SECRETARY-GENERAL'S PEACEBUILDING FUND
PROJECT DOCUMENT TEMPLATE

PBF PROJECT DOCUMENT
(Length : Max. 12 pages plus cover page and annexes)

Country (ies): Kyrgyzstan

Project Title: Communities resilient to violent ideologiesProject **Number from MPTF-O Gateway (if existing project):** 00108337	
PBF project modality: ☐ IRF ☒ PRF	**If funding is disbursed into a national or regional trust fund (instead of into individual recipient agency accounts):** ☐ Country Trust Fund ☐ Regional Trust Fund **Name of Recipient Fund: MPTF**

List all direct project recipient organizations (starting with Convening Agency), followed type of organization (UN, CSO etc): **List additional implementing partners, Governmental and non-Governmental:** President's office, Prime Minister Office, Ministry of Education and Science; State Agency for Vocational Education; Kyrgyz Academy of Education; State Agency for Youth and Sports; Agency on Religious Affairs; State Agency on Local Self Governance and Interethnic Relations; Local Self-Governance (LSG) bodies in selected districts, CSOs

Expected project commencement date[1]: 11.01.2018 **Project duration in months:[2]36 months** (Additional 6 months no-cost extension. New end date 10 July 2021) **Geographic zones (within the country) for project implementation:** Implementing agencies has select 12 municipalities during the inception phase. Those are Bishkek city, Osh city; Osh province: Alliya Anarov municipality, Aravan district; Karasuu municipality, Karasuu district; Nookat city; Gulistan municipality, Nookat district; Jalalabad province: Jalalabad city, Suuzak municipality, Suzak district; Bakten province: Kyzyl-Kiya city, Kadamjai district; Issyk-Kul province: Sary-Bulak municipality, Tyup district; Naryn province: Ugut municipality, Ak-Talaa district; Talas province: Kara-Buura municipality, Kara-Buura district. Selection criteria and principles are: • Focused approach to ensure impact and better outcomes. • Balancing approach (north-south; monoethnic-multiethnic, rural/urban, etc.) • Size of the population in the community: not less than 5,000 • Balancing: 60% in the southern part and 40% in the northern part of the country • Build on comparative advantage and established partnerships (previous experience) of the UN agencies but avoid overlap with other agencies (communities which have two or more ongoing peacebuilding and prevention of violent extremism (PVE) or related projects won't be selected) • Willingness of the community and authorities to collaborate within the programme

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- Level of the inclusion of the minority groups at the community level;
- Coordinate with and contribute to the extend possible to Peacebuilding Priority Plan outcomes pertaining to PVE penitentiary and probation settings as well as to those of inclusive governance and justice;

Does the project fall under one of the specific PBF priority windows below: No
☐ Gender promotion initiative
☐ Youth promotion initiative
☐ Transition from UN or regional peacekeeping or special political missions
☐ Cross-border or regional project

Total PBF approved project budget* (by recipient organization):
UNICEF: $ 1,358,000
UNFPA: $ 908,000
UN Women: $ 335,082
Total: $ 2,601,082

*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 (70_%):	PBF 2nd tranche* (30_%):	PBF 3rd tranche* (_%):
UNICEF: $ 950,600	UNICEF: $ 407,400	XXXX: $ XXXXXX
UNFPA: $635,600	UNFPA: $ 272,400UN	XXXX: $ XXXXXX
UN Women: $ 234,291	Women $100,791	XXXX: $ XXXXXX
Total: $ 1,820,491	Total: $ 780,591	Total:

Two-three sentences with a brief project description and succinct explanation of how the project is time sensitive, catalytic and risk-tolerant/ innovative:
The project employs means of community dialogue, formal and nonformal education, including on digital platforms to build community resilience to risks of social cohesion. Encouraging young women and men to lead and participate in addressing community conflicts is among the main strategies, as it also strengthens their sense of community identity and provides a space where they can fulfil their potential and realise capacity. Opinion leaders raise awareness and promote non-violent forms of engagement and participation through on-line and off-line platforms.

