



**United Nations Peacebuilding Support Office (PBSO)/Peacebuilding Fund (PBF)  
PROJECT DOCUMENT COVER SHEET**

<b>Project Title: Unity in Diversity</b>	<b>Recipient UN Organization(s): UNICEF, OHCHR Regional Office for Central Asia</b>
<b>Project Contact:</b> Name: Jonathan Veitch, Representative Agency and Address: UNICEF, 160 Chui 720040 Telephone: +312 611 211 (Ext.149) Email: jveitch@unicef.org  Name: Armen Harutyunyan, OHCHR ROCA Regional Representative and Address: 41 Usenbaeva street, Bishkek, 720021 Telephone: +996772570111 Email: aharutyunyan@ohchr.org	<b>Implementing Partner(s):</b>  <u>Key counterparts:</u> - Ministry of Education and Science of the Kyrgyz Republic - Department on Ethnic, Religious Policy and Cooperation with Civil Society of the Office of the President
<b>Project Number:</b> <i>(To be completed by UNDP MPTF Office)</i>	<b>Project Location:</b> Bishkek and Osh cities, Chui, Osh, Jalal-Abad, Naryn, Issyk Kul, Batken provinces
<b>Project Description:</b> This project aims to promote multilingualism in the Kyrgyz Republic, to foster an environment enabling broader integration, especially of minorities while promoting protection of their rights. If all ethnic groups of Kyrgyzstan speak the state language while having an opportunity to learn their mother tongues, know more about the different cultures and are aware of the rights of minorities, and participate on equal footing in public life, then the society of Kyrgyzstan will become more inclusive and stable which is essential for ensuring a durable peace.	<b>Total Project Cost: \$ 3 376 535</b> <b>Peacebuilding Fund:</b> <b>UNDP BCPR TTF:</b> <b>Government Input:</b> <b>Other:</b> <b>Total: \$ 3 376 535</b>
	<b>Project Start Date and Duration:</b> Start date for UNICEF: 01.01.14 (2,5 years) Start date for OHCHR: 01.07.14 (2 years)
<b>Gender Marker Score<sup>1</sup>: 2</b> <i>Score 3 for projects that are targeted 100% to women beneficiaries and/or address specific hardships faced by women and girls in post-conflict situations;</i> <i>Score 2 for projects with specific component, activities and budget allocated to women;</i> <i>Score 1 for projects with women mentioned explicitly in its objectives, but no specific activities are formulated nor is a budget reserved; and</i> <i>Score 0 for projects that do not specifically mention women.</i>	
<b>PBF Outcomes<sup>2</sup>: Outcome 3:</b> Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights.	

<sup>1</sup> The PBSO monitors the inclusion of women and girls in all PBF projects in line with SC Resolutions 1325, 1612, 1888, 1889.

<sup>2</sup> PBF specific outcome areas: 1 Security Sector Reform; 2 Rule of Law; 3 (DD)R; 4 Political dialogue for Peace Agreements; 5. National reconciliation; 6. Democratic governance; 7. Management of natural resources (including land); 8. Short-term employment generation; 9. Sustainable livelihoods; 10. Public administration; and 11. Public service delivery (including infrastructure)

**Project Outputs and Key Activities:**

- Normative basis improved allowing schools to implement multilingual education (MLE) models;
- Measures for enhanced minority participation are agreed and piloted;
- Expertise on MLE is available in at least seven educational institutions. Two innovative labs and five resource hubs are established in in-service and pre-service teacher training institutions;
- 30 schools and 5 preschools successfully pilot MLE models
- Free state language courses for youth, parents and teachers and state officials from various ethnic communities are implemented;
- Advocacy campaigns on raising awareness of various stakeholders (especially state bodies involved in the decision-making on inter-ethnic issues) on importance of minority rights protection and promotion of respect to diversity are implemented;
- 10 trainings on minority rights are implemented.

*(for PRF-funded projects)*

**Co-chairs of the Joint Steering Committee**

<p>Name of Senior UN Representative</p> <p><b>Mr. Alexander Avanesov</b></p>  <p>United Nations Resident Coordinator in the Kyrgyz Republic</p> <p>Date: 11.12.2013</p>	<p>Name of Government Representative</p> <p><b>Mr. Daniyar Narymbaev</b></p>  <p>Head of the Office of the President of the Kyrgyz Republic</p> <p>Date: 12.12.2013</p>
<p>Recipient UN Organization(s)</p> <p><b>Armen Harutyunyan</b></p>  <p>Regional Representative, Office of High Commissioner for Human Rights</p> <p>Date: 11/12/2013</p>	<p>National Implementing Partner(s)</p> <p><b>Mira Karybaeva,</b></p>  <p>Head of the Department on Ethnic, Religious Policy and Cooperation with Civil Society of the Office of the President</p> <p>Date:</p>
<p><b>Jonathan Veitch,</b></p>  <p>Representative, United Nations Children's Fund in the Kyrgyz Republic</p> <p>Date: 11/12/2013</p>	<p><b>Kanat Sadykov,</b></p>  <p>Minister of Education and Science of the Kyrgyz Republic</p> <p>Date: 11/12/2013</p>

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## 1. Background

### 1.1. Key Challenges and Critical Peacebuilding Needs

Kyrgyzstan is home to many ethnic groups with their unique history, cultural identity and languages. Kyrgyz is the state language and Russian is the official language in the country. Kyrgyz as a state language has been acquiring a stronger role in the country during the recent years. It is becoming a requirement for civil service employment and the language of official documentation, and therefore a prerequisite for effective participation in public life. However, ethnic minorities which comprise about 28% of the population of the Kyrgyz Republic have very limited knowledge of the state language much due to ineffective teaching of Kyrgyz in schools with minority language of instruction. Such schools are important for allowing minorities to maintain their ethnic identities; however graduates of these schools experience difficulties with access to tertiary education and later to employment due to insufficient knowledge of the state language.

The Peacebuilding Needs Assessment (PBNA) included recommendations to adopt a state programme on multicultural and multilingual education which would stimulate national unity and social cohesion; to promote inter-ethnic understanding, tolerance, and peaceful coexistence; to preserve cultural heritage and ethnic diversity in the country. Multilingual education (MLE) models which envisage teaching school subjects both in the state and in the minority languages could be an effective instrument for ensuring minorities integration into a wider society and at the same time providing them with opportunity to preserve their identities.

There are a number of challenges for MLE introduction. Some of them are related to the lack of culturally and gender sensitive, linguistically appropriate teaching and learning materials, insufficient teaching practices and methodologies in language instruction. Others concerns relate to the limited understanding by both ethnic majority and ethnic minority communities of the MLE goals and approaches.

Lack of state language skills is not the only obstacle for an integrated society in the Kyrgyz Republic and a common civic identity for its citizens. The change should also take place at the level of attitudes and behavior as well as policies and laws. Therefore, the project envisages the development of a normative and policy framework conducive for the introduction of MLE as well as for the promotion of multiculturalism through joint inter-ethnic activities and capacity building on minority rights for state officials, NHRI and civil society.

Another peacebuilding challenge identified in the PBNA is the lack of participation of ethnic groups in the public life. The project will address this challenge by facilitating discussions on possible measures which could increase minorities' participation in public life. These measures will then be piloted and, if proved successful, could be replicated on a bigger scale after the end of the project. Possible measures include: Free State language courses, professional trainings, internship programmes, expert support to build the analytical capacity of the Assembly of People of Kyrgyzstan, etc.

The project activities which will address the challenges of learning of the state language, advancement of multiculturalism and human rights (minority rights in particular) as well the need to improve participation of all ethnic groups in public life will be accompanied by public information campaign on the advantages of creation of the integrated society based on the rule of law and human rights.

