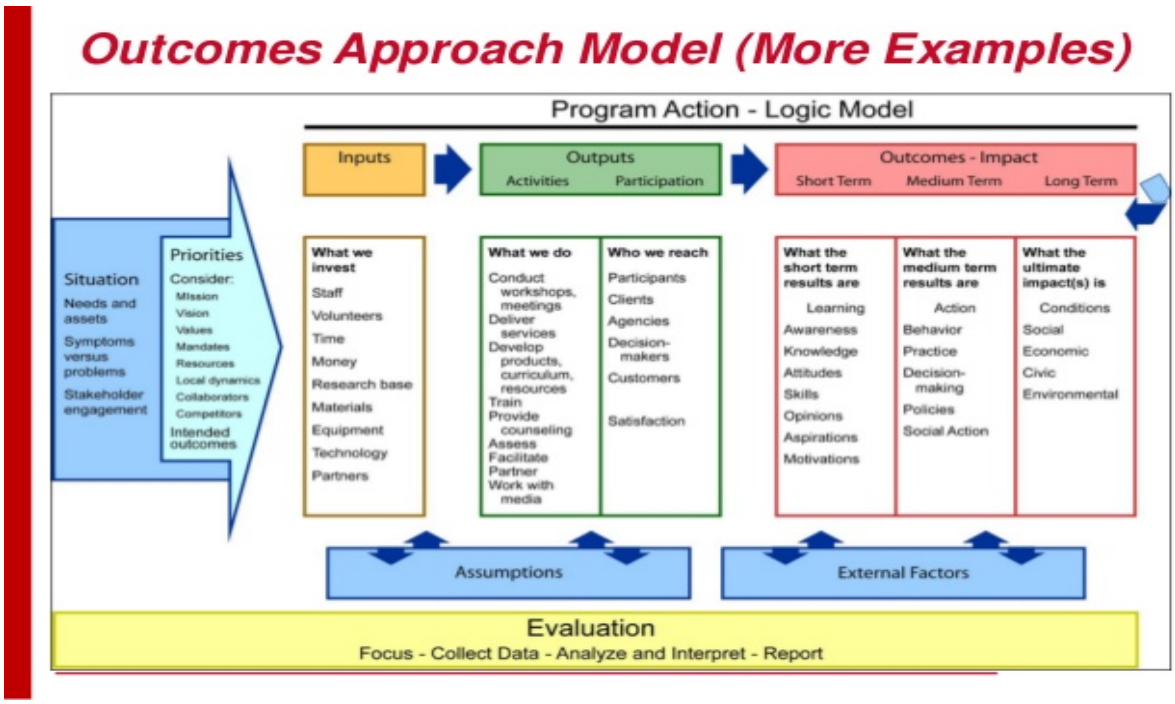
Related to project effectiveness, the assessment for achievement and advocacy results mainly use sequence of changes framework in advocacy work of Chris Roche[3], which differs to five form of changes such as, (a) increase public awareness; (b) contribute in debates; (c) changes in opinion; (d) changes in policy; (e) policy implementation; (f)

[3] Roche, Chris,1999, *Impact Assessment for Development Agencies, Learning for Value Change, OXFAM* GB, p. 196-202

changes in policy brings change to society. In this case, the interview result is categorized based on that sequence. To strengthen the analysis, data related to number of participants involved in each research discussions, number of products (research, policy brief) as well as scope of coverage and distribution is also attached.

Meanwhile, assessment for public campaign result use logic model framework, as seen on Chart 2 below. There are two processes for description and analysis. *First*, to explain product activity (amount of people, coverage and product) that participated as well as its scope (amount of coverage). In campaign-oriented projects, number and frequency of coverage are often used as an indicator of achievement alongside the increase of public awareness or any related discourse. *Second*, to review responses from interviewees and project beneficiaries on the project impact. The levels of change on logic model scheme below are used to determine how far these projects have made impacts to beneficiaries and implementing organization in different aspects or levels.

Chart 2: Logic model diagram



4.6. Stakeholder involvement

As described above, the main stakeholders of this project, partners from universities, CSO, project board members from the government, and PMU itself were involved as the main key informants of evaluation. This was aim to discuss project achievements, effectiveness, relevance, management, and coordination as well as sustainability of each activities. The same thing also happened in project board. Project managers, UNDP and PPIM, other than being involved as key informants, were also involved in reviewing draft inception report and provide inputs for temporary evaluation result discussion that was presented on May 29, 2019, in both UNDP or PPIM themselves attended.

Gender composition of key informants was fully relied on staff and discussion participant composition in each project partners. Evaluators did not plan particular interviews for female staff, except if they become one of the key informants on each project partners' evaluation sample.

This project also held FGD and surveys for ex-participants of public campaigns activity, especially from CONVEY 2, to assess relevance, effectiveness, efficiency and project result sustainability from their perspectives. The distribution of online survey link was done by partners to each respondent and its responses were monitored periodically by evaluators and UNDP. Survey respondents were selected by project partners, with suggestions from evaluators and UNDP, considering the gender balance in choosing

respondents. Results of survey data recap shows that out of 392 respondents, 197 respondents (50%) are male and 195 respondents (50%) are female.

4.7. Major Limitations of the Methodology of the Evaluation

This evaluation is expected to independently ascertain the extent to which CONVEY Project has contributed in enhancing and fostering religious education role to prevent violent extremism in Indonesia. This is a simple task, it requires complex methodological requirements, such as inferential statistical analysis, baseline data availability, surveys, and interviews with the community control to look and analyse the project results. As explained in methodology section, evaluation does not aim to find evidence of correlation between project activities and the project's main objective itself; rather to systematize Project knowledge and learning based on information from Project partners and stakeholders.

As a systematization of knowledge and learning, this evaluation does not pretend to give 'judgement' on the success or failure of this Project, but rather to describe what worked well and what did not work well, and anything to be improved in the future. In this process, findings or conclusions regarding the advocacy and campaign changes are reflection of respondents, key informants, group interviewees, and FGDs' perspectives, and are not necessarily reflecting the changes in violent extremism situation in the community itself.

The baseline data on the pre-project situation was not available, so it is difficult to determine if there is any escalation in capacity, awareness, and other aspect before and after project intervention. It is true that the project partners were using pre-posttest to assess the project activity results. However, this was not continued by periodically retention test to assess the sustainability of results of project activities.

Assessment of the campaign activitiy results and public awareness (output 2 CONVEY 2 / Output 3 CONVEY 1) aregenerally based on information from project partners, as well as project reports and other project documents, which are indicative in nature. This certainly contains limitations to see what actually happens in the field. Moreover, the indicator of change in each activity is also not available. This has made the evaluator unable to find a clear focus on what must be assessed. The recapitulation of achievements does help in looking at the coverage of the distribution of news effects, but this certainly cannot be fully an indicator of success, which means changes that occur due to the Project.

4.8. Evaluator

Yohanes da Masenus Arus, earned his master degree from Political Science of Gadjah Mada, Yogyakarta, in 2013. He worked for National NGOs and continue to International

NGO from 1993 to early 2006 before started working as Consultant in CIRCLE Indonesia, Yogyakarta, until now. He has a wide experience as a researcher, facilitator, trainer, concept and case study writer, impact assessment, and performance evaluation. He has extensive experience in leading the qualitative and quantitative monitoring and evaluation works, baseline studies (survey), and well-trained in participatory planning, right based approach, policy analysis, advocacy, human rights, organizational development, women and migrant worker issues, poverty reduction and community development program. He also exposed to survey-based data collection process-conducted annually, in term of lead the design of questioners, coding, tabulation and analysis of the data to measure the progress of several program indicators of the Project.

4.9. Quality Assurance & Ethics

This evaluation was conducted in accordance with the evaluation work principles, outlined in the UNDP 'Ethical Guidelines' for Evaluation. The Consultant safeguarded the informants, interviewees, and stakeholders rights and confidentiality through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on it data. The Evaluator also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process solely used for the evaluation and not for other uses with the express authorization of UNDP and partners. While evaluating this project, evaluator also has critically considered some of the following aspects:

Consent: Evaluator respect evaluation participants' dignity and diversity. Further, prospective evaluation participants was treated as autonomous, be given the time and information to decide whether or not they wish to participate, and be able to make an independent decision without any pressure. Hence, whenever possible, evaluator in interviews, focus groups, surveys, and observations have given informed consent to the participants or key informants prior to data gathering.

Research data confidentiality: All personal information about participants in project are very sensitive, especially the case for interventions attempt to counter violent extremism. In that case, the identity of participants remains confidential and that should be uunderstood that participants are not allowed to be indirectly identified. In this case, evaluator was not allowed to ask sensitive information, for example about their political or religious views or ethnicity.

CHAPTER V: EVALUATION FINDINGS

5.1 Project Relevance

5.1.1. Alignment with the UNDP Strategic Objective

The core UNDP documents such as, Country Program Development 2016-2020 (CPD), and United Nations Partnership for Development Framework 2016-2020 (UNPDF), basically have not made explicit statement with regard to the P/CVE as a part of the UNDP objectives and project achievement indicators within its 4-year Program in Indonesia. During the formulation process of the current CPD took place in 2014, PVE issue was not raised as an immediate and urgent issue to be addressed by UNDP[4]. However, in the last three years, violent extremism has rapidly evolved in Indonesia and there was no accurate data available yet, to show the comprehensive picture and magnitude of the problem. That is where UNDP found relevance to respond the needs of generating evidence-based knowledge and engaging with vulnerable population against violent extremism, such as youth. Therefore, this indicates UNDP has been responding flexibly to adjust the critical needs on the ground.

Up to this point, the closest alignment of the project to UNDP key documents can be recognized in several points: First, in Outcome 4 of the Country Program Document: Improved governance and equitable access to justice for all.[5] This outcome aims to improve the governance and democracy quality, to encourage rights-based encourage approach in development process and increasing access to justice for marginalized people. In addition, in collaboration with Ministry of Law and Human Rights, the National Human Rights Commissions, and the Office of the Ombudsman, UNDP intended to support the development of Indonesia's strategy, National Vision and Character Building for National Unity, to promote social cohesion, while supporting the removal of regulations and institutional practice that discriminate against marginalized groups.[6] In this context, UNDP aims to encourages inclusiveness, equality, social cohesion, and national unity, through equitable access to justice, good governance, and right-based approach;

Second is in the National Priority-Agenda 2: Building a Clean, Effective, Trusted and Democratic Governance; and the Outcome 2 of the UNDP Strategic Plan, related to the Citizen Expectation for Voice, Development, the rule of Law and Accountability are Met

[4] Interview with Program Manager and Program Analyst in UNDP Office, Jakarta.

[5] United Nations-Executive Board of the United National Development Program, the United Nations Population Fund and the United Nations Office for Project Services, 2015, *Country Program Document for Indonesia (2016-2020),* p. 7

[6] Ibid p. 7

by Stronger System of Democratic Government[7]. Indicator 4.4 of the strategic plan mentions the decrease in violent social conflicts as the objective indicator. Within this indicator there are 4 indicative country project outputs, and one that has the closest alignment to the violence prevention, i.e. indicative output 4.3 - National policy frameworks and institutional mechanisms enhanced for the peaceful management of conflicts. The result indicator of this output, i.e. Extent to which targeted national/sub-national governments and CSOs/community-based organizations have the technical capacities to address conflict.[8] Therefore in this context, despite that 'violent extremism' has not been explicitly mentioned, CONVEY project is substantially aligned with UNDP's strategic vision and priority. It gave UNDP Indonesia the legitimacy to work on P/CVE, especially by developing institutional mechanism and policy framework related program to increase the technical capacity to address conflict;

Third, through cross-cutting issues that built upon five components: 1) human rights; 2) gender equality; 3) HIV/AIDs; 4) the youth; 5) Statistic and data management. Informed by United Nations global programming principles and common country assessment, these five cross-cutting issues support the inclusive development principle and indirectly aim to work in violence prevention.[9] In a broader sense, this covers violence prevention in radicalism and violent extremism issues.

In line with Outcome 1[10], with regard to youth development, the objective of UNDP is to ensure that the youth will receive appropriate capability as a new working force and geographic bonus that enable them to capitalize the economic opportunities.[11] UNDP aims to increase the youth's productivity, through support youth volunteer networks, implement innovative programs combining non-formal education and capacity building activities.[12] According to UNDP the unemployment rate among youth reach 22% (15 million people).[13]

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[7] United Nations-Executive Board of the United National Development Program, the United Nations Population Fund and the United Nations Office for Project Services, 2015, *Annex: Result and Resources Framework for Indonesia (2016-2020),* p. 16.

[8] Ibid p. 17

[9] Government of the Republic of Indonesia and United Nation in Indonesia, *GOVERNMENT - UNITED NATIONS PARTNERSHIP FOR DEVELOPMENT FRAMEWORK (UNPDF) 2016 - 2020, p 46-49* cited from file:///C:/Users/ASUS/Downloads/unpdf%202016-2020.pdf

[10] The UNPDF Outcome 1 statement: *"By 2020, more vulnerable, low income and food insecure people have an adequate standard of living and equitable access to decent work, sustainable livelihoods, economic development and income-earning opportunities"* .

[11] *Ibid,* page 25.

[12] *Ibid* p. 26

[13] *Ibid p.26*

Since poverty and unemployment are considered to be one of the push factors of violent extremism and radicalism, it is strategic to ensure that there are measures taken to provide job opportunities that target the youths. If successful, it will reduce the chance for them to embed non-productive or destructive activities, including violent extremism actions.

5.1.2. Alignment with the Government Program

The Project of Enhancing the Role of Religious Education in Preventing Violent Extremism in Indonesia is in line with the P/CVE program carried out by the Indonesian Government through different ministries and institutions. In Indonesian Mid-Term National Development Plan for 2015–2020, the prevention of extremism and radicalism is said as apart of strategic issue of the National Insight and Character Building in order to Strengthen the Nation's Unity. The objective is to increase community's capacity to overcome disturbances that affect the community security and order, which are caused by terrorism threat that uses religion theorems to justify them for committing crimes. Along with that circumstance, there are still separatism parties who use injustice issues and discrepancy among regions in the country to secede themselves, including rallying for external supports.[14]

On the other part, the prevention of extremism and radicalism can also be recognized as a part of the education program to revitalize National Insight. This is included in the point 1.2.3.3 The Direction of the Development Policy and Strategy, on the issue of Increasing Education Revitalization on the National Insight and Nation's Character by Encouraging Stronger Institutions Coordination. The objective is to enhance the early detection and prevention by the state apparatus, in regard to national vigilance and country's defense[15], towards the radical ideology that aim to replace Pancasila (The Five Principle) with other ideology.

