SECRETARY-GENERAL'S PEACEBUILDING FUND
PROJECT DOCUMENT TEMPLATE

PBF PROJECT DOCUMENT

United Nations
Peacebuilding

Country(ies): Kyrgyz Republic

Project Title: "Empowering Youth to Building Bridges for Social Cohesion"
Project Number from MPTF-O Gateway (if existing project):

PBF project modality:	If funding is disbursed into a national or regional trust fund (instead of into individual recipient agency accounts):
☐ IRF X PRF	☐ Country Trust Fund ☐ Regional Trust Fund **Name of Recipient Fund:**

List all direct project recipient organizations (starting with Convening Agency), followed by type of organization (UN, CSO etc.):
UNICEF
UNESCO
UNFPA

List additional implementing partners, specify the type of organization (Government, INGO, local CSO):
Ministry of Education and Science,
Ministry of Culture, Information, Sports and Youth Policy
State Commission for Religious Affairs under the President of the Kyrgyz Republic
Spiritual Administration of Muslims of Kyrgyzstan (Government)

CSO partners, selected on a competitive basis, based on relevant background and expertise, will be engaged in the Project implementation. Those might include:
"Mutakalim", "Youth of Osh", "Institute for Peace and Development"

Project duration in months[1] [2]: 36 months
Geographic zones (within the country) for project implementation: Jalal-Abad (Kochkor-Ata city, Jalal-Abad city, Suzak rayon), Osh (Osh city, Kara-Suu city), Chui (Tokmok), Issyk-Kul (Karakol, Tyup village, Aksu) oblasts

Does the project fall under one or more of the specific PBF priority windows below:
☐ Gender promotion initiative[3]
☐ Youth promotion initiative[4]
☐ Transition from UN or regional peacekeeping or special political missions
☐ Cross-border or regional project

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[1] Maximum project duration for IRF projects is 24 months, for PRF projects – 36 months.
[2] The official project start date will be the date of the first project budget transfer by MPTFO to the recipient organization(s), as per the MPTFO Gateway page.
[3] Check this box only if the project was approved under PBF's special call for proposals, the Gender Promotion Initiative
[4] Check this box only if the project was approved under PBF's special call for proposals, the Youth Promotion Initiative

Total PBF approved project budget* (by recipient organization):

Total PBF approved project budget* (by recipient organization):
UNICEF: $1,578,250
UNFPA: $715,550.73
UNESCO: $706,200
Total: $3,000,000.73
The overall approved budget and the release of the second and any subsequent tranche are conditional and subject to PBSO's approval and subject to availability of funds in the PBF account. For payment of second and subsequent tranches the Coordinating agency needs to demonstrate expenditure/commitment of at least 75% of the previous tranche and provision of any PBF reports due in the period elapsed.

Any other existing funding for the project (amount and source):

PBF 1st tranche (50%):	PBF 2nd tranche* (50%):	PBF 3rd tranche* (_%):
UNICEF: $789,125	UNICEF: $789,125	XXXX: $ XXXXXX
UNFPA: $357,775.36	UNFPA: $357,775.36	XXXX: $ XXXXXX
UNESCO: $353,100	UNESCO: $ 353,100	XXXX: $ XXXXXX
Total: $1,500,000.36	Total: $1,500,000.36	Total:

Provide a brief project description (describe the main project goal; do not list outcomes and outputs):

Since gaining independence in the early 1990s, the country has undergone a challenging transition marked by social injustice, which fuelled public discontent and led to upheavals, including forceful changes of government in 2005, 2010, and 2020. Interethnic harmony has proven fragile, as evidenced by two large-scale incidents of interethnic violence in the southern regions in 1990 and 2010, as well as smaller instances of interethnic strife in other areas. Persistent divides in society centre on issues such as the importance of diversity and majority-minority representation in key sectors, including public service and law enforcement; the role of majority and minority languages in public spaces and education; the influence of religion in public life; gender equality; the boundaries of democratic transition.

The project intends to address social polarization by equipping youth, including adolescents, from diverse backgrounds and outlooks, with peacebuilding competencies such as non-violent communication and expression, cooperation and teamwork, conflict resolution, empathy, critical thinking, identity and self-esteem. These skills are intended to empower them to lead constructive dialogue across the social cleavages that pose potential challenges to peace and security. These social divisions include those on the grounds of secular or religious, ethnicity, age, gender, geographical origin, and social status. Additionally, the project will build capacities of people to bridge differences in a non-violent manner and counter the prevalence of violent culture. In doing so, it will emphasise developing skills for constructive communication, critical evaluation of diverse information flows, and promoting media and information literacy (MIL) as a key tool for navigating today's complex information ecosystems. By fostering MIL competencies, young people will learn to identify, analyze, and counter disinformation, misinformation and hate speech, which are significant drivers of polarization. Empowered as agents of non-violent culture, the young people will be enabled to implement a wide array of initiatives aimed at social cohesion. Youth-led facilitation of exchanges of perspectives, knowledge, resources between communities and individuals representing these major social divides is among the projects' strategies. The project will contribute to information integrity by addressing hate speech while protecting freedom of expression to foster tolerance and respect for difference. Engaging youth in intergenerational dialogue with parents and authorities, in both formal and informal settings, will be an important aspect of creating an enabling environment for peacebuilding. Local authorities, religious leaders,

schools and parents will collaborate to support youth-led efforts to bridge the divides. Youth in the target communities will be equipped with skills through context-specific and globally recognized practices, such as human-centred design, and media and information literacy. These tools will help them develop personally and contribute to their communities. The human-centered design approach offers opportunities to develop solutions to problems putting real people in the center and tailoring them to their needs. Young people will apply critical thinking, team-work, communication, leadership, problem solving skills and develop a system-thinking approach to real-life situations. These are essential competencies that young people will need to fulfil their roles as agents of change when addressing issues that cause polarisation and/or violence. Sustainability will be ensured by the co-design of solutions to be implemented by young people with support from other stakeholders and integrated into local policies and practices beyond the Project's end. Additionally, activities to integrate peace education and MIL into formal and informal education will have a long-term impact on building the citizenship skills and conflict resilience of communities at large. The Project will ensure that adolescents and their families who participate in Project-related decisions are properly informed and consulted, and have their views acted upon. This will be ensured by the availability of feedback mechanisms and regular collection, analysis, and integration of this information into decision-making processes.

Summarize the in-country project consultation process prior to submission to PBSO, including with the PBF Steering Committee, civil society (including any women and youth organizations) and stakeholder communities (including women, youth and marginalized groups):

This project proposal was put together in a consultative manner, during 2023 and 2024. The process included acting on the recommendation from the Peacebuilding Fund (PBF) Secretariat to undertake a Localization Pilot exercise. This approach was intended to ensure a more in-depth context analysis, building ownership and strengthening local capacities. Local civil society organization (CSO) partner "Youth of Osh" supported the pilot phase, with close guidance and engagement from all the Recipient United Nations organizations (RUNOs), the PBF Secretariat and Peace Nexus. Sessions were conducted with a wide range of stakeholders and community members in the three selected locations (Kara-Suu city, Kochkor-Ata town and Tyup village) and in Bishkek. A total of 208 people were consulted – ranging from schoolchildren to members of parliament and the staff of relevant ministries – with an almost-equal gender distribution. The results of the pilot were validated locally in all three sites, and then presented at a national workshop with the participation of high-level government officials (line ministries, national CSOs, municipalities and others).

Project Gender Marker score[5]: 2
Specify % and $ of total project budget allocated to activities in pursuit of gender equality and women's empowerment: 1,231,891USD or 41.06 per cent of the budget is allocated towards GEWE.

5

Score 3 for projects that have gender equality as a principal objective and allocate at least 80% of the total project budget to Gender Equality and Women's Empowerment (GEWE)
Score 2 for projects that have gender equality as a significant objective and allocate between 30 and 79% of the total project budget to GEWE
Score 1 for projects that contribute in some way to gender equality, but not significantly (less than 30% of the total budget for GEWE)

Briefly explain through which major intervention(s) the project will contribute to gender equality and women's empowerment [6]:

The emphasis on Gender Equality and Women Empowerment will play a role   as a means for peacebuilding, keeping in mind that the matter is one of the factors fuelling social polarization. For example, when engaging youth in the situation analysis of their communities, the project will help them to draw from their own experiences, of how existing tensions or disputes over access to education, leisure, healthcare, their family and career plans and so forth, have been affected by their gender identity, along with other identities. They will learn how to bring these issues to public attention, engage with their peers to influence gender stereotypes and biases in a nuanced manner, and have a dialogue for solutions.

Capacity building on MIL will equip young people to identify and report gendered disinformation, hate speech against women, and online gender-based violence. Young people will also be equipped with competencies to produce counternarratives that are also gender-transformative, which seek to counter harmful stereotypes about women.

Teaching and learning materials adapted, piloted and integrated into formal and non-formal education settings will be gender-sensitive, promote gender equality, and empowerment of adolescents and youth with focus on girls and young women. Capacity building activities for adolescents and duty bearers will ensure sensitization sessions to allow reflection and dialogue around the disputed concepts of gender equality and its perceived incompatibility with traditional family values.

Adolescents and youth-led initiatives will be gender inclusive (with at least 50 per cent of girls and young women-led initiatives supported) and address local issues around gender equality and girls' participation in decision-making.

Youth online diagnostics will include gender indicators and the findings will support gender-sensitive actions and policies at both local and national levels. Media and information products (such as video, radio products and social media posts) will contribute to promotion of gender equality and women empowerment by featuring human interest stories, cases on the ground, engaging role models and opinion makers on issues of women leadership and participation in issues of social cohesion and peace.

Project Risk Marker score[7]: 1_____

Is the project piloting new approaches: Yes ☐ No x
Does the project design incorporate climate, peace and security related considerations:
Yes ☐ No X

Select PBF Focus Areas which best summarizes the focus of the project *(select ONLY one)* [8]: 2.3

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[6] Please consult the **PBF Guidance Note on Gender Marker Calculations and Gender-responsive Peacebuilding**
[7] **Risk marker 0** = low risk to achieving outcomes
Risk marker 1 = medium risk to achieving outcomes
Risk marker 2 = high risk to achieving outcomes
[8] **PBF Focus Areas** are:
(1.1) SSR, (1.2) Rule of Law; (1.3) DDR; (1.4) Political Dialogue;
(2.1) National reconciliation; (2.2) Democratic Governance; (2.3) Conflict prevention/management.
(3.1) Employment; (3.2) Equitable access to social services

If applicable, SDCF/**UNDAF** outcome(s) to which the project contributes: Outcome 4.

Sustainable Development Goal(s) and Target(s) to which the project contributes:
SDGs 4,5,16,17
Targets: 4.4. 5.1, 5.2.,5.5. 5.b, 16.6, 16.7.

Type of submission:	If it is a project amendment, select all changes that apply and provide a brief justification:
☐ New project ☐ Project amendment	Extension of duration: ☐ Additional duration in months (number of months and new end date): Change of project outcome/ scope: ☐ Change of budget allocation between outcomes or budget categories of more than 15%: ☐ Additional PBF budget: ☐ Additional amount by recipient organization: USD XXXXX Brief justification for amendment: Note: If this is an amendment, show any changes to the project document in RED colour or in TRACKED CHANGES, ensuring a new result framework and budget tables are included with clearly visible changes. Any parts of the document which are not affected, should remain the same. New project signatures are required.

(4.1) Strengthening of essential national state capacity; (4.2) extension of state authority/local administration; (4.3) Governance of peacebuilding resources (including PBF Secretariats)

PROJECT SIGNATURES:

Recipient Organization(s)[9] 1 **UNICEF in the Kyrgyz Republic** **Name of Senior UN Representative** Mr. Samman Thapa **Signature** **Title:** *Representative* **Date & Seal** 28/03/2025	**Government Counterpart** ***Presidential Administration of the Kyrgyz Republic*** **Name of Government Representative** *Mr. Edil Baisalov* **Signature** **Title:** *Deputy Chairman of the Cabinet of Ministers of the Kyrgyz Republic* **Date & Seal** March 25, 2025
Recipient UN Organization(s) 2 **UNFPA in the Kyrgyz Republic** **Name of Senior UN Representative** Ms. Chinwe Ogbonna **Signature** **Title:** *UNFPA Representative, Kazakhstan Country Director, Kyrgyzstan and Turkmenistan* **Date & Seal** 28/03/2025	**Recipient UN Organization(s) 3** **UNESCO Regional Office in Almaty** **Name of Senior UN Representative** Mr. Amir Piric **Signature** **Title:** *Representative to Kazakhstan, Kyrgyzstan, Tajikistan, and Turkmenistan* **Date & Seal** 09/04/25
United Nations Resident Coordinator in the Kyrgyz Republic **Name of Representative** *Ms. Antje Grawe* **Signature** Title: *United Nations Resident Coordinator* **Date & Seal** 26 March 2025	**Peacebuilding Support Office (PBSO)** **Name of Representative** *Elizabeth Spehar* **Signature** Title: *Assistant Secretary-General for Peacebuilding Support* **Date & Seal** 25 April 2025

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[9] Please include a separate signature block for each direct recipient organization under this project.