## **1.2. Donor Mapping and Gap Analysis**

Despite adoption of the state policy on MLE in 2008, there has been little done to ensure fully-fledged support to its implementation. Until present, there have been some limited project interventions by the OSCE High Commissioner on National Minorities (OSCE HCNM) which resulted in a few trainings for teachers and some expert support to the Social Integration Center which is mandated to work on MLE. HCNM in the limits of his mandate has essentially contributed to creating a legal basis, raising awareness, improving institutional and expert capacity for multicultural and multilingual education development in Kyrgyzstan.

Big donors in the area of education such as World Bank and ADB often overlook the ethnic components of the education reform and their assistance is generally limited to publication of the textbooks in minority languages.

The rights of ethnic groups in Kyrgyzstan are not comprehensively addressed by any other international agency present in Bishkek apart from OHCHR ROCA. Right after the inter-ethnic violence of June 2010, international donors initiated multiple projects in the south of the country to address the immediate needs of all ethnic groups. Most of these initiatives were of humanitarian nature and at this point of time they are discontinued.

Following outbreaks of violent conflict in 2010, UNICEF adjusted its programming in the country. Peacebuilding objectives now appear prominently in UNICEF's 2012-16 Country Programme, and several key interventions have been specifically designed to address conflict prevention and peacebuilding concerns.

OSCE HCNM is an important actor in this area. It monitors inter-ethnic relations in the country, however, it has a confidential mandate and limited capacity for technical assistance such as the one proposed in this project. HCNM's programme for 2014 is not clear yet. However, it could be expected that HCNM will continue its engagement on MLE with small project interventions.

UNDP is another agency which works on inter-ethnic issues and within its PRF proposal the agency plans to provide expert support to the State Agency on Local Self-Governance and Inter-ethnic Relations (LSGIR).

Therefore, there are gaps in providing comprehensive support to MLE and initiating inter-cultural projects, raising awareness on diversity and the rights of all ethnic groups, monitoring and advocating on minority rights, as well as designing and piloting measures on improving participation of ethnic groups in public life.

## **2. Project Concept and Theory of Change**

### **a. Relevance to Peacebuilding**

The project activities are in line with the Peacebuilding Priority Plan (PPP). They will address the issues outlined under Priority Outcome 3 of the PPP which include assistance in the implementation of the balanced language policy, promotion of multiculturalism and creation of conditions to enable "more effective participation and representation of minorities in public life".

Education has a critical potential to contribute positively to conflict transformation if it is aimed at accommodating the needs and rights of all social and ethnic groups in the country. One of the recommendations from the Peacebuilding Needs Assessment (PBNA) is the adoption of a state programme on multicultural and multilingual education that would stimulate national unity and social cohesion. Effective advancement of multilingualism and multiculturalism requires comprehensive overhaul of the system of

pre-service and in-service teaching, continuous work with parents and school administrations, effective cooperation with Ministry of Education, local education departments and other relevant authorities, development of new methodological and learning materials as well as addressing multiculturalism and minority rights by means of informal education. Those activities will contribute to advancement of inter-ethnic understanding, tolerance and peaceful coexistence.

The introduction of MLE will also facilitate participation of all ethnic groups in public life which is essential for restoring inter-ethnic trust as well as trust between ethnic minorities and state institutions identified in the PBNA as one of the key peacebuilding challenges. Together with other measures to improve participation developed and piloted within the project, MLE can become a catalyst for change and a tool for creating an enabling environment to address the inclusion of all citizens into public life and decision-making.

The project's proposed activities are rooted in national policies and international obligations of the Kyrgyz Republic. The 2013 Concept of Strengthening of the National Unity and Inter-ethnic Relations in Kyrgyz Republic envisages measures which would "increase the number of representatives of different ethnic groups among the staff members in the state and municipal bodies, law-enforcement and judicial systems", "finalize piloting of models of multilingual education and ensure transition to multilingual education, taking into account the needs of the students and the interests of various ethnic groups" and to "improve the state language teaching methodology applying innovative interactive and computer technologies". The National Strategy for Sustainable Development (2013-2017) considers linguistic and cultural diversity as a source for enrichment of the society and a key for sustainable human development at the same time emphasizing the integrative potential of the Kyrgyz language as a state language.

The state of Kyrgyzstan also committed to promote minority rights at the international level. The Universal Periodic Review (UPR) recommendations accepted by Kyrgyzstan encourage the authorities to "take inclusive and long-term measures with respect to linguistic policy, education and participation in decision-making for minorities" and to "harmonize its national legislation with what has been recommended by the Committee on the Elimination of Racial Discrimination (CERD)".

The project activities will also support the follow-up to CERD's concluding observations issued in 2013 which requested the State party to "promote education in minority languages for children belonging to minority ethnic groups in particular in the regions of Osh and Jalal-Abad" and to "take concrete and comprehensive measures to ensure that persons belonging to minority ethnic groups are adequately represented in elected and executive bodies, in the police and in the judiciary, at all levels.

The project will also assist the Kyrgyz authorities to comply with their obligations under the ICCPR (in particular articles 25 and 27) and ICRC (article 30). It will help the representatives of ethnic groups as right holders to claim effectively their rights outlined in particular in the UN Declaration on National or Ethnic, Cultural, Religious and Linguistic Minorities. Under the UN Minorities Declaration, States shall protect the existence of minorities, ensure their right to participate effectively in life and decision-making, take measures to create opportunities for them to learn their mother tongue or to have instruction in their mother tongue, as well as to encourage others to learn minorities' history, traditions, language and culture.

The Kyrgyz authorities, in particular MoES, Agency on LSG, Agency of State Language, the President's Office and SLC as duty-bearers, will benefit from the project as their understanding and capacity on introduction of multilingual education and minority rights protection will be increased. The project will also seek to bring lasting solutions through promoting non-discrimination and

prioritizing the needs of victims of 2010 events to achieve durable solutions in the aftermaths of the violence.

#### **b. Catalytic Effects**

Several donors including ADB, WB, Soros Foundation are considering support to the implementation of the Concept on National Unity and Inter-Ethnic Relations, in particular its part on language education. However, their planned interventions will most likely be limited to publication of textbooks on minority languages and not include development of competencies in state and national languages in minority schools. The PRF fund will have a catalytic effect consolidating donors around the idea of MLE which would result in better coordinated and targeted interventions reaching the most disadvantaged groups. This policy would support education equity for minority-language children in Kyrgyzstan and should prevent future conflict and ensure respect for minority rights.

Pilot initiatives to promote multiculturalism, in particular on participation, minority rights and inter-ethnic interaction, may also have catalytic effect if supported by the relevant state authorities and funded from the state budget. They will provide examples on how to achieve an inclusive society, promote better understanding of others as well as balance ethnic identity characteristics and shared common values.

The project will aim at ensuring better gender equality and protection of women's human rights. Gender issues will be mainstreamed throughout all project activities contributing to the implementation of the National Plan on UN Security Council Resolution 1325 by creating favorable conditions for strengthening the role and participation of women. Project managers will try to ensure a gender balance among event participants and will collect gender-disaggregated data which will be reflected in the project reports. Qualified female candidates will be encouraged to apply for the positions created within the project. All the educational materials developed within the project will be reviewed with regards to their gender sensitivity. A screening of teaching practices will be conducted to identify gender constraints and issues to be addressed by the project. The results will inform changes in curriculum design, like incorporating gender equality, tolerance, human rights into the teaching and learning materials, teacher training courses and classroom practices. Project management will facilitate women's participation in decision-making by ensuring their involvement in the work of the Project Committee. The measures to improve participation of minorities in public life will particularly aim at minority women who are underrepresented at all levels of public administration. In addition, one of the target groups for free state language courses and MLE training sessions will be ethnic minority school teachers, most of whom are women<sup>3</sup>.

#### **2.3. Theory of Change**

If all ethnic groups of Kyrgyzstan speak the state language while having an opportunity to learn their mother tongues, know more about the different cultures and are aware of the rights of minorities, and participate on equal footing in public life, then the society of Kyrgyzstan will become more inclusive and stable which is essential for ensuring a durable peace.

