



United Nations Peacebuilding Support Office (PBSO) / Peacebuilding Fund (PBF)

PROJECT DOCUMENT COVER SHEET

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Project Title: Building a Constituency for Peace | Recipient UN Organization: UN Women |
| Project Contact: Mr. Gerald Gunther Address: UN Women Country Office, Ul. Moskovskaya 143, 720040 Bishkek, Kyrgyz Republic Telephone: +996 770 458 417 E-mail: gerald.gunther@unwomen.org | Implementing Partner(s): - Rural Advisory Service Jalalabad (RAS) - Foundation of Tolerance International (FTI) The practice of UN Women is to select all IPs on a competitive basis |
| Project Number: (To be completed by UNDP MPTF Office) | Project Location: 6 provinces, 10 districts and 23 municipalities/towns of the Kyrgyz Republic |
| Project Description: The project engages state and non-state actors towards building values, modifying behavior, and using available systems and laws to the end of creating a safe and peaceful environment for women and men, facilitating livelihoods and good citizen skills, and their application for productive civic and economic purposes with a focus on young people, who are protected by duty bearers. Increased effectiveness of local self-governance and citizens' trust in institutions will result in fewer conflicts and improved rule of law. | Total Project Cost: USD 1,653,130 Peacebuilding Fund: USD 1,602,130 Government Input: N/A Other: UN Women contribution USD 51,000 plus parallel funding from other projects |
| | Project Start Date and Duration: 1 January 2014 for a duration of 30 months |
| Gender Marker Score¹: 2 | |
| PBF Outcomes²: 2, 5, 6, 7, 9, 10, 11 | |
| Project Outputs and Key Activities: By engaging youth in activities that build life- and livelihood skills, by sensitizing law enforcement and justice sector personnel to human rights in particular of young men and women, and by building understanding between local self-government institutions and religious leaders, a higher level of respect and enhancement of rights between various stakeholders will support the rule of law. This ultimately will lead to an enabling environment where scarce human, financial and natural resources can be effectively exploited to the benefit of the individual, the community and the nation, this promoting prosperity and rule of law. Divisions segregating society into various groups can thus be overcome. The project works towards promoting gender equality by involving women, especially young women, in all aspects of public life and economic activity, and by building support systems to ensure their rights. The project focuses on bridging ethnic divisions by promoting equal opportunity regardless of ethnic origin, by facilitating side-by-side learning of life- and livelihood skills and by actively building knowledge of how to be a good citizen based on respecting diversity. The project prepares students age 15 to make a good living from the family land plot. At the same time they are introduced to how the market economy works and see a future for themselves in a stable state. Secondary school students develop life-skills that enable them to secure their and their peers rights and to actively participate in community affairs and to help solve problems affecting their schools and communities. Diverse stakeholders in municipalities are brought together to jointly understand and address problems and conflicts affecting their community. Young women are protected from radicalization by being more informed about their rights and trained to avail themselves of opportunities in community life and pursuing farm level entrepreneurship. | |

¹/ The PBSO monitors the inclusion of women and girls in all PBF projects in line with SC Resolutions 1325 and following SCRs.

²/ PBF specific outcome areas: 1 Security Sector Reform; 2 Rule of Law; 3 (DDR); 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)

(for PRF-funded projects)

Co-chairs of the Joint Steering Committee

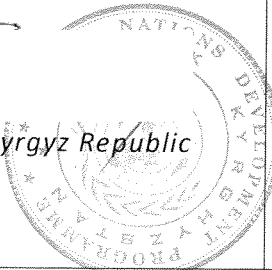


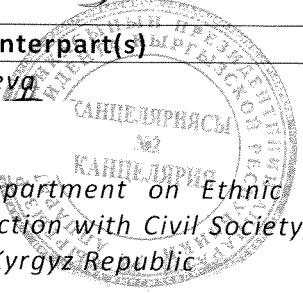
| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Mr. Alexander Avnessov <i>UN Resident Coordinator, Kyrgyz Republic</i> <i>11.12.2013</i></p>  | <p>Mr. Daniyar Narynbaev <i>Head of Office of the President of the Kyrgyz Republic</i> <i>12.12.2013</i></p>  |
| <p>Recipient UN Organization(s) <i>Ms. Sabine Machl</i> <i>UN Women Representative</i> <i>10.12.2013</i></p>  | <p>Government Counterpart(s) <i>Ms. Mira Karybaeva</i> <i>Head of the Department on Ethnic and Religious Policy and Interaction with Civil Society, Office of the President of the Kyrgyz Republic</i></p>  |

Table of Contents

- 1. Background**
 - 1.1. Key Challenges and Critical Peacebuilding Needs
 - 1.2. Donor Mapping and Gap Analysis
- 2. Project Concept and Theory of Change**
 - 2.1. Relevance to Peacebuilding
 - 2.2. Catalytic Effects
 - 2.3. Theory of Change
- 3. Implementation Strategy**
 - 3.1. Target Groups
 - 3.2. Geographic Locations
 - 3.3. Implementation Approaches
 - 3.4. Sustainability, Exit Strategy and Replicability
 - 3.5. Cost Efficiency
 - 3.6. Risk Management
 - 3.7. Results Framework and M&E Systems
- 4. Management Arrangement and Partnership**
 - 4.1. Implementation Capacity and Comparative Advantage
 - 4.2. Effective Partnerships
 - 4.3. Management and Coordination Arrangements
 - 4.4. Administrative Arrangements

ANNEXES

- Annex 1: Donor Mapping and Gap Analysis
- Annex 2: Project Budget Tables
- Annex 3: Results Framework
- Annex 4: M&E Plan
- Annex 5: Capacity Mapping of Recipient UN Organization(s)
- Annex 6: Organigram of Project Management Structure
- Annex 7: Preliminary Work Plan
- Annex 8: Project Summary

Background

1.1. Key Challenges and Critical Peace-building Needs

Impunity and the rule of the powerful and well-connected has led to a steady decline in public safety since the 1990s. The **increasing insecurity**, especially of **young women**, and generally **weakened trust by citizens in the state**, its institutions and representatives constitutes a key challenge. Due to public perception of an **absence of a rules based public life** and a notion that fair play pays, there is a natural tendency to maximize short-term interests. Such zero-sum game triggers conflict through unregulated competition, ultimately leading to **anarchy³ in an environment of weak governance and weak state control**. In this proposal UN Women will sensitize and capacitate local self-government and law enforcement structures to their responsibilities under UN Security Resolutions on Women, Peace and Security and the Kyrgyzstan NAP on UNSCR 1325.

The public can largely be divided into three 'generations': the Soviet generation which received all education and some working experience during the Soviet era (age late forties and up); the transition generation which received only some of their schooling during the Soviet era (in their thirties and early forties); and the post-Soviet generation of an age below 30 years which makes up well over half of the population. While the first generation has seen both positive and negative changes in state and society and can relate to the benefits of public order until the 1990s, the second generation by and large has experienced only a steady decline in their economic and social standing and could not properly prepare the third group for adulthood, a deficit that the **education system**, especially one drawing on Soviet era investment, cannot remedy. This generation experienced constant political crisis; the rapid change from a multicultural society into a predominantly Kyrgyz one due to the exodus of ethnic Russians, Germans, Koreans and others who had filled particular functions in industry, as well as ethnic Uzbeks to Uzbekistan primarily in the 1990s, contributed to a move away from the initial state ideology of Kyrgyzstan as a '*common home for all peoples*', and contributed to rapid economic decline resulting in pronounced inequalities and social tensions among those remaining.

³/ Regular unopposed violence of 'obon' women - troublemakers for hire, feted hostage taking of public officials, etc. is a clear sign of this.

The overall **human insecurity** affecting large portions of society, putting them at the mercy of **rising food prices**, as four in ten persons **eke out as living on the margins of survival**. This combined with **hopelessness** both resulting in and being deepened by migration compelled by lack of decent work, which undermines families and communities further leading to further **societal decline** must be tackled without delay to prevent Kyrgyzstan as a democratic and unitary nation moving beyond the point of no return. Rising nationalist sentiment also rallies around the premise of **gender equality being incompatible with Kyrgyz culture**. Should this view gain wider currency, the countries' ability to address socio-economic challenges will be further weakened as reactionary forces gain strength. UN Women will help address some of these challenges, as is outlined below using a gender lens to assess how men and women will be affected differently by project interventions, conducting gender analysis where sex disaggregated data and gender-sensitive information is collected. **Interventions proposed will help facilitate the advancement of women towards increased influence and agency in relation to women's increased participation, ability to make decisions, enhanced bargaining power and control over household and local resources and financial independence.**

From an assumption that **lack of (economic) opportunities and disenfranchisement lies at the heart of discontent, divisions and a general opposition to the rule of law resulting in impunity**, this constituting negative peace, the **project aims at capacitating youth, aged just prior to legal maturity to establish their own economic and social futures in their home communities, rather than migrate or become engaged in extremism or criminal activity locally.** The intervention further will ensure that **formal and informal local government institutions will be capacitated towards discharging their duties more effectively, specifically in regards to acting in favour of securing the human and other rights of young persons by attending to violations in accordance with the law, this contributing to peace and stability.**

Despite its predominantly young population Kyrgyzstan is not prepared to avail itself of such demographic dividend. In the absence of a quality education system featuring post-secondary education aimed at market demand, and lacking the rule of law and good government that rewards true entrepreneurship and limits business costs related to graft, the young generation cannot earn a living wage to sustain itself and to fund social security systems to pay for retirement in an environment of family disintegration. Despite the crucial role that women and youth play in conflict and potentially in conflict resolution and reconstruction, women and youth and their empowerment for peace-building has not received the policy attention and external investment that is required to put the country onto a different footing.

The project engages with state and non-state actors towards building values, modifying behavior, and using available systems and laws to the end of creating a safe and peaceful environment, facilitating the building of livelihood and good citizen skills, and their application for productive civic and economic purposes with a focus on adolescents, who are protected by duty bearers. The effectiveness of local self-governance will increase, as will citizens' trust in self-government institutions, both leading to a reduction in conflicts and improved rule of law.

1.2. Donor Mapping and Gap Analysis

This project focuses on 10 target districts, 23 municipalities and towns within these districts, and on 30 secondary schools within. It involves the security sector at district level, as well as local administrations including local councils and community level religious and traditional gatekeepers, as well as students and school authorities. The integrated package of interventions that informs the Theory of Change is not implemented anywhere in Kyrgyzstan. Some of the interventions proposed, however, draw on activities that have proven successful or have already been prepared for implementation. The project addresses issues of Gender Equality and contributes to Kyrgyz Republic NAP1325 Outputs 3.1 on zero-tolerance toward VAWG, and 5.2 on readiness of response for protection of women and girls in conflict.