There are a lot of anti-radicalism programs in place under the Education Ministry, including cooperation with BNPT and other related-Ministries/Institutions. Aside from school subjects, anti-radicalism program strengthening can go through the Research and Development Agency under the Ministry of Education and Culture, especially through the Curriculum Center or Schooling Director. Through this Curriculum Center, the government has developed a curriculum and modules to serve the character education and national personality education that teach diversity, inclusiveness, nationalism, tolerance, and spirit of nationality and love of homeland. Religious education also plays the same role by addressing a large number of morals issues and religiosity values to encourage inter-religion harmony.[16]

[14] See the Indonesian Mid-Term national Development Plan (*RPJMN*) *2015-2019*, p. 92

[15] Ibid, p. 98-99

[16] Interview with key resource people from Education Ministry and BNPT

The integration is also carried on through non-formal and extracurricular activities such as *Pramuka* (Scout). The delivery of these activities may take place as a cooperation result with the Ministry of Youth and Sport that facilitates a lot of youth exchange program

5.1.3. Relevance of the Project Approach to Fostering Tolerant Education for P/CVE among Youth

This project was using soft approaches such as (a) education; (b) networking; (c) advocacy; and (d) public campaign to foster an open and tolerant education, to increase community resilience, especially the youth against the penetration of radicalism and violent extremism ideology.

Those approaches are relevant because during last 10 years, the youth have been targeted in campaign and penetration of the radical ideology. The research conducted by the Institute of Islamic Study and Peace (LaKIP) in 2019 indicated that 48.9% students in Jakarta-Bogor-Depok-Tangerang-Bekasi (*Jabodetabek)* stated they agree towards radicalism.[17] In 2017, Wahid foundation stated that 60% of 1,626 *Rohis* (mosque family board) activist respondents were willing to do *jihad* in conflict areas such as Poso and Syria. 10% of the figure supported the Sarinah bombing attack and 6% supported ISIS. 68% supported future *jihad* and 6% supported ISIS.[18]

In PPIM research itself, the radicalism penetration was found out to be manifested in different things, such as (a) through education institutions: elementary school, senior high school, and university; (b) education actors such as teachers, lecturers, *Rohis*[19], Islamic scholars; (c) textbooks, bulletin, popular books, preaches; and (d) social media and internet. All of these measures target the youth.

Below are some data about penetration of radicalism in educational activities which show the urgency (so relevance) of project interventions for the youth through educational activities.

Education actors - One of the focuses in this project activity was to explore how education institutions, where the youth learn, become a place to disseminate radicalism tenet. This was done by assessing the perspective and attitude of the religion education actors, such as teachers, ulem, *Rohis* (Islamic spiritual organization), and religious counsellor, towards the radicalism issues and violent extremism. These actors work on the different level and form of education, such as elementary schools, junior high /senior high schools,

[17] Abdul Ais Muslism (et all), 2018, *Menjaga Benteng Kebinekaan di sekolah: Studi Kebijakan OSIS di Kota Padang, Kabupaten Cirebon, Kabupaten Sukabumi, Kota Surakarta, Kota Denpasar.*

[18] Muhammad Nurul Huda, 2017, *Intoleransi Kaum Muda di Tengah Kebangkitan Kelas Menengah Musli*m di Perkotaan, Wahid Foundation Publication, 2017, p. 13, can be downloaded in file:///C:/Users/ASUS/ Downloads/ Paper%202.pdf

[19] Rohani Islam – High-school students study group on Islamic religiosity

universities, or other equal education institutions under the Ministry of Religious Affair , such as *Madrasah Aliyah*, Islamic boarding schools, and Islamic universities.

These activities are relevant to context and method of disseminating the ideas and ideologies of radicalism/violent extremism in Indonesia. The PPIM research, for example, indicated that one of the main actors in the process of the dissemination of radical ideology and tenet is Islamic Religion Teachers (PAI), either those who are under the Ministry of Education and Culture (MoEC) or under the Ministry of Religious Affairs (MORA). This is reflected from the perspective of Islamic education teachers, especially on their attitude of rejection towards non-Moslem people who hold a public position. The PPIM survey showed that 89% of PAI teachers reject non-Moslem people to become a head of a region, 87% refuse non-Moslem to fill the headmaster position at schools and 80% for the post of the head of a government agency. In addition to that 81% are not willing to give a permit for the establishment of other religions' facilities in their areas.[20]

Textbooks: Textbooks are also one facility to disseminate radical tenet and violent extremism. In elementary schools and high schools which are under the MORA, the potential of the radical attitude to develop is through the content of the Islamic Religious Education textbooks. Some examples can be seen in the following excerpts:[21] (**See table 5 below**)

Table 5: The tools for radicalism dissemination and textbook content examples that present intolerance

Dissemination tools	Examples of book content that encourage intolerance/radicalism understanding and attitude in schools
Religious lesson	✧ Islamic Education in senior high schools is remain using *kafir* (heathen) terminology, there are 10 words of "*kafir*". *Kafir* here means people who deny the *dinul Islam* or deny the Law of God. Although this understanding is not wrong, however, students don't receive sufficient context on the meaning of the word *kafir.* As a consequence, students are trapped in a shallow meaning. ✧ In Madrasah Aliyah, the religion books used by the students, still have ideas to encourage vigilance and suspicion in the social relationships among people with different religion backgrounds. The *khilafah (caliphate)* topic is taught without sufficient explanation. This evokes an impression of the students that *khilafah* is a desired Islamic political system.

[20] Dadi Darmadi, *Guru Agama Makin Tak Toleran* (Religion Teachers are Becoming More Intolerant), can be accessed in https://ppim.uinjkt/ac.id

[21] CONVEY Indonesia, 2018, *Urgensi Lajnah Pentashih Buku Ajar Agama Islam,* Issue 4, Vol 1, February 2018.

	✧ Inside the religion education books used in elementary school level, it's found out a material that presents *jihad* is equal to war. The values of stigmatization among different groups also spread over children reading books, such as differentiating a person who practices another religion and associating the person with a negative character.

Data Sources: Policy brief series Issue 2 Vol.1 February 2018

Learning media and online campaign: The project also organized different activities to develop alternative narratives to fight against the narrative that promoted radicalism and intolerance. This was implemented by (a) developing digital content with a theme of Islam which is moderate, peaceful and has a national nuance[22]; (b) publishing *Islam Cinta* (Compassionate Islam) books to promote a peaceful Islam[23]; (c) publishing Muslim Millennial Indonesia bulletin, which were circulated to some mosques in greater Jakarta area to counter the bulletin that promoted radical tenet used by radical groups. That strategy is relevant as the ideology dissemination or the radical tenets also utilize media, or the other means mentioned above to spread information to the wider public. The online survey conducted for this evaluation, shows that some media/tools of information distribution such as preaching, bulletin, online content, and intolerant acts to disseminate the radical tenets by insulting/humiliating other religions are still ongoing with the percentage of 'medium', 'high', and 'very high', each was 34%, 25%, and 16%.[24]

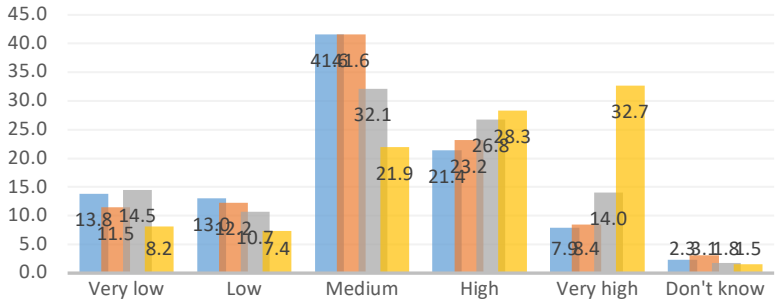
As it can be seen in Chart 3 below, the use of the following three measures, i.e. (a) preaching endeavor that does not respect people with other religions; (b) the use of bulletin or reading material or magazine that does not respect other beliefs or religions; (c) intimidation or violence towards other ethnics, religions or minority's religions, still take place, although in general it's in a 'medium' and "high" level: 41.6%, and 32.1% respectively. Meanwhile, the percentage who agrees was in "high", it was 31.4% for preaching; 23.2% for reading material and bulletin/magazines; and 26.8% for intimidation or other violent acts. Meanwhile, the use of online content containing provocation or humiliation towards other beliefs/religions, still occurred with a 'very high' prevalence level at 32.7%; "high" at 28.3%; and medium level at 21.9%. This may be concluded that the use of online content as a media to distribute ideology or radical tenet is very dominant. See Chart 3: Percentage of occurrence of intolerance attitudes in ex-participants place/surrounding.

[22] Millennial Islam Project implemented by Sabang Merauke,

[23] Gerakan Islam Cinta (Love Islam Movement) Project

[24] From an online survey (using google. form) for the CONVEY Indonesia Project External Evaluation.

Chart 3: Percentage of occurence of intolerance atitudes in exs-participants places/surrounding



	Very low	Low	Medium	High	Very high	Don't know
Sermons or da'wah that do not respect other beliefs or religions	13.8	13.0	41.6	21.4	7.9	2.3
Readings, newsletters or magazines that do not respect other beliefs or religions	11.5	12.2	41.6	23.2	8.4	3.1
Intimidation or violence against other ethnic, religious or religious minorities	14.5	10.7	32.1	26.8	14.0	1.8
Online content that contains incitement to be radical and intolerant, towards other religions or minority religious sects	8.2	7.4	21.9	28.3	32.7	1.5

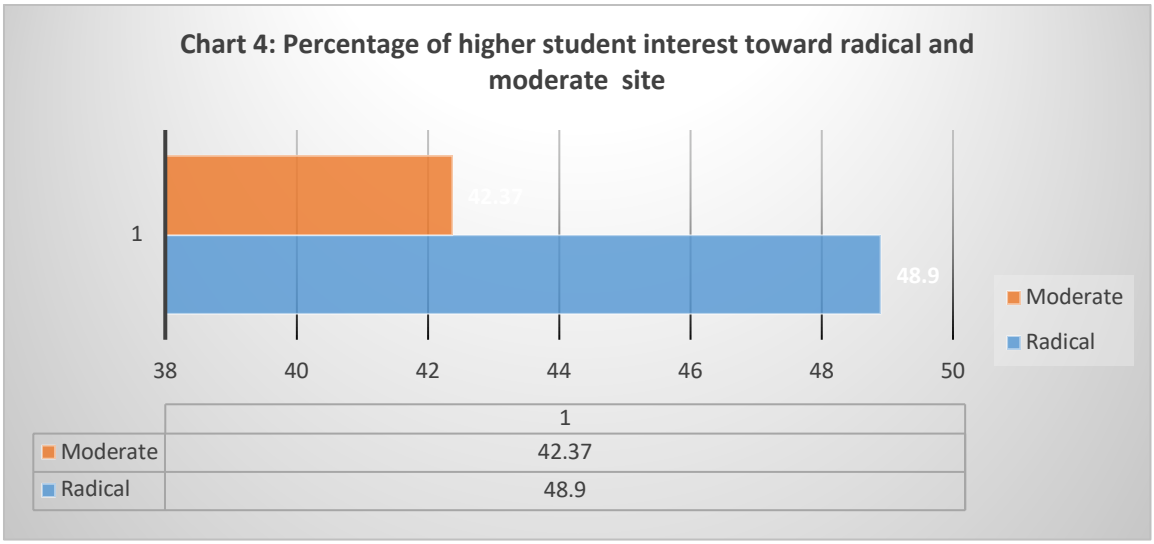
Data source: On-line survey using google. form

The youths' interest toward online media is undeniable. The youths are familiar with online world, and information distribution through online media is easier, less expensive, and able to reach wider audiences. PPIM research indicated that university students' interest in radical content is quite high. Accumulatively, the number site visitors containing radical content reach 48.9%, meanwhile, visit the moderate sites was around 43.37%[25] (**See Chart 4 below**)

In detail the audience who visit the radical sites especially the sites like **arrahmah.com** was about 8.10%; **eramuslim.com** was around 16.82%; **hidayatullah.com** was around 18.69%; **nahimungkar.com b**2.49%; **panjimas. com** was 0.00%; **salafi.or.id** was about 2.80%; voa-islam.com was around 11.35%. Meanwhile, the percentage of moderate sites visited, among others are: **NU online** reached 33.02% and **suaramuhammadiyah.id** got 9.35%.[26]

[25] Analysed from CONVEY Indonesia, 2018, *Pendidikan Agama bagi Generasi Milenial di Perguruan Tinggi,* Policy Brief Series, Issue 2, Vol. 1, February 2018.

[26] Ibid p. 5



Data source: PPIM research 2018

5.1.4. Relevance and the Accuracy of Theory of Change as Basis for the Project Initiative

Overall the Project's theory of change is relevant and it is able to become an appropriate vision as a basis for P/CVE initiative. As explained above, many of the ideology penetration or radical violent extremism dissemination have done through religious education or by using the education facilities/tools and public campaign. Therefore, the project objective to increase the religious education role in promoting peace, tolerance, and inclusiveness, and to prevent or countering violent extremism is relevant.

Nevertheless, the project strategy to strengthen the religious education role to prevent violent extremism needs further clarification. In current understanding, CONVEY perceives the religious education in a quite broad perspective, including formal education, non-formal education, internet, etc. Regardless of its relevance, after two years of project implementation, CONVEY certainly needs to sharpen its reflection on area of works where it will be more relevant, strategic, and in line with the capacity as well as work experience of CONVEY, especially PPIM as the initiator of the Project. This includes, a critical reflection to sharpen who the beneficiaries or target groups of CONVEY are and how they will be reached. Critical discussion could be raised for certain aspects as follow: (See table 6)

Table 6: Critical questions to assess the relevance/compatibility of the intervention to internal capacity of CONVEY

Area of works	Beneficiaries / target of intervention	How to reach them	Critical Questions to assess the relevance/ compatibility of the intervention to internal capacity of

			CONVEY?
Formal education	Examples: Elementary School Secondary Schools Senior High Schools	Example: Policy review on text book for religious education Idem Idem	Does CONVEY has capacity (actual/ potential/experiences) to influence text book review? Does CONVEY has strategic and strong links to relevant policy makers who in charge to review text book? Would CONVEY be competitive and strategic compared to the other P/CVE actors work in these areas and reaching target beneficiaries?
Informal education Public in general	Example: Extra-curricular activities? Public in general?	Example: Policy review on Intra-School Organization On line content and CONVEY's Website used to counter radical narrative version. Public discussion/ press conference	Does CONVEY has capacity (actual/ potential/experiences) to influence text book review? Does CONVEY has strategic with and strong links to the relevant policy makers who in charge to review text book? Would CONVEY be competitive and strategic compared to the other P/CVE actors, works through these areas and reach the target beneficiaries?

Similarly, although CONVEY's Theory of Change is appropriate, it is still very broad with various beneficiaries or targets, such as, (a) Ministries or government institutions, formal education stakeholders for the Output 1; (b) Youth/millennial group, public community, education institutions, and educators for Output 2; (c) Community of practice for Output 3. (See the project's theory of change Chart 1 above). During CONVEY 1, when the Project's theory of change was not sufficient to provide a logic model for the project, the project activities were even broader as it included measures to address deradicalization in prisons and reintegration of ex-terrorist detainees. Hence a more solid Theory of Change was developed in Convey 2.