Summarize the in-country project consultation and endorsement process prior to submission to PBSO, including through any PBF Steering Committee where it exists, including whether civil society and target communities were consulted and how:
The project idea and proposed activities have been consulted at different levels, with local self-governments, central government institutions including all key social sectors and law-enforcement. The project approaches are validated with various types of civil society, grass-roots community groups, urban based local and international NGOs. It is informed of findings of the UN Commissioned studies and researches of such institutions as National Institute for Strategic Studies, Search for Common Ground. The Project concept has been presented and collected insights of the Joint Steering Committee.

Project Gender Marker score: 2 [3]

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[3] **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)

Specify % and $ of total project budget allocated to activities in direct pursuit of gender equality and women's empowerment:_____

Project Risk Marker score: 1[4]

Select PBF Focus Areas which best summarizes the focus of the project *(select ONLY one)*:
(2.3) Conflict prevention/management [5]

If applicable, **UNDAF outcome(s)** to which the project contributes: Outcome II: By 2022, institutions at all levels are more accountable and inclusive ensuring justice, human rights, gender equality and sustainable peace for all

If applicable, **Sustainable Development Goal** to which the project contributes: 4, 5,16,

If applicable, **National Strategic Goal** to which the project contributes: National PVE Action Plan; Peacebuilding Priority Plan, National Action Plan on Gender Action Plan, National COVID-19 Response and Recovery Plan

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): 6 months. New end date: 10th July 2021 **Change of project outcome/ scope:** ☒ **Change of budget allocation between outcomes or budget categories of more than 15%:** ☒ The project has one outcome, budget reallocations are made across Outputs 1 and Output 3. **Additional PBF budget:** ☐ Additional amount by recipient organization: USD XXXXX **Brief justification for amendment:** **Summary**

Score 2 for projects that have gender equality as a significant objective and allocate at least 30% 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)
[4] **Risk marker 0** = low risk to achieving outcomes
Risk marker 1 = medium risk to achieving outcomes
Risk marker 2 = high risk to achieving outcomes
[5] **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
(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)

6-months extension and readjustment of activities is requested to catch up with the projects schedule, the implementation of which was delayed due to COVID-19 pandemic and lockdown. The country has lived under the state of emergency over the pandemic for two months. After restrictions were lifted, the number of COVID-19 cases and fatality was on the rise in June - July with daily average of 1000 registered infections and 70-80 deaths. This made face-to-face field activities impossible due to risk of infection. The further constraints on Government due to sickness of officials and implementing partners places a burden on routine and planned activities. The project teams will need longer time to restore connections and partnership in the target communities and institutions which are also facing now hard consequences of the pandemic. UNICEF's activities 1.1.4 on multilingualism and 1.2.1. 1.2.2. on youth engagement will not be completed by January 2021 given the current epidemiological situation that is forecast to proceed well into the 3rd and 4th quarter of 2020.

It is also proposed to add activities to youth engagement output with the purpose of addressing challenges to social cohesion resulting from COVID-induced economic downturn and declines in people's wellbeing. No budget increase is requested, the total project budget will be the same. There are however relocation of funds between outputs and activities, the details of which are provided below together with an outline of each change in the activity/output.

Rationale for extension and additional activities

As part of the readjustment, within the output 1.1. the project will facilitate exchange of experience and public advocacy for expansion of the civic education through conferences with key government stakeholders. The project will also produce video supplements for teaching the subject remotely at the time of COVID restrictions. The communication campaign will reach out up to 200,000 people through televised and radio programmes, animated videos with messages promoting human rights, diversity and tolerance.

The original output focus of upscaling multilingual education will be shifted from face-to-face schools and community-based piloting to online learning platforms. The project will help developing remote teaching, learning and assessment tools (e.g. video lessons, online platform) also in minority languages, as such will promote diversity and inclusion. This is in line with the recent request of the Ministry of Education to support multilingual online learning and teaching during entire 2020-2021 academic year.

The pandemic has also necessitated few important modifications to the skills building and youth engagement components in non-formal settings, mainly within output 1.2. The massive loss of jobs and incomes, frustrations with social services and protection amid insecure responses by the authorities only exacerbates tensions and gives potential to escalation. These challenges have put an additional burden

on most disadvantaged, especially youth and children thus making them even more exposed to conflicts, including those of political nature. Young women and girls in particular have been vulnerable to more exploitation and violence in the confines of their homes at the time of isolation and quarantine. Additional skills building, mental health and empowerment activities also through online platforms will help meeting the needs of the most affected and include them in addressing community issues caused by COVID-19 lockdown.