The component on *My Prosperous Farm* (MPF) draws on a course, including a text book for students and teachers, first piloted in 2007 by the German Development Cooperation and has seen small-scale repeat intervention in 2010, 2011 and 2013 that - as reported by RAS - is popular and has achieved good results. In this project MPF (the course as well as the text book for students and teachers) would be revamped, engendered, updated, and translated into Uzbek and Russian to also **benefit minorities** and schools under the *Unity in Diversity* project in the project area.

The component *My Safe and Peaceful School* (MSPS) draws on material that is presently being prepared by UN Women in Kyrgyz, Russian and Uzbek under support from the EU on empowering young boys and girls at school to the end of protecting the rights of young women and to building a basis for changing the next generations gender relations towards increased equality. While there are a number of youth initiatives funded by donors through youth centers and at school, such as the IFES supported 'democratic citizenship' curriculum, none of them focus on the contents of MSPS.

The output on sensitizing and capacitating at municipality level, law enforcement, justice sector and other state body personnel ('duty bearers') as well as religious officials regarding their respective duties to uphold the law and on the human - including religious - rights of citizens and citizen's duties, is not related to any present or past donor financed activity. UNFPA has engaged with religious leaders in relation to their reproductive health and GBV-focused mandate, and USAID in 2007/8 funded ABA working with youth on street law in madrassas. Search for Common Ground under

funding from the UK is now commencing a project on improving the credibility of mainstream religious leaders. UN Women has agreed to share information with them. No actor, however, has jointly engaged local self-government and community level religious activists on human and religious rights in order to have them team up towards protecting human rights of women and girls and jointly work for stability and peace. No known intervention has focused on state and religious officials jointly drawing away support from extremism and to ensuring security and the rule of law.

Project Concept and Theory of Change

2.1 Relevance to Peace-building

Youth have often been missed out in programming by various development actors; efforts aimed at youth have focused on an 'elite' that is at least fluent in Russian and at best speaks English well. This group has been offered thousands of undergraduate and postgraduate scholarships in key bilateral donor countries over the years. These youth often do not return to Kyrgyzstan, or they are recruited by the international community rather than private sector or government after their return with few having become outspoken advocates for democratic change and good government back in Kyrgyzstan as was the intention of sponsoring governments. Given their usual privileged backgrounds, they neither easily connect with their peers nor are they held in respect by them.

Scholarship offered by Russia and other CIS countries to well-performing or well-connected youth have focused on usable technical and professional skills and have not had a societal change agenda; skilled graduates who return to Kyrgyzstan are thus more likely to find employment in the private or state sector, this constituting success.

The average youth has, however, been neglected and only been involved at the margins of key donor efforts. Despite twenty years of democratization programming, a survey by *Saferworld*⁴ has found that youth surveyed in various regions of Kyrgyzstan have a decidedly negative view of 'democracy' associating democracy with abuse of authority, embezzlement and corruption, discord and impunity. In some rural areas of Kyrgyzstan, young people are not considered mature enough to make a contribution. In addition, the participation of young women in any form of government was seen as culturally unacceptable, particularly in rural areas. The report, based on extensive interviews, paints youth in various Central Asian countries as nationalistic rather than patriotic, and as often xenophobic.

Given the huge potential the large section of under-skilled, un- and underemployed (male) youth holds for causing instability or being used as instruments to foster discord, as is borne out by regular incidents perpetrated by young hired guns, and also by nationalist elements such as young Kyrgyz men that came to Osh city in June 2010 from neglected regions to 'protect' the interests of the Kyrgyz in the local conflict there holds, it is high time to address the root cause of a bored, disenchanting, group of young men, susceptible to nationalism, criminal gangs, and religious extremism. This holds also true for young women at risk of extremist religious indoctrination.

Often times men see only labour migration as a coping strategy and many young women resign themselves to being married, not always with full consent, at an early age and thereafter focus solely on birthing children without a likely future. In fact, labour migration to Russia has seen the creation of a male Kyrgyz nationalistic movement which takes pride in manifesting its 'patriotism' by abusing Kyrgyz women migrants who avail themselves of the opportunities for personal development and decision-making away from traditional family constraints and thereby change gender relations away from male domination - which is violently opposed by some men. A decaying social order also sees frequent domestic violence, often committed by men who themselves enjoy few rights, may be abused in migration and live without hope.

UN Women proposes to address the above-referred to problem in two ways: by **building an understanding of the rights and duties of adolescents as citizens of Kyrgyzstan**; as well as by **engaging adolescents in learning activities aimed at providing a basis for livelihoods utilizing existing scarce natural resources. By inculcating both life- and livelihoods skills in youth, including those from marginal, forgotten and remote municipalities, a sense of pride and belief in ones abilities to 'make' it is to be fostered.** Naturally, to bring this theory of change to fruition there needs to be an enabling environment facilitating youth taking action to defining their futures. Given an often disempowering discourse at household level which includes parents discouraging children from participating in activities that do not pay them, the involvement of school authorities and teachers in activities aimed at students is key, as is the involvement of local self-government, as well as community level stakeholders including courts of elders, religious leaders, respected individuals and the militia. In order to avoid confrontation between empowered youth and authoritarian elements, it is important that all stakeholders are sensitized to the rights of citizens (as well as their duties!), and the obligation of local duty bearers and service providers to protect, ensure and help realize these rights.

⁴ / 'Nobody has ever asked about young people's opinions - Young people's perspectives on identity, exclusion and the prospects for a peaceful future in Central Asia', March 2012, ISBN: 978-1-904833-79-6

Therefore the project is built around the priorities identified in the PPP, realizing commitments by the PBSO in regards to spending significant budget towards ensuring gender equality, this by focusing on the empowerment of young women and men, girls and boys to voice needs and aspirations, and actively participate in economic and public life.

Addressing impunity and promoting the rule of law: the premise of the project is that by engaging youth in meaningful activities that build life- and livelihood skills, by sensitizing law enforcement and justice sector personnel to human rights in particular of young men and women, and by building understanding between state and religious leaders, a higher level of respect between various stakeholders will support the rule of law and ultimately lead to an enabling environment where scarce human, financial and natural resources can be effectively exploited to the benefit of the individual, the community and the nation, this also promoting prosperity and rule of law.

Contributing to state building and promoting equalities: by addressing gender, ethnic, income, and other divisions the segregation of society into various groups can be overcome. The project works on gender relations by involving women, especially young women, in all aspects of public life and economic activity, and by building support systems to ensure their rights. The project focuses on bridging ethnic divisions by promoting equal opportunity regardless of ethnic origin, by facilitating side-by-side learning of life- and livelihood skills and by actively building knowledge of how to be a good citizen based on respecting diversity. Secondary schools targeted are potentially great 'equalizers' in the sense that in the project area everyone is attending the same school, regardless of gender or economic background. In multi-ethnic communities, the focus will be on working in multi-lingual and multi-ethnic schools. The simultaneous engagement of local self-government bodies will buttress this work.

The project will help address the lack of respect for the law, and the resultant lack of accountability and impunity.⁵ It will support local structures, enhancing (self) governance and help lay the foundations for informed state control. By building capacities for human security and facilitating the building of trust between diverse communities and disconnected stakeholders, positive buy in of citizens and duty bearers towards building a more just, fair and law-based society takes place, facilitating stability and peace. **The project contributes directly to the 'Concept of Strengthening Unity of People and Inter-ethnic Relations'** that aims at sustaining peace through promotion of diversity and multicultural and multilingual education and citizenship; to aspects of the **National Sustainable Development Strategy (2012-2017)** which puts the individual at the centre of development and promotes functional obligations of the state as a duty bearer and provider of key services such as education, healthcare, security and basic infrastructure; the **Strategy on Gender Equality (2012-2020) and its ensuing NAP**; and the **NAP 1325** providing the government vision on coherent and coordinated action of the state as duty bearer towards protecting the rights of women in case of conflict and crisis.

2.2. Catalytic Effects

Key conflict drivers that will be addressed include:

- discrimination and exclusion due to *inter alia* ethnicity, gender, religious beliefs, language;
- lack of opportunities to build knowledge and engage in gainful livelihoods' pursuit;
- poverty and increasing social and economic inequalities;
- religious fundamentalism and nationalistic extremism;
- impunity due to lack of rule of law;
- a lopsided understanding among duty bearers and rights holders where in reality the latter serves the former in a personal capacity, rather than the state serving the people and the people obeying the law;
- scarce natural resources (water, land) under contention and in competition;
- ineffective service delivery and natural resource administration capacity of local self-government.

At project conclusion individuals and communities in targeted municipalities realize that progress flows from unity in action, and peace from tolerance of diversity. It is understood that sustainability requires increased gender equality, harnessing the full potential of the entire population for socio-economic development.

Communities will seek to fairly exploit effectively what is in scarce supply (water, land) by having built the necessary knowledge/skills and accessing the required inputs. By each contributing to the common good as is individually possible, all will gain more than what they have contributed and society can progress. By respecting diversity and sharing in one another's vicissitudes of life, a stronger and more emphatic community emerges that protects the rights of its members against threats from within and from outside while contributing to the overall stability of the state by using its mechanisms with responsibility. A focus on building national ownership will capacitate local stakeholders in a way that enables the project to become catalytic and results to be sustained beyond project closure.

⁵/ The contextual analysis of the PPP relates to the themes 'values', 'structures' and 'behaviour'.

The project, by building a stake of the individual in progress and the rule of law is designed to be of intrinsic value to PRF funded and other interventions of UN AFP across a range of thematic areas, from enhanced governance to religious leader engagement and unity in diversity. The project will closely align with other projects under the PRF. By a coordinated approach the chances for impacting the local situation and contributing to the outcomes of the PRF are maximized. The potential for achieving catalytic effects for the project go hand in hand with how the project's activities can be sustained: project interventions will be followed-up periodically with progress being documented and remedial action planned and taken in response. Such learning will be documented and shared with local self-government bodies.

2.3. Theory of Change

If communities engage in joint action towards improving their situation and the livelihoods of their members while being supported by local formal and informal institutions that are convened by local self-government integrating the community and providing for equal access to opportunities, *then* threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions. What unites the community has become more important than what differentiates one citizen from another. Youth avail themselves of the option to stay and engage in their community rather than migrate, based on newly acquired skills to effectively use available land resources in the context of enhanced personal security of young women and men, also in conflict prone (border) areas and across conflict divides, this consolidating peace by creating a stake of individuals and communities in the rule of law and increased loyalty to the state that provides for security and an environment where young people can gain value from deploying skills.