The three project outputs under CONVEY 2 are certainly relevant to become entry points for religious education in a general perspective, yet, the clarity on project's targets or beneficiaries that in conjunction with the CONVEY's core competency still needs to be undertaken. The Output 1–research and advocacy–principally is relevant and compatible with the capacity, experience and working areas of PPIM. The same also

applies for Output 3: Cooperation and Networking at the regional level. However, it seems[27] that the Project requires a lot of adjustments to keep relevant and effective while working on Output 2.

The campaign and public engagement activity targets and beneficiaries were the youth and public in general. But the question then arises, how will CONVEY manage different activities in this output, when its partners working on that area phased out? Are campaign materials (online content) still relevant now, and how to respond to the public response towards those campaign materials? How to manage the knowledge products (research, policy briefs, essays, campaign tools) which are plenty in order to be still relevant and effective to support the project objective: promoting the role of religious education for P/CVE?

With a quite a lot of funding availability during the first two years of the project (CONVEY 1 and CONVEY 2), CONVEY had flexibility and capability to deliver its project activities with the above-mentioned theory of change. However, when the project's financial support was decreasing, thus some project outputs (Output 2 and 3 – CONVEY 2), need to be adjusted. Definitely, CONVEY needed to improve its project's theory of change in order to be more relevant and in line with the core competency of CONVEY (PPIM and UNDP).

3.1.5. Accommodation and synergy with other stakeholders' perspective

This project has had a number of mechanisms to taking into account the perspective of different stakeholders to increase the project's relevance, quality, and effectiveness. This can be recognized from several things. First, through the selection process of project partners. A big number of project partners were selected through a limited bidding process. CONVEY developed a TOR and called for proposal to certain CSOs or Non-government organization which had been assessed earlier on their capacities and experiences in delivering the works that would be implemented/offered. The partner candidates who were interested in the project then submitted their proposals to PMU and these proposals became the basis for PMU to continue the selection process further. This means that the project supported by CONVEY, basically was based on the inputs from its partners, with improvements to accommodate critical things related to the entire project direction and required quality.

Second, through project design workshop. The selected partner organizations were facilitated to present their project designs in discussion sessions with the PMU project team and other stakeholders. CONVEY encouraged its partners to engage government representatives since the beginning, since the project design workshop stage up to the

[27] There hasn't been an in-depth assessment of PPIM capacity in this area. This is just a rapid assessment based on the experience and the main working area of PPIM at the moment as the core organization of CONVEY.

activity implementation. The discussion aimed to talk about the whole project activity design and took into account inputs that came out during the discussion. Therefore, the project activities quality were able to be more assured, and opinions from different stakeholders that may influence the project outcome or who would become the project beneficiaries or users were able to be considered.

Third, through discussions among project partners, such as the coordinator consolidation meetings and round-table discussions that aimed to share the project activities and progress to broader stakeholders, including the government. The sharing during those discussions were beneficial to open a space for project quality improvement and performance.

Fourth, through the Project Board Meetings. During these meetings, PMU asked for inputs and guidance from the Project Board members for the project implementation. This facilitated integration and improve project relevance towards the macro needs in relation to government policies and programs.

5.2. Project Effectiveness

5.2.1. Strategy and Approach

CONVEY project was implemented by using four main strategies. *First*, develop gender sensitive evidence-based knowledge through research and survey to prevent violent extremism; *Second*, strengthen advocacy and policy engagement to prevent violent extremism through lobby, advocacy, and development of a series of the policy briefs; *Third*, increase awareness and public knowledge on violent extremism prevention through online and offline campaigns and engage young leaders across Indonesia to disseminate religious values that are tolerant, open and peaceful to strengthen the more-inclusive community; *Fourth*, secure the quality of the project implementation and develop project coordination mechanism with relevant stakeholders.

In the beginning, the project planned to use research as the main basis for the project to initiate the activities on the subsequent project approach, such as advocacy and critical engagement in the policy advocacy, public campaign to raise awareness and public knowledge on violent extremism prevention, etc. According to the key resource person of PPIM, the current policies and sub-sequent programs on P/CVE haven't been based on the comprehensive mapping on the problems, actors, and policies. This affects the quality of policy formulation and its sub-sequent program. Against this background CONVEY

intent to strengthen the research works in one or two years of the project, before proceed on to the other Project activities.[28]

Unfortunately, the initial design to implement the project in sequential way,[29]could not be fully implemented. The ideal process of doing a comprehensive and detailed mapping on the radicalism and violent extremism problems through research prior to the other project output activities was not compatible with the funding characteristic and requirement. The funding required the project to be delivered within one year. To be eligible for the funding of the following year, the project needed to reapply a new proposal to the donor. This means the project activity plans are subject to annual review to adjust with annual-funding availability. The campaign and public awareness activities (Output 3 of CONVEY 1), were also delivered in parallel way, along with research and advocacy/policy engagement works; not in sequential way as planned. Regardless of the challenge, the project has utilized existing researches on violent extremism in educational setting conducted by PPIM in previous years and many of them were used to inform the project activities in the beginning of CONVEY 1. These changes, somehow have some of logical and practical consequences to the project implementation, as explained below.

a. ***The effect on the campaign design****:* The link between the research activity and public campaign was not sufficiently managed, especially during CONVEY 1 phase. The research results of Output 1, did not really influence the campaign messages in Output 3 of CONVEY 1, because the comprehensive research results were only available during CONVEY 2 project. Therefore, the contents of the campaign and public education were still based on the discretion and experience of the implementing partner with the direction and input from PMU shared during a project design workshop. In CONVEY 2 project, this circumstance shifted, because there has been quite strong information on the problem and reflection of the CONVEY 1 activities that were able to be consolidated by CONVEY to strengthen the link between the research recommendation for the campaign and public engagement.

b. ***Activity-based Vs Result based****:* CONVEY Project was actually designed (by PPIM) for a five-year duration, however, the implementation was on an annual basis. Under this condition, some project activities were one-off in character, without continuation, and they can be terminated when a series of activity in one project finished. This could be problematic if the project activity has not shown result, even though the whole series of activities in that phase is completed. For example, the activities under Output 2 (of CONVEY I) especially Output 2.3-2.7[30] completed in year one, and it was not so clear as

[28] Interview with Team Leader, Project Manager ad Deputy Project Manager.

[29] Research first before proceeding to the sub-sequent activities, such as advocacy, public campaign.

[30] (Output 2.3.) Strengthen evidence based advocacy for the economy empowerment program for youths to prevent violent extremism through policy advocacy and good practices; (Output 2.4) Collect evaluative information on economy and social empowerment programs in vulnerable border areas and support good practices; (Output 2.5) Strengthen evidence based advocacy on the deradicalization programs for terrorist families through assessment and good practices; (Output 2.6) Strengthen evidence based advocacy on reintegration programs for ex-terrorist detainees through assessment and good practices;

to how would the assessment results of these respective Project activities in this output, be followed up to inform the policy review. The assumption was the follow up of the research or assessment results will be carried on by the respective Project partners, or by stakeholders engaged in the advocacy discussion.

5.2.2. Project Achievements and Results

CONVEY Project had some outputs: four outputs in CONVEY I and three outputs in CONVEY 2. Each of the output in Convey 1 has a different focus as follows:

- ✧ Output 1: Development of evidence-based knowledge through research and survey on Countering Violent Extremism in a gender sensitive approach.
- ✧ Output 2: Strengthened Advocacy and Policy Engagement on Countering Violent Extremism.
- ✧ Output 3: Increased public awareness and knowledge on Countering Violent Extremism
- ✧ Output 4: Project implementation quality is assured and proper coordination mechanism established among relevant stakeholders

In CONVEY 2 project, the Output 1 (research) and Output 2 (policy advocacy) under CONVEY 1 were merged into one output. Therefore, the Output 3 – CONVEY 1: related to the public campaign and Output 4 – CONVEY 1: related to increasing project quality, each became Output 2 and Output 3 under CONVEY 2. The project results based on the category in CONVEY 2 are presented below.

A. Research and Advocacy

A.1. Participants and media coverage

The main achievement of the study and advocacy activities were the comprehensive research products availability that sharpened evidence-based knowledge development, and strengthened the advocacy and policy engagement. The subsequent effect was the increased media coverage and widen public discussion on radicalism and violent extremism across Indonesia were taken place.

The main achievement of the study and advocacy activities were the massive research availability results that sharpened the evidence-based knowledge development through research and survey, and they also strengthened the advocacy and policy engagement. The subsequent effect was the increased media coverage widen public discussion on radicalism and violent extremism across Indonesia were taken place.

As it's shown below, the total number of media coverage worked on the 2-year project research results achieved 175 coverage either through online or offline media. The

research results were distributed and reached 2076 actors. Meanwhile, the number of participants who attended the research dissemination events were 4345 people. Thus, it made the total number of 6421 people. Some of the national survey results raised a public debate because of critical responses from different parties, including from the Education Ministry and Indonesian Teacher Union Federation. Besides of developing a more systematic and comprehensive discourse on the radicalism portray and the ways of different stakeholders to address it, the other effect of the research results launching and public discussion was it strengthened the community public debate towards these issues.[31] (**See table 7**)

Table 7: Number of recipients of information and media coverage of research results

Output	Project Activities Title	Number of information recipients	Media coverage/ report
CONVEY 1			
1.1.	Collecting data and analysis nationally, about factors that encourage radicalism and extremism growth in Muslim students in high school / MA / equivalent and higher institutions.	Disseminated to 904 people in 6 cities	49 reportage/ coverage in national and sub-national media
1.2.	Generated in-depth knowledge on the basic structure of attitude and behavior among millennial Muslim youth on violent extremism	Disseminated to 324 people	14 reportage/ coverage in national newspaper.
1.3.	Generated substantial evidence-based knowledge on the popularity and distribution of various Islamic Literatures among the Muslim millennial	400-450 people in 4 cities	14 on line and print media
1.4.	Produced the first ever comprehensive data of Salafism current development in Indonesia		
1.5.	Generated in-depth knowledge on radical elements in social media and websites among Indonesia Islamic organization	Disseminated to 398 people	Covered in 10 print and online media
CONVEY 2			
1.1	Generated nationwide survey data, with in-depth analysis in 5 cities, on the factors that promote intolerance and radical views among teachers of all	575 people	58 media coverage in printed and online media, both

[31] Tempo Magazine, "Research*: 63% Guru Muslim Intolerant,* 28 October 2018. Can be accessed in Republika, Responses from Teacher Union Federation can be accessed in Tempo Co.; *57 Persen Guru Intoleran, Serikat Guru: Ancaman bagi Bangsa (57% Teachers are intolerant, Teachers Union Federation: The Treat for the Nation)* Tuesday 16 October 2018

	levels in Indonesia and advocated policy recommendations to relevant government bodies.		at national and sub-national level
1.2	Generated comprehensive knowledge on how religious education is taught in five South-East Asian countries, and how it may support or prevent violent extremism in each country.	109 people	3 media coverage in national and sub-national level
1.3	Generated comprehensive knowledge on the Ulema level of support towards the concept of nation-state including democracy, respect for diversity, civil rights, and protection of minority rights.	336 people	7 media coverage in national and sub-national level
1.4a	Generated evidence-based knowledge in production system of Islamic Religious Education teachers in Indonesia, the extent to which it contributed to prevention of violent extremism in Indonesia, and advocated policy recommendations to Ministry of Religious Affairs in numerous Islamic higher education institutions and universities.	90 people	7 coverage in national and sub-national media
1.4b	Generated evidence-based knowledge on how the contents of Islamic Religious Education textbook in five largest public universities in Indonesia may support or prevent violent extremism.	-	-
1.4c	Generated evidence-based knowledge on how the contents of Islamic Religious Education textbook in high-school level Madrasah may support or prevent violent extremism.	197 people	4 coverage in national and sub-national media

Data source: Extracted from Final Report of CONVEY Project

The broad media coverage occurs due to some reasons. *First*, the design of the research results launching and discussion events were made to reach broader audiences, it was not only in Jakarta but also it is organized in a number of other cities across the country such as in Yogyakarta, Manado, Ambon, Riau, Padang, and so on. This certainly attracted the local mass media to cover the event. *Second*, the comprehensive research results, they don't just describe the problem's root and the radicalism contributing factors, however, they also present the behaviour and attitude patterns of the radical groups, radical Islam literature distributions, the Salafi movement development portray in Indonesia, etc. This raised community awareness on the magnitude of the radical group movement and violent extremism in Indonesia, and the potential hazards it may bring for Indonesia in the future.

The critical engagement with stakeholders was quite massive in discussions and advocacy activities on different policy briefs. From eight assessment activities carried on and advocacy discussion events that engaged different stakeholders, they successfully reached 942 people. Certainly, this opened up a quite wide discussion room. That, the research results and policy advocacy became the discussion materials of the policy-makers; it was not just in a discourse context through mass media coverage.

A.2. Response from Policy Makers and Policy Adoption

The responses from related-policy makers, were varied. For BNPT, the CONVEY research findings, actually are not substantially different from what they have known internally about the growth of intolerance, radicalism, and violent extremism. However, they acknowledge that CONVEY research findings come with a broader, comprehensive and detailed picture, so they have put them explicitly as a data base for BNPT. The researches serve as a strong ground to emphasize more on the urgency to take P/CVE measures in all elements, in particular, the ones that address youth.

Meanwhile, for the MoEC (Ministry of Education and Culture), those findings serve as "counter' information about what's happening in education institutions they are managed. The research/survey findings are not fully recognized by the Ministry, as the research conclusions are accused of being made inaccurately or less-carefully. However, the Ministry is still interested in discussing the research findings further. In responding to the CONVEY findings, an Anti-Radicalism Working Group at the Curriculum Center, under MoEC, has been established to deal with the issues of P/CVE.

Besides that, there were some policy changes that in a certain way can be linked to CONVEY research[32] results that were advocated to the stakeholders in charge. For example, the Regulation of the Ministry of Religious Affair (PMA) Number 9, 2008 about Religious Education Textbooks. This has been resulted in real measure taken by the Ministry to reviewing the textbook used in high school that currently undergoing. Furthermore, a Decree on PTKIN Standards has been issued by the Director General of Islamic Education, of Ministry of Religion Affairs, which regulating, among others, a minimum competency of students about Islam and requiring female students to show their face. The modules of religion training and fostering peace developed by CONVEY have also been used as references by the (MORA) Ministry of Religious Affairs for religion counsellor training in the MORA environment.