### **3. Implementation Strategy**

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<sup>3</sup> Training for teachers and youth summer camps will have a session on gender sensitive pedagogy, sex-stereotyping avoidance, women empowerment, human rights etc. Teachers from monolingual, minority schools, mainly women may be under the risk of losing their jobs with the move to multilingual education. The project aims to enhance those teachers' competences in national language thus allowing them to secure their jobs, to be able to work in multilingual environment and feel confident to contribute to the development of their communities

### 3.1. Target Groups

The target groups for the MLE component of the project are duty-bearers at three levels:

- At least 40 education officials at national and local levels (eight districts Education Departments, local self-governance representatives, Ministry of Education, State Agency on National Language, etc.);
- About 30 professionals from seven in-service and two pre-service teacher training institutions;
- Heads of 30 schools and five preschools in monolingual, multilingual and multicultural environment.

The target groups of right-holders for MLE component comprise of 300 school teachers, about 20,000 children, 500 youth and 40,000 parents.

The trainings on minority rights, pilot initiatives on improving participation as well as consultations on minority rights will involve 400 minority and civil society representatives, and about 100 state officials. The policy measures have a potential to benefit all minority population of Kyrgyzstan which currently comprises about 1,5 mln.

### 3.2 Geographic Locations

Below is a list of the target districts for MLE. Target municipalities will be identified during the inception phase of the project.

Province	District/City	Municipality
Jalal-Abad	Jajal Abad city, Suzak, Ala Buka,	Target municipalities are to be determined after competitive selection of schools/pre-schools
Chui	Alamedin	
Osh	Kara-Suu, Kara-Kulja, Nookat,	
Issyk Kul	Karakol city	
Batken	Leilek, Kadamjai	
Osh city	Osh city	
Naryn	Kochkor	

Multi-cultural initiatives aimed at raising awareness on minority rights, improving participation of minorities in public life and inter-action among various ethnic groups will take place in the targeted districts as well as in Bishkek.

### 3.3 Description of activities and Implementation Approaches

3.3.1. The UNICEF component of the project will be completed in a series of logical steps that complement each other, comprising of:

- Review of policy and normative framework to make it conducive to implementation of MLE models;
- Training of state and non-state stakeholders on MLE management;
- Development of teaching and methodological materials and training of teachers;
- Identification and piloting of MLE models in 30 schools and 5 pre-schools;
- Support to multicultural dialogue through youth centers and exchange programmes.

The project activities will start with an inception phase which involves gaining a comprehensive and thorough understanding of the target groups and institutions involved,



review and amend the legal framework, prepare the organizational arrangements for project implementation. There will be surveys completed during the inception phase to establish baselines and UNICEF is prepared to undertake this work quickly. Subsequently, interventions will be targeted towards children, their families and communities through multicultural and multilingual programmes that are needs based and take into consideration local resources. Information and advocacy campaigns will complement project activities to help children, youth and women to obtain supplementary MLE education and training which will enhance their chances of obtaining employment. Activities will be implemented in both monolingual and multilingual communities.

Concurrently, capacity will be strengthened in district authorities, municipal administrations and local education departments to set up and manage programmes that promote inter-ethnic dialogue and cooperation. A particular innovation will be establishment of innovation labs and resource centres on multilingual and multicultural education which will be going out to the target schools with both information and the support for project implementation. Those labs will be based in the State Pedagogical Universities, one in the North and the other in the South. They will serve as a platform for testing and adopting new methodologies of MLE, ensuring gender sensitivity analysis of the materials, developing teaching and learning materials, evaluating the models that are being implemented in the pilot schools and preschools, and providing methodological support to training hubs and schools.

The target schools will be selected on a competitive basis to ensure the MLE project is based on the actual needs and resources available in schools and preschools and is developed in close consultation with MoES, local communities and parents. Regional seminars for school principals, teachers, parents, children and youth will be organised to present the project goals and application process. A special training for local education departments on MLE and the application process will be conducted so that they can provide further support to schools. After the inception phase trainings for implementation of MLE models will be conducted. These will be followed by mentoring support in the course of project implementation. Special state language courses will be designed and offered to the teachers (mostly women) from minority schools to support them to keep their jobs in school. The piloting phase will be followed by an end-line study to document the project progress and evidence impact with regards to knowledge, practice and attitude change (increased tolerance, respect for diversity). All materials developed within the project will be digitalized and uploaded on a multilingual education regional website which has been developed and is functioning with support from OSCE HCNM.

3.3.2. The OHCHR component of the project will also have an inception phase during which an overview of measures to improve minorities' participation will be completed, the training programmes on minority rights will be drafted and consultations on measures to protect minority rights will be held, including with minorities.

The second phase will include advocacy<sup>4</sup> for improving the situation of minority rights, holding trainings on minority rights as well as organizing discussions with authorities and minorities with a view to reach an agreement on pilot measures to improve minorities' participation in public life. The trainings on minority rights will have diverse target groups ranging from civil servants, parliamentarians, officials of educational institutions to representatives of minority communities, civil society and students. Trainings will cover

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<sup>4</sup> Project communication and advocacy plan will have components on promoting gender equality and the empowerment of women

both ethnic and religious minorities' rights and will also provide good practices of diversity management policies and approaches.

The third phase of the OHCHR component envisages continuation of the advocacy and training activities as well as launching of pilot initiatives on minorities participation.

The final stage of the project will focus on analysis and evaluation of the project results and ensuring their replicability and sustainability.

### **3.4. Sustainability, Exit Strategy and Replicability**

The ownership of the activities planned within the project and their sustainability will be ensured through a strong partnership with state institutions. The fact that project activities go in line with the provisions of state policy documents such as the Strategy for Sustainable Development, Concept on Strengthening the Unity of People and Inter-ethnic Relations in the Kyrgyz Republic and 2012-2020 Education Development Strategy is also a good sign.

In particular, MLE activities will be implemented through the Social Integration Center (SIC) which is the main partner of MoES on multilingual and multicultural education since 2008. Technical assistance will be provided to ensure the efficient operation of the Center. In 2013 a Coordination Council for Development of Multilingual and Multicultural education in Kyrgyz Republic was established in MoES with an intention to coordinate all stakeholders involved in multicultural and multilingual aspects of education policy development. UNICEF will work closely with this council for advancement of joint efforts on multicultural education and peace building for various government agencies, civil society and international organizations.

Simultaneously an Action Plan for scaling up the MLE pilots will be developed and integrated into the 2015-2017 Education Development Programme (EDP). The MoES in collaboration with Social Integration Center will take the responsibility for implementation of the MLE Action plan and state funds will be allocated in the 2015-2017 EDP.

New multicultural initiatives (on minorities' participation and other minority rights, etc.) will be agreed with the Department on Ethnic, Religious Policy of the President Administration as well as the relevant state structures which will be beneficiaries of such initiatives. If the results of pilot initiatives are satisfactory their replication will be discussed within the process of the implementation of the Concept on Strengthening the Unity of People and Inter-ethnic Relations in the Kyrgyz Republic.