The project targets young women and men, religious leaders and persons at risk of religious extremism and criminalization as well as local self-government and law enforcement personnel. It involves various ethnic minorities and specifically focuses on engaging young women, in particular those at risk of religious indoctrination, and young boys at risk from criminal networks that recruit them into racketeering schemes at secondary school. Youth are to be re-oriented towards positive community level activities and engaged into economic pursuit, having knowledge and experiences that gradually change gender stereotypes, rebuilding families and communities as anchors for peace.

Project components integrate towards the end of offering a viable solution for youth to actively participate in building a peaceful and harmonious society while securing their livelihoods, thus reducing the appeal of radicalization and of copying strategies based on joining the shadow economy as a first step of criminalisation. As research has shown, radicalization takes place between the ages of 12 and 20, when personalities and values are shaped. An inability to discuss critical questions within family, school or community can leave a vacuum that risks being filled with radical narratives. Human rights violations can fuel radicalization as can top-down and non-participatory instruction at school or in the family that establishes the notion of an absolute truth not to be challenged. A sense of tolerance and pluralism must be instilled early on, countering such truths.⁶

The sensitization of local self-government, municipality-level law enforcement and community gatekeepers to human - including religious - rights, gender equality and needs of young people; the empowerment of youth, especially young women to understand and advocate for their rights; combined with the building of skills towards ensuring livelihoods in agriculture in the absence of other opportunities; and the capacitation of security sector personnel and religious leaders to differentiate peaceful from unlawful religious pursuit and protect the rights of citizens regarding the former while effectively applying the law to combat the latter is to ensure space for individuals and communities to develop, this resulting in positive civic activity and enterprise in a secure environment that fosters peace. As extremism often puts women second to men an understanding among women of their rights constitutes a barrier to manipulation.

A process of building stability by consolidating loyalties of disenfranchised youth to the state and to the rule of law will be initiated, as only a functioning state underwriting the rule of law will guarantee human and economic rights and safeguard economic prosperity. **Once secure livelihoods are achieved, such livelihoods are threatened by instability and extremism. This in turn makes people advocate for due process and work for stability, this causing change.** In order to also address issues of ethnic division and of especially vulnerable youths, the project will include schools under the *Unity in Diversity* project in the project area where courses will be provided in both Kyrgyz and the second language, as well as in orphanages in the project area to prepare kids close to graduation in life- and livelihood skills, enhancing the likelihood that they can avoid being indoctrinated by and abused by criminal or fundamentalist elements.

The project posits that in order to effect behavior and societal change and achieve results, the issue of religion needs to be attended to. Religion has been viewed as a contentious issue and has traditionally been avoided in many other project interventions aimed at youth in particular and communities in general. The reasons for not sidelining religion are linked to its potential to divide populations into believers and non-believers - people to speak the truth to and unbelievers to whom lying and cheating is acceptable. From a situation during the Soviet era where religion was

⁶/ *The Role and Empowerment of Women in Countering Violent Extremism and Radicalisation that Lead to Terrorism, OSCE 2012*

tolerated in a low-key personal way, the situation has evolved into one where freedom has resulted in the importation of various faith or strands of faith - Islamic, Christian, and other - that are often unconnected to the local culture built over centuries, and sometimes divisive and targeting the easily abused. Kyrgyzstan has also seen instances of religion being instrumentalised by criminal groups. There is potential for religion to play a positive role in providing moral guidance to the individual, spiritual security to communities and a contribution to culture, the arts and public discourse.

The state sometimes seeing religion as a challenge to its authority, has at times responded in ways driving religion and religious activities underground, thereby fostering radicalization which increasingly is aimed by its proponents at women as 'easy' targets and difficult to deal with by law enforcement. In order to change the situation the state will need to redefine its 'neutrality' in relation to state and religion being separate without affecting this separation. A more open approach to the state interacting with religious leaders as members of a legitimate civil society to be consulted and partnered with will help build bridges that can prevent conflict but also transform conflict when it happens: religious leaders loyal to the Constitution have similar interest as state officials in protecting public order - and ensuring human rights including that of non-violent and constitutional expression of religion. By presenting the state to followers and leaders of religion as a guarantor of peaceful religious pursuit for one, believers loyal to the state will feel no reason to move underground, and secondly, those individuals with grievances against the state will feel less compulsion to join extremism. Extremisms can thus be dealt with according to the law at no risk of public outcry. Where violence is a reality, discounting the religious dimension or resisting engagement with religious actors may result in overlooking many of the opportunities to tap into religion as a force for compassion and promoting peace.⁷

Implementation Strategy

3.1 Target Groups

Why a focus on adolescent girls and boys - and on duty bearers at local self-government level? As mentioned above youth is neglected from participation in peacemaking and peace-building processes for a number of reasons. At the same time it is youth who become victims of instrumentalised as agents of conflict escalation. Equipping young people with knowledge on gender justice as well as providing them with opportunities to learn and practice conflict prevention in peer-to-peer scenarios will decrease the incidence and magnitude of future conflict while strengthening youth' meaningful participation in planning of development strategies and programmes. Duty bearers in parallel must be sensitized and qualified, and citizen-led mechanisms for review of their performance need to be established at grass roots level to ensure that both gender rights as well as tolerance and equality provisions in legislative instruments are fully owned and implemented. Local self-government is where citizens most regularly interact with government and its capacity needs to be built to effectively address challenges to local peace by being seen as operating fairly and lawfully.

The proposed project builds and articulates the comparative advantages of UN Women's substantive expertise with the outreach and grass-roots level competence of local civil society organizations, in particular gender rights activists, women groups, including women peace committees, and youth networks. The target groups of the project are firstly youth aged 15 to 24 who are to become gender equality advocates at secondary schools, vocational colleges and institutions of higher learning in the project area, and secondly, their teachers, directors and parents. Final beneficiaries are youth in and out of education in the localities under the project, as well as local self-government staff, members of formal and informal local institutions, and the justice sector.

The project targets young women and men, religious leaders and persons at risk of falling away from the state, as well as local self-government and law enforcement personnel. It involves various ethnic minorities and focuses on engaging young women, including those at risk of religious indoctrination and manipulation because of them being unaware both of their rights and opportunities. Opportunities indeed exist and are based on life- and livelihood skills, in school and community level activism and by entrepreneurial pursuit, gradually changing gender stereotypes as women become leaders in community and public life as well as economic actors at household and community level in their own right. The benefit of involving women fully in society will be demonstrated.

4,000 secondary school students (3,000 MPF + 4000 MSPF; those who study MPF also study MSPS); 240 teachers; 180 peer educators; 460 key persons in municipalities; local activists and district level officials for a total of approx. 4,900 direct beneficiaries, and 20,000 indirect beneficiaries (students' households only). Partnerships will be established between beneficiaries and all stakeholders.

⁷/ Religion, Conflict & Peacebuilding, USAid 2009 also states that religious teachings can provide justifications for peace. Identity and emotional support can increase resilience in coping with adversity and facilitate mobilisation to overcome it; empathy and compassion can sustain reconciliation and problem-solving across divisions; values can support non-violent approaches to processing differences.

3.2 Geographic Locations

| Province | District | Municipality* | District | Municipality* |
|------------------|-------------------|---------------------|-----------------|-----------------|
| Batken | <i>Kadam-jai</i> | Haiderkan (T) - 2 | <i>Leilek</i> | Isfana (+) - 2 |
| | | Halmion (U) - 2 | | Kulundu (K) |
| | | Uch-Korgon (T) - 2 | | Sulukta (+) - 2 |
| Issyk-Kul | <i>Jety-Oguz</i> | Yrdek (D/U) | | Kyzyl-Suu (K) |
| Jalalabad | <i>Aksy</i> | Kashka-Suu (K) | <i>Ala-Buka</i> | Ak-Korgon (U) |
| | | Kerben (+) - 2 | | Ak-Tam (K/U) |
| | | Kosh-Tebe (K/U) - 2 | | |
| Osh | <i>Kara-Kulja</i> | Alaikuu (K) | <i>Nookat</i> | Nookat (K) - 1 |
| | | Kizil-Jar (K) | | Aravan (U) - 1 |
| Naryn | <i>Jumgal</i> | Kyzyl-Art (K) | | |
| | | Kyzyl-Jyldyz (K) | | |
| | | Minkush (K) | | |
| Talas | <i>Kara-Buura</i> | Amanbayeva (Tk/Kd) | | |
| | | Kara-Sai (K) | | |
| | | Kyzil-Adyr (Tk/Kd) | | |

Based on the PRF districts identified, municipalities were selected based on conflict susceptibility; border zones; under-served; and being very remote or multi-ethnic. Most municipalities are several hours drive away from the nearest airport or UN offices in Bishkek and Osh, with most of them rarely involved in activities of various donors and UN AFP. The level of economic development is generally very low and lower than the countries' average. Disenchantment, despair, hopelessness and coping strategies such as migration and alcoholism are often high as are the social costs to families. In mono-ethnic, rural areas traditions are usually very strong as is a general tendency to have women's lives controlled by men.

3.3 Description of Activities and Implementation Approaches

First Output: 3,000 9th graders of various ethnicities in 30 secondary schools in the project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides, as well as involving both men and women in productive agriculture in a market economy as an alternative to poverty induced migration, while avoiding conflict over land and pasture use, as well as irrigation water, by being knowledgeable about land and water rights, how to register a business with local self-government and pay the required fees and taxes, and how to ensure equal access of women to natural resources and entrepreneurship. The *My Prosperous Farm* (MPF) course will be introduced into interested schools and used by teachers in support of six subjects of the national 9th grade curriculum. MPF which has been successfully piloted in various schools around the country will prepare students to take care of a 100 m² plot of the homestead land ('kitchen garden') and learn basic agricultural skills with little monetary investment. The produce will improve nutrition of participating households and may allow students to sell some produce showing that hard work results in financial gain. The groundwork is thus laid for students to become successful farmers on the family plot rather than seek migration as a coping strategy to unemployment. Students will also get a good understanding of how the market economy works.

Summary Activities: Publish MPF textbook for teachers and students also in Uzbek and Russian based on the revision in Kyrgyz funded from UN Women's own resources in Q4 2013 which engenders, expands and updates the original course; Training of Trainers for MPF; Train master teachers on MPF centrally; Train support teachers on MPF locally; Facilitate introduction of MPF into schools; Support demonstration funds; Conduct monitoring and support missions; Supervise and document demonstrations; Conduct Focus Group Discussions services provided by local self-government.