6

I. Peacebuilding Context and Rationale for PBF support (4 pages max)

   a) *A brief summary of gender-responsive conflict analysis findings as they relate to this project, focusing on the driving factors of tensions/conflict that the project aims to address and an analysis of the main actors/ stakeholders that have an impact on or are impacted by the driving factors, which the project will aim to engage. This analysis must be gender- and age-responsive.*

The observations and analysis of driving factors and stakeholders are based on recent studies by international development institutions including the United Nations, local research and relevant media reports. The account below also draws from the field experiences and knowledge of the diverse drafting team, comprising technical staff of UNICEF, UNFPA and UNESCO. The analysis greatly benefits from the findings of the Localization Pilot, conducted by the three agencies in cooperation with local CSO "Youth of Osh" with guidance from PeaceNexus, with the purpose of drawing firsthand insight on existing peacebuilding needs as well as actions needed from local community members and civil society at grassroots level (for more details see page 3).

In the current socio-political context of Kyrgyzstan, significant polarization exists between and within diverse groups on various grounds such as religion, ethnicity, age, gender, geographical origin, and social status.[10] The proximate factors driving polarization include gaps in the skills and opportunities for constructive non-antagonistic dialogue over differences at various levels. The tendency to quickly resort to violence to address differences and conflicts is particularly prevalent among young people. Among the factors contributing to a "culture of violence" are the social norms about 'respect for the elders' around child and youth upbringing, which allows little space for inter-generational dialogue, especially for girls to speak up or have open constructive conversations to address their needs.

The spread of misinformation, disinformation and hate speech deepens divisions and fuels intolerance between key identity groups – especially across rural-urban, intra-faith, religious-secular, and socio-economic divides – and it intensifies overall polarization and animosity between communities.

One of the vivid dividing lines from the point of peacebuilding challenges, yet least systematically examined, is the one pertaining to the rural and urban divide. The underpinning structural drivers of this polarization are the gaps in socio-economic situation, poverty rates, and unequal access to basic services such as education, health, and social protection. For example, the largest proportion of people living under the extreme poverty line live in rural areas, who suffer from disrupted access to a wide array of services.[11] Differences in the social fabric of rural and urban communities determine the character of social cohesion elements whereby the former have a stronger sense of community which could be both a factor of resilience and of conflict.

The most cited dividing themes in the public debate feature gender-based violence, gender equality and women's leadership, vaccination, clothing and the appearance of women and girls. Gender equality, women's empowerment, and gender-based violence are subjects of intense public debate among various identity groups and individuals with opposing viewpoints. Based on evidence[12] and

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[10] UN Common Country Analysis, page 17

[11] https://www.stat.gov.kg/media/publicationarchive/67990232-45fd-4d4b-8e2d-604c01c34ea6.pdf

[12] https://cultureactioneurope.org/wp-content/uploads/2016/05/Gender-Inequalities-in-the-Cultural-Sector.pdf

extensive experience of the United Nations and other partners, it can be concluded that manipulated interpretations of these concepts aim to influence and further divide the public and result in the contesting of women's and girls' human rights. Exposing and challenging real examples of women leaders in the country as contradicting 'traditional family values' is used as a tactic to create divisions and foster negative public attitudes and online hatred. This approach often aims to undermine women's leadership roles, portraying them as incompatible with 'family values'. By doing so, it creates an "us versus them" mentality, putting different groups against each other and deepening societal divides. Similarly, advocates for protection from SGBV are often portrayed as promoters of 'alien' values.

The recent burning of national flags in the Suzak village by young women[13] – reportedly in a protest against secularism – underscores growing secular-religious tensions and youth disempowerment.[14] The internal findings from the localization pilot highlight divisions between religious and secular groups, as well as intra-religious tensions. Religious and secular matters frequently emerge in narratives about the country's choice of political set up or geopolitical preferences. One of the worrying patterns – potentially pertinent to peace and security – is the lack of an open and constructive dialogue. In the rare instances where the proponents of the two value sets face to discuss the matters of division, the debate often turns bitter, as evidenced several times in the focus group discussions during the Localization Pilot. The fact that instances of intra-religious and, to an extent, religious-secular disputes and conflicts are framed as legal offenses and/or referred to law enforcement indicates that the securitization of the issue takes precedence over alternative approaches based on humanitarian or educational perspectives.

The government's efforts to repatriate and reintegrate children and women from combat zones of Iraq and Syria has been another emerging test to social cohesion, as the narrative depicting them as 'hostile aliens' has spread both offline and online. A lack of tolerance towards the repatriates, discrimination, stigmatization at all levels, resisting to accept and integrate them back to their communities, have become a challenge and even forced many to move within the country to other places where they can hide their background/latest life experience.

The Localization Pilot has highlighted an increasing division and intolerance among followers of different Islamic streams. For instance, Tyup district residents surveyed reported a situation in which persons attending two mosques following different streams in Islam simply do not speak to each other, which is a sign of tension and segregation within the same religion. The spread of misinterpretation of religion, coupled with limited critical thinking and media and information literacy skills among the public in general, and youth in particular, further exacerbates these issues. Consequently, such secular and religious divides distort adolescents and youth in developing their own sense of belonging and

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[13] https://www.asiaplustj.info/ru/news/centralasia/20240606/v-kirgizstane-zhentshini-sozhgli-flagi-zameniv-ih-na-polotna-s-arabskoi-nadpisyu#:~:text=%D0%92%20%D0%BD%D0%BE%D1%87%D1%8C%20%D0%BD%D0%B0%2030%20%D0%BC%D0%B0%D1%8F,%D1%81%D0%BE%D0%B4%D0%B5%D1%80%D0%B6%D0%B0%D0%BD%D0%B8%D0%B5%20%D0%BA%D0%BE%D1%82%D0%BE%D1%80%D0%BE%D0%B9%20%D0%BF%D0%BE%D0%BA%D0%B0%20%D0%BD%D0%B5%20%D1%80%D0%B0%D1%81%D0%BA%D1%80%D1%8B%D0%B2%D0%B0%D0%B5%D1%82%D1%81%D1%8F

[14] The incident occurred on May 30 in the village of Bek-Abad, Suzak district. Kyrgyzstan's national flags were burned at the gates of secondary schools, as well as at the entrance to municipality and were replaced with white canvases with text in Arabic.

self-identity as citizens of Kyrgyzstan. For instance, during the Localization Pilot phase[15] consultations, participants struggled to explain the concept of civic identity, limiting their answers to "having a national passport", "patriotism" and similar topics.

The Localization Pilot, along with recent indices and analysis from media, academia, and development sources, has not provided data indicating clear divisions or tensions along ethnic lines. On the contrary, Localization Pilot interviewees and focus group participants with both ethnic minority and majority present tended to emphasize interethnic harmony. However, ethnic minority participants in the Localization Pilot discussions remained largely silent in response to queries about existing tensions and their drivers. This occurred despite the Project's efforts to ensure that the discussions took place in a safe space with conducive facilitation. This silence may suggest a case of surface harmony rather than genuine trust and confidence between ethnically distinct groups. Like in formal sources of evidence, the discussions tended to bypass questions of potential structural exclusion based on ethnic identity, such as risks of mistreatment by law enforcement and the justice system, or disparities in access to basic services.

Young people are often at the frontline of the tensions described in the above analysis. Polarization across religious, gender and socio-economic divides manifests itself in the form of physical and verbal violence, both originating from the online platforms to have one narrative upper hand by denigrating the other, but also exacerbating social divides in real life, with the use of inflammatory language. Increased use of violence to resolve differences among young people not only exposes them to physical harm, but also normalizes aggressive conflict resolution. The Youth Well-being and Development Index highlights a stark increase in youth experiencing violence, from 2.4 per cent in 2017 to 13.5 per cent in 2022.[16] Worth noting that this timeframe covers the COVID-19 pandemic which was marked with an increase in reported domestic violence. Additionally, in this context, UNICEF's account from the field suggests that young people do not feel safe from psychological and physical violence in schools while teachers and administrations have little idea how to protect and ensure their safety and security.

Living in an environment characterized by violence and misinformation can result in chronic stress, anxiety and trauma for young people, whose emotional and psychological faculties are still developing. The trauma or fear of this violent context may make young people increasingly self-protective and prone to view differences and diversity as threats rather than opportunities. Isolation and disengagement with the diverse environment are a frequent coping strategy. These internal conflicts make young people less open to dialogue and more susceptible to adopting exclusionary or hostile attitudes, ultimately hampering the development of inclusive and tolerant values.

Young people, as active users of social media, face significant risks online, such as **exposure to harmful content, hate speech, disinformation, online hostility and extremism**. When faced with trauma and fear, this makes them an easy target of divisive narratives, as hate speech often exploits fears and reinforces biases against difference. Misinformation and disinformation leverage on their

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[15] Localization Pilot in Kyrgyzstan.

[16] Youth Well-being and Development Index, 2022 https://www.undp.org/kyrgyzstan/publications/youth-well-being-and-development-index-kyrgyz-republic

sense of insecurity, amplifying distrust and polarizing their views. Lacking critical thinking and emotional resilience, young people are more likely to accept and spread harmful rhetoric, further deepening social divides and undermining values of inclusion, tolerance, and diversity.[17] They also remain susceptible to divisive rhetoric, due to lack of skills and competencies to counter hate speech, fake news, and information manipulation (this finding was confirmed in the Localization Phase).[18]

By various accounts, formal schooling does not have the up-to-date tools to prepare young people's decent transition to adulthood, in terms of accessing higher/professional education and employability, nor does it have capacity to impart the **life skills** of critical thinking, accessing information integrity, problem solving, conflict resolution and so on.[19] Worth noting an illustrative evidence from Localization Pilot suggesting that youth demonstrated limited understanding of what social cohesion is and issues around it. Moreover, they could not see the logical link between risks and tensions among various groups in the community with their ability to check facts and spot disinformation. They also expressed their views in a divisive and discriminatory, stigmatizing manner, which suggests a lack of tolerance to differences such as age, gender, social status, religious views and geographical origin.

The lack of opportunities for meaningful participation in public life and the education system's **limited emphasis on critical thinking skills** hinder young people's ability to develop informed opinions and contribute to policy shaping. This exclusion makes youth more **susceptible to radicalization and extremist ideologies**, further eroding trust between youth and the government, and among various societal segments, as the Localization Pilot participants reported.

Despite over a third of Kyrgyzstan's population being defined as "youth" (aged 14-35), their role is often overlooked and undervalued in political and civic spaces. According to the Youth Well-being and Development Index, young people's civic participation dropped from 0.53 in 2017 to 0.41 in 2022, with 20.5 per cent of youth not engaged in education, employment, or training (NEET).[20] This exclusion leads to frustration and discontent, creating a breeding ground for social unrest and conflict, which was confirmed by localization findings. As testified in the Localization Pilot findings, young people feel disempowered in every major aspect of life that influences their wellbeing, be it building a career, starting a family, or participating in civic life. Analysis from the Localization Pilot reveals the lack of supportive environment in families for adolescents to share grievances and feel safe to seek solutions in a constructive manner. As testified by the students surveyed, there are cases of bullying in schools and both teachers and school administration are aware and take no action to stop it and support the victims. Children do not feel comfortable sharing this with their parents, as they do not believe they will be understood or that it will help. This adds to the overall inter-generational gap as well as to the broader disenfranchisement of youth. Eventually lacking an outlet to release grievances and stresses young people become susceptible to resort to radical ideologies and violent means to resolve conflicts. Additionally, according to the findings from the Localization Pilot, without a proper

[17] https://datahub.itu.int/data/?e=KGZ&i=11624 79,8% of individuals use Internet (ITU, 2022)

[18] Youth of Osh (2024) Localization Phase Report; United Nations in the Kyrgyz Republic (2022) Common Country Analysis, p.17

[19] United Nations Children's Fund (2023) Situation of Children in Kyrgyzstan 2021, https://www.unicef.org/kyrgyzstan/media/7816/file/Situation%20of%20children%20in%20Kyrgyzstan.pdf.

[20] United Nations in Kyrgyzstan (2023) Youth Well-being and Development Index https://www.undp.org/kyrgyzstan/publications/youth-well-being-and-development-index-kyrgyz-republic.

supporting and protective environment young people are easily prone to substance abuse as well as manipulation into criminal networks and acts.