Similarly, the Regulation of the Ministry of Research Technology and Higher Education (PERMENRISTEKDIKTI) Number 55, 2018 about extra-university organizations has been

[32] Among others: (1) National PPIM survey in 2017 and 2018; (2) Religious Literature Research in Campus Environment; (3) Research on Religious Spectrum View in University Student Activists Environment (2017); (4) Research on *Salafi* Database in Indonesia (2017); (5) Research on Social Media and Radicalism (2017).

reactivated in the campus, due to CONVEY policy engagement during this Project implementation. Previously, a number of extra-university organizations in campus, such as HMI, GMNI, PMKRI, GMKI were prohibited to be active. With this regulation, they get the opportunity to be active again in campus. The activation of these organizations is expected to help campus prevent intolerance development and radicalism narration promoted by radical and intolerant groups by utilizing campus as a place to disseminate their ideology.

Meanwhile, PUSHAM Surabaya, one of CONVEY partners, working for increasing the capacity of local security and civil defense actors in detecting early warning signs of violent extremism and countering it, has also successfully encouraged the East Java Province Government to issue Regional Government Regulation (PERDA) Number 8/2018 on the Organization of Religious Life Tolerance. With the availability of the Government Regulation, the District Working Instrument Unit (SKPD), in particular, the National Unity and Political Body (BAKESBANGPOL) in East Java, is able to facilitate discussions in different forums in Province level to support detection towards radical activities. Under CONVEY support, PUSHAM has also developed tolerance strengthening module, and it is expected can be used by SKPDs, in particular, BAKESBANGPOL in East Java to be promoted to schools. Up to this point, PUSHAM is frequently invited by BAKESBANGPOL to become the facilitator or to provide a concept (design) when BAKESBANGPOL organizes activities related to P/CVE.33

This indicates there has been an indirect adoption of the research recommendations on the regulation review or development, or public policy, related to the P/CVE.

A.3. Critical Discussions of the Achievements

1. *Prioritized issues and Policy Recommendations*: CONVEY's researches has produced a number of recommendations to be followed up by users, especially by the government and other relevant stakeholders. However, a number of key informants argue that these recommendations are still very broad and general. There are quite many recommendations, yet, some of them haven't included policy priorities that need to be reviewed by the government or other research users. A series of policy brief hasn't fully clarified this matter, because the recommendations in those series of policy brief haven't totally covered what should be followed up, who or what institution that will be responsible for this follow-up measure, and how would the people/institutions in charge do it, and what policy or project that may support this measure.[34] (see table 8 below)

However, a number of key informants argue that these recommendations are still too broad and general. There are quite many

[33] Group interview with PUSHAM Team Surabaya on 8 May 2019

[34] Interview with key resource people from the Ministry of Religious Affair, Ministry of Education and Culture, The National Agency for Combating Terrorism.

recommendations, yet, some of them haven't included policy priorities that need to be followed up by the government or other research users. A series of policy brief hasn't fully clarified this matter, because the recommendations in those series of policy brief haven't covered in detail what should be followed up, who or what institution that will be responsible for this follow-up measure, and how would the people/institutions in charge do it, and what policy or project that may support this measure.(see table 8 below)

Table 8: Assessment of the Policy Recommendations in the Policy Briefs

No	The Titles of the Policy Brief	Evaluator's Assessment
1.	Vol 2 - Issue 1: Diversity attitude of the Madrasah Teachers: The Importance to Strengthen Islamic Moderation	The problem mapping and issue formation are clear, however, the recommendations haven't included concrete measures, what institutions/ministries in charge to execute the measures, how would they work on them. The recommendations are just normative, such as to increase teachers' involvement in multicultural activities, multi-religious, etc.
2	Vol 2 - Issue 4: The Strategic Role of Islam Faith Leaders to Encourage Tolerance and Citizenship in Indonesia	The problem mapping and issue formation are clear, however, the recommendations are still normative, general and do not include concrete measures that should be implemented as well as they don't mention clearly responsible policy makers for these measures and the course of actions they must undertake.
3.	Vol 2. Issue 2: Turning on the Dimmed Light: To Strengthen Moderation and Tolerance of the Teachers in Schools	The problem mapping and issue formation are clear and strong; the recommendations were too normative: Strengthening moderate insight for teachers in the school environment, increase teachers' salary, etc
4.	Vol.5 No.2 2019: Becoming A Visionary Religious Teacher in the Middle of Strong Current of Islamism	The problem mapping and issues formation are clear and strong; There are clear recommendations on what should be done and who would be: institutions in charge, however, they are still general.
5.	Vol. 2 - Issue 6: The Capacity of the Religious Counsellors is the Key of Peace Founding in Indonesia – PUSAD	The problem mapping and issues formation are clear, but no recommendations are available.

	PARAMADINA	
6.	Vol. 7 - Issue 7: Revitalization of the Mosque Function as a Center of Religious Literacy in Millennial Era	The problem mapping and issues formation are clear; The recommendations cover who should be in charge to bring about changes, however, on the areas that should be addressed, there are some that are still normative/general/just suggestions.
7.	Vol 1- Issue 1: To Prevent Radicalism in Cyberspace	The problem mapping and issues formation are clear; Recommendations have included institutions who should work on the intended changes and what must be done to achieve the intended changes.
8.	Vol 1-Issue2: Religious Education for Millennial Generation in Universities	The problem mapping and issues formation are clear; Recommendations included who must work to achieve the intended changes with suggested measures that are still general.

From the above table, it can be recognized that the policy briefs haven't been completed with clear recommendations on policy or programs that should be changed to address the identified problems. For policy-makers, those recommendations must include suggestions on certain policy or program to be changed because changes can only happen through the existing policy or working program. The policy study or review actually haven't been done exhaustively in the current research[35] and this would become an activity focus under CONVEY 3.[36]

For policy-makers, those recommendations must include suggestions on certain policy or program to be changed because changes can only happen through the existing policy or working program. The policy study or review actually haven't been done exhaustively in the current research and this would become an activity focus under CONVEY 3.

2. ***Engagement with policy makers:*** The project has already taken the exact step by establishing coordination mechanism and involving the government in this project as the *Project Board*.[37] As the *project board,* not only do they have the chance to be involved

[35] Interview with Fuad Jabali, in Jakarta on 21 May 2019

[36] Interview with Fuad Jabali, di Jakarta on 21 May 2019

[37] There are 8 government representatives in the Project Board, each representing: the Coordinating Ministry for Human Development and Cultural Affairs; Ministry of Education and Culture; Ministry of Research, Technology, and Higher Education; Ministry of Religious Affairs, Ministry of Youth and Sports, Ministry of Social Affairs, National Development Planning Agency, National Agency for Combating

in important discussions concerning its direction, but they can also provide suggestions to the project management on how the Project should be implemented if they expect the government to accommodate the Project's recommendations. Those subjects have turned into heavily discussed topics for the past two years of interaction, but still the implementation is up for improvement.

Moreover, representative selection from government-related institutes has not yet been entirely functional, in the sense of being in line with their own main task and function in their respective institutes.[38] Representatives from the MoEC – for example – came from the Directorate of High School Education whose main function is related to policy implementation. This is certainly not wrong, because researches conducted by the PPIM revealed a tendency towards radicalism in high school students whose management they are responsible for. However, this is not suitable if the policy recommendations from the results of the research were intended to improve the curriculum and syllabus in high school subjects. In this case, the more competent in this field is the Research and Development Body (BALITBANG) at MoEC, as the task of reviewing curriculum is their main task.

According to a PPIM key informant, representatives of government for the Project Board was assigned by the respective government's Institutions or Ministries. The objective is more to build connectivity with the government, especially with key people who are committed and have a similar view towards P/CVE issues. They will become the focal point in bridging towards the next process. Therefore, they are not the main targets for advocacy. Moreover, the BALITBANG itself, specifically PUSLITJAK (Center for Policy Research) and PUSKUR (Curriculum Center), has actually been involved, although still on an ad-hoc basis through special meetings, and not as Project Board members. Only in the last Project Board meeting (which was held every quarter) were they present.[39]

The PMU itself believes that CONVEY's advocacy strategy does not necessarily have to follow the bureaucratic work pattern and policy-making process or program, in encouraging revision or review of programs.[40] The "technocratic" involvement in bureaucratic work for educational book reviews, for example, is important, but it is not the only advocacy strategy CONVEY should take. This is to ensure the CONVEY advocacy is not stuck in a complicated technocratic process, such as providing their staff as the consultant team in reviewing religious education textbooks.[41]

Terrorism

[38] Interview with key informant from the Ministry of Education and Culture.

[39] Information from Monitoring and Reporting Officer

[40] Interview with PMU Project Manager, Fuad Jabali, on 21 May 2019

[41] Interview with PUSPIDP team, Yogyakarta, on 30 April 2019

Particularly, the issue is not only about the availability of books that can prevent intolerant or radical understanding and attitude, but also of overall development approach and strategy that should adopt and mainstream religious moderation principles.

B. Increasing Public Knowledge and Awareness on Violent Extremism Prevention

The expected results from this output consist of two main elements. *First*, the improvement in youth's capacity to become resilient against the threat of violent extremism in both individual and community level. *Second*, the development of an enabling environment that encourages peaceful religious education exist in schools and universities. This is facilitated through two activities, such as (a) holding eight capacity building activities through training, including 3 youth camp activities and (b) eight public campaign activities.

The main achievement from the various activities in Output 2 (of CONVEY II) or Output 3 (of Convey 1) is the high number of youth participation in the radicalism and violent extremism prevention campaign. It is also accompanied by the wide media coverage, the spread of extremism as well as radicalism prevention in various off-line and on-line media.

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B.1. The participants and media coverage

Analysis on the activity level shows a high level of youth participation in campaign and public engagement activities. For example, the Millennial Peace Festival involved 7.616 participants with a higher number of female participants (4.613) compared to male participants (3.003). In the Board Game for Peace event held by CONVEY 1, there were 2.875 participants on 5 cities, spread by 303 agents. While in CONVEY 2, there were at least 1.100 more who have played the boardgame.[42] Meanwhile, the *Gerakan Islam Cinta* (GIC) have distributed 1.697 popular books on Islam Cinta in person, such as to

[42]United Nations Development Program and Pusat Pengkajian Islam dan Masyarakat – Universitas Islam Negeri Syarif Hidayatullah, 2019, *Enhancing the Role of Religious Education in Countering Violent Extremism (CONVEY)* ***Final Report*** *April 1st 2017 – March 31th 2018.*

netizens (quiz winners), influencers, writers, editors, layouters, proofreaders, and also by distributing to institutions such as GIC partners and CONVEY partners, reading communities, community organizations, schools, and Islamic boarding schools.[43]

Participants from various activities mentioned above were youth leaders, with possibility to become important actors in youth organizations in each region, as well as young volunteers interested in peace issues, diversity, or anti radicalism and violent extremism prevention campaigns. The huge number of participants is a promising capital in relation to the availability of actors to promote peaceful values as well as preventing violent extremism in Indonesia.

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B.2. Coverage and activity effects

The active role of the actors mentioned above was also supported by the availability of the tools or media for campaign and public awareness. Islamic Millennial competition activities, for example, have successfully created more than 490 online creative contents (400 during CONVEY 1 and 90 during CONVEY 2) created by youths as alternative narratives to fight against radical narratives and violent extremism. Their posts reached more than 165,000 online users (during CONVEY 1) and grew up to 1,978,523 during CONVEY 2. The content creator finalists have already formed networks, with 47 finalist members (during CONVEY 1) which grew to 136 during CONVEY 2, reaching 700 youths.[44]

The Board Game for Peace 2.0 event has successfully reached 1,100 youths from schools and universities in 12 cities in Indonesia to learn how to detect and respond to extreme violence phenomenon around them through creative media, including 3 board games, modules, and video learning series on training activities in one day for five cities and in three days for twelve cities. On the online learning media Ruangguru, contents on tolerance were accessed by 31,490 users.[45]

In Millennial Peace Festival event, the exposure for some of the finalists' creations have been optimized through post promote so that it can be seen by Instagram users who are not following the Millennial Islami account. This is quite effective in leading people to see

[43] Gerakan Islam Cinta, Monthly Narrative Progress Report, August-December 2018 period

[44] Idem

[45] Board Game for Peace 2.0 Final Report, PeaceGeneration Indonesia July-December 2018, p. 3

the creations posted by this account. For example, promoting the post of the runner-up comic for 3 days has successfully reached 50,044 impressions (the number of how many times the post was seen). [46]

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The post by Fauzan Noor Qolbi, a young video blogger as well as the workshop speaker, who invited his followers to read the essays of the essay competition finalists had 4.400 likes. SabangMerauke also communicated with the finalists to help spread their fellow finalists' creations. 14 chosen finalists, each posted 3 times containing the finalists' creations as well as encouraging people to visit the account and website that displays the finalists' creations completely.

Campaign content production through PSA video-clips, broadcasted by various TV and radio channels, have reached 4,446,000 people from all around Indonesia, while online platform such as webpage and social media have already broadcasted the contents. The reach was quite big, as can be seen in the following table 9.

Table 9: Coverage effect of campaign through social media

Social media/Web	As of November 2018	Per (as of) March 2019
Facebook	17,705 page likes 85,000 netizens reached	22,583 page likes, 228,000 netizens reached
Website Convey	Visited by 1800 visitor	Visited by 2900 web visitors
You-Tube	33 videos posted, 143,067 views, 254 subscribes	73 videos posted, 633 subscribers, 193,159 viewers
Instagram	1031 followers, more than 14,900 likes	4602 followers, more than 24,500 likes

B.3. Developing the youth capacity to become resilient against the threat of violent extremism

CONVEY's mid-term review on December 2018 recorded at least six significant

[46] Monthly Narrative Progress Report - Islamic Millennial 2018 November.

achievements in developing youth's resilient capacity in both individual and community level.

First, the availability of tolerant Islamic books packed in popular literature, increasing reading interest of young Moslems.[47]

Second, religious literacy among youth are increasing, resulting in a better understanding on religious diversity in Indonesia.

Third, millennial participate in promoting moderate Islamic values from religious figures through social media. This is facilitated by various activities such as (a) Islamic Millennial Social Media competition; (b) Post trainings by Imams & Takhmirs through the #dakwahsejuk hashtag; (c) #MeyakiniMenghargai campaign; (d) Post the Islam Love Movement on social media;

Fourth, millennial knowledge on alternative narrative (Peaceful, Inclusive, and Tolerant Islam) is increasing. This is due to their involvement in activities such as (a) Muslim Youth Camp in Lombok (b) International Youth Camp on Islam Rahmatan lil Alamin (CONVEY I)

Fifth, the increase in public as well as the government's awareness and courage to openly discuss about violent extremism/radicalism through religion or religious education, through research about (a) The Perception of Scholars, (b) Islamic Literature Research (c) Student Council and Islamic Study Research.

Sixth, society's knowledge and awareness on religious thoughts that tend to promote violence and extremism in Islamic education have improved.