It is proposed to expand current support to vulnerable women's small-scale initiatives in the output 1.3. with the purpose of addressing COVID and post-COVID related challenges to their status, safety and security. Small-scale initiatives for women and girls from vulnerable groups are meant to improve their income generating opportunities, thus helping them to build self-confidence and raise their profile in families and communities. Communities will be supported to tackle the spread of coronavirus, and to ensure that the impacts of the crisis on the rights and well-being of women, particularly girls, are fully understood and taken into account in their response efforts. As such, women and girls will be better protected against exclusion, discrimination and violence which is particularly at rise at the time of COVID.

Soonest consideration and reply on requests of both extension and additional activities will be appreciated. It is important to have clarity on whether the project can be extended for the purpose of certain and exact planning with government and NGO counterparts. Under activity 1.1.4, an evaluation of multilingual education (MLE) is planned (US$ 50,000). UNICEF plans to select and invite an international consultancy to carry out an in-depth assessment of the MLE programme, which has been largely supported by PBF since 2014. However, due to the current restrictions, this activity is pending. It is planned to conduct it during Q1-Q2 2021 should the situation allow and if no guarantee of a no-cost extension can be given, this activity will need to be cancelled and a new activity introduced.
Most of the Output 1.2. capacity building and social mobilization activities are on hold or has been moved to online platforms. It is planned that face-to-face activities and social mobilization activities will resume once agreed that the situation improves. However, in case no extension can be given then again it needs to be communicated to the partners and the beneficiaries and alternatives need to be identified early.

Reallocation of funds across outputs and cost categories

There are following three substantive reallocations in the budget proposed as part of the readjustment and extension request:
- $ 146,141 (6% of the total received budget and 23 % reduction from the originally planned cost of the output 1.1.) will be reallocated from output 1.1. to 1.2. resulting from shift from

	formal civics and multilingualism education to non-formal skills building and youth participation component.
	• $ 25,420 (0.9 % of the total budget) will be reallocated from output 1.1 to output 1.3. with the purpose of expanding small scale initiatives to women and girls from vulnerable groups. With this the nature of trainings for education workers planned initially within output 1.1. will not change and relevant commitments will be delivered as planned. The funds planed for relocation will be used from savings that have emerged due to delivery of 1.1. activities in online modality during COVID quarantine.
	• 31% increase in the travel's budget category (from original $70,000 to $91,392). Increase in the travel costs account for larger number of government partners participation in the field trips while developing and testing the civic education curricula for vocational education schools and religious schools. Travel costs also increased with a growing need for the project's personnel to be present on the ground and help the communities to plan PVE initiatives in an inclusive and sensitive manner. Further, closer monitoring at the implementation of the community initiative have required more trips than had been initially planned.
	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. *Menntion that the evaluation will be postponemtn of the evaluation of the project. What about evaluation if*

PBF project budget by UN cost category

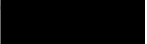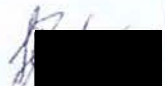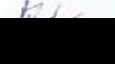**Note: If this is a budget revision, insert extra columns to show budget changes.**

CATEGORIES	APPROVED BUDGET				PROPOSED REVISED BUDGET				TOTAL change In %	Total of changed amounts
	Amount UNICEF	Amount UNFPA	Amount UN Women	PROJECT TOTAL	Amount UNICEF	Amount UNFPA	Amount UN Women	PROJECT TOTAL		
1. Staff and other personnel	260,000.00	104,337.00	76,753.00	441,090.00	290,159.00	100,928.00	76,753.00	467,840.00	6%	36,750.00
2. Supplies, Commodities, Materials	20,000.00	-	2,000.00	22,000.00	20,000.00	-	2,000.00	22,000.00	-	-
3. Equipment, Vehicles, and Furniture (including Depreciation)	15,000.00	50,000.00	3,000.00	68,000.00	15,000.00	41,974.00	3,000.00	59,974.00	-12%	(8,026.00)
4. Contractual services	150,000.00	85,000.00	61,631.00	296,631.00	170,000.00	61,401.00	61,631.00	293,032.00	**-1%**	(3,599.00)
5.Travel	30,000.00	15,000.00	25,000.00	70,000.00	30,000.00	36,392.00	25,000.00	91,392.00	31%	21,392.00
6. Transfers and Grants to counterparts	731,012.00	576,261.00	129,777.00	1,437,050.00	680,841.00	594,166.00	129,777.00	1,404,784.00	-2%	(32,266.00)
7. General Operating and other Direct Costs	63,147.00	18,000.00	15,000.00	96,147.00	63,159.00	13,737.00	15,000.00	91,896.00	-4	(4,251.25)
Sub-Total Project Costs	1,269,159.00	848,598.00	303,161.00	2,420,918.00	1,269,159.00	848,598.00	313,161.00	2,430,917.75	0%	