Lack of confidence in the capacity of the local formal authorities to address local issues that matter to them breeds youth self-exclusion and disenfranchisement. When faced with important issues including those pertinent to peace and security, young people prefer to take matters in their own hands rather than appealing to local duty bearers. The violent attacks on foreign students and workers that occurred on 17 May 2024 in Bishkek are an example of how identity-based latent tensions may quickly reach a tipping point and turn into communal violence.[21] In this incident young people played a key role both in instigating the conflict and mitigating it, a pattern played out in many crises in recent years.[22]

Young women and adolescent girls often face double exclusion due to both age and social norms, limiting their access to information, higher secondary education, employment, and engagement in decision-making.[23] These structural inequalities leave them at increased risk of all forms of gender-based violence. As highlighted during the localization process, risks of gender-based violence and gender inequality among youth remain a significant issue of concern for adolescents and youth. Manipulated interpretations of gender issues are often used to divide public opinion, which can marginalize young women and restrict their access to education, health care and public life. This polarization reinforces harmful gender norms, creating environments in which young women may feel unsafe or unable to pursue their full potential. On the other hand, young men may manifest their frustrations differently[24], often resorting to toxic masculinity ideals and patterns of behaviour. For them, rigid gender expectations and endorsement of violence can further entrench patriarchal attitudes, limiting their understanding of gender equality and healthy relationships. Addressing these gender-specific dimensions is crucial for fostering inclusive and effective peacebuilding efforts that truly address the complex dynamics of conflict-prone regions.

Addressing the ramifications of youth exclusion for conflict prevention and peacebuilding requires recognizing the divergent impact on young women and men. Gender dynamics reveal distinct vulnerabilities, with young women often facing unique pressures in religious contexts, such as restrictive social norms and increased susceptibility to radical recruitment tactics.

The Project will address the tensions caused by social polarization by leveraging young people's knowledge, perspectives and energy. By adopting a positive approach to youth and adolescence, the

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[21] https://unitednations-my.sharepoint.com/personal/gulzhigit_ermatov_un_org/_layouts/15/AccessDenied.aspx?Source=https%3A%2F%2Funitednations%2Dmy%2Esharepoint%2Ecom%2Fpersonal%2Fgulzhigit%5Fermatov%5Fun%5Forg%2FDocuments%2FDocuments%2FWorkfiles%2FPBF%2FPRF%202023%2FProject%20Document%20Stage%2FPeace%20Education%2FPD%20Contextual%20Analysis%20restructured%2Edocx&correlation=2dbb4fa1%2D0058%2Da000%2D0484%2D09c0aca3eeed&Type=item&name=ebc22a49%2Dbf7c%2D45c1%2Dbb8a%2De0d6c27d0771&listItemId=13994&listItemUniqueId=b3f97aee%2D2795%2D44f5%2D8988%2D18666a8d2a42#_ftn11

[22] https://unitednations-my.sharepoint.com/personal/gulzhigit_ermatov_un_org/Documents/Documents/Workfiles/PBF/PRF%202023/Project%20Document%20Stage/Peace%20Education/PD%20Contextual%20Analysis%20restructured.docx#_ftn12

[23] https://unitednations-my.sharepoint.com/personal/gulzhigit_ermatov_un_org/Documents/Documents/Workfiles/PBF/PRF%202023/Project%20Document%20Stage/Peace%20Education/PD%20Contextual%20Analysis%20restructured.docx#_ftn13

[24] https://unitednations-my.sharepoint.com/personal/gulzhigit_ermatov_un_org/Documents/Documents/Workfiles/PBF/PRF%202023/Project%20Document%20Stage/Peace%20Education/PD%20Contextual%20Analysis%20restructured.docx#_ftn14

Project is intended to help them achieve self-fulfillment while enhancing social cohesion in their communities and nationwide. The project's primary target age group will be individuals aged 11-24 aligning with UNICEF's age categorization. Context-specific and programmatic rationale highlight that this age group is more particularly vulnerable to several risks, including: high-risk behaviours such as substance abuse, violence, lack of support in schools and in families, limited safe spaces where they can voice their grievances - than those in the 25-35 year old category. Additionally, the project focuses on activities in mainstream education and non-formal settings, in religious schools mainly, which define the target age group. This will also allow for scalability of the project interventions.

The project's overall objective can be presented in two broad outcome areas. First, young people will learn to identify and address dividing lines and contested issues that challenge peace and cohesion in their communities and nationwide. Second, duty bearers from various sectors – such as local authorities, schools, religious leaders, and parents – will proactively support and resource young people's peacebuilding initiatives. The life skills, civic competencies, and sense of agency that young people gain from the Project's comprehensive inputs are the key building blocks of the expected outcomes. As the project progresses, the Ministry of Education and Science (MoES) will be supported to incorporate these skills and competencies in the training standards and curricula of formal schooling. Currently, there is no peace education curriculum as part of state standards. There are some elements of it spread across different subjects and at different levels of formal schooling, such as the "Human and Society" subject (at upper secondary level), literature, languages. However, as part of the current education reform, a stronger emphasis is being put on 21st century skills and citizenship. The project will integrate peace education elements into curricular reforms, reinforce citizenship (civic education) skills via extracurricular activities at school level, and project-based learning. In non-formal settings, civic education was introduced in some of the madrasahs (religious schools) to help prevent emerging secular-religious divides by raising awareness and building sensitivity about identities beyond religion. The curricula included some key soft skills e.g., communication, problem-solving as well as themes of human rights including freedom of religions, civic responsibilities, and so forth.

The project is being proposed at an important juncture whereby the MoES has started a reform of basic education, which inter alia will focus on 21st century skills, such as critical thinking, leadership skills, human rights, gender equality, etc. Currently, the national curriculum is being revised, mainstreaming transferable skills into education. Additionally, the "Kyrgyz Zharany" national civic identity concept, aimed at promoting social cohesion at all levels, including tolerance, intercultural understanding, media and information literacy, has been also implemented in formal education settings: a dedicated unit on implementation of the concept was set up in the Ministry.

   b) *A brief description of how the project aligns with/ supports existing Governmental and UN strategic frameworks, how it ensures national ownership. If this project is designed in a PRF country, describe how the main objective advances a relevant strategic objective identified through the Eligibility Process. Elaborate on the catalytic nature of the project and how national ownership, including but not limited to, national and subnational entities are built in.*

The project is aligned with Kyrgyzstan's national priorities, such as the "Kyrgyz Zharany" civic identity concept, by focusing on social cohesion, tolerance and diversity. Its focus on strengthening capacities for inclusive participation of young people, highlights its close contribution to the

government's Youth Development Concept. By making a commitment to bridge social divides over gender equality and the role of girls and women in leadership, the project will be supporting the implementation of the National Action Plan on Gender Equality. The project's emphasis on promoting constructive dialogue on religious-secular matters highlights its value as a contributor to the Concept of State Policy in the Religious Sphere 2021-2026[25].

The Project's objectives align with those of UNSDCF in its priority area of promoting inclusive institutions and a diverse civil society that fosters peace, cohesion and human rights for all. In the same vein, the Project will contribute to implementation of the priorities of the Strategic Results Framework for PBF engagement for 2021-2026 in Kyrgyzstan: (i) Democratic Governance and (ii) Dialogue and Peaceful Coexistence. The Project supports the United Nations' New Agenda for Peace (2023) and the 2024 Pact of the Future Action 20, which emphasizes the role of young people in peacebuilding and their active and meaningful participation in peace and security decision-making. The Kyrgyz Republic, as a United Nations Member State, is committed to implementing Resolution 2250 on "Youth, Peace, and Security", which encourages creating mechanisms for meaningful youth involvement in peace processes and conflict resolution. This commitment is reflected in the integration of these goals into government strategies and national action plans, primarily the NAP on Resolution 2250, ensuring the Project's sustainability beyond its initial phase.

The Project's catalytic nature is manifested in its strategy to institutionalize media and information literacy and dialogue building through formal schooling and non-formal education. It will support the MoES' ongoing commitment to incorporate critical thinking and media and information literacy skills into education programmes as part of the transition to the 12-year education system. By doing so it will overcome the inherent barrier of resource deficiency, and ensure the scale, consistency of knowledge and skills delivery. Additionally, and in the best spirit of prevention, this activity proposes a viable alternative to the currently prevalent restrictive and securitized approach to countering hate speech and divisive narratives. This Project strategy is in line with the United Nations' calls to emphasize education and literacy over restrictive measures.

c) A brief explanation of how the project fills any strategic gaps and complements any other relevant interventions, PBF funded or otherwise. Also provide a brief summary of existing interventions in the proposal's sector by filling out the table below.

Project name (duration)	Donor and budget	Project focus	Difference from/ complementarity to current proposal
Inclusive governance and shared identity for sustainable peace and development	UNDP: $1,150,000 OHCHR: $850,000	The Project is designed to strengthen shared and inclusive civic identity through the promotion of	**Complementarity:** The proposed "Building Bridges" Project will help to extend the values of civic identity embedded in Kyrgyz Zharany through secondary education, as well as non-formal education settings. The recently

[25] https://24.kg/english/209114_Sadyr_Japarov_approves_state_policy_in_religious_sphere_for_2021-2026/

(December 2021 – June 2024)	UNICEF: $1,000,000 TOTAL: $3,000,000	a Peacebuilding Architecture, including the "Kyrgyz Zharany" national civic identity concept, which encompasses, governance and accountability, rule of law and human rights, and age and gender equality	launched transition to 12 years of basic education, with overall goal of revising the national curriculum, provides an opportunity to integrate peace education and MIL into them. The proposed "Building Bridges" project will also engage PCCs supported within the ongoing project into dialogues and consultative processes concerning local initiatives on social cohesion. **Difference:** The objective of the proposed "Building Bridges" project will be to invest in the skills and experiences of young people, while the previous project pivoted around platforms dominated by adults.
Internet Universality Indicators Research in Kyrgyzstan, (2022-2024)	UNESCO: $30,000	Addressing internet governance frameworks and ROAM principles (rights, openness, access, multi stakeholder participation).	**Complementarity:** The proposed project aims to enhance and broaden the successful practices of the Multistakeholder Advisory Board by focusing on youth engagement. Furthermore, it plans to integrate the findings and practical recommendations from the Internet Universality Indicators Research conducted in Kyrgyzstan to concept diagnostics of online youth violence. This approach seeks to establish a comprehensive framework that combines youth engagement with the issues surrounding online violence. By integrating research insights, the project aims to develop actionable strategies that can effectively tackle these challenges while promoting active participation among young people. **Difference:** This project is based on UNESCO's Global Universality (ROAM) principle,

			and 309 key indicators recommended for holistic assessment of overall internet development, while the previous project was built around sections concerned with promoting and protecting the interests of children online to improve evidence-based policing in line with local perspectives.
Newly planned project in Kyrgyzstan Social Media 4 Peace-Phase II (2025-2027)	UNESCO-$500,000		**Complementarity:** This proposed project will complement the global UNESCO project in Kyrgyzstan to establish the national Multi-Stakeholder Coalition and strengthen the capacities of line ministries, parliamentarians, and the judiciary on designing and applying gender-responsive policies and legal tools to address harmful content online. This comprehensive foundation will serve as a basis for joint UNESCO's interventions to create a robust global and national network capable of addressing the complexities of online content while fostering an environment that upholds freedom of expression. **Difference:** This global project seeks to enhance the capacities of various stakeholders in Kyrgyzstan such as Government regulators, policy makers, journalists, editors, media organizations, civil society organizations, content creators, fact checkers and tech companies to advocate for safeguarding freedom of expression, Media regulations (self-regulation, moderation practices, new approach) and to adopt Media and Information Literacy (MIL) policies, practices at the national level. By focusing on a diverse range of actors, the initiative aims

			to create a holistic approach to Media regulation and governance.
Strengthening national capacities for conflict prevention and peacebuilding: Meaningful civil society engagement for trust-building and social cohesion (2023-2025)	UNDP: $1,620,150 UNESCO: $379,850 TOTAL: $2,000,000	Strengthening horizontal and vertical trust, by improving government mechanisms, dialogical decision-making and holistic action for inclusivity and accountability.	**Complementarity:** The proposed project will scale up social dialogue mechanisms with youth participation on the crucial online violence and MIL mainstreaming as an essential skill and citizen competence to combat discrimination, hate speech and build peace resilience in formal and informal education settings. **Difference:** The ongoing project is aimed at addressing peace challenges related to shrinking civic space, freedom of expression while proposed one will focus on youth -leads disinformation, hate speech due to lack of peacebuilding and MIL competence at the structural, educational and grassroot experiences levels.