Using the logic model scheme (see Chart 2 in methodology part above) the six achievements mentioned above can be categorized into 2 important sections. *First*, the increase in knowledge and understanding, either on Islam as a godsend for the universe or about alternative narratives to fight against narratives that promote radicalism and violent extremism. *Second*, there is an awareness to act, especially in two things: (a) to hold an open discussion regarding the strengthened discourse and penetration of radicalism and violent extremism in various groups; (b) to participate in promoting peaceful and moderate Islamic narrative through online media.

Meanwhile, individual and collective interviews during the final evaluation found several other important changes related to the activities carried out, as explained below

Knowledge and awareness on diversity: The change in knowledge and awareness on diversity, nationality and inclusiveness, and staying away from exclusivity, radicalism,

[47] Including (1) Producing and promoting the popular literature Islam Cinta (2) Producing and Promoting the book MeyakiniMenghargai; (3) Producing and Promoting the book "Keluar dari Ekstremisme; (4) Essay Competition and Promoting the book Peace by Peace; (5) Muslim Muda Indonesia Friday Bulletin

and violent extremism[48] is a prominent contribution from all activities in this project's Output 3 (CONCEY 1) and Output 2 (CONVEY 2). Programmatically, this is a contribution especially related to the youth camp peace leader event (Output 3.1); National Interfaith Youth Camp (Output 3.2); International Youth Camp in Bogor (Output 3.3). This activity facilitates "encountering differences" from many young Islamic leaders, enabling them to obtain deeper meaning from present differences.

> The change in the knowledge and awareness on diversity, nationality and inclusiveness, and staying away from exclusivity, radicalism, and violent extremism is a prominent contribution from all activities in this project's Output 2 (CONVEY 2).

On the other hand, the Millennial Peace Festival event organized by Global Peace Foundation provides an understanding on the environment and narrative that influences the rise of radical attitude and actions as well as the danger of the ideology penetrating among the youth and the danger of radicalism, steps of radicalization and the efforts to prevent radicalism and violent radicalism. The event, which was carried out in seven cities in Indonesia also facilitated encountering differences with participants from different religious and ethnic background through visits to several places of worship. This event facilitates "encountering awareness" among various religious believers on the reality of diversity as well as the noble purpose of all religion, which is to promote peace, love, affection, brotherhood, and faith to the almighty.[49]

Board Game for Peace (by Peace Generation) also increases participant's understanding on 12 values of peace.[50] In the knowledge aspect, training activities were directed to increase participant's understanding on the definition, example, and impacts of violent extremism, as well as how information has become the channel for hate speech and violent extremism propaganda, identity as a triggering factor for violent extremism, and narratives that were often used by extremist groups.[51]

Early detection training by PUSHAM Surabaya has also developed the participants' knowledge and understanding on the signs and characteristics of radicalism in society, as well as methods and forums usually used by radical groups to spread their ideology as well as violent extremism. The spread of radical ideology also actually utilizes religious activities in society e.g. the recitation of the Quran. Therefore, community needs to

[48] Indraswari, Dian & Rakhmani, Inaya, *Menyatukan Mu'min, Membumikan Islam Rahmatan Lil 'Alamin,* dalam, 2018, "Jejak Kecil untuk Bina Damai, 20 Catatan Inspiratif CONVEY Indonesia, CONVEY Indonesia, PPIM dan CONVEY Indonesia, p 53-59

[49] Global Peace Foundation Indonesia, *Laporan kegiatan MILLENNIALS PEACE FESTIVAL*, 1 Augusts 2018 - 31 December 2018, Project CONVEY Pusat Pengkajian Islam dan Masyarakat (PPIM)

[50] Ibid

[51] Board Game for Peace 2.0 Final Report, PeaceGeneration Indonesia, July-December 2018, p.4

activate its own mechanism to detect and prevent, like in other initiatives to prevent adultery, theft, drugs use, etc. Participants, especially from the police, can become the facilitator for issues on tolerance and anti-radicalism in related discussions in police stations or even police departments, or at the very least being invited by their superiors (Commander) as active participants in related discussions.

Alternative narrative and campaign contents: Several partner activities are focused on alternative narrative development to counter radicalism. This emphasizes on the ability to counter narratives.

First, "Islamic Millennial" competition event that produced online contents such as posters, short meme videos, essays, and comics that promote moderate and peaceful Islam. Using competitions as a selection method was considered effective, because it empowers youth in developing their ability to promote peaceful Islamic values. Selected finalists were also supported through workshops to design more effective contents to upload on social media. Uploading the contents to social media was up to the participants who have joined the workshop, they were given the freedom to develop their contents but have to stick with the guidelines in the workshop. Right now, there are 2,400 creations made by youth and all have been shared on social media using peaceful Islamic contents.[52]

Second, producing campaign contents as materials for campaigning on radios, television, etc. The coverage for this campaign content was very large due to the usage of radio and television, both national and local. But it is considered ineffective, as the costs are expensive but the broadcast frequencies were limited, which was why in CONVEY 2 it was discontinued.

Third, the production and publication of Indonesian Millennial Muslims bulletin by Political Literacy which provide alternative narratives toward exclusive and pro-Khilafah narratives which promotes by Hizbut Tahrir Indonesia (HTI) through Kaffah bulletins.[53] The main result from this activity is the availability of alternative narratives to counter the absolute Islam plan and promotions on Khilafah countries by intolerant groups such as the HTI through Kaffah bulletins.

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[52] Group interview with Sabang Merauke team on 6 May 2019

[53] Group interview with Political Literacy project team on 3 May 2019.

FGDs that are being held routinely pre or post bulletin publication also provide a forum to discuss texts and contexts that are important for the effort to counter radical thoughts from intolerant groups. This encourages the expansion of forums or initiatives by tolerant groups to become active in countering radical/intolerant ideas.[54]

Fourth, the production and publication of the book/literature *Islam Cinta* by Gerakan Islam Cinta (GIC). The books were written by several youth who have passed the selection on writing according to the criteria set by the GIC and PMU. Even though it is not too 'scientific', popular literature like this is important to counter popular radical books that are often read by youth. Controlling the book contents was done by GIC internal team, through several steps such as (a) 'review' on the content and writing style; (b) 'editing' the draft to sharpen the content quality, as well as ensuring the flow is able to entice readers; fixing the writing system starting from the logic used in phrases, sentence structure, spelling, to words (dictions) being used. This process is effective in producing popular literature, at least based on the information and testimony from some discussion participants of the book launch roadshow in several cities.

Change of Attitude: During Finalist Millennial Islamic Competition workshop, there was a change in attitude.[55] From 88 participants, there were 30 participants who were uncomfortable speaking with participants from different religion and 3 participants who have never met/speak with people from another religion. The interaction process during the roadshow went well. Roadshow participants felt comfortable while interacting with participants from different religions, and were a bit uncomfortable when they are not talking to those from different religions. Exposure towards religious diversity creates a difference awareness. Many of them were happy, comfortable, and went with it casually. There were those who gained better insight and became more open in sharing their religious knowledge to those from different religions.

The Millennial Peace Festival encouraged participants' attitude to be more open toward other religions, even though it might not be sustainable. Participants who used to be less open toward other's religion at the beginning, such as those who against the Millennial Peace Campaign in Pekanbaru, became more open and also involved. In Pekanbaru, participants could understand that the values of the campaign activities did not against Tauhid or religion, but instead strengthened their own faith.

Board Game for Peace helped in the ability to negotiate, mediate, as well as prioritizing teamwork in holding community events. That kind of attitude and skill is needed to do that participants can win the competition, as well as not being involved into conflict.

[54] Idem

[55] Group interview at Sabang Merauke office on 6 May 2019

FGDs with ex-participants of the Millennial Festival and Board Game for Peace events in Makassar and Surabaya showed several changes as follows: (see Table 10)

Table 10: Aspects and forms of change in the Board Game & Millennial Peace Festival

Aspect	Forms of Change
Knowledge	✧ Knowing the values of peace and understanding what violent extremism is; ✧ Understanding the impact of violent extremism/radicalism; ✧ Able to detect seeds of violence from surroundings; ✧ Understanding push and pulling factors of someone in committing violence; ✧ Understanding the diversity of Indonesian nation, appreciating friends from a different belief, ethnic group, and race.
Attitude	✧ Preventing ourselves from being influenced by intolerant/ radical groups; ✧ Easy to forgive the misunderstandings in communication; ✧ Reduce prejudice towards others; ✧ Trusting our own power and self uniqueness to respect yourself and others.
Skills	✧ Able to teach and play board games for peace values; ✧ Able to become the mediator in a problem; ✧ Able to differentiate between accurate and hoax news.
Aspiration	✧ Aspire to become a useful person for society in delivering the peace values; ✧ Aspire to change yourself and benefit other youths.

Source: Results of FGD in Makassar and Surabaya

Therefore, these activities have increased their capacity to become resilient against the threat of violent extremism on both individual and community level.

B.4. Connection and Teamwork

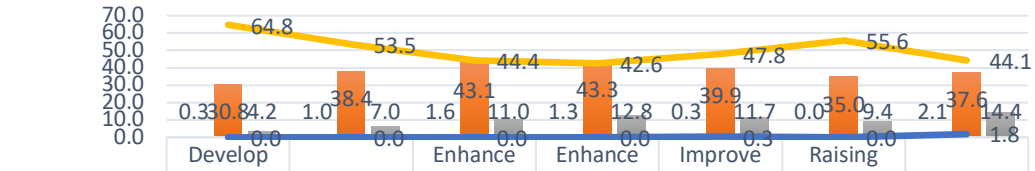
Activities during the Public Campaign often involved stakeholders from various organizations. Not only actors/agents from the government like the BNPT or Province/District Education Authorities, but also headmasters, rectors, and even organizations focusing on promoting peace, diversity, religious harmony, and tolerance, such as Religious Harmony Forum (*Forum Kerukunan Umat Beragama*) etc. This included the network between researchers from several campuses in 34 provinces, as a result of their intensive involvement in CONVEY's many researches.

Several celebrities were also involved in musical events, as well as important figures engaging in anti-hoax campaigns. Their involvement opens a bigger space and opportunity for partners and ex-training/campaign participants to work to cooperate or build a better relationship in radicalism and violent extremism prevention activities in their own environment. On the other hand, the government and other actors can learn about similar initiatives from CSOs or different actors in radicalism and violent extremism prevention programs. These things strengthen the network on violent extremism and radicalism prevention activities.

B.5 Critical Discussion:

Generally, the objective of public campaign to increase public awareness and participation is already effective. Activities facilitated by the project are considered effective to stimulate change on various planned aspects. This is reflected in online survey results towards former campaign event participants, as seen below: (see chart 5)

Chart 5: Effectiveness of activities followed by former CONVEY partners on the following aspects of change



	Develop attitudes and behaviors to respect ethnic or religious differences in society	Improve the ability to promote peace in the community	Enhance the ability to moderate anti-diversity-based religious and...	Enhance the ability to develop alternative narratives and counter-narratives to fight...	Improve skills to detect and handle religious, intolerant and radical-based...	Raising awareness of the importance of religious education to prevent violent extremis...	Increase understanding of Islam as a blessing for the universe
Less effective	0.3	1.0	1.6	1.3	0.3	0.0	2.1
Effective	30.8	38.4	43.1	43.3	39.9	35.0	37.6
Medium	4.2	7.0	11.0	12.8	11.7	9.4	14.4
Very effective	64.8	53.5	44.4	42.6	47.8	55.6	44.1
Don't know	0.0	0.0	0.0	0.0	0.3	0.0	1.8

Data source: on-line survey of final evaluation

Overall recap on former participants' view towards effectiveness of activities on achieving Project Output objectives shows that: 50,4% of respondents said that the project event is very effective in achieving the planned objective, 38,3% of the respondents said that it is effective, 10,1% of the respondents said that it is moderate, 0.9% of the respondents are not sure, and 0.3% of the respondents said that it is not

effective. The most effective change (Chart 4 above)[56] can be seen in the development of attitude and behaviour to respect ethnic or religious diversity in society, reaching 64,8%; followed by the awareness on the importance of religious education to prevent extreme violence (58,5%) and the ability to promote peace in society (53,5%). Meanwhile skills in three different aspects which are: early detection, developing alternative narrative to counter radical narratives, and moderating against anti-diversity ideas reached 47,8%, 42,6% and 44,4% respectively. This can mean that the development of knowledge and awareness aspects are more advanced compared to the development of skills aspect.

Nevertheless, there are several things that need further attention, so events' effectiveness would be better in the future.

(1) ***Selection in campaigns and public engagement***. Several public campaign activities such as the Millennial Peace Festival (GPF) and Board Game for Peace (PeaceGen), Millennial Islamic Competition (SabangMerauke), used online registration to recruit participants. The process was appropriate in getting participating candidates who were committed and interested to talk about diversity. That way, candidates's recruitment were generally moderate, even though during Board Game for Peace 1 and Board Game for Peace 2, some participants actually had radical tendencies, like supporting the establishment of a Khilafah state, or supporting ISIS, etc[57]. From this side, the recruitment process is already relevant even though it might be less effective to reach radical groups who are the main target for this program.

In the case of Peace Gen and Sabang Merauke, proportional recruitment such as 80% (moderate participants) and 20% (who are vulnerable to radicalism) showed a positive influence. In Board Game I for Peace 1 and Board Game for Peace 2 activities, some participants actually had radical tendencies, such as supporting the establishment of a Khilafah state, supporting ISIS, and so on. After the board game activity, they changed. They became more open-minded. The same thing happened with participants in Sabang Merauke and GPF activities.

However, if the targets are radical groups or those who are vulnerable to ideology infiltration, the participant recruitment design through online registration is considered less effective. Project design should start from mapping locations and places that are vulnerable to radicalism or its influence and carry out a systematic reaching out strategy. In this context, the project approach becomes different.

[56] Data analysis from CONVEY External Evaluation online survey

[57] After training, they even become peace agents that promote the board game in their own family whose members tend to be conservative.e.g. Testimony, April, Participant from Makassar on BGFP 2.0: "Before participating in this training, I agree with the establishment of Islamic state. After receiving the materials from the training, I realized that my belief had been wrong

However, if the targets are radical groups or those who are vulnerable to ideology infiltration, the participant recruitment design through online registration is considered less effective. Program design should start from mapping locations and places that are vulnerable to radicalism or its influence and carry out a systematic reaching out. In this context, the program approach becomes different.

First, the reaching out process and involvement with vulnerable groups become important, especially through local community organizers (CO) trained for it. This project supposedly need to recruit local actors to become COs for reaching out vulnerable groups as well as becoming their peer-educator. The training process can be done afterwards.

Second, the project's time frame will be certainly longer, in which the process of community organizing should be at mature stage, to outreach the vulnerable groups, before a structured trainings were started.