8. Indirect Support Costs (must be 7%)	88,841.00	59,402.00	21,921.00	170,164.00	88,841.00	59,402.00	21,921.00	170,164.00	0%	
TOTAL	1,358,000.00	908,000.00	325,082.00	2,591,082.00	1,358,000.00	908,000.00	335,082.00	2,601,081.75	0%	

4 August 2020

PROJECT SIGNATURES:

Recipient Organization(s)[6]	Representative of National Authorities
Name of Representative: Ms. Yulia Oleinik Signature ▮▮▮ Title: Representative (d▮▮▮ Name of Agency: UNICEF Date & Seal *12 August 2020*	Name of Government Counterpart Mr. Kudaibergen Bazarbaev Signature ▮▮▮ Title: Head of the Department for Monitoring of Humanitarian Development and Cooperation with Civil Society Institutions, Office of the President Date & Seal
Name of Representative: Mr. Azamat Baialinov Signature Title: Head of Office ▮▮▮ Name of Agency: UNFPA Date & Seal 13.08.2020	
Name of Representative: Ms. Ulziisuren Jamsran Signature Title: Country Representative ▮▮▮ Name of Agency: UN Women Date & Seal 13 August, 2020	
United Nations Resident Coordinator Name of Representative Mr. Ozonnia Ojielo / OiC Ulziisuren Jamsran Signature ▮▮▮ Title: United Nations Resident Coordinator Date & Seal 13 August 2020	**Peacebuilding Support Office (PBSO)** Name of Representative Mr. Oscar Fernandez Taranco Signature ▮▮▮ Title: Assistant Secretary-General, Peacebuilding Support Office Date& Seal

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

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

a) A brief summary of **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- sensitive.

The proposed project will contribute to PPP Outcome Area 3 on diverting people at risk from a radicalization path by means of community dialogue, education and development.

The project targets outcomes that provide alternative pathways away from violent and manipulative ideologies in 10 pilot municipalities by taking a multidimensional approach through education, participatory community development and dialogue, as well as through the cultural domain and digital space. The project will provide civic competencies within secular and religious schooling and promote multilingualism through experience and evidence sharing, thus expanding opportunities for adolescents and youth to engage in socio-political and economic life. It will empower adolescents, youth and women to claim their rights and participate in addressing issues that cause vulnerability to violent ideologies. People from different social backgrounds and professional affiliations will be identified and supported in their actions as credible intermediaries between the vulnerable groups and the state actors. They will facilitate greater communication between these groups and raise awareness about the risk of violent ideologies, thus reducing grounds for violent extremism. On-line and off-line platforms will be strengthened to promote constructive debate around diverse identities as an alternative to radicalization and violent ideologies.

Selected partners will be supported to develop interactive platforms for those advocating creative approaches to enhance inclusion and promote human rights, social cohesion, tolerance, gender equality and women's empowerment; and to reach out to and engage in dialogue with disaffected groups and individuals. The voices of women, adolescents and youth, and religious leaders and those affected by violent extremism in target communities are important in this approach.

