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 **PBF PROJECT progress report**

**COUNTRY:** Kyrgyzstan

**TYPE OF REPORT: semi-annual, annual OR FINAL: Annual**

**YEAR of report:** 2020

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| **Project Title:** Communities Resilient to Violent Ideologies **Project Number from MPTF-O Gateway: PRF,**00108337 |
| **If funding is disbursed into a national or regional trust fund:** [ ]  Country Trust Fund[ ]  Regional Trust Fund**Name of Recipient Fund:**   | **RUNO, UNICEF** **RUNO, UN Women****RUNO, UNFPA** |
| **Date of first transfer:** 11/01/2018**Project end date:** 10/07/2021 **Is the current project end date within 6 months?**  |
| **Check if the project falls under one or more PBF priority windows:**[ ]  Gender promotion initiative[ ]  Youth promotion initiative[ ]  Transition from UN or regional peacekeeping or special political missions[ ]  Cross-border or regional project |
| **Total PBF approved project budget (by recipient organization):** **Recipient Organization Amount** UNICEF $ 1,358,000UNFPA $ 908,000UN Women $ 335,082  Total: $ 2,601,082 Approximate implementation rate as percentage of total project budget: 73.5%\*ATTACH PROJECT EXCEL BUDGET SHOWING CURRENT APPROXIMATE EXPENDITURE\***Gender-responsive Budgeting:**Indicate dollar amount from the project document to be allocated to activities focussed on gender equality or women’s empowerment: $ 1,824,570.37 Amount expended to date on activities focussed on gender equality or women’s empowerment: $ 997,216.40 |
| **Project Gender Marker:** **Project Risk Marker:** **Project PBF focus area:**  |
| **Report preparation:**Project report prepared by: Gulzhigit Ermatov, UNICEF’s Programme Officer Project report approved by: Lucio Valerio Sarandrea, UNICEF’s Chief Child Protection Did PBF Secretariat review the report:  |

***NOTES FOR COMPLETING THE REPORT:***

* *Avoid acronyms and UN jargon, use general /common language.*
* *Report on what has been achieved in the reporting period, not what the project aims to do.*
* *Be as concrete as possible. Avoid theoretical, vague or conceptual discourse.*
* *Ensure the analysis and project progress assessment is gender and age sensitive.*
* *Please include any COVID-19 related considerations, adjustments and results and respond to section IV.*

**PART 1: OVERALL PROJECT PROGRESS**

Briefly outline the **status of the project** in terms of implementation cycle, including whether preliminary/preparatory activities have been completed (i.e. contracting of partners, staff recruitment, etc.) (1500 character limit):

The project continued it activities on youth inclusion in different manifestations the LSGs by a combining online and offline modes. Illustratively 1000 adolescents attended community campaigns and workshops to analyse issues leading to conflicts and to find solutions. Local self-governments were supported in making their development plans more responsive to youth through trainings and advocacy. COVID restrictions led the project to creating online receptions and youth platform meant to facilitate rapid communication with the LSGs.

The project completed all planned activities on women empowerment. A total of 96 out of 200 women and girls from vulnerable groups who learnt how to run small business, implemented 46 economic, social and peacebuilding initiatives at the community level jointly with LSGs. As a result of project, 33 groups of 200 religious leaders and civic activists participated in 2 trainings, implemented 65 (32 in 2019) action plans promoting diversity and participation involving around 5 000 people (1825 people in 2019).

Additionally, training manuals on non-discrimination, gender expertise, and the methodology for mainstreaming of civic competencies were introduced for secondary schools. The MoES can now routinely train education sector workers both face-to-face and distantly to prevent stereotypical and discriminatory language in the textbooks and to address these practices in classrooms.

The project introduced civic education in 11 madrasahs and 8 vocational schools, worked with religious leaders and civic activists, which are now completed. Teaching guides with video-lessons, mobile app, podcasts and evaluation system were finalized and presented to state partners in the round-table.