II.   Project content, strategic justification and implementation strategy (4 pages max Plus Results Framework Annex)

a) A brief **description of the project** focus and approach – describe the project's overarching goal, the implementation strategy, and how it addresses the conflict causes or factors outlined in Section I (must be gender- and age- responsive).

The Project is intended to enhance social cohesion by addressing the factors driving polarization across key social divides, such as secular or religious beliefs, rural-urban differences, ethnicity, gender, and social status. It will specifically focus on countering the prevalence of a violent culture, often fuelled by lack of skills for constructive dialogue and limited capacity to manage information pollution and hate speech at both community and individual levels. By adopting a positive approach to youth and adolescence, the Project will foster an enabling environment for their self-fulfilment, by empowering them to contribute to social cohesion. This will be achieved by engaging young people in identifying and addressing the main dividing lines and contested issues that challenge peace and security through awareness-raising, capacity building, and public and policy advocacy. Reaching out to hard-to-reach youth will be a central focus, ensuring greater relevance, equity, and peacebuilding impact. To this end, the Project will actively engage with youth through unconventional yet relevant informal groups and networks, both online and offline. Additionally, the Project will maintain adaptability to changing contexts by investing in discourse analysis, and proactively generating culturally sensitive and appealing content for skill-building, messaging, and communication. Young people's feedback will be systematically collected and used to inform programme design and course correction.

b) Provide a **project-level 'theory of change'** – explain the assumptions about why you expect the project interventions to lead to changes in the conflict factors identified in the conflict analysis. What are the assumptions that the theory is based on? Note, this is not a summary statement of your project's outcomes.

If young people apply peacebuilding competencies to promote dialogue on contested issues while upholding Media and Information Literacy;   and

If duty bearers recognize the agency of youth and their positive role in fostering context-specific dialogue for social cohesion, ultimately co-creating an enabling environment for them to take action on peacebuilding needs of their communities and the society as a whole.

Then the societal reliance on violent means to resolve disputes or conflicts will decrease. This shift will stem from changes in young people's behavioural patterns, emphasizing constructive approaches to addressing differences. Youth will revitalize elements of social capital by fostering connections within and across communities, bridging divides such as urban-rural, religious, ethnic, and intergenerational lines. Dialogue will become a primary tool for resolving disputes across societal divides, thereby strengthening horizontal cohesion.

Because youth, including adolescents transitioning into adulthood and shaping their identities, are driven by a desire to contribute meaningfully and fulfil their aspirations by creating positive change in their communities, including advancing peace. Simultaneously, adult duty bearers, recognizing youth as both constituents and collaborators, will value their perspectives and experiences, ensuring decisions and actions align with the peacebuilding needs of their communities.

Programming approach	Assumptions	Supporting evidence
Developing and enabling peacebuilding competencies of adolescents and youth (such as self-esteem, communication, critical thinking and media and information literacy, problem-solving, cooperation and so on)	At the baseline, adolescents and youth have insufficient peacebuilding competencies, which weakens their agency for building social cohesion and even undermines the social cohesion process. However, when adolescents and youth internalize and apply peacebuilding competencies, and are supported by their peers, parents and teachers, they can foster cooperation and bridge gaps across social divides.	Localization Pilot demonstrated that young people want to be more active and make meaningful contributions to development and prosperity in their communities, but do not necessarily know how. With new skills and competencies, they will be able to minimize risks for conflict, and take a more proactive approach and have ownership in addressing local cohesion challenges. The Localization Pilot analysis also concluded that adolescents and young people lack support and understanding from their parents, teachers and school administrations, and have little trust to speak out on the issues they face (bullying and mental health problems).

		Additionally, they feel excluded by their peers on various grounds (being children of migrants, the rural-urban divide, language differences, religious beliefs, and so on)
Developing the capacity of local self governments (LSGs) to identify social gaps and act together with youth, and to create context-specific mechanisms to engage adolescents and youth in local decision making pertinent to social cohesion.	Providing Local Self-Government (LSG), the main local governing body responsible for youth wellbeing, with the necessary skills and tools to work for and with young people from diverse backgrounds will make their collaborative actions on issues of social cohesion more inclusive, efficient, and meaningful. This is with view of programmatic emphasis on building capacities of LSG to independently formulate adequate responses to the needs of local communities, with active involvement of youth and adolescents. When dealing with peacebuilding challenges caused by social polarization, LSGs and other duty bearers tend to refer the issues to law enforcement. Facilitating closer engagement between LSGs and youth in identifying peacebuilding risks associated with social divisions across identities would lead to the generation and promotion of a soft, humanitarian, educational approach, as opposed to the tendency to adopt securitized strategies.	The Localization Pilot revealed that adolescents and youth harbour grievances towards LSGs, feeling excluded from decision-making. Simultaneously, the LSGs report that youth are not sufficiently active in participating, even though mechanisms are in place. The findings further highlight concerns about levels of vertical distrust, polarization based on different identities within communities, and prevalence of hate speech. LSGs face substantial challenges in addressing these social cohesion issues in partnership with adolescents and young people. Additionally, the lack of creative and effective approaches for engaging youth exacerbates the situation, preventing young people from playing a constructive role in building vertical trust and contributing to social cohesion.
Introduce and pilot peacebuilding competencies (and media and information literacy) in formal and informal	Institutionalization of the peacebuilding education knowledge by adopting standards, tool and curricula will help ensuring a larger scale of outreach/coverage of youth, including adolescents through informal education delivered by a network of secondary schools. This is against the background of	The current MoES-led reform to transition to a 12-year model of school education is very much focused on mainstreaming transferable skills in schools. Additionally, the "Kyrgyz Zharany" concept – which is being implemented at all levels – sets out tolerance, intercultural understanding, active citizenship,

education settings	the MoES launched a major education reform, taking a student-centred approach with focus on strengthening 21st century skills such as critical thinking, problem solving, tolerance, media and information literacy, etc throughout. While one of the ambitions of the reform is integration into international education, the new Curriculum will be adapted to local context, drawing on key elements of the National Civic Identity Concept "Kyrgyz Zharany". 21st century skills are core of Peace education and with integration of transferable skills and competencies, the Project will contribute to mainstreaming of peace and citizenship skills.	critical thinking and collaboration as among the key skills every citizen should have and practise. Therefore, Project activities are well aligned with the national priorities and timely and will qualitatively contribute to their implementation.

(Note: Change may happen through various and diverse approaches, i.e. social cohesion may be fostered through dialogue or employment opportunities or joint management of infrastructure. The selection of which approach should depend on context-specific factors. What basic assumptions about how change will occur have driven your choice of programming approach?)

c) **Provide a narrative description of key project components** (outcomes and outputs), ensuring sufficient attention to gender, age and other key differences that should influence the project approach. In describing the project elements, be sure to indicate important considerations related to sequencing of activities. Ensure that relevant UN's Community Engagement Guidelines are adhered to.

Project Outcome 1: Youth, including adolescent girls and boys facilitate public dialogues across social and gender divides thus strengthening peace and cohesion.

This outcome is intended to empower young people, including adolescent girls and boys, to become active agents of change in their communities by leading and facilitating public dialogues that bridge social, ethnic, and cultural divides. By fostering open communication and mutual understanding among diverse groups, the dialogues are intended to build trust, reduce tensions, and promote a culture of peace and coexistence. The dialogues will address the locally contested concepts of gender equality and women's and girls' rights by addressing the assumed contradictions with 'traditional family values. The Project will support youth, including adolescent girls and boys, in developing the skills, knowledge, and confidence needed to engage in meaningful discussions on contentious issues, thereby contributing to more cohesive and peaceful societies. The activities under this output will be closely coordinated and implemented in cooperation with the Ministry of Education and Science. For

targeting purposes, youth are identified as young girls and boys aged between 19-24, and adolescents aged between 11-18.

Output 1.1 Youth, including adolescent girls and boys are equipped with life skills and gender-transformative civic competencies to lead peacebuilding initiatives with diverse peers and decision makers.

This output focuses on building the capacities of young people, including adolescent girls and boys, by enhancing their understanding of civic responsibilities and life skills required for peacebuilding. By equipping them with relevant knowledge and competencies, the Project is designed to empower these young individuals, especially adolescent girls, to take on leadership roles in initiatives that promote peace, prevent violence and resolve conflicts within their communities. Specific focused sessions will be held for the participants to reflect on and address gender biases, stereotypes, and harmful beliefs to engage with them on how to influence public attitudes and divides around gender equality values. The activities under this output will be closely coordinated and implemented in cooperation with the Ministry of Education and Science.

Activity 1.1.1: Adapting existing frameworks and learning modules to develop the gender-transformative peacebuilding competencies of adolescent girls and boys from target locations – including young people from madrasahs, colleges and NEET groups – with a special focus on media and information literacy.

The activity will adapt and contextualise existing learning and teaching resources to the needs of target groups, their testing, validation, finalisation and delivery in formal and non-formal settings. All resources will ensure gender-responsive content and visuals and aim to address harmful gender beliefs and attitudes. The delivery of content implies development of training/teaching guides, training of Master trainers and teachers/trainers who will then use the resources in their classes.

Activity 1.1.2: Conducting accurate diagnosis of youth, including adolescent girls and boys, online violence, including technology-facilitated gender-based violence, and convening youth participation mechanisms for the MIL policy development and actions at local and national levels.

This activity will collect accurate data related to youth, including adolescents, online violence, its complex interrelated gendered and social dynamics, and harm-related patterns to better understand and outline experiences and root causes in current context. The research findings will be used to design strategic youth-inclusive and gender-responsive policies, and search for data-based solutions, promising practices, and ways for meaningful youth, including adolescents, engagement in the decision-making process.

Activity 1.1.3: Building the capacity of adolescent girls and boys and youth for twenty-first century skills – critical thinking skills, gender sensitivity, media and information literacy, financial literacy and UPSHIFT – by applying a Life Skills and Citizenship Education (LSCE) framework and a revised civic education module for *madrasahs* adapted to the local context.

This activity is implemented jointly by all RUNOs at different levels: formal schooling, professional training (professional lyceums, colleges) and non-formal education (madrasahs, and other service providers). Adolescent boys and girls and young people will be equipped with knowledge as well as life and citizenship skills to enable them to contribute and lead peace and social cohesion initiatives.

Dedicated tools will be applied to help adolescents to develop solutions to gender-related challenges and gender-based divides and promote the values of gender equality and the empowerment of girls among their peers and in their communities. In order to achieve these results, teachers in schools, madrasahs, trainers from the non-formal education sector will be capacitated and supported with necessary resources and guide tools.

Output 1.2. Adolescent girls, boys and youth have an enabling environment to develop a sense of agency for activism towards peacebuilding on contested matters.

This output will create a supportive environment in which young people feel empowered to engage in activism and advocate for peace on critical issues. The output will involve building a network of youth allies, fostering their participation in peace-related dialogues, promoting the model of young women and girls in activism, and providing safe platforms that amplify their voices. The objective is to encourage youth-led advocacy and ensure they are active stakeholders in the peacebuilding process.

Activity 1.2.1: Creating a pool of young activists and allies to promote and advocate for the peacebuilding agenda at local level, ensuring youth participation in the peace process.

This activity will identify, recruit, and train a diverse group of young activists and allies – including from marginalised communities and youth with disabilities – to champion peacebuilding efforts. Existing youth networks/movements/platforms will be identified through a localized mapping exercise.[26] The group will receive guidance and support to organise local campaigns, engage with community leaders, and participate in decision-making forums. This will be important for a where the demand for intergenerational dialogue will be translated to action by providing relevant skills to youth and diverse duty-bearers including formal and informal leaders in charge of youth issues as well as parents and guardians. It will foster an inclusive youth-led movement advocating peaceful solutions to social issues and bringing divides among different community groups.

Activity 1.2.2: Launching an umbrella media and information literacy (MIL) campaign to make youth, including adolescent girls and boys, aware of the potential harms in information flow and make them more critical, tolerant, and peaceful citizens.[27]

The MIL-umbrella campaign will combine awareness-raising activities, radio programmes, online podcasts, community dialogues, Global Media and Information Literacy Week and national Peace Digital Youth and adolescent Hackathon[28] including awareness raising on tech-assisted GBV to combat disinformation, stereotypes, hate speech, youth online abuse and violence.[29] It will also serve as a knowledge sharing and peer-to-peer based platform for building digital resilience with essential digital skills and competencies.

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[26] https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2021/05/Meaningfully-engaging-youth-Guidance-training-UN-staff.pdf

[27] The Project will primarily employ UNESCO's flagship global practices #PostWithCare, #ThinBeforeSharing

[28] Benefiting from and building on UNESCO's Global Youth Hackathon and linking to the global practices #PostWithCare, #ThinkBeforeSharing https://www.unesco.org/en/articles/empowering-youth-combat-misinformation-media-and-information-literacy-hackathon

[29] https://www.un.org/en/observances/media-information-literacy-week

Project Outcome 2: Duty bearers create an enabling environment and proactively support the peacebuilding initiatives of youth and adolescents, girls and boys.