### **3.5. Cost Efficiency**

*See the Annexes.*

### **3.6 Risk Management**

Risk	Likelihood (high, medium, low)	Severity of impact on project (high, medium, low)	Mitigating Strategy/Measures

Risk	Likelihood (high, medium, low)	Severity of impact on project (high, medium, low)	Mitigating Strategy/Measures
MLE will not be accepted by some representatives of ethnic minorities as well as ethnic majority. Ethnic minorities may regard MLE as an approach which would gradually lead to weakening their identity. At the same time, some ethnic majority representatives believe that MLE is a too 'soft' approach for uniting the nation and there should be no teaching in minority languages.	Medium	Medium	The project will raise awareness of both ethnic minority and ethnic majority on the advantages of MLE. In particular the raising awareness campaign will aim at emphasizing the right of minorities to learn their mother tongue and to have instruction in their mother tongue as well as importance of protecting minorities' rights to integrate them into the society of the Kyrgyz Republic including by learning the state language.
The Kyrgyz authorities in spite of the objectives and measures outlined in the Concept of Strengthening the Unity of People might have reservations regarding special measures to improve participation of national minorities in public life and thus prove insufficient commitment to protection of minority rights.	Medium	High	OHCHR ROCA will hold consultative meetings with representatives of various state bodies raising their awareness on state obligations under international and national law, as well as on the need to implement recommendations from international human rights mechanisms.
Low capacity of schools/teachers to create conditions for students to learn and develop in multilingual setting.	High	High	Series of trainings (training – practice – training – practice) and system of constant mentoring and pedagogical support strengthened in schools.
Disasters or civil conflicts.	Low	High	Suspending the project activities

### 3.7 Results Framework and M&E Systems

The project results are articulated in the results framework which captures the essential elements of the outcomes, outputs and impact both at national and project level that will contribute to achieving Kyrgyzstan PPP outcomes.

The implementation of the project will be monitored by UNICEF and OHCHR<sup>5</sup> staff and the results (progress of the project activities) will be discussed by the Project Board (comprised of the implementing agencies and project partners). Regular progress reports

<sup>5</sup> OHCHR will be using also online Performance Monitoring System.

and project final report will be submitted to the JSC and PBSO. The evaluation of the project will be done as part of the external PPP evaluation exercise. The project will use the findings of the OHCHR ROCA/UNICEF reports on participation and inter-ethnic survey conducted in 2012 as the key baseline data. UNICEF will measure the project impact through baseline and end-line assessment, including determination of social distance before and after the project interventions. The project will allocate 3-5% of total funding for M&E activities. For more details see Annexes.

#### 4. Management Arrangement and Partnership

##### 4.1. Implementation Capacity and Comparative Advantage

UNICEF and OHCHR are the leading UN agencies for activities on education and on minority rights respectively. UNICEF has a long-lasting engagement in education reform in the country and enjoys good cooperation with the MoES and other relevant stakeholders. UNICEF has chaired the Education Working Group of the Donor Partners Coordination Council (DPCC) for the past two years. During and after June 2010 events UNICEF launched a number of peace building activities in affected communities. Those activities were supported by IRF funds and implemented in collaboration with UN agencies.

OHCHR has lead UN work on minority rights in the country especially after June 2010 events through its monitoring, reporting and advocacy activities as well as through the provision of expert advice and technical assistance to the authorities including on legal and policy development to ensure its compliance with international minority rights standards. This project will enable OHCHR Regional Office to continue remain actively engaged in Kyrgyzstan, which otherwise cannot be guaranteed by OHCHR core resources only.

Both UNICEF and OHCHR use top-down and bottom-up approaches while discussing the needs and rights of national minorities and other population groups to the authorities and at the same time supporting engagement of the wider public into the implementation of state policies and strategies. Both agencies have worked closely together on numerous issues since the events of 2010.

##### 4.2. Effective Partnership

The project will be implemented by two RUNOs: UNICEF and OHCHR ROCA. The key national partners of RUNOs will be Ministry of Education and Science and Department on Ethnic, Religious Policy and Cooperation with Civil Society of the President Administration. Apart from this, RUNOs will cooperate and involve other state bodies in implementation of its activities (such as State Commission on Religious Affairs, State Personnel Service, Ombudsman Office, State Language Commission, etc.). An international partner of the project will be OSCE High Commissioner on National Minorities which has experience and capacity in conflict prevention through support to MLE and minority rights protection.

RUNOs/National Counterparts/Implementing Partners/Others	Roles and Contributions	Duration/Period of Engagement
UNICEF	Leadership and oversight in advancement of activities related to Multilingual and Multicultural (MLE) education design, implementation, monitoring and evaluation.	30 months
Ministry of Education and Science	Management and implementation of the MLE component of project. The	30 months

RUNOs/National Counterparts/Implementing Partners/Others	Roles and Contributions	Duration/Period of Engagement
	Multicultural Education Unit and Strategic Planning and Monitoring Unit staff of MoES contributed to the project proposal development. Consultations and knowledge sharing were ongoing with involvement of HCNM OSCE experts and Deputy Minister of Education. In 2013 a council on Advancement of Multilingual and Multicultural Education had been established in MoES to ensure implementation of Ethnic Unity Concept education related outcomes.	
OHCHR ROCA	Leadership and oversight in advancement of activities related to multicultural initiatives aimed at improving minorities' participation and advancing minority rights.	24 months
Department on Ethnic, Religious Policy and Cooperation with Civil Society of the President Administration	Consultation on the pilot measures, joint monitoring of activities, coordination with other state bodies	24 months
OSCE HCNM	Providing additional expertise on MLE and minority rights, advice on organization of trainings and other pilot activities	30 months

### 4.3 Management and Coordination Arrangements

The project will be jointly managed by UNICEF and OHCHR staff. Key decisions on the project activities will be taken in consultation with the Project Board which will comprise the two RUNOs as well as representatives of the Ministry of Education and Science and the Department on Ethnic, Religious Policy and Cooperation with Civil Society of the President Administration. The meetings of the Board will take place on a quarterly basis or when needed. See the organigram of the project management structure in the Annex.

### 4.4. Administrative Arrangements (standardized paragraphs – do not remove)

The UNDP MPTF Office serves as the Administrative Agent (AA) of the PBF and is responsible for the receipt of donor contributions, the transfer of funds to Recipient UN Organizations, the consolidation of narrative and financial reports and the submission of these to the PBSO and the PBF donors. As the Administrative Agent of the PBF, MPTF Office transfers funds to RUNOS on the basis of the signed Memorandum of Understanding between each RUNO and the MPTF Office.

#### AA Functions

On behalf of the Participating Organizations, and in accordance with the UNDG-approved "Protocol on the Administrative Agent for Multi Donor Trust Funds and Joint Programmes, and One UN funds" (2008)<sup>6</sup>, the MPTF Office as the AA of the PBF will:

- Disburse funds to each of the RUNO in accordance with instructions from the PBSO. The AA will normally make each disbursement within three (3) to five (5) business

<sup>6</sup> Available at: <http://www.undg.org/docs/9885/Protocol-on-the-role-of-the-AA,-10.30.2008.doc>

days after having received instructions from the PBSO along with the relevant Submission form and Project document signed by all participants concerned;

- Consolidate narrative reports and financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF consolidated progress reports to the donors and the PBSO;
- Proceed with the operational and financial closure of the project in the MPTF Office system once the completion is notified by the RUNO (accompanied by the final narrative report, the final certified financial statement and the balance refund);
- Disburse funds to any RUNO for any costs extension that the PBSO may decide in accordance with the PBF rules & regulations.

### **Accountability, transparency and reporting of the Recipient United Nations Organizations**

Recipient United Nations Organizations will assume full programmatic and financial accountability for the funds disbursed to them by the Administrative Agent. Such funds will be administered by each RUNO in accordance with its own regulations, rules, directives and procedures.

Each RUNO shall establish a separate ledger account for the receipt and administration of the funds disbursed to it by the Administrative Agent from the PBF account. This separate ledger account shall be administered by each RUNO in accordance with its own regulations, rules, directives and procedures, including those relating to interest. The separate ledger account shall be subject exclusively to the internal and external auditing procedures laid down in the financial regulations, rules, directives and procedures applicable to the RUNO.