Please indicate any significant project-related events anticipated in the next six months, i.e. national dialogues, youth congresses, film screenings, etc. (1000 character limit):

Planning of events are underway as a part of implementation of the following broad engagements:

* Provide of 21-st century skills in non-formal digital platforms including the following:
* Social and emotional skills of self-awareness, self-management, critical thinking, social and emotional resilience, socialization etc: accompanied with
* Technical skills of media literacy and support to youth-led multi-media outputs..
* Essential intro to employability digital skills including on SMM, SEM, Analytics, Content Marketing, etc..
* Support young people’s social innovations to address COVID and post-COVID related challenges to their wellbeing.
* Create a caring environment, promoting peer-to-peer psycho-social support for mental health at the time of COVID

FOR PROJECTS WITHIN SIX MONTHS OF COMPLETION: summarize **the main structural, institutional or societal level change the project has contributed to**. This is not anecdotal evidence or a list of individual outputs, but a description of progress made toward the main purpose of the project. (1500 character limit):

All municipalities have now Programs for Socio Economic Development responsive to youth and child issues, having committed 85 million KGS ($ 1.09 mln) for 2021-2023. For that to happen, 1345 young people were involved in community consultations and advocacy. Over 1000 adolescents attended participatory researches and ideation on local priorities and solutions. Upscaling the youth and child friendly local governance is under way as the government is finalizing the child and youth friendliness contest among 18 towns and cities during 2019-2020 and setting a policy to have the next contest in 2022. Civic activists, religious leaders and local governments demonstrated an exemplary collaboration pattern by organizing mobile groups to prevent child marriage, which has been prevalent in Jalal-Abad.

Gender sensitive teaching was institutionalized as the project supported the Ministry of Education and Science to introduce two online learning modules for education sector employees: (i) non-discrimination, gender expertise and mainstreaming and (ii) civic competency teaching methodology. The MoES has now the modules to support educational workers with teaching capacities on gender equality, civic education, and non-discrimination, and the methodology on non-discrimination and gender expertise of school textbooks against discriminatory and gender stereotypical narratives. This has been a timely peacebuilding response to the concerning release of new textbooks. National partners are committed to upscale civic education guides at national level in other vocational schools (101) and (102) madrasahs, which is another important result gained following an intensive participatory research and piloting with the students and teachers. The project expanded secular education in religious schools which is yet to yield peace dividends challenging to secularism and human rights.

In a few sentences, explain whether the project has had a positive **human impact**. May include anecdotal stories about the project’s positive effect on the people’s lives. Include direct quotes where possible or weblinks to strategic communications pieces. (2000 character limit):

More than 2,500 secondary school students strengthened their understanding on gender equality and social inclusion after 50 education workers piloted the teaching methodology on gender equality and non-discrimination across 30 schools. Tatiana Romanova, civics teacher of schools gymnasium #23 in Bishkek, notes: “*This subject has a great transformative effect on students’ attitudes towards human rights. It helps them to relate discussions in the classroom to the cases of deprivations they witness in daily life, take more critical stance and act upon them. For example, they understand better adversities of forced and early marriages prevalent in their communities. Civic education also prompts these 14-15-year-old young people to explore ways of promoting the rights of children with disabilities*.”

Salokhidin Narmuzaev, 8th grade student from school #66 named after Lenin in Kara-Suu town of Osh Oblast says: “*I used to think that gender equality is about protecting women's health and safety. After attending the lessons, I realized that women and men have equal rights and opportunities; that some of our views are stereotypical, and we can change them by strengthening our knowledge.*”

There are also important examples of change resulting from civic education in madrasahs. One of the course participants reported about the time when he helped his sister and her friends to exercise their right to wear scarf in the school, local major attribute of a religiosity. When teachers disfavored girls wearing scarf and opposed their attendance to school, he helped them to file a complaint to the local authorities who then facilitated their reentering to classes. One of the madrasah teacher states: “These new subject helps students to better understand the way the state and the society functions, what human rights constitutes and how it is defended including those for religion. They understand better that they are equal part of this community have a say and ability to contribute it as responsible citizens”. Some stories and outcomes are documented and attached.

At the time of COVID-emergency and restrictions the project helped women to take a meaningful part in protecting the local population in the pandemic. A total of 36 women and girls sewed and donated 2,000 face masks to their community members, especially to the most vulnerable families. Participation in masks sewing and donation helped Muslima Sobirova, young unemployed single mother from Alla-Anarov municipality of Osh oblast, to expand her community networks and understand better the situation of the vulnerable groups. Her role in COVID response earned her a respect among the community leaders and gave confidence to advocate against women and girls’ discrimination and broadly to address spread of violent ideas. Muslima states: “*Being part of this project gives me confidence to make this community a place where women are respected and treated well, made their voice heard and encouraged to claim their rights to participate*”. For full story about Muslima and the impact of the project in the context of COVID-19 response can be found [here](https://eca.unwomen.org/en/news/stories/2020/8/women-in-kyrgyzstan-gain-skills-and-help-their-communities-reel-from-the-pandemic) .