This outcome is intended to create inclusive opportunities for young people, including adolescent girls and boys, to actively participate in designing, leading, and implementing peacebuilding initiatives in collaboration with duty bearers (such as local authorities, government agencies and community leaders). By fostering partnerships, the Project will empower young people, including adolescent girls and boys, as co-creators of peace, enhance their leadership skills, and ensure that their voices are heard and included in decision-making processes related to peacebuilding. The outcome emphasises the importance of creating an environment where duty bearers recognize the value of young people's contributions to peace, engage with them on the matters of their concern, including a dialogue around the concepts of gender equality and women's and girls' rights, and actively provide the resources and opportunities needed for their peace initiatives to thrive. By doing so, it will foster a culture in which youth-led peace efforts are mainstreamed into local and national development agendas.

Output 2.1. Duty bearers, including LSGs, engage and nurture young people's value to contribute and LSGs have the knowledge and tools to address their issues and to create opportunities for young people

This output is intended to build the capacity of duty bearers, such as local self-governments (LSGs), to recognize the importance of youth contributions to peacebuilding. It focuses on enhancing their understanding of youth issues, gender equality concepts, and equipping them with the necessary knowledge, skills, and tools to effectively engage with young people. Focused value-based sessions will aim to help duty bearers reflect on their gender-based beliefs, biases and stereotypes, address the presumed incompatibility with the traditional family values and religious writings, including through referral to folklore, history and religion. The project's fostering of a more inclusive approach will better position duty bearers to create opportunities that support youth-led initiatives and address the specific needs and challenges of adolescents. The project seeks to achieve this output by ensuring that diverse groups of adults with decision-making powers and youth have a genuine and deeper understanding of each other's perspectives, lived experiences and life aspirations. In doing so the project will employ a combination of skill building and awareness raising strategies ranging from more conventional workshops through social innovation design thinking techniques to customised use of arts, technologies, sports and so on.

Activity 2.1.1: Enhancing the capacity of LSGs and other stakeholders (civil society and faith-based organisations) for peace-, conflict-, gender- and MIL-sensitive programming and adolescent engagement in design, implementation and joint monitoring of small-scale projects or initiatives.

This activity will provide targeted training and capacity-building sessions for LSGs, CSOs, and faith-based organisations (FBOs) on key areas such as peacebuilding, conflict sensitivity, gender equality, and MIL with specific focus on addressing hate speech. The focus will be on enhancing their ability to engage adolescents meaningfully in planning, executing, and monitoring peace initiatives. Through these sessions, stakeholders will learn to integrate youth perspectives and needs into their programmes, creating more youth-inclusive environments and fostering collaborative approaches to peacebuilding.

Activity 2.1.2: Establishing Peace Clubs and/or strengthen existing clubs and engage creative/art groups at school level to unlock adolescent girls' and boys' full potential to promote tolerance,

inclusion, gender equality and critical thinking by using peer-to-peer support, positive parenting and teacher-student mentorship.

This activity will create or enhance Peace Clubs within schools, alongside engaging creative and artistic groups, to promote values such as tolerance, inclusion and gender equality. This will build a supportive environment for adolescents to express themselves, develop critical thinking skills, and engage in peer-to-peer learning. Activities will include mentorship programmes with teachers, initiatives promoting positive parenting (also as part of a broad strategy for intergenerational dialogue, and creative projects that encourage dialogue and understanding among diverse groups. The initiative will provide a safe space for youth to explore their potential as peacebuilders and community leaders.

Activity 2.1.3: Integrating peace education and MIL approaches in schools endorsed by the MoES, and at community level for local authorities and various stakeholders (such youth councils, peers, parents and local community representatives).

This activity will pilot and accelerate localization of the MIL Curriculum for Teachers[30] in the secondary education system to meet the needs of future generations of learners around twenty-first century skills (social emotional skills, tolerance, critical thinking and so on) as part of the MoES' ongoing education reform towards 12-year schooling. The MIL Curriculum for Teachers will equip teachers with MIL competences meeting the Global Standards for MIL Curricula Development Guidelines[31] and student-centred pedagogy. The piloting in the selected schools in targeted locations will include training of teachers and youth, including adolescent girls and boys.

Output 2.2. Youth, including adolescent girls and boys, peacebuilding and confidence building initiatives are acted upon and included in local decision making and policies.

This output is intended to ensure that youth-led peacebuilding initiatives are not only supported but also recognized and integrated into local decision-making processes and policy frameworks. It focuses on creating mechanisms for young people's ideas and projects to be treated with due diligence by local authorities, and to influence the formulation and implementation of policies that foster social cohesion. By institutionalizing youth participation, this output is intended to build trust and confidence between young people and duty bearers, enhancing their collaboration in achieving sustainable peace in their communities.

Activity 2.2.1: Providing technical (including through a mentorship programme) and financial support to adolescent-led initiatives and research projects that foster social cohesion among diverse groups at local level, in collaboration with CSOs and LSGs.

This activity involves offering technical support, such as mentorship programmes, and financial resources to empower adolescents to design, implement, and evaluate their own peacebuilding and social cohesion projects emphasizing creation of dialogue and countering disinformation and hate speech. The mentorship programs will connect young leaders with experienced professionals from CSOs and LSGs to guide them to develop their ideas into actionable projects. The financial support will help to cover costs related to project

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[30] UNESCO, Media and information literacy curriculum for teachers, https://unesdoc.unesco.org/ark:/48223/pf0000192971 UNESCO, Convention on the Protection and Promotion of the Diversity of Cultural Expressions, 2005

[31] UNESCO, Education for Peace, https://www.unesco.org/en/global-citizenship-peace-education/recommendation

implementation, such as materials, logistics and event organisation, thereby enabling youth to take active roles in their communities and foster positive relationships across diverse groups.

Activity 2.2.2: Creating national platforms for exchange and partnership opportunities to showcase positive narratives and best practices for implementing locally owned peace initiatives.

This activity is intended to establish national-level platforms where youth can present and exchange their experiences, insights, and successful outcomes from locally-led peace initiatives. The platforms will facilitate networking and partnership opportunities between young people, government bodies, international organisations and civil society. By showcasing positive narratives and effective practices, these events will promote youth contributions to peacebuilding, inspire other communities, and potentially influence broader policy changes. The goal is to create a ripple effect in which successful local initiatives can be scaled up or replicated in other regions, thus amplifying the impact of youth-led peacebuilding efforts.

Use Annex C to list all outcomes, outputs, and indicators. (see below)

d) **Project targeting** – provide a justification for geographic zones, criteria for beneficiary selection, expected number and type of stakeholders/beneficiaries (must be disaggregated by sex and age). Indicate whether stakeholders have been consulted in the design of this proposal. Do not repeat all outputs and activities from the Results Framework.[32] .

The locations selected for the project are diverse, not previously covered by PBF projects of the same nature and – more importantly – have clearly identified conflict factors contributing to increased social polarization and intolerance. These target communities include the locations analysed in the Localization Pilot, and others with similar contexts, so that proposed approaches would meet the needs on the ground well.

Target communities:

Target communities: Jalal-Abad (Kochkor-Ata city, Jalal-Abad city, Suzak rayon), Osh (Osh city, Kara-Suu city), Chui (Tokmok) and, Issyk-Kul (Karakol, Tyup village, Aksu) oblasts.

Jalal-Abad Oblast

Jalal-Abad city is the administrative centre of Jalal-Abad Oblast, with a population of approximately 120,000 people. The city is ethnically diverse, with significant Kyrgyz (around 60 per cent) and Uzbek (about 30 per cent) populations, along with other minority groups including Russians and Tajiks (10 per cent). Historically, Jalal-Abad has been a flashpoint for interethnic tension, most notably during the 2010 clashes, which left many dead and injured. The city's mixed demographic and economic challenges, including a youth unemployment rate of around 25 per cent, make it a crucial area for peacebuilding efforts.

Kochkor-Ata is an industrial town with a population of approximately 30,000 people. The city's population includes Kyrgyz (around 70 per cent), Uzbeks (20 per cent), and Russians (10 per cent). Economic disparities, particularly among youth who face high unemployment rates, have led to localized conflicts over resources.

Suzak village is a rural village in Jalal-Abad Province with a population of approximately 25,000 people. The village is predominantly Kyrgyz (about 70 per cent), with a significant Uzbek minority (25 per cent) and other small ethnic groups (5 per cent). Suzak has been a site of

interethnic tensions, particularly between Kyrgyz and Uzbek communities, often driven by competition over agricultural resources and economic disparities. These tensions have occasionally escalated into localized conflicts, making it a critical area for peacebuilding efforts.

Osh Oblast

Osh city is the second-largest city in Kyrgyzstan and has a population of approximately 300,000 people. The city's demographic composition is mainly Kyrgyz (about 60 per cent) and Uzbek (around 35 per cent), with smaller minorities including Russians and Tajiks. Osh has been a major site of ethnic violence, most notably during the 2010 clashes, which resulted in significant casualties and displacement.

Kara-Suu is a border town with a population of about 25,000 people. The city's demographics include a significant Uzbek population (around 50 per cent), with Kyrgyz making up about 45 per cent, and other minorities, including Tajiks and Russians, accounting for the other 5 per cent. As a key trade hub near the Kyrgyzstan-Uzbekistan border, Kara-Suu has experienced economic disparities and interethnic tensions.

Chui Oblast

Tokmok city is an administrative centre in Chui Oblast with a population of approximately 62,000 people, including 68 ethnicities. The main ethnic groups include Kyrgyz (46.8 per cent), Russians (20.5 per cent), Dungans (16.5 per cent), and Uzbeks (8.6 per cent), with other minorities making up the remaining 7.6 per cent. Tokmok has experienced interethnic tensions, particularly due to internal migration and competition over economic resources. In 2010, the city witnessed significant clashes between Kyrgyz and Dungans, resulting in casualties. Additionally, the nearby Kordai district of Kazakhstan saw a deadly conflict in 2020, further increasing tensions in the region.

Issyk-Kul Oblast

Karakol city, the administrative centre of Issyk-Kul Oblast, has a population of approximately 70,000 people. The city is ethnically diverse, with Kyrgyz (65 per cent), Russians (20 per cent), Uighurs (7 per cent), and Dungans (5 per cent) making up most of the population. Karakol has experienced interethnic tensions, often exacerbated by economic challenges and competition for resources, particularly in the tourism sector.

Tyup village is a rural village in Issyk-Kul Oblast with a population of around 15,000 people, predominantly Kyrgyz (90 per cent), with small communities of Uighurs (5 per cent) and Russians (5 per cent). The village has faced challenges related to land disputes and competition for resources, leading to localized conflicts.

Aksu village is a rural area in Issyk-Kul Oblast with a population of approximately 12,000 people. The population is mainly Kyrgyz (92 per cent), with small percentages of Russians (4 per cent) and other minorities. The village has faced socio-economic difficulties, including limited access to resources and opportunities, which has led to tensions within the community.

These locations have been selected based on their demographic diversity, history of interethnic tensions, and the presence of vulnerable youth populations. The project will address the root causes of conflict, promote dialogue and understanding between ethnic groups, and empower young people to lead peacebuilding efforts in their communities. This comprehensive approach is intended to foster long-term peace and stability in these critical regions of Kyrgyzstan.

These areas exhibit diverse ethnic composition and face significant challenges associated with inter-ethnic tension, cross-border issues, polarization of society, a widening gap between rich and poor, potential growth of radicalization and violent extremism, and other risk factors related to peace.

Furthermore, these locations host many repatriated women, children, and adolescents from Syria and Iraq who require societal integration. However, the integration process is fraught with difficulties. Social polarization, high levels of intolerance and stigma contribute significantly to these challenges.

Target groups: 10 communities.

The project will target at least 6000 youth, including adolescent girls and boys, that are defined between 11-24 ages (60 per cent female), 6 CSOs, and 10 LSGs, creative communities, community media volunteers, media professionals, opinion-makers and influencers directly, and about 10,000 adolescents and youth indirectly.

The project will partner closely with national and local institutions – including the MoES; the Ministry of Culture, Information, Sports and Youth Policy (MoCISYP); local school administrations; and municipal governments – to ensure alignment with national policies and sustainability. Collaboration will focus on integrating project activities into existing educational frameworks and local governance structures. Additionally, local CSOs and FBOs will play a vital role in delivering specific project components, such as empowering young people to initiate social projects and collaborate with LSGs and relevant stakeholders.