Each RUNO will provide the Administrative Agent and the PBSO (for narrative reports only) with:

- Bi-annual progress reports to be provide no later than July 31st;
- Annual narrative progress reports, to be provided no later than three months (31 March) after the end of the calendar year;
- Annual financial statements as of 31 December with respect to the funds disbursed to it from the PBF, to be provided no later than four months (30 April) after the end of the calendar year;
- Final narrative reports, after the completion of the activities in the approved programmatic document, to be provided no later than four months (30 April) of the year following the completion of the activities. The final report will give a summary of results and achievements compared to the goals and objectives of the PBF; and
- Certified final financial statements after the completion of the activities in the approved programmatic document, to be provided no later than six months (30 June) of the year following the completion of the activities.
- Unspent Balance at the closure of the project would have to been refunded and a notification sent to the MPTF Office, no later than six months (30 June) of the year following the completion of the activities.

### **Ownership of Equipment, Supplies and Other Property**

Ownership of equipment, supplies and other property financed from the PBF shall vest in the RUNO undertaking the activities. Matters relating to the transfer of ownership by the RUNO shall be determined in accordance with its own applicable policies and procedures.

### **Public Disclosure**

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (<http://unpbf.org>) and the Administrative Agent's website (<http://mptf.undp.org>).

## ANNEXES

### Annex 1: Donor Mapping and Gap Analysis

*Provide a gap analysis on the targeted peacebuilding thematic areas or sectors of the project. Include UN agencies as well in the donor mapping analysis. This is to identify where the PBF contribution is filling the gap by providing an overall picture of assistance available from other development partners in the country.*

<b>Targeted peacebuilding thematic areas/sectors</b>	<b>Key Institution</b>	<b>Key projects/Activities</b>	<b>Duration of projects/activities</b>	<b>Budget in USD</b>	<b>Estimated gap in USD</b>
<i>Multilingual Education</i>	<i>OSCE HCNM</i>	<i>Promotion of multilingual education in Kyrgyzstan</i>	<i>1 year: December 2013 November 2014</i>	<i>105,000</i>	
<i>Supporting minority education</i>	<i>MoES</i>	<i>MLE<sup>7</sup> is subcomponent of the EDS, 2012-2014 APED; will be reflected into the 2015-2017. Activities include printing of textbooks in minority languages in limited quantities</i>	<i>6 years: 2012-2017</i>		

Annex 2-4 and 7 are provided in Excel sheets as a separate file.

<sup>7</sup> Though MLE is considered as one of the strategic priorities of 2012-2020 Education Development Strategy however in the budget projection there is no separate line for MLE related activities.

**Annex 2: a) Detailed Project Budget by Outcome**

Project Budget Agency A: \_\_\_ OHCHR\_ \$915,535

<i>Insert PPP Outcome (3)</i>		Supplies, commodities, materials	Equipment, vehicles, furniture including depreciation	Contractual services	Travel	Transfer and grants to counterparts	General operating and other direct costs	TOTAL
<b>Project Outcome 1</b>								<b>\$50,000</b>
Output 1.1								
<b>Output 1.2</b>								<b>\$50,000</b>
Activity 1.2.1		\$0	\$0	\$0	\$0	\$0	\$0	\$50,000
Activity 1.2.2		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity 1.2.3		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity 1.2.4		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Project Outcome 2</b>								
Output 2.1								
Activity 2.1.1		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity 2.1.2		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Output (2.2)</b>								
<b>Project Outcome 3</b>								<b>\$355,000</b>
Output 3.1								<b>\$140,000</b>
<b>Output 3.2</b>								<b>\$40,000</b>
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Output 3.3</b>								<b>\$0</b>
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0





Project Budget Agency B: UNICEF \$2,461,000

**Insert PPP Outcome 3**

**Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights.**

	Supplies, commodities, materials	Equipment, vehicles, furniture including depreciation	Contractual services	Travel	Transfer and grants to counterparts	General operating and other direct costs	TOTAL
<b>Project Outcome 1</b>							
<b>Output 1.1</b>							
Activity 1.1.1 Inception study ( situation analysis,development of tools) and endline line	\$0	\$0	\$50,000	\$0	\$0	\$0	\$50,000
Activity1.1.2 Analysis of legal and normative documents	\$0	\$0	\$15,000	\$0	\$0	\$0	\$15,000
Activity 1.1.3 National, regional and local consultations	\$2,000	\$0	\$0	\$8,000	\$60,000	\$20,000	\$90,000
<b>Output 1.2</b>							
Activity 1.2.1 (indicate inputs/ kind of cost in brackets - e.g. number of units)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity 1.2.2 (indicate inputs/ kind of cost in brackets - e.g. number of units)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Activity (-,-)	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Project Outcome 2</b>							
<b>Output 2.1</b>							
Activity 2.1.1 Development of teaching and learning materials for pre-primary and primary school, second language compantancy schyme (Development of 3 handbooks, , 2 int. expertsx\$500per dayx30+7 local expertsx300per monthx6; 10 reading books in state and minority languages- 3 editors/translators and 2 designers )	\$0	\$0	\$60,000	\$0	\$0	\$0	\$60,000
Activity 2.1.2 Development of teacher training modules and training plan (two national preschool expertsx \$200per monthx3 and 4 primary school national expertsx 200 per monthx3)	\$0	\$0	\$3,600	\$0	\$0	\$0	\$3,600
Activity 2.1.3 Screened of materials for gender sensitiveness and multicultural diversity promotion (4 expertsx\$1000x3months)	\$0	\$0	\$12,000	\$0	\$0	\$0	\$12,000
Activity 2.1.4 Printed and distribution of teaching and learning materials (2000copiesx3moduls+1000copiesx1handbooks+10000 reading+ 2 dictionaries )	\$228,400	\$0	\$43,000	\$0	\$0	\$200,000	\$471,400
Activity 2.1.5 Piloting and adoption of the materials	\$30,000	\$0	\$0	\$30,000	\$30,000	\$20,000	\$110,000
<b>Output (2.2)</b>							
Activity 2.2.1 Training of school local education officers and school administrators on managing multicultural schools(20participantsx5trainingx\$50per dayx2days +2trainersx5trainingx100feex2day, travel 2trainersx\$160airticketx5training+2x\$150x\$5 local transport)	\$0	\$0	\$0	\$0	\$15,100	\$0	\$15,100
							<b>\$155,000</b>
							<b>\$657,000</b>
							<b>\$1,397,000</b>







## Annex 2: b) Budget Summary: Project Budget by PBF Cost Categories & Project Budget Summary by Project Outcomes and Outputs

Note: Copy cells/ parts of budget or remove them as appropriate for your project. Adjust formulas as required. Most amounts are linked to those in table 2.a).

<b>Project Budget by PBF Cost Categories</b>	<b>AMOUNT in USD OHCHR ROCA</b>	<b>AMOUNT in USD UNICEF</b>	<b>TOTAL in USD</b>
1. Staff and other personnel cost	\$450,640	\$273,000	\$723,640
2. Supplies, commodities, materials	\$0	\$827,000	\$827,000
3. Equipment, vehicles, furniture including depreciation	\$15,000	\$50,000	\$65,000
4. Contractual services	\$135,000	\$280,000	\$415,000
5. Travel	\$15,000	\$50,000	\$65,000
6. Transfers and grants to counterparts	\$170,000	\$570,000	\$740,000
7. General operating and other direct costs	\$70,000	\$250,000	\$320,000
<b>Sub-Total Project Costs</b>	<b>\$855,640</b>	<b>\$2,300,000</b>	<b>\$3,155,640</b>
8. Indirect support costs (not exceed 7%)	\$59,895	\$161,000	\$220,895
<b>Total Project Cost</b>	<b>\$915,535</b>	<b>\$2,461,000</b>	<b>\$3,376,535</b>