MPF teaches 9th graders how to use 100 m² of the kitchen garden by investing an amount of approx. KGS 1,500 (USD 30) and how to become successful farmers within five years by annually investing half the value of their harvest in expanding activities. MPF will further introduce students (and teachers) to the basic rules of the market economy and its regulation. MPF supports six subjects in the 9th grade curriculum and is a teaching aid supported by Ministry of Education in teaching these subjects. Parents are indirect beneficiaries who will learn about rights and duties of farmers to accessing land and water resources, how to register businesses and the functions of local self-government to fairly manage natural resources, resolve conflicts, and ensure that fees and taxes due are paid on business activities.

Implementation Strategy: UN Women will partner with the RAS in Jalalabad to implement the activity. RAS has been involved from the start developing MPF and in late 2013 in preparation of this output to lead revision of the course. Activities will commence with engendering and updating MPF and preparing Uzbek and Russian versions. Schools in target municipalities will be selected based on commitment of school management and students to supporting the introduction of MPF (and MSPS). Members of the working group updating the course will conduct central trainings to two teachers of each of the 30 schools over a period of six days. Trainings will be conducted in Kyrgyz, Uzbek and Russian. Afterwards, trainers will visit the respective schools and over a two day period train jointly with the two teachers already prepared, four more teachers in introducing MPF into schools.

Once the schools start implementing MPF, the trainers will visit each of the schools periodically during the school year. They will closely monitor, guide and backstop MPF implementation. Each visit will be documented with specific

recommendations being made; progress against indicators will be measured and reported. Those schools that achieve good progress until year end 2014 will be provided with a package of implements, seeds and fertilizer to commence with a school garden in spring 2015. The progress of the school garden will be monitored during periodic visits and based on performance of MPF implementation and school garden management during the second cycle starting with the 2015/6 school year and an additional grant will be provided to successful schools and students implementing MPF best. Close attention will be paid as to whether during the summer vacation season the school garden will be tended. A small number of schools involved will be boarding schools and orphanages where the school garden can be tended to by resident students. After completing MPF both theoretically in the classroom and practically in one's own kitchen garden the student should be skilled to pursue a career in agriculture on the family farm or elsewhere.

A key purpose of MPF is to engage boys and girls both theoretically and practically and to show them the results of their labour which in the kitchen garden amounts to a harvest, additional nutrition and income from selling produce (market participation). The course highlights the benefit of involving women in all aspects of economic life from planning and decision-making, via production and marketing to joining local, (women)-run cooperatives and credit-and saving institutions. The other purpose of MPF is to ensure that students and their families are sensitized to the role of local self-government in regulating fair access to scarce natural resources for the benefit of the entire community while at the same time preventing conflict over scarce resources due to non-transparent and preferential decision-making.

Second Output: 4,000 secondary school students of the 9th, 10th and 11th grade in 30 schools in the project area are knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis ideally using the 'appreciative enquiry' methodology that identifies how human rights of fellow students of all ethnicities are infringed upon. Additionally they are equipped to take action to address the causes, working with law enforcement, local self-government institutions and the state towards remedying the situation, documenting duty bearer performance on upholding the law, based on specific cases relating to the infringement of women's human rights and on local conflict, including extortion rackets at school, undermining the peace by showing up law-enforcement and other authorities as ineffective. The need and benefit of involving women fully in all aspects of social and economic life in order to achieve societal progress and advance prosperity will become clear to boys and girls alike.

Summary Activities: Confirm schools after selecting and training peer-to-peer educators; support peers in introducing the 'My Safe and Peaceful School' (MSPS) extracurricular course and establish conflict baseline; monitor implementation of action plan in response to conflict; measure conflict end-line; document success stories

MSPS is a course taught in a peer-to-peer setting over 30 weeks, once weekly for two hours. It supports various subjects and can be used by teachers in the classroom, too. MSPS features chapters on gender equality and human rights, teamwork, advocacy, participatory appraisal, conflict analysis and forum theatre. At its heart is the conducting of a gender analysis of the community and a conflict analysis of the local school. Each chapter requires peers to take action towards improving the safety of their school and advocating actions against discrimination. The skills learned during the course will qualify peers to be active citizens and also build skills valuable in the job market.

Implementation Strategy: The course *My Safe and Peaceful School* is to build a sense of citizenship among secondary school students of the 9th, 10th and 11th grade. It teaches them about respecting each other regardless of difference and inequalities and how to work in their own lives and environments about bridging these inequalities. This output will be directly implemented by UN Women through staff and contracted personnel. Schools will be competitively selected according to interest in using the course to support the national curriculum. From each school four students and one teacher will be trained for six days on how to implement the course. Students and teachers will be confirmed in school meetings attended by school management, teachers and students who will jointly identify the five individuals who need to be able to mobilize groups of students around peer-to-peer training the course (one two hour session every week for 30 weeks free of vacation, exams and preparation for exams). Sessions will focus on both interactive peer-to-peer training methodologies as well as on content. The 'team' chosen will make a name for schools seriously attending to the matter which will gain them publicity and recognition through visibility activities.

Training workshops will be conducted for 60 teachers and 180 peers with half being female. Three schools will be teamed in one workshop. In total there will be ten workshops of which six will be provided in Kyrgyz, and two each in Russian and Uzbek. Trainings will be held in Issyk-Kul (2) and Osh (8). The training will commence with practical sessions on interactive peer-to-peer teaching (first two days) and then systematically cover the subject areas of the peer-education manual with practical peer-to-peer training exercises (subsequent four days). The finalized and translated manual will be printed in Kyrgyz, Russian and Uzbek. The layout of the manual will be attractive and facilitate interactive training by featuring teaching tips and participatory methodologies to ensure full engagement of both youth volunteer peer trainers and trainees.

The Manual will be introduced into in 30 secondary schools in ten PRF target districts. Youth volunteers will conduct peer-to-peer counseling on rights of youth to their peers and also to representatives of the local justice sector, including the police, prosecutors office, judges and private attorneys with a focus on the law as it relates to the rights of youth, specifically young women. UN Women will ensure that the actions of young people in defense of their peers will be widely advertised, if necessary using aliases. The case studies to be documented will inform forum theatre scenarios, featuring young persons as human rights monitors and the justice sector personnel as both, positive role models and impeding the rule of law, in line with the realities observed.

Each youth volunteer (peers) will train the manual's contents to no fewer than 30 students (at least two study groups) over two school years (2014/5 and 2015/6). These will be offered as a one day workshop and as shorter briefings to relevant project stakeholders. UN Women will support these activities substantively. UN Women further stands ready to receive reports of unsatisfactory justice sector performance in the protection of the rights of youth and especially young women for possible intervention with the justice sector locally and with national oversight institutions.

Peers will ideally cooperate with teachers and school authorities in the introduction of the manuals' content also into classrooms during standard school hours. In schools where bullying has arisen as a problem in recent years, school authorities are likely to see the wide application of the manual's content as a credible strategy to mobilize youth against bullying in favour of conflict resolution by means of mediation, and the promotion of a culture where the powerful is not seen as the role model when s/he abuses power. Follow-up with duty bearers to ensure that breaches of the law affecting the target group are dealt with in full compliance with the law and the responsibilities of the state.

On-site Monitoring of the Introduction of the Manual and Distance Coaching of peer trainers will be conducted by UN Women to ensure full implementation of the contents and to learn about any difficulties experienced and facilitate remedial action to guarantee effective use of the resources developed.

Third Output: 20 key individuals in each of the 23 municipalities, half of them local self-government, *aiyl kenesh* members or law enforcement personnel, ethnically diverse as much as possible, the other half ethnically diverse community gatekeepers such as religious leaders, *aksakal* court judges are sensitized to human rights of young women and men, including religious rights; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace; its implementation being jointly monitored; and sensitized and capacitated to the key role played by local self-government to convene all stakeholders towards preventing, mitigating and transforming conflicts on their territory while documenting this process, all of the above leading to increased trust by citizens in local self-government. A focus on women's security concerns will help Government make progress towards implementing its commitments under NAP 1325 during the 2014 reporting period.

Summary Activities: Prepare Course; Select and prepare trainers; Establish baseline; Conduct 23 four-day trainings; Follow-up on implementation of action plan in response to conflict analysis to resolve or mitigate conflicts; document.

For the implementation of this output UN Women will partner with FTI. FTI in turn will work with the Department on Religious Administration under the Presidential Administration to provide support on manual content relating to religious freedoms. After careful selection of participants, inter-active workshops will be conducted in each of 23 municipalities. Theoretical sessions focusing on human rights and the rights and duties of both rights holders and duty bearers, and on the basics of conducting a conflict analysis, the latter will be conducted by participants facilitated by the trainers. The results of the conflict analysis will lead into a responsibility matrix, indicating who can do what and when to jointly help resolve conflicts or underlying tensions. The monitoring missions in relation to the Second Output will also be used to have UN Women personnel monitor implementation of agreed upon actions, document progress and also help facilitate the follow-up of law enforcement and justice sector personnel on cases monitored.

Towards the end of the project a thorough independent lessons-learned focused evaluation will be conducted. UN Women will competitively identify two evaluators who will visit UN Women and all Responsible Parties in their offices as well as Government counterparts and select field locations. The evaluation will verify whether the intended outcomes of the project were met, its outputs achieved and whether this was done effectively using resources, including funding under the project, efficiently, and what, if any, obstacles or shortcomings were encountered.

3.4 Sustainability, Exit Strategy and Replicability

People in targeted municipalities realize that progress flows from unity in action, and peace from tolerance of diversity. Rather than focusing on what is not available sufficiently, communities will fairly exploit effectively what is in scarce supply (water, land) by having built the necessary knowledge/skills and accessing the required inputs. By each contributing to the common good as is individually possible, all will gain more than what they have contributed and society can progress. By respecting diversity and sharing in one another's vicissitudes of life, a stronger and more

emphatic community emerges that protects the rights of its members against threats from within and from outside while contributing to the overall stability of the state by using its mechanisms with responsibility. The focus on building true national ownership of the project will capacitate local stakeholders in a way that enables the project to become catalytic and results to be sustained beyond project closure.

All three outputs will be consolidated to a degree at project closure that they require no additional funding to be sustained and evolve into impact. No recurrent costs are paid to project beneficiaries or the target group at any time during implementation. No alternative funding source to meet such costs thus needs to be identified at project closure.