The project is in line with the mandates and mission of UNICEF, UNESCO and UNFPA for dialogue, social cohesion, capacity-building, peace education, and countering radicalization. It supports the United Nations' peacebuilding engagement strategy in the Kyrgyz Republic. Additionally, it follows UNICEF's global guidance on conflict sensitivity and peacebuilding, as well as guidelines addressing violence against children.

III.   Project management and coordination (4 pages max)

a)   **Recipient organizations and implementing partners** – list all direct recipient organizations and their implementing partners (international and local), specifying the Convening Organization, which will coordinate the project, and providing a brief justification for the choices, based on mandate, experience, local knowledge and existing capacity.

Agency	Total budget in previous calendar year	Key sources of budget (which donors etc.)	Location of in-country offices	No. of existing staff, of which in project zones	Highlight any existing expert staff of relevance to project
Convening Organization: UNICEF Kyrgyzstan	2023 budget = $8.7 million	Government of Japan Gavi, PBF, EU, U.S. Government	UNICEF Country Office, Bishkek and Osh Zone Office in Osh city, Osh Oblast	7 staff members in project zones	UNICEF Osh Zone Office Head and Education & Adolescent Development and Participation (ADAP) Officer
Implementing partners:	MoES; MoCISYP; Ministry of Health; Ministry of Labour, Social Welfare and Migration; Youth of Osh (CSO)				
Recipient Organisation: UNFPA	2023: $2.8 million	UNFPA core resources, including Supply Partnership Fund, UN India	UNFPA Office in Bishkek	UNFPA Office in Bishkek, covers all oblasts and rayons	Programme Analyst on Youth and Population/ Development

Implementing partners:	MoCISYP, State Commission on Religious Affairs, Muftiyat, Progressive Public Association of Women Mutakallim (CSO)	Partnership Fund, United Kingdom, PBF			
Recipient Organisation: UNESCO	2023: $ 650.000 in Kyrgyzstan.	UNESCO core resources, Government of Japan, EU, Adaptation Fund, GEF, PBF.	UNESCO Almaty Regional Office for Iran (Islamic Republic of) Kazakhstan, Kyrgyzstan, Pakistan, Tajikistan, Turkmenistan and Uzbekistan	30 staff members in Almaty office, of whom 2 in PBF project zones.	Communication and Information Sector and Education Sector of UNESCO.
Implementing partners:	MoES, MoCISYP, Association of Community Media (CSO) and others				

b) **Project management and coordination** – Indicate the project implementation team, including positions and roles and explanation of which positions are to be funded by the project (to which percentage). Explicitly indicate how the project implementation team will ensure sufficient gender or youth expertise. Explain project coordination and oversight arrangements and ensure link with PBF Secretariat if it exists. Fill out project implementation readiness checklist in **Annex A.1** and attach key staff TORs.

Joint Steering Committee (JSC): A Joint Steering Committee (JSC) was established to meet regularly, guide and oversee overall Project implementation and be responsible for providing advice and guidance to the project, including making, endorsing, and/or approving recommendations as the case may be (for project workplans, revisions etc.) to ensure a coherent and timely project implementation. The JSC consists of representatives of the Presidential Administration, central and local authorities, civil society, the Resident Coordinator (RC) and the Recipient UN Organizations (RUNOs) of all PBF projects. The JSC will be co-chaired by the Representative of the President's Office and the UN Resident Coordinator.

UNICEF: A national Project Coordinator hosted by UNICEF as the lead agency, will ensure efficient technical and overall coordination, monitoring, and timely reporting. The Coordinator will facilitate cross-agency coordination and chair the Technical Coordination Group (TCG). The Coordinator will be supported by finance, administration, communications, gender and monitoring and evaluation (M&E) capacity.

A Technical Coordination Group (TCG) will meet every month, organized and chaired by the Project Coordinator. Technical representatives from each recipient will participate. The United Nations Peace and Development Advisor and PBF Secretariat under the UN Resident Coordinator will also support and participate, as required, to provide guidance on the joint and coordinated achievement of the project objectives within the broader context of the overall PBF portfolio. The TCG will ensure coordination and integration at local and national levels, facilitating cross-partner activities, developing joint work plans, M&E systems and communication strategies, and identifying opportunities and gaps. The TCG may support capacity-building activities as needed.

Roles of Participating United Nations organizations and CSOs:

Each participating organization will be accountable for its designated activities. They will ensure timely implementation, deliver the required reports, update the results framework, and supervise experts. Financial administration, monitoring, reporting, and procurement for their respective activities are also their responsibility. UNICEF will coordinate the project, and UNFPA and UNESCO will collaborate closely. The United Nations Resident Coordinator will convene regular meetings of RUNOs and technical staff to review and discuss project implementation and address risks that may arise. When necessary or requested by RUNOs, the RC may convene ad hoc meetings on the same topics.

UNICEF:

- Chief of Osh Field Office: grant management, oversight, coordination among RUNOs, donor reporting and representation (50 per cent funded by the project);

- ADAP and Education Officer in Osh: budget management, project implementation and monitoring (63 per cent funded by the project);
- Chief of Education and ADAP: technical support (10 per cent UNICEF contribution, 7 per cent funded by the project);
- Programme Associate: admin, finance and programme support (50 per cent funded by the project)
- Field Driver: transportation (50 per cent funded by the project)

UNESCO:

- UNESCO Almaty Regional office: provision relevant technical expertise:

- Education Specialist (UNESCO ARO contribution)
- Communication and Information Officer: overall implementation (including monitoring and budgeting), coordination, synergy and coherence among RUNOs, reporting (80-100 per cent funded by the project)
- Youth and MIL Associate: assisting project implementation, providing programme, administrative and financial support (100 per cent funded by the project)
- Public Relations Assistant: project visibility, in close cooperation with Almaty office (50 per cent funded by the project).

UNFPA:

- National Programme Analyst, Youth and Population/Development: leading the project from the UNFPA side, implementation and reporting, coordinating with other RUNOs (20 per cent funded by the project)
- Youth Associate: assisting project implementation; providing programme and administrative support (100 per cent funded by the project)
- Project Assistant: assisting project implementation with implementing partners; providing administrative and financial support (100 per cent funded by the project)
- Finance Associate: preparing project financial reporting (5 per cent funded by the Project)

All three RUNOs will partner with CSOs for joint design of specific activities, their implementation and monitoring in the Project. CSOs with proven track record, relevant expertise and capacity to deliver in the areas of programmatic focus, will be in the forefront working closely with communities and stakeholders at both national and sub-national levels. CSOs were involved in the preparation phase of the Project: "Youth of Osh" supported implementation of the Localization Pilot, "Institute for Peace and Development", "Mutakalim", youth-led "IDEA-Central Asia" and "Association of Community Media" were consulted (including participation in the national validation workshop for the LP) in the course of the ProDoc development.

c) **Risk management** – Identify project-specific risks and how they will be managed, including the approach to updating risks and making project adjustments. Include a Do No Harm approach and risk mitigation strategy.

Project specific risk	Risk level (low, medium, high)	Mitigation strategy (including Do No Harm considerations)
The enactment of the recently adopted amendments to the Law "On Non-commercial organizations" dated April 2, 2024 (#72), also known as the Law on the Foreign Representatives, imposes an additional requirement for CSOs to register as foreign representatives if their activities are considered as political according to the Law's provisions. This registration process is cumbersome and risks further stigmatising NGOs, and not every CSO is willing to go through it. Consequently, some may choose to close, leading to the risk of losing credible partners with strong community links. Some NGOs may experience heightened scrutiny, and RUNOs might receive requests for additional information about their NGO partners. This highlights the importance of upholding the do-no-harm approach and ensuring sensitivity in managing data and information pertinent to CSO partners. Clear guidelines will be established for information	High	RUNOs will continue to monitor the possible impact of the enactment of the new law, also closely guided by the UNCT which follows the situation closely. OHCHR is monitoring, on behalf of the UNCT, the impact of the law on all NGOs.

In line with the conclusions and decisions of the UNCT on this matter, RUNOs are prepared to continue partnering with CSOs regardless of their "status" as long as they have the relevant capacity and background to engage diverse communities and achieve the desired results. The criteria used to select a CSO partner for Project implementation will be maintained. Additionally, RUNOs are ready to support their CSO partners with legal and/or financial/tax consultations and advice as needed throughout the law enactment process. |

sharing among RUNOsto maintain transparency and safeguard privacy.

Risk	Level	Mitigation
The enactment of the Foreign Representative Law has, to some extent, created a negative perception of civil society organizations that may have reduced government partners' incentive and commitment to ensure ownership of the Project results and sustainability. For example, activities, which contribute to the ongoing school curricular reform and support local youth-led social cohesion initiatives, could be perceived as political actions by the CSOs leading the implementation. This perception risks portraying these CSOs as foreign representatives, potentially leading to disruptions in these activities and jeopardizing the sustainability and ownership of the results	High	The project team will invest their efforts and time to ensure that the relevant government partners are routinely engaged in the planning, joint monitoring of progress and results as well as encouraged to provide inputs. When relevant memorandums of understanding and support letters with reference to relevant national strategic frameworks will be obtained from central government line ministries and agencies to support implementation of specific project activities. The Project will reinforce the message that these activities are fully aligned with and support the government's education reform and the implementation of the current civic identity concept, Kyrgyz Zharany. Broadly, the Project will leverage the United Nations' credibility as a trusted and impartial partner of both government and society. Primarily, the UN will take a collaborative, multi-partner approach involving all relevant stakeholders, such as governments, civil society, the private sector, and international organizations, working together towards building and sustaining peace and achieving the Sustainable Development Goals (SDGs). This engagement aims to address the root causes of conflict, promote inclusive and peaceful societies, and ensure the realization of all SDGs by 2030. Additionally, the Project will communicate its support of the national youth development commitments by investing in the national youth policy, improving learning outcomes at the school level by supporting the 12-year reform, and enhancing media and information literacy. These efforts aim to strengthen critical thinking skills and promote tolerance.

Risk	Level	Mitigating measures
The project's ambitions of building open platforms for dialogue and expression of grievance may be hampered by censorship including self-censorship, as well as legal liabilities imposed against views and opinions expressed on those platforms and perceived as false and instigating social unrest in line with the state's current restrictive approaches.	High	The project will make sure to act in line with the Kyrgyz Zharany National Civic Identity Concept. This will be clearly and regularly communicated to all stakeholders and partners in the project to ensure buy-in and ownership. Platforms for dialogue and exchanges between participants will be inclusive and organized in close coordination with relevant national partners encouraging their leadership and contributions both to content and facilitation. The Do No Harm principle will guide the project team in conveying such dialogues.
The expanding negative narrative around CSOs may hinder community outreach and require investment of additional time to build partnership with local stakeholders	Medium	The CSOs for partnership will be selected on a transparent and competitive basis with relevant expertise, presence on the ground (if applicable), solid track record of implementation of similar programmes, and experience of working with key stakeholders (government, religious leaders, schools and so on). Additionally, the project workplan and activities will be shared with the national partners and will incorporate feedback from them, enabling greater ownership. Activities will be accompanied by proper and timely communication to/with those concerned. Local opinion leaders (who share the values of the project) will be brought in to strengthen the project's outreach, reaching the target beneficiaries and implementation in the target communities.
The project's intervention in social media and broadly on online platforms may face or spark hate speech and misinformation/disinformation, resulting in harm to social cohesion	Medium	The RUNOs will ensure regular monitoring and if needed moderation of project-related content, particularly with regard to the comments. Youth's digital literacy will be strengthened through MIL programmes to counter and prevent hate speech and misinformation. Online safety guidance will be in place and provide support for victims of online harassment. The RUNOs will work on the social media platforms to monitor and address harmful content.
Political instability may lead to conflict and potential violence, which will affect overall implementation of project.	Medium	The RUNOs will maintain flexibility in project planning and establish contingency plans that align with multiple political scenarios (including the possibility of conducting events online). The project team will engage with a broad range of political actors to ensure the project remains neutral and adaptable to changing political landscapes.

d) **Monitoring and evaluation** – Describe the M&E approach for the project, including M&E expertise in the project team and main means and timing of collecting data? Include: a budget break-down for both monitoring and evaluation activities, including collection of baseline and end line data and an independent evaluation, and an approximate M&E timeline. To ensure alignment, as relevant, indicators from existing Strategic Results Frameworks or UN Cooperation Frameworks should be included. Fund recipients are obligated to reserve at least 5-7% of the project budget for M&E activities, including sufficient funds for a quality, independent evaluation. Projects are recommended to invest in community-feedback loops (including with women), Community-based monitoring systems or output and/or outcome data collection mechanisms.

