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**PBF PROJECT progress report**

**COUNTRY:** Kyrgyzstan

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

**FINAL**

**YEAR of report:** 2021

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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:**  PRF | **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 $ 1,358,000  UNFPA $ 908,000  UN 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: **$1,067,021.55** | |
| **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: Sylvi Hill, 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):

This is a final report and all elements on the implementation cycle have been completed.

Key results achieved, against a backdrop of COVID-19 and major political and administrative changes and constitutional reform, include:

* Under the Youth and Child Friendly Local Governance (YCFLF) Initiative trust andcooperation was built between government and young people. Using UPSHIFT, a social innovation and civic engagement tool, 1,200 young people were empowered through skills building to be involved in local decision making; and local government capacity for participatory governance increased. The President committed to provide national resources to sustain the initiative going forward.
* Gender and non-discrimination experts reviewed secondary school textbooks to remove insensitive and derogatory language against people of certain backgrounds ensuring textbooks are in line with human rights standards. Teachers were capacitated on teaching methodologies to support non-discrimination, gender equality and social inclusion principles. These interventions ensure that discriminatory narratives are challenged and that students’ positive attitudes to diversity and difference are developed.
* 79 unaccompanied children were repatriated from Iraq and reintegrated with family members, using principles of best interests of the child, no prosecution, non-discrimination and confidentiality.
* Strengthened civic education in vocational schools and madrasah’s contributed to young people’s resilience to violent ideologies with 43 per cent of students reporting improved analytical thinking, negotiation and public speaking skills and more tolerance for diversity.

**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):**

No event is being planned as the project has been completed.

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):

1. YCFLG and social innovation UPSHIFT tool strengthened the participation of 1,200 adolescents and young people in 18 cities into local planning and budgeting processes to ensure adolescent and youth issues were addressed. A government and civil society joint assessment committee, chaired by the Vice Prime Minister, determined three winning towns based on performance against an agreed set of indicators on youth participation, safety and security, access to education, health and protection. In 12 cities the local budget for adolescent and young people issues increased by 6% and Government committed to sustaining the initiative. Under YCFLG, youth councils were established under the mayors’ offices. The youth councils raised concerns about social issues, discrimination, domestic violence, PVE and participated in planning, budgeting, implementing and monitoring of municipality priority projects. The action plans for 2021-2023 developed with youth in 16 towns committed 85 million KGS ($1.09 mln) on safety, leisure and access to services.
2. Gender sensitive and non-discriminatory teaching was institutionalized as the project helped the Ministry of Education and Science to bring experts to review and revise secondary school textbooks and trained teachers to follow these principles in their work. It is an important and timely peacebuilding intervention, because the country’s secondary schools have recently seen textbooks containing insensitive and derogatory language against people of certain backgrounds. This review of textbooks is a systemic intervention with long term reach to prevent discriminatory narratives and their adverse impact on students’ attitudes to difference and diversity.

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):

The piloting of the teaching progamme on gender equality and non-discrimination by 50 education workers across 30 schools resulted in better understanding of inclusion and equality among 2,500 secondary school students. Tatiana Romanova, civics teacher of school-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. Civic education also prompts these 14-15-year-old young people to explore ways of promoting the rights of children with disabilities*.”

There are important examples of change resulting from civic education in madrasahs. One of the madrasah students reported about the time when he helped his sister and her friends to exercise their right to wear a headscarf in school. When teachers refused to allow the girls to wear their headscarf and opposed their attendance at school, he helped them to file a complaint to the local authorities who then facilitated their re-entry to classes. One of the madrasah teacher’s stated:

*“This 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”.*

The COVID-19 pandemic impacted on people’s livelihoods as businesses closed and people were made redundant. The project helped women have a meaningful role in protecting the local population. 36 women and girls sewed and donated 20,000 face masks to their most vulnerable community members. Participation in masks sewing and donation helped Muslima Sobirova, young unemployed single mother from Alla-Anarov municipality, to expand her community networks and understand better the situation of vulnerable groups. Her role in COVID response earned her respect among community leaders and gave her the confidence to advocate against women and girls’ discrimination and broadly to address the spread of violent ideas. For the 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) .

**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:** 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 Ministry of Education and Science (MoES) approved the “Non-discrimination and gender expert” review of educational materials. This was enhanced by introduction of two online supplementary modules on (i) non-discrimination, gender expertise and mainstreaming and (ii) civic competency teaching methodology. Over 60 educationalists were trained to review 40 textbooks while developing new texts, teaching and learning materials. 50 trained teachers used the new materials to teach civic education on social inclusion, diversity and gender equality to 2,507 upper secondary students (1169 boys and 1338 girls). Institutionalising non-discrimination and gender responsiveness in school textbooks has broad and powerful peacebuilding effects by strengthening resilience to violent ideologies; important when secondary school textbooks contained insensitive and derogatory language against people of certain backgrounds. Infusing the principles of diversity, respect, gender equality across the school curriculum is a good example of mainstreaming human rights principles and ensuring that all learning reinforces and practices these principles. Post- tests show that 70% of girls and 67 % of boys have knowledge of social inclusion, diversity and gender equality and are able to challenge adverse social norms and stereotypes.