(2) *Tag line/collective identity for campaigns*: During CONVEY 1, the tagline for public campaign activities was poorly managed. Although a tagline for a joint campaign has been created as "Radicalism: No Way", but the tagline was proposed by one partner working on the public service announcement activity, which later supported by PMU as a tagline for CONVEY campaign activities. In reality, the tagline was not optimally used, because the Project partners also used their own taglines for campaign activities and public engagement. This is quite risky, because there are several and different partners working in this output, so it might lead to an unclear and differed campaign messages. Moreover, the partners considered the tagline as less millennial, too heavy, less embracing, with unappealing nuances[58] This is because CONVEY did not have any solid (technical) campaign strategy, and relying on the partners initiative, who have more experiences in this field.

In CONVEY 2, this issue was solved and a touching tagline "MeyakiniMenghargai" was agreed upon as an effort to apply the "do no harm" principle. The last tagline is considered better and effective to raise CONVEY's core message in promoting peace and tolerance.

C. Partnership and Network on Regional Level

The main objective of this third output is to establish a practical community involving 402 practitioners, academicians, and public figures who will be engaged as the focal points or cross country actors to promote violent extremism prevention in several countries across South-East Asia. Radicalism and violent extremism does not only occur in Indonesia but also several other countries in South-East Asia, such as Malaysia,

[58] Interview with Sabang Merauke, Maarif Institute

Thailand, the Philippines, Myanmar, and Singapore. Therefore, the fight against radicalism could also become a joint effort from the practical community actors' network through various activities.

So far, the main activity from this regional network is still discursive. Beside the regional discussions and workshop, a research on state policy on religious education and violent extremism prevention in South-East Asia has been started. The research report is basically an anthology of writings from several researchers through FGDs and comprehensive interviews with key informants in several countries. Through that process, the policy issue in religious education was revealed and recommendations on actions that have to be taken to promote religious education in each country as means to prevent violent extremism can be encouraged.

Although the results of the research already exist, a number of key informants considered that the current achievements were still not optimal so that they needed further development. The initial plan was that the book was expected to become a new breakthrough in religious studies especially in the context of the religious education policies of South East Asian countries as well as how religion should play a role in overcoming violent extremism. There was an 'ambition' at the outset that this kind of activity could be a means to elevate the work of researchers in religious studies in Southeast Asia to the international arena. Unfortunately, there is no clarity at this time how this will be done further.

Besides that, the community members commitment of practice also still needs proof. Proceedings from the regional workshop on Religious Education and PVE held in Jakarta until now have not been completed. A bi-monthly bulletin has been published, and has been distributed in January and February 2019 to 600 network members in Indonesia and Southeast Asia; but there is no continuation after that. The bulletin is certainly important, both as a means of communication and information sharing between members of the community of practice, as well as evidence that they are active.

Another important achievement is the Jakarta Declaration on Violence Extremism and Religious Education. The declaration was intended to encourage the government and wider community to promote peace, provide protection to minorities, and prevent violent extremism. The challenge is how to use the results of the research to review policies or programs in their respective countries? What are the regional activities to encourage follow-up of these recommendations? Does the collaboration continue after the Project?

D. Contribution to Gender Equality, Women Empowerment, and Realization of Human Rights

This project has provided a significant contribution to gender equality and women's empowerment in P / CVE activities through different ways. In survey and research

activities, for example, the project has prepared quite rigid approaches and methods so that information about women's perspectives on violent extremism issues can be explored in detail. This was done for example by involving women as enumerators and researches assistants in quantitative and qualitative research respectively, so they were more sensitive and gender conscious in collecting data. Equally the project partners also involved women as key informants or respondents in their research activities. This is certainly useful to get information on the attitudes and responses of women to violent extremism and how radical actions or violent extremism affect women and men differently, which has not been well known to the wider community, including policy makers.

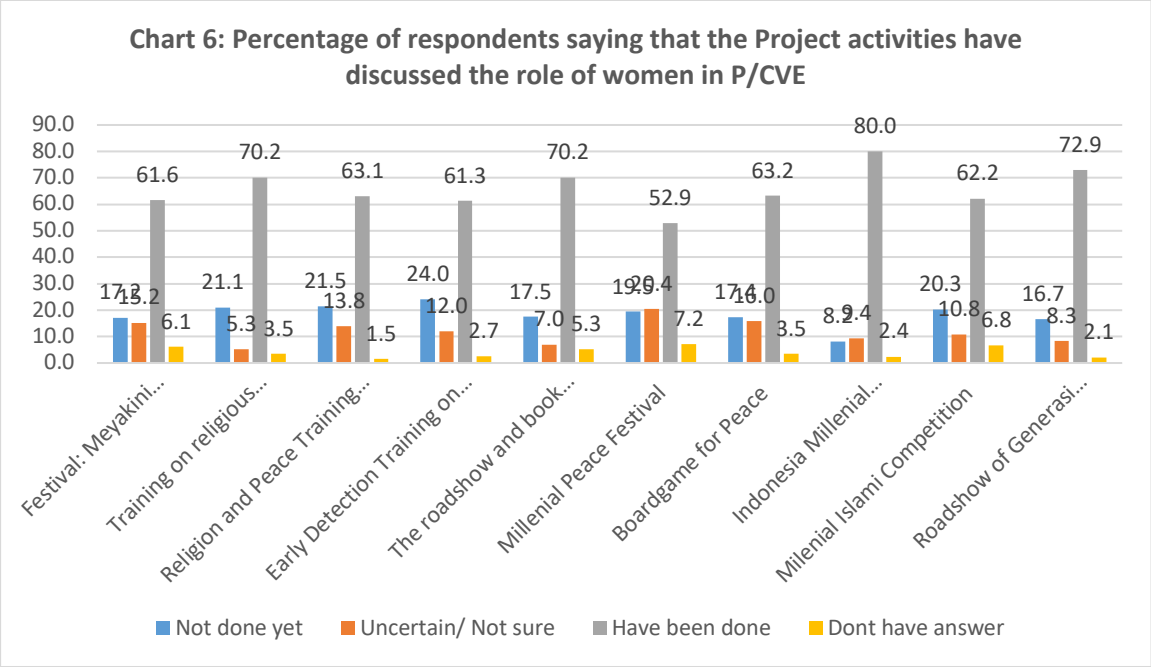
PPIM survey results show that female teachers, either from schools under the Ministry of Education and Culture or Islamic schools under the Ministry of Religious Affairs, have more radical viewpoint/opinion (54,1%) compared to male teachers (34,0%). This is more or less related to the inclining female *Tak'lim* Assembly trend, and often become the "target" of *dak'wah* by intolerant/exclusive groups.[59] In term of intention to conduct radical/intolerant actions, the survey show that the percentage is higher in female teachers (48,8%) compared to male teachers (30,0%).[60] This means that the school and government need to provide serious attention towards female teachers in relation to the spread of radicalism and violent extremism, hence, it is necessary for them to provide relevant program to prevent women to get trapped into violent extremist attitudes or actions.

In campaign activities and public engagement, each Project partner has also involved women proportionally in their activities, at least in the range of 30% female and 70% male. Women were also involved as resources person, in addition to being active participants, organizing committee members, or as editors or layouters in the book publication activity of GIC (Gerakan Islam Cinta).[61] This certainly has an impact on women's empowerment, because it provides an opportunity for them to take active role in various P/CVE activities, discuss women's perspectives on violent extremism, understand the push and pulling factors that encourage their involvement, as well as identify different impact of radicalism and violent extremism on women and men. This also has eventually ensured that women voice in developing the strategy to address violent extremism and radicalism in their respective places get heard.

[59] CONVEY Report, 2018, *PELITA YANG MEREDUP: KeberAGAMAan GURU Sekolah/Madrasah di Indonesia,* Survei Nasional: Sikap Keberagamaan Guru Sekolah/Madrasah di Indonesia PPIM UIN Jakarta – UNDP Indonesia) p.29

[60] Ibid p.30

[61] Gerakan Islam Cinta, Project Activity Progress Report, op.cit



Data Source: on-line survey using google.form

The involvement of women in public involvement campaign of some partners, according to former event participants are on a "high" (47%) and "very high" (31%) levels, while some believe it is on a "moderate" (20%) and "less" (6.2%) levels. This enables women's perspective in these events to be represented, facilitated, and explored deeper. That way, the role and contribution of women radicalism and violent extremism can be explored better especially in campaigns and public awareness events. Partners have also allocated their time to discuss women's role in radicalism and violent extremism prevention. Online surveys toward former participants of some campaign events, show that 82.4% [62] agree that partner events have already discussed women's role in radicalism and violent extremism prevention. Only 12.3% disagrees, 1.6% are not sure, and 3.7% did not answer. Meanwhile, regarding discussions on the differences impact of radicalism and violent extremism towards men and women, 76.6% agreed that it has been discussed. Only 9.4% disagreed, 9.3% are not sure, and 4.6% did not answer.[63] This can be seen in the discussion materials, as well as in recommended follow-ups that also include concrete ideas on what to do by different parties including women in dealing with violent extremism and radicalism issues. Therefore, programs to empower women in encouraging peace and tolerance can be carried out better.

Equally, through this process the Project's activities also encourage the implementation of human rights, especially in weaving individual and community groups-religious freedom and the freedom of self-expression.

[62] On-line survey using Google Forms done by the evaluator.

[63] Idem

5.3. Project Efficiency

5.3.1. Project Management Structure

This project management was built upon a partnership between PPIM and UNDP, and formalized in a formal partnership called Project Management Unit (PMU) – where the management team consisted of staffs from both institutions. PPIM was mainly responsible for the project substance, whereas UNDP was responsible for project management support, quality assurance, including monitoring and reporting as well as coordination.

Recognizing the institutional difference in nature between PPIM and UNDP, it wasn't easy, however, this type of partnership worked quite smoothly and effectively. Through this system, decisions were able to be consulted with smooth coordination between two organizations and the project progress were monitored by both institutions. The project was benefited by two different areas of organizational capacity of both organizations at the same time. First, a well-maintained project substance because of PPIM's strong capacity and rich experience in the fields of education and research on violent extremism; Second, the project quality, in terms of project management were well-maintained as UNDP is a reputable institution in both project and financial management.

The combination of the strength of both institutions was proven to be beneficial. *First*, PPIM was able to improve its project management system, especially related to the supporting mechanism for the procurement process which was deemed necessary in managing the Project' sub-grantee. It was true that PPIM hasn't owned broad experience in regard to this matter. Whereas, under the CONVEY project, they had to manage more or less 19 project partners who were universities and CSOs, who each of them had different capacity. In regard to grant management, the scale of grant that they managed earlier was not as high as the CONVEY Project. Certainly, it wasn't easy for the organization to manage a big-scale grant as it required strong management supporting instrument, in addition to the staff experience and capacity to manage the project. In the initial stage of the project, for example, the sub-contract grant disbursed to the partners was done slowly and it was delayed until 2 months. This was the consequence of not having a supporting system and experience in the procurement area, such as a bidding matrix, a request for proposal form, contract templates, etc.[64] UNDP provided its support and this kind of problems were resolved.

Second, the project technical business, such as administration and finance, monitoring and project reporting were managed by UNDP who has a broad experience in this field of

[64] Interview with Project Coordinator, United Nations Development Program and Center of Islam and Community Study – Syarif Hidayatullah State Islamic University, 2019, *Enhancing the Role of Religious Education in Countering Violent Extremism (CONVEY) Final Report April 1st 2017 – March 31th 2018, Draft*

expertise. Meanwhile, the PPIM staff concentrated on project substance. The assignment of UNDP staffs inside PMU indeed contributed to smoothen the technical business, however, the most significant roles they supported were in the areas of monitoring and activity quality assurance. For example, the monitoring and reporting placement staff has highly supported the project in preparing crucial reports to inform project progress to PMU, UNDP, and Japanese Embassy. The project also developed monitoring and evaluation system which was simple such as an activity progress report for each partner on a monthly, quarterly and a six-month-basis, completed with an explanation on what has been implemented and what haven't been. This mechanism helped the Team Leader and Project Manager to know what has been delivered by the partners.

Such achievement may happen because of good management and sound operating procedure availability in place that were established since the beginning of the project and absolutely the commitment of both parties.

5.3.2. Staffing and Project Management

The UNDP staffs basically managed the administration and finance, also monitoring and reporting. One of the Project Coordinators under UNDP was also assigned to coordinate the project implementation and served to bridge project discussions in the context of PPIM-UNDP relation. Meanwhile, the project substance and project partner's organizations management basically fell under the responsibility of PMU. This included among others pre-assessment of the project partners candidates under CONVEY I, calling for proposal, project TOR development, proposal selection and approval, and further discussions on project design. These activities involved Team Leader, Project Manager, Deputy Project Manager, as well as the Consultants and Project Officers. Consultation and coordination meeting were frequently organized between the UNDP Senior staffs, such as Technical Advisor cum Program Manager for Peace Building, Access to Justice, Democracy and Human Rights, as well as Program Analyst, and PPIM management team on the agreed time.

The project core team of PPIM for the PMU[65] were all recruited from the PPIM internal staff. PPIM intends to empower its own internal staff, wherever possible, through its project activities. Moreover, when the required capacity was available internally, or the available staff capacity was still appropriate, or they can be developed in a short period of time to meet the project interest. External recruitment was held when there was no internal capacity at all or the capacity didn't truly fit the project needs.

This indeed brought a benefit for PPIM because it enabled an easy internal control and coordination. The Project Officers (PO) and Project Consultants were also the lecturers or researchers in PPIM, therefore, they have more than sufficient understanding on internal mechanism, culture, and working principles in PPIM and its thorough relation with the vision and mission of PPIM and UIN itself. With this, PMU didn't require significant time to organize the induction section to introduce PPIM and the project to POs or Consultants who would work under the project. In a relatively short period project duration –it was

[65]Team Leader, Project Manager, Deputy Project Manager, Project Officers and Consultants.

only one year for one phase- a long induction phase (orientation on the organization, ways of working, capacity adjustment, etc.) would not be efficient.

In CONVEY 1, all POs were lecturers at the University as well as researchers at PPM; while in CONVEY 2, lecturer was only one person and the rest were PPIM researchers themselves. To manage this, PMU implemented an output-based performance system in managing PO and Consultants work. This applies to all Project collaborations with outside parties. In this case, management places more emphasis on work output, not just a full-time presence like general office systems. Such a system of work does not have a detrimental effect on the Project. At least because the deliverables / output of the Project are achieved.

The role of Project Officers and Consultants in project management have been maximum. This was reflected in succeeded deliverables until the end of the project. The decision-making process did not totally apply a top-down process. Through a series of discussion meeting and a project design workshop, CONVEY did some adjustments from what was established in the earlier TOR in order to fit into the actual situation on the ground.

Nevertheless, POs/Consultants' role and coordination during project implementation remains to be improved. This is especially true in CONVEY 1, where the 'role' of PO and Consultants in providing direction for public campaign and engagement activities has not been significant enough. This, for example, occurred in CONVEY 1 campaign tagline design, which was entrusted to partner creativity, hence the tagline was varied. As there were many partners working in different campaign and public engagement activities, so the tagline difference may have resulted in reducing the effectiveness of activities. This was realized at the end of CONVEY 1, so that the Project assigned a campaign consultant for that, even though the performance was then considered to be less optimal.