The project will contribute to UNSCDF Output 4.3, SDG Indicator 16.7.2, and will be measured in accordance with the standard methodology for measuring it. The project will scale up comprehensive monitoring and evaluation exercises (such as the country portfolio-level Strategic Results Frameworks of the PBF Secretariat in Kyrgyzstan, community-based monitoring, results-based monitoring and evaluation of RUNOs) to assess project achievements, value added to peacebuilding and progress towards social cohesion, including catalytic effects.

- The RUNOs will use results-based monitoring and evaluation (RCM&E) a systematic approach to analyse and evaluate programme activities, outputs, outcomes and impact, in order to measure, track and adjust M&E strategies accordingly, in close cooperation with the United Nations Resident Coordinator, and the United Nations Peace and Development Advisor (PDA).
- Community-based monitoring will be launched in the 10 targeted local communities to gather, analyse and observe on an ongoing basis by bringing to the table community-led solutions to address project implementation bottlenecks, quality and impact from peacebuilding perspectives.

The project will apply mixed methods, combining quantitative baseline, endline surveys, pre-and post-knowledge tests, and participatory assessment of change processes at national level. Examples include pre- and post-testing of any capacity building training; focus group discussions; individual interviews; and mini perception surveys among stakeholders, beneficiaries to evaluate changes in the knowledge, skills, attitudes and – at structural level – progress toward peace and social cohesion. The project's Theory of Change, and Results Framework provide a basis for M&E components and designing RUNO M&E plans. For implementation of the M&E plans, the RUNOs will allocate budgets as follows: UNICEF - $35,000; UNESCO - $20,000, UNFPA $20,000. In addition, the co-created Project Steering Committee will monitor implementation and provide recommendations based on meetings conducted every six months.

8,56 per cent of the total project budget will be dedicated to M&E. A final independent evaluation will be conducted at the end of the project to assess progress against the established outputs, outcomes, and indicators. The budget allocated for this evaluation is $95,000. The project's M&E processes will adhere to the PBF Monitoring and Evaluation Guidelines, engaging M&E Officers from the RUNOs.

The project's Results Framework will serve as the foundation for ongoing monitoring. Within the first three months of implementation, RUNOs will develop an Integrated M&E Plan, outlining joint responsibilities and timelines. Baseline and end-line assessments will be conducted during the project lifecycle to verify results and measure progress against project indicators. The United Nations Resident Coordinator, with the support of the PDA, will facilitate quarterly meetings with Heads of Agencies to discuss emerging risks in the political environment.

The Project Steering Committee will oversee project implementation and provide recommendations during biannual meetings. Data collection will be managed by implementing partners, who will report progress against the common results framework. RUNOs will monitor progress under the outputs monthly to ensure effective coordination, application of best practices, and timely adjustments to activities as needed.

Pre- and post-test evaluations will be used to assess changes in the knowledge, skills, and attitudes of training participants. Focus group discussions, individual interviews, and mini surveys will be conducted among stakeholders, ensuring participation of adolescents, youth and CSOs, and beneficiaries to evaluate the impact of project interventions. RUNOs will convene quarterly to review monitoring results, ensuring coordinated and informed project implementation.

The project beneficiaries' feedback will be systematically collected and used to inform programme course correction.Additionally, stakeholders engaged in the Localization Pilot, including adolescent girls and boys and youth, and CSOs partners for the implementation, will be involved in community-based monitoring activities on a regular basis.

Overall, the project will spend $256,800 for M&E purposes, which stands at 8,56 per cent of the total budget.

e) **Project exit strategy/ sustainability** – Briefly explain the project's exit strategy to ensure that the project can be wrapped up at the end of the project duration, either through sustainability measures, agreements with other donors for follow-up funding or end of activities which do not need further support. If support from other donors is expected, explain what the project will do concretely and proactively to try to ensure this support from the start. Consider possible partnerships with other donors or IFIs.

The exit strategy of the project is built on strong alignment with national programmes and strategies, local ownership, capacity building of stakeholders and institutionalisation of the methodologies currently employed by partners, learning and capacity building resources approved by relevant national partners.

For example, the project will employ UNICEF's LSCE framework and UPSHIFT to mobilise adolescents and young people, who will be enabled to identify and address challenges to social cohesion locally. These methodologies will be further incorporated into formal and informal education and training through relevant ministries. LSGs – as well as private providers of non-formal education, culture and sports – will be encouraged to apply these techniques when carrying out their routine functions. Moreover, local CSOs working with adolescents and youth, especially the most vulnerable, will continue to replicate these methodologies.

The project contributes to the government's ongoing commitment to mainstream twenty-first century skills into the curricular reform launched in 2024 as part of transition to a 12-year basic education system. This means that the planned initiatives will be timely and well aligned with the priorities set for the next two years. For example, by the time of completion, the project will have tested media and information literacy training both within and outside schools, thus supporting and furthering the government's current commitment in this field.

To promote lasting peace and stability by nurturing tolerant attitudes and civic engagement among religious youth, the project will also institutionalise civic education within madrasas and women's religious centres, together with LSG bodies and religious leaders, and ensure its ownership and implementation by the Muftiyat.

Moreover, the sustainability of the project will be ensured through direct linkage of project activities with the National Action Plan on the Implementation of Resolution 2250 throughout 2023-2027.

IV. Project budget

Provide brief additional information on project costs, highlighting any specific choices that have underpinned the budget preparation, especially for personnel, travel or other indirect project support, to demonstrate value for money for the project. Proposed budget for all projects must include sufficient funds for an independent evaluation. Proposed budget for projects involving non-UN direct recipients must include funds for independent audit. Fill out **Annex A.2** on project value for money.

Please note that in nearly all cases, the Peacebuilding Fund transfers project funds in a series of performance-based tranches. PBF's standard approach is to transfer project funds in two tranches for UN recipients and three tranches for non-UN recipients, releasing second and third

tranches upon demonstration that performance benchmarks have been met. All projects include the following two standard performance benchmarks: 1) at least 75% of funds from the first tranche have been committed, and 2) all project reporting obligations have been met. In addition to these standard benchmarks and depending on the risk rating or other context-specific factors, additional benchmarks may be indicated for the release of second and third tranches.

Please specify below any context-specific factors that may be relevant for the release of second and third tranches. These may include the successful conduct of elections, passage of key legislation, the standing up of key counterpart units or offices, or other performance indicators that are necessary before project implementation may advance. Within your response, please reflect how performance-based tranches affect project sequencing considerations.

Fill out two tables in the Excel budget **Annex D.**

In the first Excel budget table in Annex D, please include the percentage towards Gender Equality and Women's Empowerment (GEWE) for every activity. Also provide a clear justification for every GEWE allocation (e.g. training will have a session on gender equality, specific efforts will be made to ensure equal representation of women etc.).

Annex A.1: Checklist of project implementation readiness

Question	Yes	No	Comment
Planning			
1. Have all implementing partners been identified? If not, what steps remain and proposed timeline	yes		
2. Have TORs for key project staff been finalised and ready to advertise? Please attach to the submission	yes		
3. Have project sites been identified? If not, what will be the process and timeline	yes		
4. Have local communities and government offices been consulted/ sensitised on the existence of the project? Please state when this was done or when it will be done.	yes		yes, during the Localization Pilot
5. Has any preliminary analysis/ identification of lessons learned/ existing activities been done? If not, what analysis remains to be done to enable implementation and proposed timeline?	yes		Localization Pilot was implemented
6. Have beneficiary criteria been identified? If not, what will be the process and timeline.	yes		- Adolescent girls and boys (11-18 age) - Male and female youth 19-24 age - Disability

Question	Answer	Notes
• NEET (not in education, employment, or training) category of adolescents and young people		
7. Have any agreements been made with the relevant Government counterparts relating to project implementation sites, approaches, Government contribution?	yes	During local and national validation workshops within the Localization Pilot and additionally at joint meetings with partners from key ministries and state entities presenting key project information
8. Have clear arrangements been made on project implementation approaches between project recipient organisations?	yes	RUNOs have designed and arranged the task forces, implementation strategies, agencies' contributions.
9. What other preparatory activities need to be undertaken before actual project implementation can begin and how long will this take?	N/A	
Gender		
10. Did UN gender expertise inform the design of the project (e.g. has a gender adviser/expert/focal point or UN Women colleague provided input)?	yes	
11. Did consultations with women and/or youth organizations inform the design of the project?	yes	Participated at the Localization Phase
12. Are the indicators and targets in the results framework disaggregated by sex and age?	yes	
13. Does the budget annex include allocations towards GEWE for all activities and clear justifications for GEWE allocations?	yes	

Annex A.2: Checklist for project value for money

Question	Yes	No	Project Comment
1. Does the project have a budget narrative justification, which provides additional project specific information on any major budget choices or higher than usual staffing, operational or travel costs, so as to explain how the project ensures value for money?	X		
2. Are unit costs (e.g. for travel, consultancies, procurement of materials etc) comparable with those used in similar interventions (either in similar country contexts, within regions, or in past interventions in the same country context)? If not, this needs to be explained in the budget narrative section.	X		
3. Is the proposed budget proportionate to the expected project outcomes and to the scope of the project (e.g. number, size and remoteness of geographic zones and number of proposed direct and indirect beneficiaries)? Provide any comments.	X		
4. Is the percentage of staffing and operational costs by the Receiving UN Agency and by any implementing partners clearly visible and reasonable for the context (i.e. no more than 20% for staffing, reasonable operational costs, including travel and direct operational costs) unless well justified in narrative section?	X		
5. Are staff costs proportionate to the amount of work required for the activity? And is the project using local rather than international staff/expertise wherever possible? What is the justification for use of international staff, if applicable?	X		
6. Does the project propose purchase of materials, equipment and infrastructure for more than 15% of the budget? If yes, please state what measures are being taken to ensure value for money in the procurement process and their maintenance/ sustainable use for peacebuilding after the project end.		x	
7. Does the project propose purchase of a vehicle(s) for the project? If yes, please provide justification as to why existing vehicles/ hire vehicles cannot be used.		x	
8. Do the implementing agencies or the UN Mission bring any additional non-PBF source of funding/ in-kind support to the project? Please explain what is provided. And if not, why not.	X		Local and international staff of RUNOs will contribute with expertise, time, technical assistance.

Annex B.1: Project Administrative arrangements for UN Recipient Organizations

(This section uses standard wording – please do not remove)

The UNDP MPTF Office serves as the Administrative Agent (AA) of the PBF and is responsible for the receipt of donor contributions, the transfer of funds to Recipient UN Organizations, the consolidation of narrative and financial reports and the submission of these to the PBSO and the PBF donors. As the Administrative Agent of the PBF, the 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 Recipient Organisations, 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), 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 the financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF annual 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 completed by the RUNO. A project will be considered as operationally closed upon submission of a joint final narrative report. In order for the MPTF Office to financially closed a project, each RUNO must refund unspent balance of over 250 USD, indirect cost (GMS) should not exceed 7% and submission of a certified final financial statement by the recipient organisations' headquarters);

- Disburse funds to any RUNO for any cost 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:

Type of report	Due when	Submitted by
Semi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF progress report (for PRF allocations only), which may contain a request for additional PBF allocation if the context requires it	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or Head of UN Country Team where it does not.

Financial reporting and timeline

Timeline	Event
30 April	Annual reporting – Report **Q4 expenses** (Jan. to Dec. of previous year)
Certified final financial report to be provided by 30 June of the calendar year after project closure	

UNEX also opens for voluntary financial reporting for UN recipient organizations the following dates

31 July	Voluntary Q2 expenses (January to June)
31 October	Voluntary Q3 expenses (January to September)

Unspent Balance exceeding USD 250, at the closure of the project would have to been refunded and a notification sent to the MPTF Office, no later than six months (30 June) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

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

Public Disclosure

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (www.un.org/peacebuilding/fund) and the Administrative Agent's website (www.mptf.undp.org).

Annex B.2: Project Administrative arrangements for Non-UN Recipient Organizations

(This section uses standard wording – please do not remove)

Accountability, transparency and reporting of the Recipient Non-United Nations Organization:

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

The Recipient Non-United Nations Organization will have full responsibility for ensuring that the Activity is implemented in accordance with the signed Project Document;

In the event of a financial review, audit or evaluation recommended by PBSO, the cost of such activity should be included in the project budget;

Ensure professional management of the Activity, including performance monitoring and reporting activities in accordance with PBSO guidelines.

Ensure compliance with the Financing Agreement and relevant applicable clauses in the Fund MOU.