The project collected 32 success stories across the target group of 200 women and girls from vulnerable groups on their empowerment and participation in local peacebuilding and crisis response processes. These stories are currently compiled and will be reported in the next reporting period.

**PART II: RESULT PROGRESS BY PROJECT OUTCOME**

*Describe overall progress under each Outcome made during the reporting period (for June reports: January-June; for November reports: January-November; for final reports: full project duration). Do not list individual activities. If the project is starting to make/has made a difference at the outcome level, provide specific evidence for the progress (quantitative and qualitative) and explain how it impacts the broader political and peacebuilding context.*

* *“On track” refers to the timely completion of outputs as indicated in the workplan.*
* *“On track with peacebuilding results” refers to higher-level changes in the conflict or peace factors that the project is meant to contribute to. These effects are more likely in mature projects than in newer ones.*

*If your project has more than four outcomes, contact PBSO for template modification.*

**Outcome 1:** Women and men, boys and girls in target communities take a more critical stance on ideologies instigating violence and have a better sense of belonging to their communities and participate in local development and dialogues over PVE

**Rate the current status of the outcome progress:On track**

**Progress summary:** *(3000 character limit)*

The MOES introduced into the state’s teacher’s training programme the two training manuals supported within the project: (i) on non-discrimination, gender expertise and mainstreaming and (ii) on civic competency teaching methodology. These manuals have been endorsed through trainings, sensitizing education sector employees and schoolteachers towards non-discrimination and gender equality principles. A total of 2,507 upper secondary students (1,169 boys and 1,338 girls) enhanced their knowledge on civic competencies of social inclusion, diversity and gender equality from 50 teachers trained by the project.

In support of education workers to facilitate the learning on non-violent culture and civic competencies in secondary schools and to increase public awareness about these matters at school, household and community levels, the project supported the development of 28 learning, media, and educational materials and conducted online information campaign in social media with an outreach of approximately 784,405 views. More specifically, the following materials were produced:

* 10 TV programmes dedicated to 5 key topics on civil competencies, social inclusion, gender equality and non-discrimination (5 in Kyrgyz and 5 in Russian)
* 10 animated videos on gender equality, non-discrimination and tolerance (5 in Kyrgyz and 5 in Russian)
* 8 video lessons on Human and Society subject (4 in Kyrgyz and 4 in Russian)

In total 96 women and girls from vulnerable groups designed and implemented 46 small initiatives together with local authorities. This empowered them to more actively participate in the community meeting and addressing issues at the community level and to speak up for vulnerable people on insecurities and discrimination they face. In addition, 200 women and girls acquired business development skills as they attended business planning, financial literacy and start-up courses and master-classes. The project employed gender action learning tools to help communities addressing gender discriminatory behaviors and structures at different levels.

The number of young people in advocacy campaigns, leading research and consultations as well as attending extracurricular learning totaled 2345 with over 60 % of them being girls. They have proposed 147 solutions developed based on human centered design techniques. This and capacity building of municipality workers and local councils have in effect prompted all target municipalities to adapt 2-3 year development plans with monetary commitment for youth and child wellbeing. Most of those following address traffics safety, violence in schools and communities and GBV.

The project has notable results in building soft skills in 11 madrasahs, 8 vocational schools and 11 communities, contributing to prevention of violent ideologies. According to post-survey 73 % (19) vocational school teachers and 75% (195) students better practice civic competency for preventing violence. 78% of students improved critical thinking skills and respect to diversity. 68,6% (69 out of 101) madrasah students state that teachers support civic competencies with 10,5% increase to April 2020. 439 (230 female) civic activists, religious male and female leaders participated in PVE training, implemented 32 PVE action plans, 104 activities for 1825 people closely with local government and police. 89% (67) of religious leaders and civic activists demonstrated better accepting of tolerance. Creating mobile group of local authorities, police, religious leaders and civic activist for community security and prevention of GBV is an effect of better knowledge and collaboration prompted by the project.

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:**

To support MoES efforts in preparing gender sensitive educational content for the courses and programmes on civic education, 8 video lessons (4 in Kyrgyz and 4 in Russian) were developed for the course “Human and Society” of secondary school education. Through covering subjects from secondary school curriculum, the lessons aim at strengthening students’ competencies and forming values on social inclusion, gender equality and non-discrimination. These video materials have been added to the MoES database of educational resources and video lessons <https://oku.edu.gov.kg/ru/school> and will be used by teachers of the civic education course.