On the other aspect, discussions among partners already took place, yet, they were not in-depth discussion and looked like information sharing sessions. The most frequent issue was the different activity timeline among partners. During the Millennial Peace Festival event in Surabaya (organized by GPF), for example, PUSHAM Surabaya was not informed or invited to do coordination and discussion on this matter. The Board Game for Peace training (in Surabaya) also didn't engage PUSHAM.

Although it might appear that each partner had different agenda and worked on its own, PMU had already provided spaces for collaboration through 'Project Coordinator Consolidation Meetings' and WhatsApp Group. The consolidation meetings were conducted twice; once in the beginning to share plans or design, and the other one at the end to share the results. This was intended so that each partner was well-informed and could maintain communication with each other. However, each partner had different work-plans and PMU could not insist partners if they were not able to adjust the date in accordance to other partners' availability.

In addition to that, although it's not significant (as there were no any activity or partnership deadlocks), some partner organizations encouraged Project Officers'

performance improvement on several issues, such as coordination mechanism with partners' contact points, more encouraging communication skill, and equal partners management process, etc.

5.3.3. Project Coordination

Project coordination was done in some different ways. *First*, in internal PMU. This was done on a monthly basis and PMU management team, POs and Consultants, and PMU-UNDP staffs were involved in it. In between two monthly meetings, there were weekly meetings attended by POs-Consultants-Line Managers and PMU-UNDP to discuss project progress under each output. In addition for coordination and project progress, the weekly and monthly meetings also discussed activities across outputs and coordinated how to synergize across-outputs activities. Sharing on the partners' activity design proposals, including the ones who worked on the campaign and public engagement were frequently carried on in those meetings.

At partner's proposal finalization phase, PMU usually provided numerous input to partners in order to ensure that their activity designs were in line with the project approach and objectives. Most of the feedbacks are related to the substance and technical aspects, including the themes that needed to be covered in each of the partners' activities. However when it has moved to the implementation phase, PMU provided limited input as it was assumed that partners will implement the project's activities in accordance to the agreed design. However, if there was any shortcomings partners usually consulted with PMU should any adjustments be made to the design.

Box 1: The Function and Role of the CONVEY Project Board

Project Board was the highest decision-making forum in the project. The membership of the Project Board consisted of elements of echelon 1 and 2 officials of the ministries/institutions that involved directly and had substantive responsibility towards the project implementation (*senior beneficiary*), UNDP (*Executive Board*), Japanese Embassy in Indonesia as the donor (*senior supplier*). The ministries/institutions involved were Coordinating Ministry for Human Development and Cultural Affairs, National Development Planning Ministry/National Development Planning Agency, Ministry of Religion, Ministry of Education and Culture, Ministry of Research Technology and Higher Education, Ministry of Social Affair, Ministry of Youth and Sports, National Agency for Combating Terrorism, and the Advisory Board of PPIM UIN Jakarta.

The function and role of the CONVEY Project Board CONVEY**:**

1. Establish strategic policies for project implementation;
2. Approve and set a project plan and project funding change;
3. Approve and define project achievements;
4. Do regular meetings in order to monitor the progress of the CONVEY Project implementation

(Source: Cited from CONVEY Implementation Technical Guidance 2.0 page 12-13)

Second, the coordination meeting with stakeholders and/or the Project Board members was held on based on project's needs to share project progress, obstacles faced and also to gather thoughts from different stakeholders on what should be implemented under the project.

Third, Project Coordinator Consolidation Workshop – during this workshop, project coordinator of each of CONVEY partners shared information on its respective project and provided input. This was done in the beginning and in the middle of the project implementation.

Other than the above-mentioned activities, the coordination among partners was also done at any time based on the project need by using the available different meeting opportunities. For example, through a quarterly round table discussion among Countering Violent Extremism (CVE) actors in Indonesia was held once every four months. The round table discussions were successfully organized four times during the project. These discussions aimed to share information and to do platform coordination among actors on how to implement Preventing/Countering Violent Extremism (P/CVE). The discussions didn't specifically aim to coordinate on project technique and substance for each output among partners. The direct effect resulted from those discussions was the partners' project management improvement, however, according to some partners, project renewal, review or revision were less discussed on these discussions because the activities' substance was discussed already during the initial design workshop with PMU. Somehow, the project duration was short enough, it was around 4-6 months, therefore, the opportunity to do project revision in the middle of project implementation was limited.

5.3.4. Project Monitoring and Quality Assurance

This was done through different activities such as field visits that involved the Project Board members, in order to see the activities implemented by partners. This way enabled the Project Board members to observe the project implementation on the ground and provided inputs to partners and the project's direct beneficiaries. It was assumed that Project Board members would inform their observation result to their respective offices. It would be interesting though to know the result, however, it was not too obvious how the Project Board members who came from different ministries/institutions use their observation results for the interest of their programs in each ministry/institution. Nevertheless, the information on how their involvement and inputs in the project had improved partners' activities implementation was not in place. The most obvious effect was the information sharing and exchange among participants, and the availability of broader relation and network in this P/CVE work.

Project monitoring was also conducted through data and information collection on the project progress and challenges faced. Those data and information were compiled by UNDP and served as a Quarterly Monitoring Report. There were 4 Quarterly Monitoring Report during the project life and now the final project report is being prepared. The Quarterly Monitoring Report was very useful to inform the project development regularly either to internal PMU or to UNDP. Meanwhile, for the Japanese Embassy, the

project submitted Mid-Term Progress Report (after 6-month project delivery) and later would submit the Final Report. Basically, the Quarterly Monitoring Report was based on the project outputs. It covered the information on the number of participants involved in the activities held, the number of products produced (books, reports, policy briefs, number of media coverage either offline or online), lessons learned, etc. The summary of this report was discussed during a special meeting between PMU and UNDP Indonesia Office as a part of the coordination meeting with UNDP Indonesia. This monitoring report was an activity-based report, therefore, it didn't cover the details of the results or changes happened in the project targets or beneficiaries level.

5.3.5. Lessons Learned

The Project lessons learned were well-documented throughout the Project implementation period. This was facilitated especially through the progress narrative activity report, which informed basically the difficulties and challenges facing by the project during the activities implementation. The basis of these lessons learned were the reflection of project progress activities. In this case they somehow reflecting an activity-level challenges rather than a substantial reflection of what have made the project effective or not, efficient or not, etc. The other lessons learned were also documented and reported through Quarterly Monitoring Report submitted by the Project to PMU and UNDP, and then in the final report submitted to Japan Embassy. In this report, a broader and substantial lessons learned on the project strategy and at outcome level were captured, which revealed what have made of project activities effective or not effective, efficient or not efficient, etc.

Unfortunately, there was only little space to discuss these lessons learned and make use of them for the improvement of project strategy, especially for the project partners who were working in only one project phase: Convey 1 or Convey 2. This was because the project activities were one-off, with a short time-frame, so the project was immediately closed when all project activities end or finish.

Some important lessons learned during this project implementation are as follow:

1) Credible research is able to encourage public exposure towards violent extremism issues and to increase public insight and debate towards those issues. However, policies improvement requires intensive engagement in policy dialogue and clarity on what should be changed, who must change them, by what means and through what measures that a problem must be addressed.
2) Coordination and collaboration with related authorities played an important role to ensure effectiveness of such a highly sensitive issue as P/CVE. This is in addition to the content and methodology of campaign itself. Reflection on public campaign activity conducted in some high schools brought out that there was a resistance showed by teachers and headmasters in a number of schools when a project partner, GPF, directly introduced this initiative to them, for example, this happened in Senior High School 15 Bandung. However, the situation changed when GPF invited the Education Agency or other government institutions to work together on

this initiative. The OSIS (Intra School Students Organization) administrator also debated GPF when GPF invited them to visit a worship place. However, coordination and cooperation established between the partner organization with the Education Office at District level have enabled the visit plan to be accepted and occurred.

3) A clear and stronger Theory of Change with clear indicators of results and achievements is important to ensure that the Project will go to the right direction and the results/changes it brought about could be monitored/evaluated.
4) Baseline indicator is important to enable a project could have a stronger basis to measure its achievement and results, through which the project could assess whether it has made some improvement or enhancement both in quantitative or qualitative way.
5) A rather long time-frame, with continuing and integrated strategy and results is important to ensure that the lessons learned from project could be optimally used for the improvement of Project strategy.
6) Integrated public communication campaign is essential for all P/CVE actors (no one single campaign can address the severity of violent extremist narratives)
7) **Policy advocacy**: In order to conduct effective advocacy, there needs to map government policies that need to be targeted for advocacy – including the strategic policy makers and how to involve them, etc.

5.4. Program Sustainability

The prospect for CONVEY's sustainability is quite high, as can be seen in the following points.

5.4.1. On PPIM and research-related partners

It cannot be denied that this Project, Enhancing the Role of Religious Education in Preventing Violent Extremism among Youth, have a high sustainability potential. Besides having high relevance with problematic situations involving various parties, the Project follow up recommendations have a close alignment with current government programs. For example, recommendations to review the religious education curriculum in primary and secondary schools are currently one of key focuses for the Ministry of Religious Affairs.[66] Religious and civic education are also mandatory subjects in every school and college, so proposals to improve educational curriculum can be carried out right away if the technical and policy directorate can be convinced to do it. The government's interest

[66] Interview with informant from the Research and Development Board of the Ministry of Religious Education of the Republic of Indonesia.

towards character, manners, tolerance, and diversity education is very high, both formal and informal. So messages from P/CVE actors as recommendations from the research result can be linked into the government agendas.[67]

Public campaign contents could also be synergized with the deradicalization and P/CVE campaign carried out by BNPT. Other than giving attention to increasing the awareness towards inmates and former terrorist convicts in penitentiaries, BNPT also held public awareness programs through discussions, seminars, and workshops in various higher and secondary education institutions on the threat of radicalism and terrorism[68] as well as hospitality visits to Islamic boarding schools[69] and outreaching youths.[70] This is in line with the recommendation from the CONVEY (PPIM, PUSPIDEP, Maarif Institute) research results on the necessity of developing pluralism discourse and promote religious moderation in colleges as well as in religious education institutions such as Islamic boarding schools, Madrasah Tsanawiyah and Madrasah Aliyah , etc.

At secondary and senior high school level, the Ministry of Education and Culture has also established a national literacy movement that includes reading and writing, financial, digital, enumeration, science, as well as cultural and citizenship literacy[71]. The School Council has become one of the role models in this literacy movement. The goal is to educate students to become wiser in using social media, and also having an understanding on the diversity in Indonesia, from the cultural, ethnic, language, and religious aspect, hence they must have an open, nationalist, tolerant, and inclusive attitudes. This movement can become the entry point to integrate P/CVE programs in relevant activities, and make use of current contents produced by CONVEY and its partners to promote diversity and countering contents containing radicalism and extremism among youth.[72]

Nevertheless, CONVEY needs to have an improved plan to manage the current research products and campaign tools or content to ensure that they would be sustainably used

[67] Ibid

[68] BNPT, 2019, *Kepala BNPT Ajak Mahasiswa UNDIP jadi Agen Perubahan dan Menyebarkan Pesan Damai,* can be accessed at https://www.bnpt.go.id/kepala-bnpt-ajak-mahasiswa-undip -jadi-agen- perubahan-dan-menyebarkan-pesan-damai.html

[69] BNPT, 2019, *Laksanakan Rencana Aksi tahun 2019, Tim Sinergitas BNP dan Kementrian-Lembaga Kunjungi Pondok Pesantren Al-Madinah di Bima-NTB,* can be accessed at https://www.bnpt.go.id/laksanakan -rencana-aksi-tahun-2019-tim-sinergisitas-bnpt-dan- kementerian-lembaga-kunjungi- pondok- pesantren-al-madinah-di-bima-ntb.html

[70] https://www.bnpt.go.id/ajak-generasi-muda-menjadi-indonesia- kepala-bnpt-hadiri-premiere- awarding-eadc-2018.html

[71] Interview with informant from the Ministry of Education and Culture of the Republic of Indonesia

[72] Interview with informant from the Ministry of Education and Culture of the Republic of Indonesia

by wider public for P/CVE campaign. Equally, CONVEY still needs to have a more systematic policy review discussion with the relevant directorates or departments in related-Ministries or Institutions. If CONVEY pledges to advocate for policy and curriculum review, for instance, then it needs to do intensive engagement with relevant departments within Ministry of Education and Culture using integrated and comprehensive approach. From the Ministry of Education and Culture's side, this requires a wide involvement from various related Directorates, Bodies or Centers in the Ministry of Education and Culture, such as the Curriculum Center to review contents from religious education subject; or the Teachers Directorate who is in charge of increasing the capacity of teachers in organizing education at schools.[73]

Intensive intervention can also be carried out at school level. According to Maarif Institute, radicalism infiltration can enter from three paths: alumni, teachers, and school policy; [74] or through various Islamic Literatures used in schools, extra-curricular activities, and other printed materials available market, as found by PUSPIEDEP research.[75] Therefore there is a need to conduct text-book review or develop better policy to improve the quality of education management in Primary and Secondary school. Currently the School Based Management approach has been practised extensively, in which school policies, programs, and development really depend on the elements that are working on school level such as the Headmaster and School Committee. The Headmaster and School Committee has become the decisive element in student quality improvement programs, including activities to prevent radicalism and extremism. By coordinating with Agencies at Districts, the Headmaster along with the School Committee can decide on which projects that they can develop to battle against the threats toward students such as LGBT, Drugs, Radicalism, and Extremism.[76]

The socio-political risk towards CONVEY's achievements (PPIM and other research-related partners) especially in research is actually very insignificant. The launching of research products gained positive feedbacks from various media, both online and offline, through coverage as well as a broad response towards the research results. Research results and campaigns can also increase public awareness on the urgency of P/CVE, and bringing up the discourse on the importance of renewing educational strategy, especially to the available curriculum and teachers, lecturers, counsellor staffs (Islamic studies). Critiques and small resistance came from the Ministry of Education and Culture, on the magnitude and scale of the radicalism expansion in educational institutes, but this does not attract socio-political risk on achievement. Instead it encourages discussion and

[73] Ibid

[74] CONVEY Indonesia and MAARIF Institute for Culture and Humanity, 2018, *Menolak Radikalisme dalam Pendidikan, Mencipta Sekolah Inklusif-Kebinekaan,* Policy Brief Series, Issue 7, Vol !, February 2018, p.4

[75] CONVEY REPORT, *Peta Literatur Keislaman Generasi Milenial: Ideologi dan Jaringan* Vol. 1 | No. 2 | Tahun 2018.