<b>Project Budget Summary by Project Outcomes and Outputs</b>		<b>OHCHR ROCA</b>	<b>UNICEF</b>	<b>TOTAL</b>
<b>Project Outcome 1:</b>		<b>\$50,000</b>	<b>\$155,000</b>	<b>\$205,000</b>
Project Outcome 1	Output 1.1	\$0	\$155,000	\$155,000
	Output 1.2	\$50,000	\$0	\$50,000
<b>Project Outcome 2</b>		<b>\$0</b>	<b>\$1,397,000</b>	<b>\$1,397,000</b>
Project Outcome 2	Output 2.1	\$0	\$657,000	\$657,000
	Output 2.2		\$250,000	\$250,000
	Output 2.3		\$390,000	\$390,000
	Output 2.4		\$45,000	\$45,000
	Output 2.5	\$0	\$55,000	\$55,000
<b>Project Outcome 3</b>		<b>\$355,000</b>	<b>\$475,000</b>	<b>\$830,000</b>
Project Outcome 3	Output 3.1	\$140,000	\$40,000	\$180,000
	Output 3.2	\$40,000	\$100,000	\$140,000
	Output 3.3		\$335,000	\$335,000
	Output 3.4	\$105,000		\$105,000
	Output 3.5	\$70,000		\$70,000
<b>Staff and other personnel cost</b>		<b>\$450,640</b>	<b>\$273,000</b>	<b>\$723,640</b>
<b>Sub-Total</b>		<b>\$855,640</b>	<b>\$2,300,000</b>	<b>\$3,155,640</b>
Indirect support costs (not exceed 7%)		\$59,895	\$161,000	\$220,895
<b>TOTAL PROJECT COST</b>		<b>\$915,535</b>	<b>\$2,461,000</b>	<b>\$3,376,535</b>
<b>Amounts requested by PPP outcome</b>				
<b>Total Cost contributing to PPP Outcome 3</b> <i>(insert relevant PPP outcome the project contributes to)</i>		\$0	\$0	\$0
<b>Total Cost contributing to PPP Outcome 3</b> <i>(insert relevant PPP outcome the project contributes to)</i>		\$0	\$0	\$0

**Annex 2: c) Gender and M&E Budgeting**

GENDER AND M&E BUDGET in USD		AMOUNT
GENDER BUDGETING	Total funds dedicated to gender equality	\$614,700
	% of the Total Project Budget (min 15%)	18.2
M&E BUDGETING	Total funds dedicated to M&E measures (min \$50,000 to 80,000 strongly encouraged)	\$115,000
	% of the Total Project Budget (min 3%)	3.4

3376535 614700

115000

**Annex 3: Results Framework**

UNDAF Kyrgyzstan Level				
UNDAF Pillar A/B/C:	Pillar1: Peace and Cohesion, Effective Democratic Governance and Human Right; Pillar 2: Social Inclusion and Equity			
UNDAF Outcome(s):	Outcome3 under Pillar 1: By 2016, national and local authorities apply rule of law and civic engagement principles in provision of services, with active participation of civil society; Outcome 1 under Pillar 2: By 2016, vulnerable groups benefit from improved social protection, namely education.			
PPP Kyrgyzstan Level				
PPP Outcome(s):	<b>Outcome 3</b> Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights.			
Project Peacebuilding Goal:	This project aims to promote multilingualism in the Kyrgyz Republic, to foster an environment enabling broader integration, especially of minorities while promoting protection of their rights, rule of law and will encourage broader engagement of all ethnic groups to participate in decision-making bodies at local and national levels.			
Theory of Change:	If all ethnic groups of Kyrgyzstan speak state language while having an opportunity to learn their mother tongues, know more about cultures of others and the rights of minorities, and participate on equal footing in public life, then the society of Kyrgyzstan will become more inclusive and stable which is essential for ensuring a durable peace.			
PPP Outcome Indicator(s)	Baseline	Time-bound Target	Key Assumptions	
Percentage of students, teachers, administrators and parents connected to MLE schools who increasingly value diversity	TBD during the inception phase	15 % of increase over the baseline by the end of 2016	Government supports the MLE implementation in target communities	
Percentage of citizens in targeted communities who have changed their disposition toward "others"	TBD	TBD (% increase by 2016)	Considerable amount of population in target communities involved in peace-building activities	
Project Level				
OUTCOME 1:	<b>Political, legal and organizational conditions for introduction of multilingual and multicultural education and protection of minority rights have been improved enabling implementation of multilingual education, social engagement opportunities and reduced frustration and alienation among the children, youth, women and families in the project from various ethnic groups</b>			
Type of Change:	Policies and normative acts amended and adopted to better promote multilingualism and protect minority rights.			
Outcome Indicator(s)	Baseline	Time-bound Target	Key Assumptions	
1.1 Number of policy guidelines and normative acts developed and adopted	Multilingual and multicultural Education concept and policy adopted in 2010	By the end of 2014 evidence on improved normative documents exists	MoES started the piloting of MLE in ten schools in 2013. The evaluation of these pilots and the existing policy documents will serve as a baseline for improving normative base for promotion of multicultural and multilingual education	
1.2 Number of agreed participation measures to be piloted	The only special measure on participation is 15% minority quota in the party lists	By mid 2015 2-3 measures are agreed to be piloted	Key actors support participation measures	
OUTPUTS	Output Indicators	Baseline	Target	Key Assumptions
1.1. Analysis and series of national and regional consultation on changes to legal and normative documents for MLE	Availability quality analysis and number of education policy makers who demonstrate awareness of minority right issues and promote multilingual and multicultural education practices	MLE policy without policy implementation guidelines	By the end 2014 guideline for implementation of MLE models in target schools adopted	Agreement of all stakeholders on normative and legal change
1.2. Discussions and consultations on participation measures and pilot initiatives	Number of discussions and consultations	0	By mid 2015 at least 8 discussions and consultations	Willingness of state officials to participate in the planned discussions
OUTCOME 2:	<b>Improved quality of educational provision leading to increased inclusion, participation, relevance and learning with focus on children and youth from minority groups</b>			
Type of Change:	Project aims at introduction of multilingual education models which envisage teaching school subjects both in the state and in the minority languages. This would be an effective instrument for ensuring integration of minorities into wider society, thereby strengthening cultural diversity, while providing them with an opportunity to preserve their identities.			
Outcome Indicator(s)	Baseline	Time-bound Target	Key Assumptions	
2.1 Number of in-service and preservice institutions providing methodological support for improving multilingual education prospects and practices	In 2013 Coordination Council for Development of Multilingual and Multicultural education established in MoES	By mid 2015 in country expertise on MLE will be available in at least seven educational institutions	The Kyrgyz authorities, in particular MoES, Agency on LSG, President's Office and SLC as duty-bearers, will benefit from the project as their understanding and capacity on introduction of multilingual education and minority rights protection will be increased.	
2.2. Number of selected models of multilingual and multicultural education implemented		At least three models of MLE will be piloted by the end of 2015	MoES plans to expand the pilots as part of 2014-2017 Education development plan and seeks external support due to shortage of state	
OUTPUTS	Output Indicators	Baseline	Target	Key Assumptions
2.1 Development of teaching and learning materials, teacher training modules including for native languages pre-primary and primary school (which will be also analyzed for sensitiveness to gender, conflict and multicultural issues),	1.1 # of printed teaching and learning materials	N/A	By the end March 2016 teaching and learning materials will be available for pre-schools and primary schools (1-4 grades) to practice MLE teaching	MoES initiated development of textbooks on Kyrgyz language as second language; Russian as second language for 5-11 grades. The proposed project will be focused on pre-primary and primary education to ensure the succession of the MLE along all education levels