The civic education learning materials for religious schools and vocation education were developed following a participatory needs assessment with over 400 young people, which helped with credibility and ownership. The civic education course, consisting of teachers’ guides and e-student’s workbooks, was piloted by 65 teachers with 460 students in both settings and then used in 8 vocational schools and 11 madrasahs. A mobile app and video courses were created in partnership with religious organizations and civil society organisations (CSOs), providing valuable supplements to the course. National partners are committed to upscale civic education guides to 101 more vocational schools and 102 madrasahs. Integration of civic education and social skill training into the regular curriculum of vocational schools and madrasahs is an important peacebuilding output, resulting in improved critical thinking skills, increased confidence and a sense of feeling valued in the community thereby increasing participation.

The government-run YCFLG contest has prompted 16 towns to develop child and youth friendly plans and commit funds. As part of the process 2,560 young people were involved in community consultations and advocacy and 1,600 adolescents attended participatory research and discussions on local priorities and solutions. 270 girls from vulnerable communities gained IT skills and developed digital solutions addressing issues of environmental degradation, sexual and reproductive health, GBV and employability.  Civic activists, religious leaders and local governments collaborated to address child marriage. This is an important peacebuilding effect as there have been few examples before where religious leaders act for human rights in collaboration with others. The project has introduced routine communication between the local secular women committee, and ustazas - female religious leaders - which is an important step to break stereotypes and isolation.

**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” in secondary school. Through covering subjects from the secondary school curriculum, the lessons aim to strengthen students’ competencies and develop 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 in all schools.

Women targeted in this project were at the forefront of the response to COVID-19 in their communities. 36 women who implemented COVID safety initiatives sewed and distributed more than 2000 face masks to their community members and healthcare workers to protect them from the spread of COVID-19.

Despite the fact that women were greatly affected by COVID-19 and cases of gender-based violence appeared to increase, women reported that local responses to COVID-19 often ignored women specific 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. Gender experts supported the active participation of vulnerable women and girls during budget and public hearings and community meetings, providing them the space to voice their concerns, including on domestic violence, early marriage, hate speech, discrimination, limited opportunities for women, drop out of girls especially from ethnic groups from education system and growing female radicalization. As a result local authorities ensured their local development plans were gender sensitive and socially inclusive. The potential of trained women was widely used by authorities in COVID awareness raising campaigns, marches against discrimination on peace days and during 16 days campaign against gender based violence.

According to a project post-activity survey, 70% of religious leaders and civic activists, 81% of madrasah teachers and students and 78% of school students support gender equality. In Suzak, a highly conservative area, advocacy conducted by religious leaders resulted in three girls’ entering college after completing secondary school, instead of being married off. Two girls won a civic education competition among 11 pilot madrasah students. All 24 vocational school’s teachers started to organize dialogues with girls and support their initiatives. Out of 120 trained women and girls, three women became deputies of local councils[[1]](#footnote-2).

**PART III: CROSS-CUTTING ISSUES**

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| --- | --- |
| **Monitoring:** Please list monitoring activities undertaken in the reporting period (1000 character limit)  RUNOs used planning instruments and issue-based meetings to coordinate activities. Agencies conducted regular field monitoring and assurance processes to meet with the project beneficiaries and stakeholders to discuss the progress in relation to the overall project’s results. Progress was tracked quarterly against the results framework and workplans with the implementing partners. The joint monitoring framework establishes a shared understanding of results, measurement strategies and tools.  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 2020 and the second for annual reporting in October 2020. These exercises involved reflections on discussion and formulation of joint results to be included into the reports.Biweekly coordination meetings were conducted with implementing partner NGOs, predominantly online, in order to track progress and to timely address emerging issues. | Do outcome indicators have baselines? Two of three indicators have baselines  Has the project launched perception surveys or other community-based data collection? Yes |
| **Evaluation:** Has an evaluation been conducted during the reporting period?  It is in progress | 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 no-cost extension with activity readjustment was approved by PBF on September 14th 2020 to ensure the evaluation can be conducted.  The evaluation is currently underway with one international and two local consultants. The evaluation is steered by the Evaluation Management Group and the Evaluation Reference groups with specific terms of references cleared by PBSO. The Evaluation team has submitted the Inception Report and the filed data collection is pending the approval thereof. |
| **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)* |  |

**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:

* As an immediate response to COVID-19, more than 320 of the most vulnerable women within 11 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 to address COVID in the amount of 4,684 USD
* Women targeted in this project were at the forefront of the response to COVID-19 in their communities. 36 women sewed and distributed for more than 20.000 face masks to their community members and healthcare workers to protect from the spread of COVID-19 in the amount of 9,552 USD
* Capacity building of young people for non-formal education and community participation targeted a higher proportion of girls and young women during the final six months of the project (an additional 270 girls were trained in IT at a cost of $36,711). This was a decision made in view of the disproportionate adverse effect COVID-19 had on women and girls, particularly in terms of gender-based violence and social exclusion.