Regarding Output 1 - MPF - the application of skills taught and piloted in school and kitchen gardens will result in demonstrated successes that will sustain themselves by further application or local replication. The potential for catalytic impact exists in that participating students and their households are encouraged to combine into input cooperative and form village based savings and credit agencies, both of which are described in MPF with contacts for successful entities provided. CD-ROMs with the MPF manual that will be distributed to participating schools will allow for low-cost replication of the manual for future years at approx. KGS 250 (USD 5) /copy. In fact, profits from the school garden could directly fund photocopying of the manual. Local councils can allocate budget for reprinting as could local business people as sponsors, or interested parents, ensuring local ownership.

Regarding Output 2 - MSPS - each chapter of the course completes with an action plan for immediate implementation by peers. Realization will be verified and supported during periodic monitoring visits. The actual practice of skills build in the classroom will underpin their consolidation. The linkage of this Output to Output 3 on local (justice sector) engagement will further sustain Output 2. Participating students will 'graduate' from MSPS with a new skills-set that will last them a lifetime and that is likely to be deployed in communities towards greater citizen engagement and fostering the rule of law and thus stability. CD-ROMs with the MSPS manual will allow for low-cost replication of the manual at approx. KGS 250 (USD 5) /copy for future years. Local councils can allocate budget for reprinting as could local business people as sponsors, or interested parents, ensuring local ownership.

Regarding Output 3, the knowledge and networks built during the capacitation process will be monitored by UN Women also in relation to implementation of the agreed upon stakeholder action-plan. During project implementation the partnering between these stakeholders will be consolidated in such a way that it is carried forward without outside intervention, being fueled by successes achieved. As joint action can be observed in neighbouring municipalities where it will spread by word of mouth, replication is likely, though this is not an indicator for the output's success.

This project is designed in response of the consulted needs identified by target groups, beneficiaries, partners and other stakeholders. Project outputs will be designed in such a manner that they are replicable at reasonable cost. Beneficiaries will be prepared for application of new skills and knowledge. Use of skills will help buttress sustainability.

3.5 Cost Efficiency

All outputs are carefully costed and require the specified inputs in terms of personnel, travel and other costs to achieve the intended results and contribute to PRF indicators as the level of detail of the activity based budget annexed proves. As an example of proven efficiency, the cost of adding one student beneficiary under *My Prosperous Farm* will cost KGS 5,000 (USD 100), while adding a student under the *My Safe and Peaceful School* will cost KGS 4,000 (USD 75).

3.6 Risk Management

The engagement of a wide spectrum of stakeholders and their being connected in the interest of improved justice, livelihoods and conflict resolution builds a coalition for peace of critical mass. While there may be spoilers, connecting pro-peace elements among state officials, local duty bearers, gatekeepers and citizens will much reduce the likelihood of failure. The practical nature benefitting many individuals in all targeted communities will result in support for project interventions. The true cost of spoiling the interests of the individual will become clearer to the majority that is interested in stability and peace. It will not be easily manipulated anymore and part of the constituency will keenly engage in activities shoring up peace.

UN Women has the organizational and staff capacity to effectively implement all proposed components and activities. While strong implementing partnerships are critical for project success, UN Women will deploy substantive staff to design, manage, support and actively supervise all project activities and to build close partnerships with all stakeholders to directly become aware at the outset of any issues and resolve them effectively.

Strong relations with state partners will protect the project from undue interference. In regard to sensitivities and risks related to activities involving religion and religious extremism, the following is to be noted: UN Women is proposing to engage at the request of Ministry of Interior and the State Commission on Religious Affairs.

The issue of religious extremism was close to the heart of state informants consulted during the PPP preparation process. While it is easier to deal with 'soft' and less potentially difficult issues, the PRF should not ignore an aspect of private and public life that increasingly informs the national debate. ⁸

| Risk | Likelihood | Severity of impact on project | Mitigating Strategy/Measures |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Political - country turning away from democratic model; break-down into civil war; open opposition by powerful groups to project activities | Low | High | The engagement of multifaceted stakeholders including those that may oppose the project will build ownership, latent support or tolerance of the project |
| Human capacity related - the project relies on capable and dedicated individuals who assist in implementation. There is increasing difficulty to source local talent showing dedication and commitment, especially when having to work in remote areas as is the project area | Medium | Medium | The project offers patriotically-minded individuals an opportunity to work for the betterment of society in a practical way that is unique compared to standard donor interventions. It is thus likely that talented individuals can be attracted to the project |
| Beneficiary commitment - it is likely that not all the municipalities and individuals targeted will be fully committed to the project | Medium | High | While not all parties to be addressed by the project will be fully engaged, the practical nature of activities, them being demand-driven and followed-up consistently will increase the chance of having a high level of effectiveness |
| There is unease among some people to engage on religious issues | Medium | Medium | It is rather the rarity of project interventions in the area of religion than any failure that informs people's current views |

3.7 Results Framework and M&E Systems

There will be a strong M&E system, designed to manage SMART indicators. Reporting by partners will be complemented by regular periodic monitoring missions by UN Women international and national staff. Baselines established at the start of the project will be compared to end-lines at project closure, and reviewed in the interim in terms of acceptable progress being made. As UN Women staff will take a direct substantive lead in each of the key activities proposed, quality control is made easier and issues of concern are known unfiltered by UN Women staff which will facilitate early remedial actions in order to reach project results, indicators and goals.

UN Women will invest heavily from the budget towards project M&E. UN Women will follow PBSO monitoring and evaluation requirements and has costed the PBSO mandated project evaluation. UN Women supports a strong mid-term review and final evaluation mandate of the PRF Secretariat which it believes to be a cost-effective and impartial means to measure progress. UN Women will host a one-day seminar featuring results and lessons learned for participation of all stakeholders in Q2 2016. Responsible Parties will commission a certified auditor to review that all funds were spent in line with the donor agreement and in full compliance with Kyrgyz Republic's legislation.

UN Women believes that the project is structured in a feasible and practical manner engaging the target group in the preparation of the aforementioned courses and later their implementation so as to ensure that behaviour change in favour of gender equality and the protection of the rights of young people, especially young women occurs. Already during the project there is to be an impact especially on the behaviour of young people as well as duty bearers of the justice sector. The wide engagement of all relevant stakeholders and their involvement in a coalition to fend for the rights of young people, especially those of young women will provide for synergies with existing efforts aimed at youth empowerment and gender justice and fill current gaps in relation to the formalisation of the process (peer-to-peer training of a large group of beneficiaries and engagement of the justice sector) as well as wide geographical outreach.

⁸/ UNDSS Kyrgyzstan South's Bulletin 36/2013 of September 2013 quotes research from Pew Centre that among 39 countries with dominant or significant Muslim population, Kyrgyzstan scored highest in terms of readiness to live strictly under Shariah (Islamic) law (35%), followed by Tajikistan (27%) and Turkey (12%). The poll established the willingness of Muslims to apply Shariah norms on matrimonial and property issues: Kyrgyzstan gave the most affirmative replies (44%), preceding Tajikistan (33%), Turkey, Kazakhstan (both 14%) and Azerbaijan (8%). According to UNDSS, 'along with traditional Islam, there are some newly imported extreme religious groups getting the popularity among all segments of population especially among youth, including those with criminal affiliations'. Deputy Head of the 10th Chief Department for Countering Terrorism, Extremism and Illegal Migration E. Jeenbekov is quoted pointing out the 'Wahabization of criminal elements'.

Management Arrangement and Partnership

4.1 Implementation Capacity and Comparative Advantage

UN Women within the UN system has the mandate to facilitate gender equality and to work towards women's, economic, political and social empowerment. UN Women in the Kyrgyz Republic has many years of experience working on these issues and also on Women, Peace and Security. Since early 2012 UN Women has provided assistance to the UNCT and the RCO on peace-building and one of its staff has been a member of the Technical Expert Group on the PRF. UN Women successfully managed projects under the PBSO funded IRF I and IRF II that were viewed as innovative and successful by the IRF Evaluation Mission. UN Women and its staff in Kyrgyzstan have previously and/or are currently partnering with the Ministry of Interior on the development of a NAP1325 and with likely Responsible Parties FTI, HRDC and RAS Jalalabad. The organizational relationships developed will ensure a quick project start-up and frank interaction.

UN Women professional staff possess many years of experience in programming complex interventions, also in the security sector and in all thematic areas proposed under the project. UN Women has decided to commit three months of a P4 level Programme Specialist on Women, Peace and Security in the value of approx. USD 51,000 from UN Women's own resources to backstop the project. In addition, UN Women during November and December 2013 in preparation of the proposed project will invest core resources of approx. USD 30,000 towards starting with preparatory activities, this also to counter the delays to date in starting-up the PRF initially expected for summer 2013.

4.2 Effective Partnership

| RUNOs/National Counterparts/Implementing Partners/Others | Roles and Contributions | Duration/Period of Engagement |
|-------------------------------------------------------------|----------------------------------------------------------------------------------------------|-------------------------------|
| UN Women | Executing Agency responsible for overall project outcome | Jan 2014 - Jun 2016 |
| Agency on Religion under the Presidential Administration | Substantive guidance and support to project activities under Output 3 | Jan 2014 - Jun 2016 |
| 10th Department under Ministry of Interior | Substantive guidance and support to project activities under Output 3 | Jan 2014 - Jun 2016 |
| Rural Advisory Service, Jalalabad branch (RAS JB) | Likely Responsible Party - jointly responsible with UN Women for achieving Output 1 | Jan 2014 - Jun 2016 |
| Foundation for Tolerance International (FTI) | Likely Responsible Party - jointly responsible with UN Women for achieving Output 4 | Jan 2014 - Jun 2016 |
| 10 District administrations | Partner under Outputs 1, 2, 3 - information-sharing and facilitation | Jan 2014 - Jun 2016 |
| 23 Local Self Government and local councils | Partner under Outputs 3 - information-sharing and facilitation | Jan 2014 - Jun 2016 |
| 30 secondary schools | Partners under Outputs 1 and 2 - facilitation of use of MPF and MSPS | Jan 2014 - Jun 2016 |
| Numerous state entities and civil society organizations TBD | Stakeholders to be consulted and partnered with under Outputs 1, 2, 3 | Jan 2014 - Jun 2016 |
| OHCHR, UNDP, UNFPA, UNHCR, UNICEF, UNODC | Likely UN recipients of PRF funding: information exchange; alignment of projects; partnering | Jan 2014 - Jun 2016 |
| Women Peace Network (WPN) | Members can be hired to support activities under Output 2 | Aug 2014 - Jun 2016 |

Trustful relations will be established with relevant state bodies, local self-government, schools, and activist driven civil society organisations. These partnerships will be meaningful and shall be based on common values, visions and aims, as well as proven capacity. UN Women will support partnerships also to further enhance partner capacity and consolidate sustainability of interventions at project closure. Project components will be implemented in synergy with one another but also in alignment with and support to other PRF projects. *Unity in Diversity* project schools will be targeted under Output 1 and 2 in our project area. Twenty key individuals of 23 municipalities each in 10 districts level will be engaged to work together towards ensuring human rights, justice and building peace under the third component. UN Women staff and likely implementers FTI, RAS and state partners will work jointly to connect activities and stakeholders to build a coalition for the rule of law and the protection of the rights of women and men, including their religious rights. Project activities will be closely coordinated at both Bishkek and rayon level with the project teams of other agencies focusing on support to local self-government (UNDP, UNICEF), youth (UNICEF, UNFPA, UNDP), religious leader engagement (UNFPA), and protection (UNHCR). Overlaps will be avoided and critical mass will be built by multiple coordinated and sequenced interventions, maximizing the probability for causing change. UN Women's lead of the Extended Gender Thematic Group will ensure partnerships with development partners such as IFIs, USAid, GIZ and SDC.