Women targeted in this project were forefront of the response to COVID-19 crisis in their communities. Thus, 36 women who implemented the initiatives in the field of sewing sewed and distributed more than 2000 face masks to their community members and healthcare workers to protect from the spread of COVID-19. Despite the fact that women were greatly affected by COVID-19 and the cases of gender-based violence increased during the pandemic, women reported that local responses to COVID-19 often ignored women special needs and social protection mechanisms failed to adequately meet women’s concerns. Therefore, gender experts worked closely with local authorities to ensure the most marginalized groups have equal access to services and appropriate resources during the crisis.

Majority project participants 70% (66) of surveyed religious leaders and civic activists, 81% (146) of madrasah teachers and students, 78% surveyed students (or 197 respondents: 126 males and 71 females) support gender equality. In Suzak, one of the conservative areas the advocacy by religious leaders resulted in three girls’ entering college after completing a secondary school, instead of being married off. The case of two girls became winners of competition on civic education among 11 pilot madrasah students. All 24 vocational school’s teachers started to organize dialogue with girls and support their initiatives.

**Outcome 2:**

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

**Outcome 3:**

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

**Outcome 4:**

**Rate the current status of the outcome progress:**

**Progress summary:** *(3000 character limit)*

**Indicate any additional analysis on how Gender Equality and Women’s Empowerment and/or Youth Inclusion and Responsiveness has been ensured under this Outcome:** *(1000 character limit)*

**PART III: CROSS-CUTTING ISSUES**

|  |  |
| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)RUNOs continued applying monthly planning instruments and issue-based meetings to coordinate activities. Agencies apply regular monitoring and assurance processes such as programme visits to the field, to meet with the project beneficiaries and stakeholders to discuss the progress in relation to the overall project’s results. The progress was tracked once in a quarter against results frameworks and workplans with the implementing partners. The joint monitoring framework is available with the guidance of the PBF secretariat. It establishes a shared understanding of results, measurement strategies and tools. Developing good practices and success stories help to understand whether the project is on track. As such, 21 success stories of teachers, students and mentors were collected now; Pre and post-tests are the indispensable tools for all knowledge delivery and community engagement activities.Experts from the national government partner organizations and project team conducted monitoring visits and focus group discussions among 75 students and 12 teachers in four pilot madrasahs.RUNOs organized sessions on participatory reporting approaches to project implementing partners. The first session was during preparation to semi-annual report in June and the second for annual reporting in October. These exercises involved reflections on discussing and formulating joint results to be included into the reports. | Do outcome indicators have baselines? Two of three indicators do have baselineHas the project launched perception surveys or other community-based data collection? Yes |
| **Evaluation:** Has an evaluation been conducted during the reporting period?No | Evaluation budget (response required): $40,000 is allocated for evaluation If project will end in next six months, describe the evaluation preparations *(1500 character limit)*: A 6 months non-costs extension with activity readjustment was approved by PBF on September 14th The evaluation will be conducted in the second quarter of 2021 The Terms of reference is being prepared.  |
| **Catalytic effects (financial):** Indicate name of funding agent and amount of additional non-PBF funding support that has been leveraged by the project. No non-PBF funding has occurred during the reporting period | Name of funder: Amount:                                  |
| **Other:** Are there any other issues concerning project implementation that you want to share, including any capacity needs of the recipient organizations? *(1500 character limit)* | The civic education guide for vocational education is approved and set for upscaling by the MoES. The civic education course approved and introduced to madrasahs will continue after the project ends with the supervision of the State Committee on Religious Affairs and the Spiritual Administration of Muslims. The civic education mobile app will remain after the project and can be used to teach this subject among the different audience.As mentioned above, the project has integrated the online courses and related training programme on non-discrimination and gender equality into the regular training programmes of the MOES for teachers.The knowledge that project beneficiaries received during the will be used in further PVE activities, while religious leaders, civic activists collaborate with the local government and police beyond the scope of the project. The “Mother’s school”, mobile groups on security and prevention created in Batken and Jalal-Abad are still functioning regardless some project activities came to an end. |

**PART IV: COVID-19**

*Please respond to these questions if the project underwent any monetary or non-monetary adjustments due to the COVID-19 pandemic.*

1. Monetary adjustments: Please indicate the total amount in USD of adjustments due to COVID-19:

* $ 146,141 (6% of the total received budget and 23 % reduction from the originally planned cost of the output 1.1.) was be reallocated from output 1.1. to 1.2. resulting from shift from formal civics and multilingualism education to non-formal skills building and youth participation component.
* $ 25,420 (0.9 % of the total budget) was reallocated from output 1.1 to output 1.3. with the purpose of expanding small scale initiatives to women and girls from vulnerable groups.