Reporting:

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

Type of report	Due when	Submitted by
Bi-annual project progress report	15 June	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual project progress report	15 November	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
End of project report covering entire project duration	Within three months from the operational project closure (it can be submitted instead of an annual report if timing coincides)	Convening Agency on behalf of all implementing organizations and in consultation with/ quality assurance by PBF Secretariats, where they exist
Annual strategic peacebuilding and PBF progress report (for PRF allocations only), which may contain a request for	1 December	PBF Secretariat on behalf of the PBF Steering Committee, where it exists or Head of UN Country Team where it does not.

additional PBF allocation if the context requires it		

Financial reports and timeline

Timeline	Event
28 February	Annual reporting – Report **Q4 expenses** (Jan. to Dec. of previous year)
30 April	Report **Q1 expenses** (January to March)
31 July	Report **Q2 expenses** (January to June)
31 October	Report **Q3 expenses** (January to September)
Certified final financial report to be provided at the quarter following the project financial closure	

Unspent Balance exceeding USD 250 at the closure of the project would have to be refunded and a notification sent to the Administrative Agent, no later than three months (31 March) of the year following the completion of the activities.

Ownership of Equipment, Supplies and Other Property

Matters relating to the transfer of ownership by the Recipient Non-UN Recipient Organization will be determined in accordance with applicable policies and procedures defined by the PBSO.

Public Disclosure

The PBSO and Administrative Agent will ensure that operations of the PBF are publicly disclosed on the PBF website (www.un.org/peacebuilding/fund) and the Administrative Agent website (www.mptf.undp.org).

Final Project Audit for non-UN recipient organization projects

An independent project audit will be requested by the end of the project. The audit report needs to be attached to the final narrative project report. The cost of such activity must be included in the project budget.

Special Provisions regarding Financing of Terrorism

Consistent with UN Security Council Resolutions relating to terrorism, including UN Security Council Resolution 1373 (2001) and 1267 (1999) and related resolutions, the Participants are firmly committed to the international fight against terrorism, and in particular, against the financing of terrorism. Similarly, all Recipient Organizations recognize their obligation to comply with any applicable sanctions imposed by the UN Security Council. Each of the Recipient Organizations will use all reasonable efforts to ensure that the funds transferred to it in accordance with this agreement are not used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime. If, during the term of this agreement, a Recipient Organization determines that there are credible allegations that funds transferred to it in accordance with this agreement have been used to provide support or assistance to individuals or entities associated with terrorism as designated by any UN Security Council sanctions regime it will as soon as it becomes aware of it inform the head of PBSO, the Administrative Agent and the donor(s) and, in consultation with the donors as appropriate, determine an appropriate response.

Non-UN recipient organization (NUNO) eligibility:

In order to be declared eligible to receive PBF funds directly, NUNOs must be assessed as technically, financially and legally sound by the PBF and its agent, the Multi Partner Trust Fund Office (MPTFO). Prior to submitting a finalized project document, it is the responsibility of each NUNO to liaise with PBSO and MPTFO and provide all the necessary documents (see below) to demonstrate that all the criteria have been fulfilled and to be declared as eligible for direct PBF funds.

The NUNO must provide (in a timely fashion, ensuring PBSO and MPTFO have sufficient time to review the package) the documentation demonstrating that the NUNO:

- ➤ Has previously received funding from the UN, the PBF, or any of the contributors to the PBF, in the country of project implementation.
- ➤ Has a current valid registration as a non-profit, tax exempt organization with a social based mission in both the country where headquarter is located and in country of project implementation for the duration of the proposed grant. (**NOTE**: If registration is done on an annual basis in the country, the organization must have the current registration and obtain renewals for the duration of the project, in order to receive subsequent funding tranches).
- ➤ Produces an annual report that includes the proposed country for the grant.
- ➤ Commissions audited financial statements, available for the last two years, including the auditor opinion letter. The financial statements should include the legal organization that will sign the agreement (and oversee the country of implementation, if applicable) as well as the activities of the country of implementation. (**NOTE**: If these are not available for the country of proposed project implementation, the CSO will also need to provide the latest two audit reports for a program or project-based audit in country.) The letter from the auditor should also state whether the auditor firm is part of the nationally qualified audit firms.
- ➤ Demonstrates an annual budget in the country of proposed project implementation for the previous two calendar years, which is at least twice the annualized budget sought from PBF for the project.[33]
- ➤ Demonstrates at least 3 years of experience in the country where grant is sought.
- ➤ Provides a clear explanation of the CSO's legal structure, including the specific entity which will enter into the legal agreement with the MPTF-O for the PBF grant.

Annex C: Project Results Framework (MUST include sex- and age disaggregated targets)

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[33] Annualized PBF project budget is obtained by dividing the PBF project budget by the number of project duration months and multiplying by 12.

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator milestones
Outcome 1: **Youth, including adolescent girls and boys facilitate public dialogues across social divides thus strengthening peace and cohesion**		**Outcome Indicator 1a:** Percentage-point change in the preference of young people, including adolescent boys and girls, in target communities to use dialogue rather than violence and coercion.to resolve identity and value disputes **Baseline:** TBD through a baseline survey **Target:** 20 percentage-point change including on the topics of GEWE promotion and GBV protection of which at least 50% are adolescent girls and young women	MoV: Baseline survey (youth and community members), success stories (e.g., youth championing peacebuilding initiatives) Frequency: Baseline and endline survey	Locally contested issues are being brought to dialogue platforms for resolution
		Outcome Indicator 1b: Percentage-point change towards youth applying fact checking and awareness-raising in target communities to ensure information integrity and MIL on issues affecting social cohesion **Baseline:** TBD through a baseline survey **Target:** 20 percentage-point change including explicit reporting by survey respondents of improved knowledge of strategies to counter harmful gender norms, of which at least 50% are adolescent girls and young women	MoV: baseline survey Frequency: Baseline and endline survey	At least 10% of youth apply fact-checking and are aware of tools to ensure information integrity on issues affecting social cohesion
	Output 1.1. Youth, including adolescent girls and boys and youth are equipped with life skills and civic competencies to lead peacebuilding initiatives with diverse peers and decision makers.	**Output indicator 1.1.1.** Learning curricula/modules on peacebuilding competencies – including information integrity – are available and piloted in both formal and informal education settings in target communities. **Baseline:** 0 **Target:** Piloted and tested curriculum/modules with mainstreamed GEWE and prevention of GBV are proposed to MoES with recommendations	MoV: Copies of the developed curricula/modules, pilot implementation report and evaluation (teachers and participants' feedback and satisfaction levels) Frequency: end of activity according to the workplan (TBD)	Areas (entry points) in school curricula for integrating MIL are identified
		Output Indicator 1.1.2 Draft MIL strategy and action plan are in place, to promote information integrity at national and local levels **Baseline:** 0	MoV: research document on youth online violence, draft and action plan	MIL strategy and action plans are drafted for review

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator milestones
		Target: Draft strategy and action plan with mainstreamed GEWE and prevention of GBV	documents, consultation records with relevant stakeholders Frequency: upon the completion of each phase	and inclusion by relevant parties
	Output 1.2 Youth, including adolescent girls and boys have an enabling environment to develop a sense of agency for activism towards peacebuilding on contested matters.	**Output indicator 1.2.1** Number of local-level youth-led and issue-based consultation platforms to reflect on peacebuilding issues also feeding into draft peace education curricula **Baseline:** 0 **Target:** at least 2 consultation platforms regularly meet in each target community, ensuring participation of at least 50 per cent of women and girls participation, with youth and adolescent attendance representing local demographics	MoV: Documentation of the established youth structure (e.g., charter, membership records), training records (attendance, agendas, and training materials), reports of events organized or participated in Frequency: after each training/event (TBD according to the workplan)	At least five informal youth groups established
		Output indicator 1.2.2. Online and real-time interactive reflections on MIL awareness raising campaign. **Baseline:** 0 **Target:** Evidence of interactive discussions on information integrity with GEWE and prevention SGBV being an explicit and a regular topic	MoV: media coverage (social media posts, webstories), engagement metrics (reach, likes, comments, engagements Frequency: event-based, campaign-specific (TBD in workplan, communications plan)	At least 3 awareness-raising initiatives launched
Outcome 2: **Duty bearers create an enabling environment and proactively support the peacebuilding initiatives of youth and adolescents, girls and boys .**		**Outcome indicator 2.1.** Degree of community trust and satisfaction with the local authorities' policies on issues pertaining to young people and social cohesion **Baseline:** TBD through a baseline survey **Target:** 20 percentage-point change with at least 50% of surveyed opinions coming from women, girls, and youth categories, including	MoV: focus groups (youth, community members, duty bearers, other stakeholders), baseline/endline survey, mapping reports, youth in peacebuilding decision making processes assessment report, youth-led	At least 50 per cent of dialogue platforms around decisions at local level engage young people in the processes

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator/ milestones
		adolescent girls and boys, proportionately representing local demographics.	initiatives records (concept, attendance, M&E reports) Frequency: at the beginning and conclusion of the project	
		Outcome Indicator 2.2. Degree of importance given by target communities to dialogue as a means of resolving identity-related differences. **Baseline:** TBD through a baseline survey **Target:** 20 percentage-point change with GEWE promotion and SGBV protection are explicitly and regularly featured in the dialogues	MoV: focus groups, baseline/endline surveys Frequency: at the beginning and at the end of the project	At least 10 per centage point change in using dialogue as a means of resolving differences in communities
		Outcome indicator 2.3. The project's peace education and MIL piloting results feed into curricular reform at the MoES and its affiliated institutions **Baseline:** recently launched education reform **Target:** Curricular reform guided by the results of the piloting (50 per cent of pilot recommendations including explicitly those linked to GEWE promotion and SGBV protection incorporated to the curricula)	MoV: official acceptance records, updated curriculum documents Frequency: depending on the governmental processes (TBD)	MIL components are identified for curricular reform
	Output 2.1 Duty bearers, including LSGs, engage and nurture young people's value to contribute and LSGs have the knowledge and tools to address their issues and to create opportunities for young people	**Output indicator 2.1.1.** Existence of context-relevant and gender-sensitive out-of-school services (for example. job fairs, book clubs and creative studio) for young people promoting tolerance, diversity and inclusion. **Baseline:** 0 **Target:** At least 1 per target community with GEWE promotion and SGBV protection explicitly and systematically featuring in the service (e.g. if the service is about employability and career planning training, then PSEA elements should be integrated)	MoV: mapping of existent out-of-school services for young people, communities/youth needs assessment Frequency: at the beginning and conclusion of the project	At least 1 one initiative per community identified
		Output indicator 2.1.2. Change in proportion of youth-related issues acted on by the local authorities through local context-relevant	MoV: local authorities records	At least 10 per cent point change in

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator milestones
		public administration processes seeking to address social cohesion issues. **Baseline:** TBD **Target:** 20 percentage-point change with at least one third of the issues addressing GEWE promotion and SGBV protection and at least pertinent to the needs of adolescent age boys and girls	Frequency: should be assessed at the beginning and conclusion of the project	integrating youth-related issues into local public administration processes
		Output indicator 2.1.3. Piloted and locally/nationally agreed draft peace education and MIL curricula introduced to the national curricular reform **Baseline:** 0 **Target:** Curricula available and proposed to the MoES for both peace education and MIL with GEWE and prevention SGBV mainstreamed and being an explicit topic	MoV: peace education and MIL document, its pilot report and evaluation Frequency: at the end of activity	Peace education and MIL curricular are piloted at local level
	Output 2.2 Youth-led peacebuilding and confidence building initiatives are acted upon and included in local decision making and national policies.	**Output indicator 2.2.1.** Number of youth-led social cohesion initiatives receiving financial contributions from local authorities and private sector. **Baseline:** 0 **Target:** At least 2 per target community with at least one third of the total number being on GEWE promotion and prevention of SGBV and at least half of all being for and with youth of adolescent age	MoV: initiative concepts, related M&E reports, financial records of local authorities' support, photos and videos from implementation, social media posts/webstories/success stories Frequency: initiative-specific, final evaluation by the conclusion of the project	At least one youth-led initiative(including those led by young women) per community is implemented
		Output indicator 2.2.2. Proportion of target communities directly reached by youth-led social cohesion initiatives. **Baseline:** 0 **Target:** 30 percentage-point increase in proportion of respondents in each target community reporting awareness of youth-led initiatives and their social cohesion benefits. (at least 70 of those who reported	MoV: community surveys, attendance report, pre and post activity questionnaires Frequency: initiative-specific, final evaluation by the	At least 20% point-change in awareness of youth-led initiatives

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	Indicator milestones
		demonstrate awareness of initiatives promoting GEWE and GBV prevention)	conclusion of the project	
		Output indicator 2.1.3 Proportion of youth-led social cohesion initiatives generating success stories and knowledge products for showcasing at the national and international level. **Baseline:** 0 **Target:** 20 percent with at least one third of the total number being on GEWE promotion and prevention of SGBV and at least half of all being about youth of adolescent age	MoV: Youth led project ideas drafted as per a template developed by the project; success stories	10 success stories/knowledge products drafted