4.3 Management and Coordination Arrangements

The project will be executed by UN Women. Funds will be advanced on a quarterly basis to likely Responsible Parties FTI and RAS. These parties will meet at least once every six months with UN Women during project implementation to coordinate activities. Working level meetings between the various entities and government counterparts and partners will occur much more regularly, depending on implementation needs. During the first quarter of 2014 a meeting between UN Women, Responsible Parties and Government Counterparts will be organized in Bishkek by UN Women to discuss project start-up and activities during the first year. A meeting bringing together the same group will be organized by UN Women in Q1 2015 to review project progress during 2014 and discuss 2015 activities. In Q2 2016 a final meeting of the group will be held to review the project evaluation and to approve the final report of the project that will be submitted to PBSO.

Internally at UN Women the project will be coordinated by P-4 level Programme Specialist for at least the first half of project duration, with 16 months paid for under the project, to be added to from UN Women resources. Throughout the project a SC7/NOA level Project Officer will support project implementation and project administration as will the UN Women Operations team in Bishkek, as will a SC6 Project Field Specialist. The UN Women Representative will provide oversight. The UN Women Osh office which is staffed by national personnel including a SC6 Project Field Specialist, and currently a UNV will support implementation. Regular monitoring missions to all ten target districts and all 23 municipalities under the project will be carried out by UN Women staff and other personnel.

Each Responsible Party will have a project manager who will be paid from the project budget. Further, some allocation will be made in the budget for a part-time finance officer. As the United Nations cannot pay for government staff/civil servants, the staff time required from the Counterparts is committed and treated as an in-kind contribution but not specified as cost-sharing in the proposal.

4.4 Administrative Arrangements

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)⁹, 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 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 provided 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

⁹/ Available at: <http://www.undg.org/docs/9885/Protocol-on-the-role-of-the-AA,-10.30.2008.doc>

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 be 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

| Targeted peace-building thematic areas/ Sectors | Key Institution | Key projects /Activities | Duration of projects/activities | Budget in USD | Estimated gap in USD |
|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Rule of Law (including human rights) and Democratic governance | <p>1) <i>United States Agency for International Development (USAID)</i></p> <p>2) <i>Federal Ministry for Economic Cooperation and Development (BMZ, Germany)</i></p> <p>3) <i>European Union (EU)</i></p> <p>4) <i>United Nations in the Kyrgyz Republic¹⁰</i></p> <p>5) <i>European Union</i></p> <p>6) <i>USAID</i></p> | <p>1) <i>Judicial Strengthening, Legal Defense Community Programme</i></p> <p>2) <i>Promoting Rule of Law in Central Asia</i></p> <p>3) <i>Oversight Mechanisms and Judiciary Reform, Civil Society and Media</i></p> <p>4) <i>Protection of human rights, rule of law, civic engagement, provision of services (UNDAF outcomes 2 and 3 under pillar I)</i></p> <p>5) <i>Support to the Education and Social Sector</i></p> <p>6) <i>Parliamentary Strengthening and Human Rights</i></p> | <p>1) 2011-2016</p> <p>2) 2012-2014</p> <p>3) Indicated under sector development assistance under consideration for 2013-2017</p> <p>4) 2013-2016</p> <p>5) 2013-2015</p> <p>6) 2010-2015</p> | <p>1) 6.6 Million</p> <p>2) no amount available</p> <p>3) 17 Million TBC</p> <p>4) 13,121,275 pledged</p> <p>5) 25,092,200 (Budget support)</p> <p>6) 8,623,529</p> | <p>Lack of funding in areas that involve high risk (e.g. participation of minorities, etc.). The area PRF intervention will focus on filling existing gaps</p> |
| National reconciliation (mainly related to PPP outcomes 2 and 3) | <p>1) <i>USAID</i></p> <p>2) <i>United Nations in the Kyrgyz Republic¹¹</i></p> | <p>1) <i>Conflict Mitigation through Targeted Analysis and Community Action; peace by prosperity; media for peace-building; youth</i></p> <p>2) <i>National Infrastructure for Peace at local, regional and national levels (UNDAF outcome 1 under pillar I)</i></p> | <p>1) 2011-2015</p> <p>2) 2013-2016</p> | <p>1) 7,374,174</p> <p>2) 21,391,928 pledged</p> | <p>The funding allocated for the capacity building of LSG bodies in peace-building is limited. Only 18% of funds pledged for peace-building in UNDAF confirmed.</p> |

¹⁰ Based on information provided in the UNDAF annual report 2012.

¹¹ Based on information provided in the UNDAF annual report 2012.

Annex 2: Project Budget Tables
a) Project Budget by Outcome

| PPP Outcome II. Local self-government bodies, in partnership with related state institutions, and civil society, have the capacity to bridge divisions and reduce local tensions | Supplies, commodities, materials | Equipment, vehicles, furniture including depreciation | Contractual services | Travel | Transfer and grants to counterparts | General operating and other direct costs | TOTAL in USD |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------------------------|----------------------|--------|-------------------------------------|------------------------------------------|------------------|
| Project Outcome Output 1.1 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides | | | | | | | 1,105,818 |
| Activity 1.1.1 Gender revision including the cost of training of trainers for MPF | | | | 2,000 | 6,000 | | 8,000 |
| Activity 1.1.2 Publish <i>My Prosperous Farm</i> course (MPF) also in Uzbek and Russian based on the revision in Kyrgyz which engenders, expands and updates the original curriculum (1750 in Kyrgyz, 750 in Russian, 500 in Uzbek; 300 copies of teachers' book: 175 in Kyrgyz, 75 in Russian, 50 in Uzbek; incl. translation costs) | | | | | 75,000 | | 75,000 |
| Activity 1.1.3 Train master teachers on MPF centrally (travel of teachers - roundtrip; accommodation, meals and coffee-breaks for teachers (7 nights x 2 teachers from 30 schools); accommodation and meals for trainers (9 nights x 2 ppl x 3 trainings); trainers' travel) | | | | 31,140 | 6,000 | | 37,140 |
| Activity 1.1.4 Train support teachers on MPF locally (trainers' DSA: 3 people by one x 3 day x 2 years x 30 schools; trainers' fee: 3 people by one x 2 day x 2 years x 30 school = 120 person day fee; travel of trainers (30 schools x 2 years) | | | | 34,500 | 12,000 | | 46,500 |
| Activity 1.1.5 Facilitate introduction of MPF into schools; conduct monitoring and support missions (partial vehicle costs; including evaluation & mission costs); supervise and document demonstrations | 2,000 | 15,000 | 6,000 | 64,000 | 79,300 | 24,338 | 190,638 |
| Activity 1.1.6 Support demonstration fund | | | | | 45,000 | | 45,000 |
| Output 1.2 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements | | | | | | | 425,904 |
| Activity 1.2.1 Undertake a study to confirm target communities after selecting and training peer-to-peer educators; establish conflict baseline (DSA: 30 days for 4 personnel; 2 consultants x 50 days x 100USD; car rental & fuel; preparation costs; printing: 2500 in Kyrgyz, 750 in Uzbek and 750 in Russian; translation) | | | 108,500 | 12,300 | | | 120,800 |
| Activity 1.2.2 Support peers in introducing the <i>My Safe and Peaceful School</i> extracurricular course (TOT - 10 workshops (6K, 2R, 2U) -35 schools; 180 students and 60 teachers; trainers' fee (80) x 4 ppl x 5trngs x 8 days & travel; participants' DSA: 24 people x 7 nights & travel; stationary & event management srvc) | | | 31,400 | 64,200 | | | 95,600 |

| | | | | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------|---------|---------|--------|------------------|
| Activity 1.2.3 Monitor implementation of action plan in response to conflict (Fee & DSA 3 nights at every place: 105 nights x 4 times x 2 years; transportation: 4 times x 2 years x 1 person x 30 schools; conflict analysis: fee & DSA 3 nights at every place: 90 nights x 2 people x once x 2 years; transportation: once x 2 years x 2 person x 30 schools; including partial vehicle costs and supplies, and furniture) | 3,000 | 16,000 | 108,000 | 36,000 | 12,504 | 175,504 |
| Activity 1.2.4 Measure conflict endline; document success stories (including technology support, evaluation & mission costs) | | 24,000 | 6,000 | 4,000 | | 34,000 |
| Output 1.3 20 key individuals in each of 23 municipalities are sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace | | | | | | 277,636 |
| Activity 1.3.1 Prepare course (development costs and printing - 600 copies); establish baseline | | | | | 21,000 | 21,000 |
| Activity 1.3.2 Select and prepare trainers | | | | | 2,000 | 2,000 |
| Activity 1.3.3 Conduct 23 4-day trainings (DSA for participants (20 parts x 4 days x 23); trainers' fee during four-day training; trainers' fee for two-day preparation & reporting for each; trainers' travel (3 teams x 2 people each); DSA for trainers (3 teams x 2 people each x 8 times x 6 nights)) | | | | 81,460 | 36,000 | 117,460 |
| Activity 1.3.4 Follow-up on implementation of action plan in response to conflict analysis to resolve or mitigate conflicts and document (off-site follow-up costs; follow-up two 2.5-night visit per each AO at the end of the activity (DSA for 5 nights x 12 to 23 places; trainers' travel to visit 23 places; trainers' fee (2 person x 3 day x 23 AO); participants' travel cost; refreshment cost; project manager; audit; including evaluation & mission costs) | 2,000 | 14,000 | 5,000 | 36,900 | 60,510 | 137,176 |
| Sub-Total by PPP outcome | | | | | | 1,105,818 |
| Staff and other personnel cost | | | | | | 391,500 |
| a) International Programme Specialist - P4 (Specialist on P&S - oversee the implementation of the project; 16 months at USD 17,000/month) | | | | | | 272,000 |
| b) Project Specialist (70% - management and implementation of the project based in Bishkek; 21 months at USD 1,650/month) | | | | | | 34,650 |
| c) Field Specialist (100% - management and implementation of the project based in Osh; 28 months at USD 1,250/month) | | | | | | 35,000 |
| d) Field Specialist (100% - management and implementation of the project based in Bishkek; 28 months at USD 1,250/month) | | | | | | 35,000 |
| e) Driver (100% - frequent monitoring missions; 27 months at USD 550/month) | | | | | | 14,850 |
| Sub-Total (including by cost category) | | 69,000 | 264,900 | 366,500 | 55,608 | 1,497,318 |
| Indirect support costs (7%) | | | | | | 104,812 |
| TOTAL PROJECT COST AGENCY A | | | | | | 1,602,130 |
| <i>% of staff and other personnel cost of total project cost agency A</i> | | | | | | 24.44 |