Non-monetary adjustments: Please indicate any adjustments to the project which did not have any financial implications:

* As an immediate response to COVID-19, more than 320 the most vulnerable women within 11 PVE target communities across the country received hygiene kits as humanitarian aid. Hygiene kits include cleansing wipes, reusable face masks, essential hygiene items, liquid soap, sanitizers and detergent. These kits gave women and girls the opportunity to use their limited funds to purchase other vital resources.
* Women targeted in this project were forefront of the response to COVID-19 crisis in their communities. Thus, 36 women who implemented the initiatives in the field of sewing sewed and distributed more than 2000 face masks to their community members and healthcare workers to protect from the spread of COVID-19. Moreover, women conducted information and awareness raising campaigns against the spread of COVID in their communities, actively participated in disinfecting streets, and volunteered in day care centers. Furthermore, in 12 project localities women distributed humanitarian aid and participated in other decision-making initiatives on crisis response.
* All community participatory researches with youth and adolescents in May – July were moved to online mode because of the high infection rate occurring at that time. Youth bootcamp workshops for developing solutions to issues identified in previously were moved from June – July spring time to September – October;
* The stakeholders’ round table on civic education was conducted as online conference together with other implementing partners, where the lessons learned from the project and the results achieved were revealed;

1. Please select all categories which describe the adjustments made to the project (*and include details in general sections of this report*):

☐ Reinforce crisis management capacities and communications

[x]  Ensure inclusive and equitable response and recovery

☐ Strengthen inter-community social cohesion and border management

☐ Counter hate speech and stigmatization and address trauma

☐ Support the SG’s call for a global ceasefire

☐ Other (please describe):

If relevant, please share a COVID-19 success story of this project (*i.e. how adjustments of this project made a difference and contributed to a positive response to the pandemic/prevented tensions or violence related to the pandemic etc.*)

Two stories provided under human stories could be also considered here

**PART IV: INDICATOR BASED PERFORMANCE ASSESSMENT**

*Using the* ***Project Results Framework as per the approved project document or any amendments****- provide an update on the achievement of* ***key indicators*** *at both the outcome and output level in the table below (if your project has more indicators than provided in the table, select the most relevant ones with most relevant progress to highlight). Where it has not been possible to collect data on indicators, state this and provide any explanation.* Provide gender and age disaggregated data. (300 characters max per entry)