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

* The programme provided online digital skills training courses which due to being online also benefitted an additional 200 vulnerable women and girls to improve employability and participation of girls for the period of the project’s extension.
* 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.

Women trained in leadership, human rights, financial literacy, GALS, gender equality and tolerance assisted local authorities in identifying women and girls who were in need of support and redirected them to psychologists.

Gender expert running shelters and crisis centres in the South provided psychological and legal counselling free of charge to vulnerable women. Due to their networks with stakeholders and the business community they were able to mobilise resources to provide mobile units and food packages for project participants.

* All community participatory research with youth and adolescents that were planned for May – July 2020 were moved to online mode because of the high infection rate occurring at that time. Youth workshops to develop solutions to identified issues were moved from June – July to September – October 2020;
* A stakeholders’ round table on civic education was conducted as an online conference rather than a face to face engagement 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

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:

Please find below links to human interests stories that illustrate the achievements under the project:

[Trainings in Kyrgyzstan boost women's employment and opportunities | UN Women – Europe and Central Asia](https://eca.unwomen.org/en/news/stories/2021/07/nuraim-kalilova)

[TV and video lessons sharpen students’ civic competencies in Kyrgyzstan | UN Women – Europe and Central Asia](https://eca.unwomen.org/en/news/stories/2021/06/tv-and-video-lessons-sharpen-students-civic-competencies-in-kyrgyzstan)

**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** |  | The information on the progress against this indicator will be provided by the ongoing project evaluation which is also in lieu of the end line study, in agreement with PBF |  |
| **Indicator 1.2.**  Number of selected municipalities with budgeted socio-economic development plans targeting causes of recruitment into violent groups | **0** | **8 of 11** |  | 16 out of 18 target municipalities have plans developed inclusive of diverse young people and addressing their wellbeing | The numbers described in the indicator progress are inclusive of the urban municipalities that participated in the national youth and child friendliness contest, and which were not in the initial target of the project. |
| **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 and demonstrate tolerance  78 women provided messages on alternatives to VE during public and budget hearings at the community level across target municipalities |  |
| Output 1.1 | Indicator 1.1.1  Number 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** |  | 76% (334 / 440) madrasah and vocational schools show more tolerance, in comparison to 2019 where it was 20,1% (a 278% increase).  58% (197/340) students improved their civic competencies, which is 24,3 % increase from 2019.  Average 38% (43% boys and 35% girls) increase of awareness of non-violent culture and civic competencies amongst 2,507 school students (1,169 boys and 1,338 girls).  10 TV shows dedicated to key topics on promoting tolerance, non discrimination, gender equality values (5 in Kyrgyz and 5 in Russian) were viewed 58, 148 times in YouTube and Facebook.  10 animation videos viewed 724, 768 times in Facebook, Instagram and YouTube  2,104 of views in YouTube, social platforms of 8 video lessons on Human and Society subject (4 in Kyrgyz; 4 in Russian): |  |
| Indicator 1.1.2  Proportion 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) have improved skills in non-discrimination and gender equality teaching. |  |
| 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** |  | 16 towns have established youth councils which support the municipality in participatory yearly planning  All 11 target municipalities plan their policies and activities targeting youth, together with youth and vulnerable women. |  |
| **1.2.2.** Number of youth, adolescents and women effectively applying new skills to influence decision making at local level | **0** | **TBD** |  | 3,545 young people (60% girls) demonstrate improved skills in research and analysis;  1,100 (60% girls) of those show improved self-esteem and communication and collaboration skills of through advocating for 238 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** |  | 65 (77% girls) out of 141 young people reached online during COVID proposed solutions to issues of mental health and domestic violence |  |

1. More information can be found here [«Дома – келинка, на работе – руководительница, в селе – депутатка». Зачем араванские женщины идут в местные кенеши - KLOOP.KG - Новости Кыргызстана](https://kloop.kg/blog/2021/07/31/doma-kelinka-na-rabote-rukovoditelnitsa-v-sele-deputatka-zachem-aravanskie-zhenshhiny-idut-v-mestnye-keneshi/) [↑](#footnote-ref-2)