b) Project Budget by Category

| Project Budget by PBF Cost Categories | AMOUNT AGENCY A in USD |
|--------------------------------------------------------------------------|---------------------------------------|
| 1. Staff and other personnel cost | 391,500 |
| 2. Supplies, commodities, materials | 7,000 |
| 3. Equipment, vehicles, furniture including depreciation | 69,000 |
| 4. Contractual services | 264,900 |
| 5. Travel (<i>domestic travel only; Per Diem & transportation</i>) | 366,500 |
| 6. Transfers and grants to counterparts | 342,810 |
| 7. General operating and other direct costs | 55,608 |
| Sub-Total Project Costs | 1,497,318 |
| 8. Indirect support costs (not exceed 7%) | 104,812 |
| Total Project Cost | 1,602,130 |

c) Gender and M&E Budgeting

| GENDER EQUALITY AND M&E BUDGET in USD | | AMOUNT |
|--------------------------------------------------|--------------------------------------------------------------------------------------|---------------|
| GENDER EQUALITY BUDGETING | Total funds dedicated to gender equality* | 365,460 |
| | % of the Total Project Budget (min. 15%) | 23% |
| M&E BUDGETING | Total funds dedicated to M&E measures (min \$50,000 to 80,000 strongly encouraged)** | 334,210 |
| | % of the Total Project Budget (min. 3%) | 21% |

* GEB
details:

| | |
|---------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Activity 1.1.1 Gender revision including the cost of training of trainers for MPF | 8,000 |
| Activity 1.1.2 Publish <i>My Prosperous Farm</i> course (MPF) (30% attribution to GEB) | 22,500 |
| Activity 1.2.1 Engage with target communities; preparation of master trainers | 14,500 |
| Activity 1.2.1 Printing costs of MSPS (60% attribution to GEB) | 53,100 |
| Activity 1.2.2 Preparation of peer educators in introducing the My Safe and Peaceful School extracurricular course (60% attribution to GEB) | 57,360 |
| Activity 1.3.1 Prepare course (40% attribution to GEB) | 6,000 |
| Staff: International Programme Specialist on Gender and Mediation (75% attribution to GEB) | 204,000 |

** M&E
details:

| | |
|-----------------------------------------------------------------------------------------------------------|---------|
| Activity 1.1.5 Conduct monitoring and support missions; supervise and document demonstration fund | 93,000 |
| Activity 1.2.3 Monitor implementation of action plan in response to conflict being addressed; document | 147,000 |
| Activity 1.3.4 Monitor on implementation of action plan in response to conflict being addressed; document | 77,210 |
| End of project evaluation | 17,000 |

Annex 3: Results Framework

| | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| UNDAF Kyrgyzstan Level | |
| UNDAF Pillar A: | <i>Peace and Cohesion, Effective Democratic Governance, and Human Rights</i> |
| UNDAF Outcome(s): | <p><i>Outcome 1: A national infrastructure for peace (at local, regional and national levels), involving government, civil society, communities and individuals, effectively prevents violent conflict and engages in peace-building</i></p> <p><i>Outcome 2: By the end of 2016, the Government of the Kyrgyz Republic fulfills key recommendations of the Universal Periodic Review, treaty bodies and special procedures, as well as other obligations under human rights laws and treaties, to ensure better protection of human rights.</i></p> <p><i>Outcome 3: By 2016, national and local authorities apply rule of law and civic engagement principles in provision of services, with active participation of civil society</i></p> |
| PPP Kyrgyzstan Level | |
| PPP Outcome(s): | <p><i>Outcome II. Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions.</i></p> <p><i>The project engages with state and non-state actors towards building values, modifying behavior, and using available systems and laws to the end of creating a safe and peaceful environment, facilitating the building of livelihoods and good citizen skills, and their application for productive civic and economic purposes with a focus on adolescents, while being protected by duty bearers. The effectiveness of local self-governance will increase as will citizens' trust in self-government institutions, both leading to a reduction in conflicts and improved rule of law.</i></p> |
| Project Peacebuilding Goal: | |
| Theory of Change: | <p><i>If communities engage in joint action towards improving their situation and the livelihoods of their members while being supported by local formal and informal institutions that are convened by local self-government integrating the community and providing for equal access to opportunities, then threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions. What unites the community has become more important than what differentiates one citizen from another. Youth avail themselves of the option to stay and engage in their community rather than migrate, based on newly acquired skills to effectively use available land resources in the context of enhanced personal security of young women and men, also in conflict prone (border) areas and across conflict divides, this consolidating peace by creating a stake of individuals and communities in the rule of law and increased loyalty to the state that provides for security and an environment where young people can gain value from deploying skills.</i></p> |

| <u>PPP Outcome Indicator(s)</u> | <u>Baseline</u> | <u>Time-bound Target</u> | <u>Key Assumptions</u> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------------------------------|----------------------------------------|
| 2.1 Number of documented disputes taken up by formal or informal local institutions increased *How many resolved, how many unresolved ** Include sub-offices of Ombudsman's Office | 0 | 18 (contributed by UN Women PRF project) | Full project funding available |
| 2.2 Number of violent disputes decreases within targeted LSGs | not available | 18 (contributed by UN Women PRF project) | Full project funding available |
| Project Level | | | |
| <p>OUTCOME 1:</p> <p><i>Local self-government is convening communities by engaging everyone in joint action towards all citizens enjoying equal access to opportunities. Threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions by creating a stake of individuals in the rule of law and increased loyalty to the state that provides for security and an environment where young people as agents for positive change can secure livelihoods by deploying their skills.</i></p> <p>Structural: By building capacities for human security as well as improved gender equality and facilitating the building of trust between diverse communities and disconnected stakeholders, positive buy in of citizens and duty bearers towards building a more just, fair and law based society takes place, facilitating peace</p> <p>Relational: Changing gender relations based on empowerment of young women accompanied by male involvement allows for full participation of both men and women in economic, social and public life, enhancing the rule of law and stability</p> <p>Personal: Enabling environment facilitating youth sensitized to the utility of gender equality taking action to defining their futures as active citizens and in full compliance with the law, while ensuring informed and empowered decision-making by young women as a result of enhanced gender equality</p> | | | |
| Type of Change: | | | |
| Outcome Indicator(s) | | | |
| 1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, should they decide to work in the agricultural sector upon graduation from school or tertiary education | 0 | 1,000 | Government of the day endorses project |
| 1.2 Students in six provinces act as agents of positive change by advocating for and monitoring the protection of their female peers' human rights by duty bearers | 0 | 1,000 | Government of the day endorses project |
| 1.3 Diverse stakeholders at municipal level join in drafting conflict analysis and implement the related action plan in cooperation with local self-government this resulting in fewer conflicts that turn violent | 0 | 18 | Government of the day endorses project |
| Above to be aggregated by geographic location, function, ethnicity, and gender | | | |

| <u>OUTPUTS</u> | <u>Output Indicators</u> | <u>Baseline</u> | <u>Target</u> | <u>Key Assumptions</u> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides | 1.1.1 Number of students 30 PRF project area schools who successfully complete the entire course 1.1.2 Number of students in 30 PRF project area schools knowledgeable about business planning in relation to kitchen gardening | 0 | 2,000 | The Kyrgyz Republic remains committed to a market economy |
| 1.2 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements | 1.2.1 Number of students in 30 PRF project area schools successfully completed the entire courses 1.2.2 Number of students in 30 PRF project area schools who conducted a conflict analysis in their school and act upon it 1.2.3 Number of students in 30 PRF project area schools who take action, including advocacy action, to protect the rights of female peers and of young women | 0 | 2,000 | The Kyrgyz Republic remains a democratic state and committed to democratic values |
| 1.3 20 key individuals in each of 23 municipalities are sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace | 1.3.1 Number of designated individuals convened for the training, actively participating and completing the course 1.3.2 Conflict Analysis documented with responsibility matrix denoting who does what when with which available resources 1.3.3 Documented evidence of implementation of responsibility matrix | 0 | 1.3.1 460 1.3.2 20 1.3.3 15 | Institutional and personal commitment of participants; openness to learn and interact with people of a different disposition in the interest of peace and justice for all |

Annex 4: M&E Plan

| Project Outcome Indicators | Baseline | Time-Bound Target | Means of Verification including data collection methodology | Frequency | Required Budget in USD | Roles & Responsibilities of data collection, analysis and reporting |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------------------|---------------------------------------------------------------------|
| 1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, should they decide to work in the agricultural sector upon graduation from school or tertiary education | 0 | 1,000 | Narrative reports of RPs, semi-structured interview, focus-group discussions, UN Women monitoring missions | Semi-annually (first time after 12 months) | 98,667 | RP personnel; UN Women Project personnel |
| 1.2 Students in six provinces act as agents of positive change by advocating for and monitoring the protection of their female peers' human rights by duty bearers | 0 | 1,000 | Narrative reports of RPs, semi-structured interview, focus-group discussions, UN Women monitoring missions | Semi-annually (first time after 12 months) | 152,666 | RP personnel; UN Women Project personnel and RPs |
| 1.3 Diverse stakeholders at municipal level join in drafting conflict analysis and implement the related action plan in cooperation with local self-government this resulting in fewer conflicts that turn violent | 0 | 18 | Narrative reports of RPs, semi-structured interview, focus-group discussions, UN Women monitoring missions | Semi-annually (three times only) | 82,877 | RP personnel; UN Women Project personnel and RPs |
| Total: | | | | | 334,210 | |