|  | **Performance Indicators** | **Indicator Baseline** | **End of project Indicator Target** | **Indicator Milestone** | **Current indicator progress** | **Reasons for Variance/ Delay****(if any)** |
| --- | --- | --- | --- | --- | --- | --- |
| **Outcome 1**Women and men, boys and girls in target communities take a more critical stance on ideologies instigating violence and have a better sense of belonging to their communities and participate in local development and dialogues over PVE | **Indicator 1.1.**Change in youths’ preference on how to address the disparities they face from approaches based on coercion and violence to civic and rights-based approaches | **TBD** | **TBD** |  | Baseline research is under the supervision of the PBF secretariat.  |  |
| **Indicator 1.2.**Number of selected municipalities with budgeted socio-economic development plans targeting causes of recruitment into violent groups | **0** | **8 of 11** |  | On track: Additionally to 100 municipality staff and leaders 126 youth from school self-governments in 11 municpalities aka school government are trained to participate in local planning and budgeting  |  |
| **Indicator 1.3.** Number of opinion leaders, civil society activists and religious leaders in target communities who provide messages alternative to VE | **45** | **278** |  | 200 religious leaders, civic activists and students implement initiatives on PVE, voice and demonstrate tolerance78 women provided messages alternative to VE during the public and budget hearings at the community level across target municipalities  |  |
| Output 1.1 | Indicator 1.1.1Number of adolescents and young people with increased awareness of non-violent culture and civic competencies at secondary level in secular and religious settings following production of materials and training of educators | **TBD** | **TBD** |  | 334 (76%) out of 440 madrasah and vocational school show more tolerance which is 55,9% increase in comparison with 2019 (20,1%).58% (197 out of 340 students) improved their civic competencies, which is 24,3 % increase from 2019. 2,507 school students (1,169 boys and 1,338 girls) are better aware of non-violent culture and civic competencies which is 38% increase from the baseline (43% boys and 35% girls) 10 TV shows dedicated to 5 key topics (5 in Kg and 5 in Ru) viewed 58’148 times in YouTube and Facebook10 animation videos viewed 724’768 times in Facebook, Instagram and YouTube2’104 of views in YouTube, social platforms of 8 video lessons on Human and Society subject (4 in Kg; 4 in Ru):  |  |
| Indicator 1.1.2Proportion of community members with a perception of multilingualism as vehicle for social integration and life opportunity | **TBD** | **TBD** |  | 60 educational workers (40 MoES staff, 26 women, 14 men; 20 teachers from target municipalities, 17 women, 3 men) with skills of delivering competencies in non-discrimination and gender equality..Teachers: 41.7% increaseMoES: 46.2% increase; 50,5% or 142 Students (58% of female students and 45% of male students) which is an 11,7% decrease from the 2019 baseline. |  |
| Output 1.2 | **1.2.1.** Number of local government bodies effectively giving space for youth, adolescents and women to participate in local decision making around development and PVE | **TBD** | **TBD** |  | 126 youth trained on basics of local-self governance run follow up trainings for peers; Youth and Child Friendly local governance initiative is upscaled into 18 urban municipalities |  |
| **1.2.2.** Number of youth, adolescents and women effectively applying new skills to influence decision making at local level | **0** | **TBD** |  | 2345 young people (60 % girls) demonstrate improved skills of research and analysis; 700 show better self-esteem and skills of communication, collaboration while advocating for 174 solutions to community issues  |  |
| Output 1.3 | **1.3.1.** Number of interventions bringing alternative and positive messages to PVE implemented by opinion leaders, civil society activists and religious leaders | **0** | **10** |  | 104 project activities 46 small-scale income generating and social initiatives implemented by women from vulnerable groups | 104 project activities were implemented within 32 action plans by civic activists and religious leaders |
| **1.3.2.** # of social media posts, reposts and referrals of messages alternative to those instigating violence and discrimination | **0** | **TBD** |  | On track: Out of 141 young people reached out online at the time of COVID emergency 65 (77% girls) proposed solutions to issues of mental health, domestic violence |  |
| Output 1.4 | Indicator 1.4.1 |  |  |  |  |  |
| Indicator 1.4.2 |  |  |  |  |  |
| **Outcome 2** | Indicator 2.1 |  |  |  |  |  |
| Indicator 2.2 |  |  |  |  |  |
| Indicator 2.3 |  |  |  |  |  |
| Output 2.1 | Indicator 2.1.1 |  |  |  |  |  |
| Indicator 2.1.2 |  |  |  |  |  |
| Output 2.2 | Indicator 2.2.1 |  |  |  |  |  |
| Indicator 2.2.2 |  |  |  |  |  |
| Output 2.3 | Indicator 2.3.1 |  |  |  |  |  |
| Indicator 2.3.2 |  |  |  |  |  |
| Output 2.4 | Indicator 2.4.1 |  |  |  |  |  |
| Indicator 2.4.2 |  |  |  |  |  |
| **Outcome 3** | Indicator 3.1 |  |  |  |  |  |
| Indicator 3.2 |  |  |  |  |  |
| Indicator 3.3 |  |  |  |  |  |
| Output 3.1 | Indicator 3.1.1 |  |  |  |  |  |
| Indicator 3.1.2 |  |  |  |  |  |
| Output 3.2 | Indicator 3.2.1 |  |  |  |  |  |
| Indicator 3.2.2 |  |  |  |  |  |
| Output 3.3 | Indicator 3.3.1 |  |  |  |  |  |
| Indicator 3.3.2 |  |  |  |  |  |
| Output 3.4 | Indicator 3.4.1 |  |  |  |  |  |
| Indicator 3.4.2 |  |  |  |  |  |
| **Outcome 4** | Indicator 4.1 |  |  |  |  |  |
| Indicator 4.2 |  |  |  |  |  |
| Indicator 4.3 |  |  |  |  |  |
| Output 4.1 | Indicator 4.1.1 |  |  |  |  |  |
| Indicator 4.1.2 |  |  |  |  |  |
| Output 4.2 | Indicator 4.2.1 |  |  |  |  |  |
| Indicator 4.2.2 |  |  |  |  |  |
| Output 4.3 | Indicator 4.3.1 |  |  |  |  |  |
| Indicator 4.3.2 |  |  |  |  |  |
| Output 4.4 | Indicator 4.4.1 |  |  |  |  |  |