2.2. Training of teachers, school administrators, and teacher mentors in target schools and preschools conducted	1.2 # of trained teachers, mentors and school administrators	N/A	At least 300 teachers, about 100 education officials, 30 experts will be trained by the end of 2015	Teachers, school administrators, education officials and experts are supportive to MLE and seek to reinforce institutional capacities on MLE
2.3 Multilingual education in 30 schools and 5 pre-schools piloted	1.3 # of schools and preschools implementing MLE	0	By mid 2016 30 schools and 5 preschools have successfully piloted MLE models	Schools in multilingual and minority communities are eager to provide needs based and quality language
2.4 MLE resource hubs and innovative labs established	1.4 # of resource hubs and innovative labs	0	By mid 2015 two innovative labs and five resource hubs established	Universities are willing to integrate MLE methodologies into preservice
2.5 Use ICT to digitize the educational content developed in minority and national language in frame of the programme	1.5 # of digitized teaching learning materials available	N/A	By mid 2015 at least two e-learning courses for youth centers and schools developed	An agreement with HCNM OSCE exists on uploading all the materials developed in frames of the project on the regional information methodological site on multilingual and multicultural education
<b>OUTCOME 3:</b>	<b>Mechanisms in place to foster inter-ethnic and inter-community cooperation and awareness on minority rights</b>			
<b>Type of Change:</b>	<i>The project will support initiatives on empowering vulnerable groups, including youth, women and representatives of ethnic minorities in order to ensure that they have access to learn necessary for them languages. This will be done by creating opportunities for them to improve state language skills, as well as by encouraging ethnic groups to learn about history, traditions, culture, and rights of each other. This will contribute to mutual understanding and respect, promotion of tolerance and overall better inter-ethnic relations.</i>			
<b>Outcome Indicator(s)</b>	<b>Baseline</b>	<b>Time-bound Target</b>	<b>Key Assumptions</b>	
3.1 Number of initiatives supporting inter-ethnic and inter-community dialogue and promoting respect to diversity	Fragmented training opportunities for learning state and official languages exist	By the end of 2015 outreach meetings and MLE training centres available at community level	Willingness of ethnic majority and minority community members to participate in the planned initiatives	
<b>OUTPUTS</b>	<b>Output Indicators</b>	<b>Baseline</b>	<b>Target</b>	<b>Key Assumptions</b>
3.1 Free state language courses for youth, parents and teachers and state officials from various ethnic communities	# of state language courses/groups	Sporadic language courses at some institutions	By mid 2015 at least 12 groups learning the state language	High demand to learn the state language. There will be sufficient capacity to teach the state language
3.2. Advocacy campaigns on raising awareness of various stakeholders (especially state bodies involved in the decision-making on inter-ethnic issues) on importance of minority rights protection and promotion of respect to diversity implemented	# of promotion materials, TV and radio programmes, round table discussions, online materials	N/A	By mid 2016 at least 8 elements of advocacy campaign implemented	MoES supports the development of a communication plan on development of multilingual and multicultural education, with the involvement of civil society organizations
3.3. National national expertise is developed on promotion of civic competencies and multi culturalism.	# of experts	N/A	By the mid 2016 at least 40 multilingual experts have competences to deliver trainings and expertise on civic participation and multiculturalism	Teachers, school administrators, education officials and experts are ready to share experiences and practices on introduction of MCE approaches into the teaching and learning
3.4. Training on minority rights held	Number of trainings held	N/A	By mid-2016 at least 10 trainings	Interest from the relevant stakeholders, including state officials, to participate in the trainings
3.5. Initiatives on improving participation of minorities in public life implemented	Number of pilot participation initiatives	N/A	By September 2015 at least 2-3 initiatives launched	Support from authorities provided when needed

Prepare/create a pool of multilingual experts and trainers to promote civic and multicultural competences among youth and adolescents in formal and non-formal settings (100,000 USD)



Annex 4: M&E Plan						
Project Outcome Indicators	Baseline	Time-Bound Target	Means of Verification including data collection methodology	Frequency	Required Budget USD	Roles & Responsibilities of data collection, analysis and reporting
Percentage of students, teachers, administrators and parents connected to MLE schools who increasingly value diversity	N/A	15 % of increase over the baseline by the end of 2016	Perception study,	Inception Phase, Biannual	20,000	RUNO will contribute to the joint the external PPP evaluation exercise.
1.1 Number of policy guidelines and normative acts developed and adopted	Constitutional guarantees; Multilingual and multicultural Education concept and policy adopted in 2010	By the end of 2014 evidence on improved normative documents exists	Amended policy guidelines and normative documents	n/a	0	RUNO to oversee the progress of the project
1.2 Number of agreed participation measures to be piloted	N/A	By mid 2015	Official letters of agreement, MoU with authorities	n/a	0	RUNO to oversee the progress of the project
2.1 Number of in-service and preservice institutions providing methodological support for improving multilingual education prospects and practices	In 2013 Coordination Council for Development of Multilingual and Multicultural education established in MoES	By mid 2015 in country expertise on MLE will be available in at least seven educational institutions	Annual progress reports of line ministries, field monitoring, monthly reporting from IPs	Monthly, quarterly, annual	35,000	IP and RUNO M&E Officer
2.2. Number of selected models of multilingual and multicultural education implemented	N/A	At least three models of MLE will be piloted by the end of 2015	Quantitative assessment including reports from IP, rapid appraisal in target communities, evaluation report	Quarterly and evaluation report in the end of the project	25,000	RUNO M&E expert in collaboration with MoES evaluation expert
3.1 Number of initiatives supporting inter-ethnic and inter-community dialogue and promoting respect to diversity	Fragmented training opportunities for learning state and official languages and peacebuilding initiatives exists	By the end of 2015 outreach meetings and MLE training centres available at community level	Participation lists, feedback forms, programmes of the trainings	Quarterly and in the end of the project	35,000	M&E Officer of RUNO to oversee and coordinate surveys
<b>TOTAL</b>					<b>115,000</b>	

## Annex 5: Capacity Mapping of Recipient UN Organization(s)

Please include exhaustive information of annual budgets of RUNO(s) in the targeted peacebuilding thematic areas or sectors of the project. This is to help understand and assess the relative capacity of RUNO(s) to manage a quantum shift of additional funding through PBF.