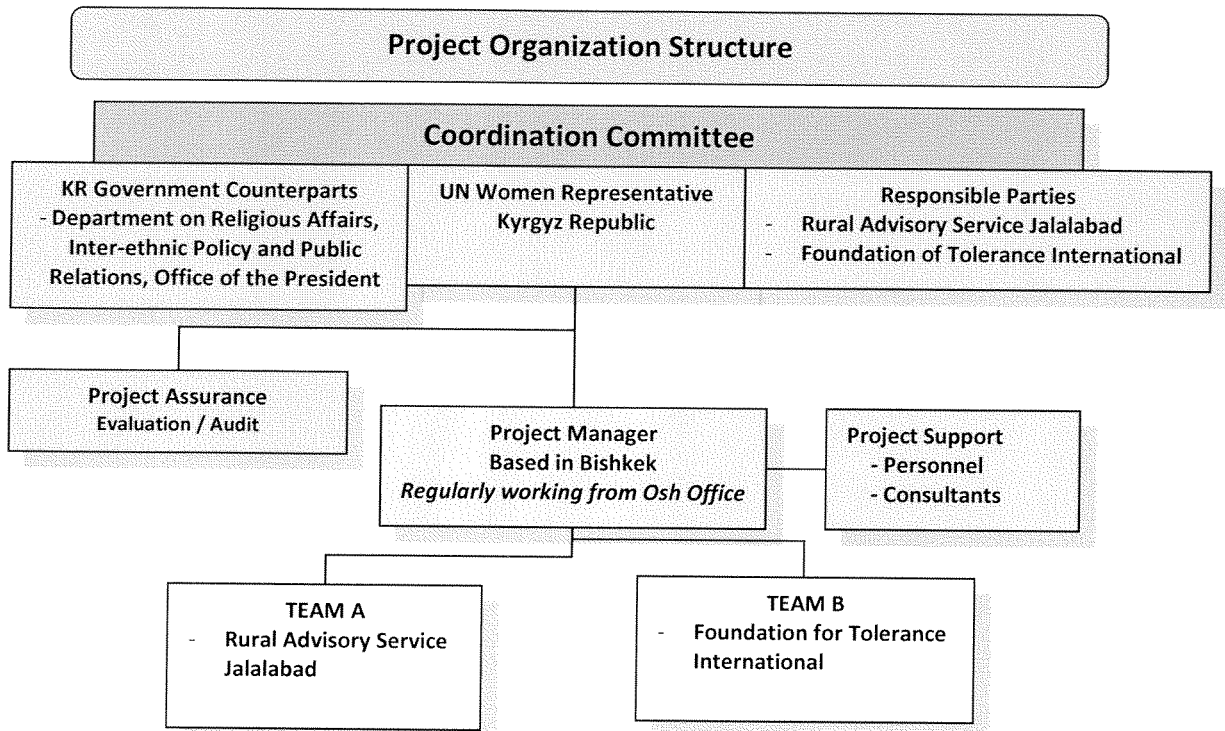
Annex 5: Capacity Mapping of Recipient UN Organization(s)

| RUNO | Targeted peace-building thematic areas/sectors (top five or fewer) | 2012 Annual Budget per RUNO in key sectors ¹² | 2013 Annual Budget per RUNO in key sectors ¹³ | 2014 Annual Budget Projection per RUNO in key sectors | 2013 Annual Budget and Delivery Rate by Agency Total |
|------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------|
| UN Women Kyrgyzstan Country Office (est. 2012) | 1) Women, Peace and Security 2) Economic Empowerment 3) Violence Against Women 4) Women Political Empowerment | 1) USD 600,000 2) USD 100,000 3) USD 200,000 4) USD 500,000 | 1) USD 300,000 2) USD 100,000 3) USD 200,000 4) USD 500,000 | 1) USD 700,000 2) USD 300,000 3) USD 300,000 4) USD 500,000 | Annual budget: USD 1.5 m; 95% delivery |

¹² 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

¹³ 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: Organigram of Project Management Structure



Annex 7: Preliminary Work Plan

| Outputs | Key Activities | Timeframe (up to 30 months - 10 quarters) | | | | | | | | | | Responsible RUINO & Party mobilizing inputs | Inputs/ Budget by output in USD | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------------------------------------------------------------------------------------------------|----|----|----|----|----|----|----|----|-----|---------------------------------------------|---------------------------------|---------------|---------|
| | | Q1 | Q2 | Q3 | Q4 | Q5 | Q6 | Q7 | Q8 | Q9 | Q10 | | | | |
| Insert Project Outcome 1. Communities engage in joint action towards improving their situation by integrating all members into the community and providing for equal access ... | | | | | | | | | | | | | | | |
| Output 1.1 | 1.1.1 | Publish <i>My Prosperous Farm</i> course (MPF) also in Uzbek and Russian based on the revision in Kyrgyz engendered, expanded... | X | | | | | | | | | | | RAS | |
| | 1.1.2 | Training of Trainers for MPF... | | X | | | | | | | | | | RAS | |
| | 1.1.3 | Train master teachers on MPF centrally... | | X | | | | | | | | | | RAS | |
| | 1.1.4 | Train support teachers on MPF locally... | | X | | | | | | | | | | RAS | |
| | 1.1.5 | Facilitate introduction of MPF into schools... | | | X | X | X | X | X | X | X | X | X | UN Women, RAS | |
| | 1.1.6 | Support demonstration fund; supervise and document... | | | | | X | X | X | X | X | X | X | UN Women, RAS | 402,278 |
| Output 1.2 | 1.2.1 | Confirm target schools after selecting & training peer-to-peer... | X | | | | | | | | | | | UN Women | |
| | 1.2.2 | Support peers in introducing <i>My Safe and Peaceful School</i> ... | | | X | X | X | X | X | X | X | X | X | UN Women | |
| | 1.2.3 | Monitor implementation of action plan in response to conflict... | | | | | X | X | X | X | X | X | X | UN Women | |
| | 1.2.4 | Measure conflict end line; document success stories | | | | | | | X | X | X | X | X | UN Women | 425,904 |
| Output 1.3 | 1.3.1 | Prepare course; establish baseline | X | | | | | | | | | | | UN Women, FTI | |
| | 1.3.2 | Select and prepare trainers | | X | | | | | | | | | | UN Women, FTI | |
| | 1.3.3 | Conduct 23 4-day trainings... | | | X | X | | | | | | | | UN Women, FTI | |
| | 1.3.4 | Follow-up on implementation of action plan in response to CA... | | | X | X | | | | | | | | UN Women, FTI | 277,636 |
| Project Management and Performance | | | | | | | | | | | | | | | |
| Project Management Milestones | 1. | Recruitment of project personnel | X | | | | | | | | | | | UN Women | |
| | 2. | Formulate and submit project work plan | X | | | X | | | | | | | X | UN Women | |
| | 3. | Approval of RPs within each output & PCAs based on PAC decision | X | | | | | | | | | | | UN Women | |

| | | | | | | | | | | | | | | | | | | | |
|--------------|-----------------------------------------------------------------|---------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|----------|---------------|--|
| M&E Measures | 4. | Review quarterly reports of RPs | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | UN Women | |
| | 5. | Draft TORs for trainers under Output 1.2, recruitment & contracting | X | | | | | | | | | | | | | | | UN Women | |
| | 6. | Review delivery-based reports of trainers under Output 1.2 | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | UN Women | |
| | 7. | Project partner meeting (UNW, RPs, Government Counterparts) | X | | | | | | | | | | | | | | | UN Women | |
| | 8. | Make recommendations for improvement of shortcomings | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | UN Women | |
| | 9. | Verify compliance with recommendations | | | | | | | | | | | | | | | | UN Women | |
| | 1. | Conduct baseline assessment | X | X | | | | | | | | | | | | | | UN Women, RPs | |
| | 2. | Formulate and submit project results framework | X | | | | | | | | | | | | | | | UN Women | |
| | 3. | Submission of biannual progress updates | | X | | | | | | | | | | | | | | UN Women | |
| 4. | Submit annual narrative progress report and financial statement | | | | | | | | | | | | | | | | UN Women | | |
| 5. | Prepare final project evaluation ToRs | | | | | | | | | | | | | | | | UN Women | | |
| 6. | Procure final project evaluation service providers | | | | | | | | | | | | | | | | UN Women | | |
| 7. | Conduct and complete final project evaluation | | | | | | | | | | | | | | | | UN Women | | |
| 8. | Submit final project narrative and financial reports | | | | | | | | | | | | | | | | UN Women | | |

Annex 8: Project Summary



PEACEBUILDING FUND PROJECT SUMMARY

| | | |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|
| Project Number & Title: | PBF/ Building a Constituency for Peace | |
| Recipient UN Organization: | UN Women | |
| Implementing Partner(s): | Rural Advisory Service (RAS) Jalalabad; Foundation for Tolerance International (FTI) | |
| Location: | 23 municipalities of the provinces of Batken, Issyk-Kul, Jalalabad, Naryn, Osh and Talas of the Kyrgyz Republic | |
| Approved Project Budget: | USD 1,602,130 from PRF | |
| Duration: | Planned Start Date: 1 Jan 2014 | Planned Completion: 30 June 2016 |
| SC Approval Date: (Actual Dates) | | |
| Project Description: | <p>The project engages state and non-state actors towards building values, modifying behavior, and using available systems and laws to the end of creating a safe and peaceful environment for women and men, facilitating livelihoods and good citizen skills, and their application for productive civic and economic purposes with a focus on young people, who are protected by duty bearers. Increased effectiveness of local self-governance and citizens' trust in institutions will result in fewer conflicts and improved rule of law.</p> | |
| PBF Priority Area: | PBF Outcomes: 2, 5, 6, 7, 9, 10, 11 | |
| PBF Outcome: | PPP Outcome II. Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions. | |
| Key Project Activities: | <ol style="list-style-type: none"> 1. Activities related to 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area being able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides: <i>development of course; translation into 3 local languages preparation of teachers; support to teaching course; support to target group implementing skills learned; documentation, M&E.</i> 2. Activities related to 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area becoming knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements: <i>development of course; translation into three local languages; preparation of teachers; support to teaching course; support to target group implementing skills learned; documentation, monitoring and evaluation.</i> 3. Activities related to 20 key individuals in each of 23 municipalities being sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace: <i>development of course; preparation of facilitators; training of course; generation of conflict analysis; drafting of responsibility matrix on processing conflict; support, documentation, M&E.</i> | |