[76] Ibid

further discourse on the importance of a more comprehensive research with various scales and methods (also using qualitative method).[77]

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P/CVE's agenda is also not affected by the regime, because it is still going to be relevant for various parties regardless of the running government. Since 2014, BNPT's status has been raised in par with Ministries and responsible directly to the President. This indicates the urgency on radicalism and terrorism prevention activities and programs is not affected by regime politics. Public campaigns also bring up counter-narratives and strengthening the stance and action of moderate groups to detect the spread of radicalism, but this does not cause any disturbance or even social conflict. The informants saw this as a part of the dynamics to strengthen P/CVE in Indonesia.

5.4.2. Sustainability on Public Campaign-related Partners

The potential of sustainability of Project achievements on the partner level is also quite high. The reason is that project partners[78] especially during CONVEY 2, are organizations that are actively involved in campaigns for diversity, inter-religious and ethnicity tolerance, inclusiveness, promotion, and P/CVE issues. These organizations have a strong

[77] Interview with informant from Center for the Study of Islam and Society

[78] Especially based on the profile study and discussion with sampling partners in this evaluation such as Sabang-Merauke, Global Peace Foundation, MAARIF Institute, Institute for Political Literacy, PUSPIDEP Yogyakarta, PUSHAM Surabaya and of course the PPIM itself.

portfolio for peace and inclusiveness promotion programs. Their exit strategy towards CONVEY does not really affect their program's sustainability.

In the Islamic Millennial Islamic Event (Sabang Merauke), the interest towards moderate Islamic content was quite high in which 1,100 people visited the website and at least 9500 used the hashtag #MeyakiniMenghargai in their posts. Overall, more than 10,000 people were involved with CONVEY from their online posts. There were also reflections from participants such as "Jihad is not only about raising your weapons", "the cure for hatred is to gather and to love", etc. Initiatives from former participants in creating their own WhatsApp group and Instagram account has developed through posting contents that they learned from workshops. In short, the follow up from the movement exists and is currently ongoing.[79]

The Islam *Sejuk* Ambassadors, consisting of takmirs, imams, and clerics, kept on networking and producing moderate and peaceful Islamic contents after the road-shows to schools, universities, and other public events. So they can share information and receive feedbacks in the form of *likes* and such. What is interesting is that the content of the group discussion is not about religion (similar to sermons) but more about sharing the positive activities that they did to promote diversity and peace.[80]

In Maarif Institute, a discussion forum has been formed to discuss issues on P/CVE and write down a simple pamphlet for youth. The result of the Youth Congress that was held in Jakarta on October 2018 inspired some former participants such as from Nagawati Limantara, Banjarmasin, with the initiative to hold a similar Declaration that they have done in Jakarta.[81] In Makassar the Lingkar Pena activists (who are based in campuses) socialized the danger of radicalism and intolerance in several secondary and senior high schools. In Ambon, the former participants held the Jelaja Bhinneka event, in which they visited religious leaders and society. They are also planning to hold an event similar to the Youth Congress in Jakarta, accompanied by visits to places of worship.[82]

While the Institute for Political Literacy kept planning to publish the Muslim Muda Indonesia bulletin. Even though the bulletin distribution is declining due to reduced funds, but the creative team has already prepared the digital version in the forms of PDF format, short video, as well as clips, and will distribute them via social media such as Facebook, Twitter, website, and WhatsApp groups.[83] Moreover, Political Literacy has also started partnering with student discussion circles to discuss and distribute this

[79] Group interview with Sabang Merauke team on May 6 2019

[80] Idem

[81] Group interview with the MAARIF Institute program team, May 6 2019

[82] Idem

[83] Group interview with the Institute for Political Literacy program team on May 3 2019. Also refer to The Policy Institute monthly report, December 2018 Period Report.

bulletin through their network, and also put them up on Mosque wall-boards. This is to anticipate if the bulletin distribution has been reduced. On December last year the Muslim Muda Indonesia bulletin synergized with the student discussion circle from the Faculty of Daqwa and Communication of UIN Jakarta. Previously they have partnered with students from the Faculty of Medicine and Faculty of Dirasat Islamiyah of UIN Jakarta. There are plans to continue partnering with other discussion circles from campuses in the Jabodetabek area.[84]

The Global Peace Foundation participant were generally college or school students. They were recruited through online registrations with questionnaires as well as selective interviews with potential candidates when necessary. Most of them were volunteers from interested Universities or High Schools, but it does not mean that they have a strong affiliation with the youth organizations. That is why this project sustainability depends on their individual initiative to hold campaigns on tolerance or P/CVE. If they are affiliated with formal or informal organizations in their school or college, they would have the chance to integrate P/CVE and peace promotion events through those extracurricular activities. Usually those activities had financial support. Their status as inter-school/college organization would make it easier for them to gain support from their faculty or even their school/university. If they don't, then it would be harder to replicate collectively.

GPF has also formed the Global Peace Youth (GPY), as a community place for peace volunteers or former Millennial Festival participants. So far[85] only the GPY in Surabaya has been active in promoting peace and social. They are currently initiating education activities at *Komunitas Rumah Susun* in Sidoarjo, Surabaya, so that they can be independent, as well as accompanying kindergarten and primary school children in activities like drawing or coloring to prevent them from being racist or extremist.

For PUSHAM Surabaya, the potential for the Project achievement sustainability is quite high. This is due to them successfully advocating the PERDA NO. 8/2018 on Organizing Tolerance in Society. This can become a basis for government policies and sub-sequent program structurally to prevent violent extremism and radicalism. The government's interest towards P/CVE issues is currently elevated. Village government is supported by the police, and they also have the *Perpolisian Komunitas* (Community Policing) program which provides early detection as well as enhancing security and public order. Security and government officials on the neighbourhood/citizen association (RT/RW) level are interested in this as it is their current concern or living issue. Therefore, mentoring is needed in established networks so that in the long term they will have cadres, instead of only having ad-hoc trainings. That is why the role of PUSHAM is to mentor the established initiatives, so they are more connected to the program and structural

[84] Idem

[85] FGD with ex-participants of Millennial Festival GPF in Surabaya..

support from the government can be established.

The Islam Cinta (GIC) literature was popular among the participants of book launch road-show in several cities. The books have not yet been published commercially, so it cannot be measured how interested the youths or community are in those books. The books were also distributed to certain communities such as netizens (quiz winners), influencers, writers, editors, layouters, proofreaders, GIC partners, CONVEY partners, Reading Communities, community organizations, schools, and Islamic boarding schools.[86] Since these books have not yet been distributed to public, the book publication's sustainability cannot be assessed properly.

5.4.3. On Volunteer or former public campaign event participant level

Interest and motivation from former participants towards P/CVE and anti-radicalization are excessive. From online surveys it can be seen that 85% of former participants from events that were organized by CONVEY partners working in Output 2 (CONVEY 2), are still interested in getting involved in activities related to violent extremism prevention and promoting tolerance in religious life. They participated through various relevant activities as seen in Table 10 below.

Table 11: The dominant forms of involvement of former-participants in P/CVE

No.	Form of involvement which is dominant in preventing violent extremism, radicalism, and religious intolerance	Percentage of Respondents
1.	Posting on social media about the importance of tolerance and pro-diversity attitude in society	21.9
2.	Writing on mainstream media about the importance of being tolerant and pro-diversity in society.	9.8
3.	Holding social-youth activities to promote tolerant and pro-diversity attitude.	18.2
4.	Active in counter-narrating or counter-discoursing in various social media to moderate religious radical and intolerant attitude in those social media.	15.0
5.	Involved in related seminars or discussions carried out in your school or university.	27.9
6.	Others	7.1
	Total	**92.9**

[86] Gerakan Islam Cinta, Monthly Narrative Progress Report, August-December 2018 period.

As can be seen in the table above, the highest number of participations were done through their involvement in activities held by other institutions which has reached 27.9%; even though there are more active involvement representation such as through writings on online media reaching 21,9% or holding socio-youth activities to promote tolerance and pro-diversity.

This high number of interest must be directed and facilitated so that it is connected to two things. *First*, government programs that are relevant with the field. *Second*, their own institutions' activities in related field.

CHAPTER VI: CONCLUSION AND RECOMMENDATIONS

6.1 Conclusion

From the elucidation above, it can be concluded that this project is relevant with the need of Indonesian people at the moment to increase the community resilience, especially youths, towards violent extremism in the country. CONVEY was present just at the right momentum to strengthen the initiatives to promote a soft approach in P/CVE, through the enhancement of the role of religious education. The presence of CONVEY through different research, advocacy, and policy engagement works as well as public campaigns activities were relevant to meet the need of government and CSOs, working in religious education to have a reliable information on how to address radicalism and violent extremism issues through religious education.

In general, the project researches have sharpened the evidence-based knowledge on the violent extremism magnitude in Indonesia. This has laid the foundation for problem mapping as well as the issue formation for the purpose of policy development or policy review for P/CVE; While the advocacy and policy engagement works have attracted the government and public's attention to be alert on the violent extremism spreading and encourage them take necessary measures to prevent violent extremism.

The campaign and public engagement activities have been effective to increase public awareness and trigger public debate on the issues. The availability of popular books, bulletin, and online content, enabled public to have access to alternative narratives to fight against radicalism and violent extremism. For the youth, the project initiative has provided space for them to actively engage in P/CVE in public space and social media. This was proven by their active participation in social media such as Facebook, Youtube, Instagram, and Twitter to promote P/CVE by utilizing the CONVEY online contents. The challenge lies in CONVEY itself, to manage the plenty of knowledge gained from the project for campaign and advocacy purposes.

Engagement with the ministries/institutions that in charge for P/CVE have been occurred; yet it still requires further intensive engagement in the next project phase to ensure that it brings about policy change that lead to programmatic actions for P/CVE. The engagement with the P/CVE actors both in CSO and government levels were able to broaden networking in this area. The community of practice at the regional level also experienced the same thing; yet, it still needs further efforts to ensure that it would sustainable. The project was also able to strengthen the women participation in public raising awareness activities, that empower them in getting clearer insight on how radicalism and violent extremism influenced women and men differently, and how would be they participate to prevent violent extremism.

Project management's role in facilitating multi-stakeholders cooperation who worked and engaged in the project activities was efficient enough, as reflected from the optimal project deliverable, and timely completion. Yet, the relation among the project outputs or activity components needs to be improved. Other concern was the availability of dedicated staff to manage public campaign activities was still less and this needs to be addressed in the next project implementation.

In partners' level, the project sustainability on the areas of the campaign and public education is quite potential. This induced by the partners' capacity and their working focus on these areas. The universities who were responsible to conduct research and advocacy during the project would continue this role, as this is in line with their conventional role as research institute, in addition to the fact that most of them serve as consultants or advisers in the government institutions.

Nevertheless, the Project still need to sharpen the vision and strategy of CONVEY to enhance the role of religious education in the prevention of violent extremism especially among youth groups. A stronger and well-adjusted Theory of Changes to the current condition of CONVEY, in term of its funding availability, human resources capacity, work experiences and area of strength are needed to ensure that CONVEY Project is relevant, strategic and, in line with its core-competency, especially of PPIM as the backbone of the Project. CONVEY has produced extensive research products and campaign tools, and increasingly gains reputation from this works in public. CONVEY needs to manage further these products that allowing wider public would have easier access to those products and the CONVEY brand as an institution working to enhance the role of religious education in P/CVE, would increasingly be promoted more widely.

6.2. Recommendations

First: For Program Management Unit (PMU)

1. Re-clarify the P/CVE vision and strategy in increasing religious education role in promoting peace, tolerance and inclusiveness, by taking into account the capacity, areas of strength, experience, funding availability, and competitive area where CONVEY, in particular, PPIM, is able to be more strategic to implement its intervention. This can be done by organizing a workshop on Strategic Planning to formulate some critical things:

a. Who would be the direct beneficiaries of this project in the future, what changes are expected to them, how to reach them: through which ways?

b. What are the strategic issues and programs for CONVEY to achieve its objective? What would be CONVEY's strategy to increase the role or religious education in promoting peace, tolerance, and inclusiveness? What are the indicators for achievements/results?

c. What are resources needed, including staff, funding, institutional arrangement, etc;

d. What would be the suitable Theory of Changes of the Project that in line with this strategic direction changes.

2. Strengthen the knowledge management strategy to use the existing information, research products, and other campaign content/material for the higher use. This would be useful and may become a strong foundation for further knowledge mobilization process. Some measures that can be carried on to support this initiative will include, but not limited,:

a. To manage further CONVEY Indonesia website as one of the tools for knowledge management project, for example, by recruiting a dedicated staff for this work;

b. To recruit a communication specialist to develop a communication strategy to further promote the current CONVEY knowledge products and results to the public.

3. Strengthening the advocacy strategy of the Project by conducting a number of things, i.e.:

a. To develop prioritized issues that will be the focused-advocacy issues in the next CONVEY Project and also devise strategy to implement them;

b. To conduct policy study/review to determine what policies or programs that could be changed/revised/used, to ensure that the recommendations from previous CONVEY researches/surveys related with the enhancement of the role of religious education in promoting tolerance, diversity, inclusiveness and peace, can be executed;

c. To conduct intensive advocacy and policy engagements with relevant Ministries/Institutions that are responsible for the policies/programs review as well as implementation; and

d. Managing further the role of Project Board's for the project, to help in: building a stronger and intensive engagement with the relevant-actors within their respective Ministries/Institutions for policy discussion/advocacy.

Second, for PPIM:

To strengthen its institutional management system to ensure that it would has improved capacity to be a stronger grantee-organization for the similar or different project in the future, by doing several things:

a) Continuing to improve the administrative and procurement system arrangement so that it would have increasing capacity to manage sub-grantees;

b) Improve the capacity of its staffs/PO in project management: such as in project appraisal, project monitoring, project management, partners engagement, etc.

Third, for UNDP:

To strengthen its strategic position to facilitate and support the P/CVE program in Indonesia, both through CONVEY or other similar project activities of CSOs, by doing a number of things, such as:

a) Integrating and including the P/CVE issue in UNDP strategic plan documents, such as, CPD Output/Outcome, UNPDF document with clear indicators of results and achievements in each;

b) Accelerating the process to increase wider international support for P/CVE program in Indonesia, in term of access to funding support for CONVEY in particular or for CSOs in general; as well as international dialogue or cooperation in this issue;

c) Providing further support for PPIM and CONVEY in its strategic planning process, to strengthen the strategic position and brand (identity) of CONVEY as an organization working for P/CVE in Indonesia through religious education;

d) Continuing its support for administrative and financing arrangement of CONVEY.

Fourth, for future programming with similar nature:

a. Project needs to be equipped with a stronger Theory of Changes with clear indicators of achievements and results in each as the basis of project implementation as well as monitoring/evaluation process. A rather long time-frame with continuing and integrated strategy and results is needed to ensure that Project will be resulted in impact;
b. Planning and investing in digital strategy and creative online media is a must. Internet has proven to be nowadays' most effective communication platform in the world. Maximize its utilization. There needs to be investment and planning in the beginning in order to advocate P/CVE issues s to stakeholders and the public effectively through digital media.(*)