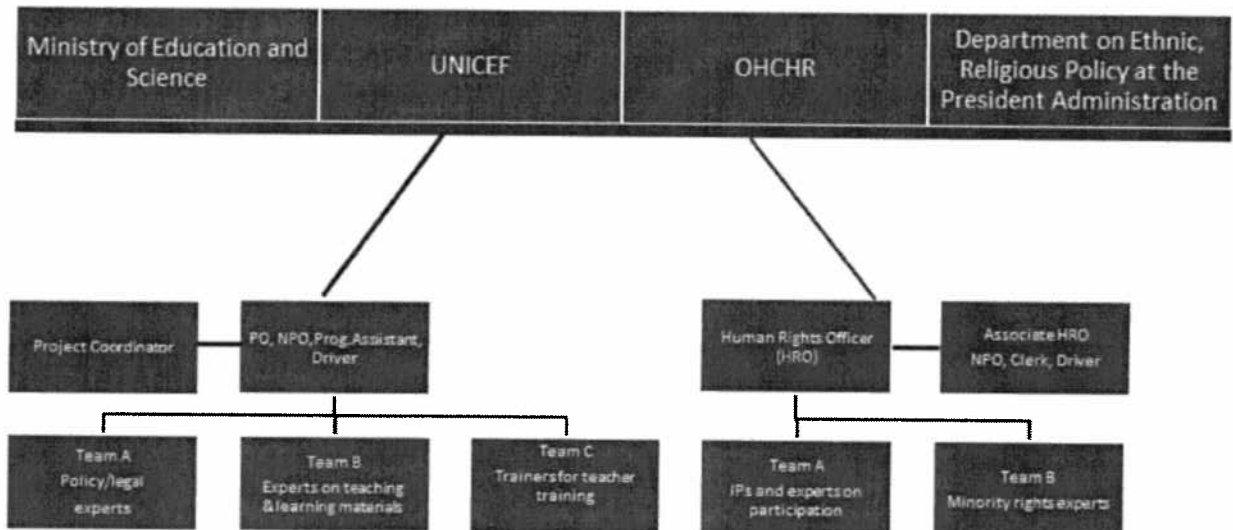
RUNO	Targeted peacebuilding thematic areas/sectors (top five or fewer)	2012 Annual Budget per RUNO in key sectors <sup>8</sup>	2013 Annual Budget per RUNO in key sectors <sup>9</sup>	2014 Annual Budget Projection per RUNO in key sectors	2013 Annual Budget and Delivery Rate by Agency Total
OHCHR	Minorities	<p>1) Core Funding for Kyrgyzstan not only for Rule of Law and Minorities: USD 266,654</p> <p>2) EU II project, Minority component: USD 179,313</p> <p>4) IRF from PBF, Minority component: USD 376,178</p>	<p>1) Core Funding for Kyrgyzstan not only for Rule of Law and Minorities: USD 226,179</p> <p>2) EU II project, Minority component: USD 388,242</p>	<p>1) Core Funding for Kyrgyzstan not only for Rule of Law and Minorities: USD 226,179</p>	<p>1) Core Funding for Kyrgyzstan not only for Rule of Law and Minorities: USD 226,179; Annual delivery rate: 100%</p> <p>2) EU II project, Minority component: USD 388,242 Annual delivery rate: 60% as of 30 September 2013</p>
UNICEF	Cultivating civic identity and social accountability measures; Reinforcing multilingual and multicultural education; Tolerance - Path Towards Peace	<p>1) Thematic Funds for Basic Education and Gender Equality: USD 871,000</p> <p>2) DFID Funding, Equity Project: USD 2,5 mln</p>	<p>1) Thematic Funds for Basic Education and Gender Equality: USD 914,000</p> <p>2) DFID Funding, Equity Project: USD 2,9 mln</p>	<p>1) Thematic Funds for Basic Education and Gender Equality: USD 500,000</p> <p>2) DFID Funding, Equity Project: USD 1,5 mln</p>	<p>1) Thematic Funds for Basic Education and Gender Equality: USD 914,000</p> <p>Annual delivery rate: 94%</p> <p>2) DFID Funding, Equity Project: USD 2,9 Mln Annual delivery rate: 95%</p>

<sup>8</sup> If UNDP is one of the Recipient Agencies, specific information shall be included on whether the country is benefiting of BCPR Thematic Trust Fund and if yes, the amounts allocated and the funding gaps need to be specified

<sup>9</sup> If UNDP is one of the Recipient Agencies, specific information shall be included on whether the country is benefiting of BCPR Thematic Trust Fund and if yes, the amounts allocated and the funding gaps need to be specified

## Annex 6: Organogram of Project Management Structure

Provide a project management structure to illustrate the Project's Joint Steering Committee or the Project Board with the members of RUNO(s) and implementing partners as well as relevant stakeholders. The diagram below is just one example provided by PBSO.





Outputs	Key Activities	Timeframe (up to 30 months - 10 quarters)										Responsible RUNO & Party mobilizing inputs	Inputs/Budget by output		
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10				
Output 2.2	2.2.1 Training of school local education officers and school administrators on managing multicultural schools			X	X	X	X	X						MoES Project Coordinator and UNICEF Project Officer	
	2.2.2 Training of teachers and mentors on MLE methodologies			X	X	X	X	X						MoES Project Coordinator and UNICEF Project Officer	
Output 2.3	2.3.1 Piloting of multilingual education in 30 schools and 5 pre-schools				X	X	X	X	X	X				MoES Project Coordinator and UNICEF Project Officer	
	2.3.2 Mentoring support to pilot schools and preschools				X	X	X	X	X	X					
Output 2.4	2.4.1 MLE resource hubs and innovative labs established			X	X	X	X								
	2.4.2 Training of resource hubs and innovative labs staff			X	X	X	X								
Output 2.5	2.5.1 Development of e-learning courses for state and official languages			X	X	X	X								
	2.5.2 Establishment of online forum for teachers and students						X	X	X	X					
	2.5.3 Publication of article on MLE methodologies and practices in periodicals and regional website on MLE						X	X	X	X					
<b>Project Outcome 3</b>	<b><i>Mechanisms in place to foster inter-ethnic and inter-community cooperation and awareness on minority rights</i></b>														
Output 3.1	3.1.1 Development of training modules and materials for free state language courses			X										MoES/State Pedagogical University and UNICEF	
	3.1.2 State language courses for youth					X	X							MoES/State Pedagogical University and UNICEF	
	3.1.3 State language courses for teachers					X	X							MoES/State Pedagogical University and UNICEF	
	3.1.4. State language courses for civil servants/adults							X	X	X					
Output 3.2	3.2.1 Development of communication and advocacy plan	X	X											UNICEF Communication Section	
	3.2.2 Advocacy campaigns at national and regional level			X	X	X	X	X	X	X				UNICEF Communication Section	
	3.2.3 Awareness raising and sensitization meetings at community level			X	X	X	X	X	X	X				UNICEF Communication Section	
	3.2.4. Awareness raising on minority rights					X	X	X	X	X				ROCA staff	
Output 3.3	3.3.1. Prepare a pool of multilingual experts and trainers to promote civic and multicultural competences among youth and adolescents in formal and non-formal settings					X	X	X	X	X				UNICEF Staff	
	3.3.2. Introduce extracurricular multi-lingual modules on youth development into the teacher training and re-training institutions			X						X				MoES and UNICEF staff	



Annex 8: Project Summary (to be submitted as a word document to MPTF-Office for upload at the gateway)



**PEACEBUILDING FUND  
PROJECT SUMMARY**

<b>Project Number &amp; Title:</b>	PBF/ Unity in Diversity	
<b>Recipient UN Organization:</b>	UNICEF, OHCHR ROCA	
<b>Implementing Partner(s):</b>	- The Ministry of Education and Science - The Department on Ethnic, Religious Policy and Cooperation with Civil Society of the President Apparatus	
<b>Location:</b>	Bishkek and Osh cities, Chui, Osh, Jalal-Abad, Naryn, Issyk Kul, Batken provinces	
<b>Approved Project Budget:</b>	\$ 3 376 535	
<b>Duration: 2,5 years</b>	<b>Planned Start Date:</b> 1 January 2014	<b>Planned Completion:</b> 1 July 2016
<b>SC Approval Date: (Actual Dates)</b>		
<b>Project Description:</b>	This project aims to promote multilingualism in the Kyrgyz Republic, to foster an environment enabling broader integration, especially of minorities while promoting protection of their rights. If all ethnic groups of Kyrgyzstan speak the state language while having an opportunity to learn their mother tongues, know more about the different cultures and are aware of the rights of minorities, and participate on equal footing in public life, then the society of Kyrgyzstan will become more inclusive and stable which is essential for ensuring a durable peace.	
<b>PBF Priority Area:</b>	PBF Two: Activities undertaken to build and/or strengthen national capacities to promote coexistence and peaceful resolution of conflict and to carry out peacebuilding activities	
<b>PBF Outcome:</b>	<b>Outcome 3:</b> Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights.	
<b>Key Project Activities:</b>	<ul style="list-style-type: none"> <li>• <i>To improve normative basis allowing schools to implement multilingual education (MLE) models;</i></li> <li>• <i>To agree on and pilot measures for enhanced minority participation in public life;</i></li> <li>• <i>To provide MLE expertise to at least seven educational institutions.</i></li> </ul>	



	<ul style="list-style-type: none"><li>• <i>To establish two innovative labs and five resource hubs in in-service and pre-service teacher training institutions;</i></li><li>• <i>To pilot MLE models in 30 schools and 5 preschools;</i></li><li>• <i>To implement free state language courses for youth, parents and teachers and state officials from various ethnic communities;</i></li><li>• <i>To hold advocacy campaigns on raising awareness on importance of minority rights protection and promotion of respect to diversity;</i></li><li>• <i>To hold trainings on minority rights.</i></li></ul>
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