Young women and men, girls and boys in Kyrgyzstan are at risk of being targeted by extremist ideologies framed on nationalist or religious grounds. Low confidence in the state, dissatisfaction with services,[7] perception of ethnic divisions which coincide with search for identity among youth are among the important factors driving violent ideologies. Vulnerabilities to violent extremisms grow in the context of high grievance about corruption, youth's unemployment and sense of exclusion.[8] Historically, analysts have noted the propensity of adolescents and young people in general to be mobilized for violence and often to be instrumentalized by conflict actors. Youth's higher susceptibility

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[7] Confidence index in the state according to the National Statistics Committee was 36.9 in 2017: http://www.stat.kg/ru/indeks-doveriya-naseleniya/ last entered on Oct 10th, 2017
On services and public approval of the government please refer to
http://www.iri.org/sites/default/files/wysiwyg/public-iri_poll_presentation-kyrgyzstan_march_2016_eng.pdf
[8] Surveys by International Republican Institute (IRI) in 2016 finds that 94% of the population believe that corruption is the biggest problem, 49% think that unemployment is the biggest issue and 84% say it is important that citizens participate in the design making; 63 % believe that youth's voice is not heard

to violent ideologies is also evident from the high number of 20-22 year olds from Kyrgyzstan reported by the Ministry of Interior Affairs to have travelled to combat zones in the Middle East.

Educational deficiencies can render youth unable to withstand and challenge the messages of those who promote violence.[9] Poor teaching standards and a focus on rote learning rather than developing functional literacy and civic competencies (such as critical thinking, self-reflection and communication) limit young people's resilience to propaganda of violence.[10] This – coupled with the lack of structured employment, limited social opportunities or opportunities to engage positively within communities and society – creates conditions for radicalization. This is consistent with the global evidence on recruitment into groups propagating violence: UNDP's recent *Journey to Extremism in Africa* study points out that to successfully prevent violent extremism, education must provide life alternatives, and as far as possible instil critical thinking, respect for diversity and citizenship values.[11] According to earlier research by Finkel: "civic education has meaningful and relatively long-lasting effects in terms of increasing political information, feelings of empowerment, and political engagement and participation".[12]

According to the findings of youth consultations conducted in 2015 by Search For Common Ground (SFCG), injustice and corruption are the factors most likely to lead to violent extremism. Lack of opportunities to voice concerns and influence decisions on issues that affect youth aggravate this perception of injustices. Younger people, especially those from ethnic minorities, are dissatisfied with what the state offers them.[13] In this context, in their efforts to change their lives for the better, earn decent wages and address injustices and inequities, young people can be attracted to the idea of effecting that change through violence against people and the state.

The SFCG consultation concludes that improving the state-society relationship, in addition to intercommunity and intergenerational relationships, is critical to building community resilience to violent extremism.[14] Research conducted by International Alert in Tunisia and Kenya in recent years has confirmed that functional interactions between state and citizens, imbued with confidence, competency and a sense of responsibility on both sides, are vital for reducing vulnerability to violent extremism. This is particularly critical for young people, who (as mentioned above) are particularly susceptible to recruitment.[15]

Meanwhile, women's specific vulnerability to joining violent groups is linked to a process of "re-traditionalization": "a return to traditional values, family life, and religion, which

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[9] ACTED, "Youth of the Kyrgyz Republic: values, social moods and conflict behavior", 2014, http://pdf.usaid.gov/pdf_docs/PA00JS4T.pdf

[10] More than 80% of the country's students displayed reading skills below a level at which they "begin to demonstrate competencies (…..) that will enable them to participate effectively and productively in life". Stated in the Youth and Public Policy in Kyrgyzstan, p 27

[11] United Nations Development Programme (UNDP) Regional Bureau for Africa: "Journey to Extremism in Africa: Drivers, Incentives and the Tipping Point" p. 38-40: http://journey-to-extremism.undp.org/ last entered 20 Sept, 2017

[12] Steven E. Finkel, "The Impact of Adult Civic Education Programmes in Developing Democracies" Public Administration and Development 34 (2014): 177

[13] Unpublished report on the study commissioned by UNCT and run by Anna Matveeva: "Religious radicalisation leading to violent extremism in Kyrgyzstan" pp. 16-18

[14] Margaret Williams, "Working Together to Address Violent Extremism: a strategy for youth-government partnerships" Search for Common Ground (2016). https://www.sfcg.org/wp-content/uploads/2016/12/YouthGovtCVE_StrategyDocument_122116.pdf

[15] International Alert, "We Don't Trust Anyone: strengthening relationships as the key to reducing violent extremism in Kenya" (2016). http://www.international-alert.org/sites/default/files/Kenya_ViolentExtremism_EN_2016.pdf .

entails, in part, women being moved out of the work force". [16] Restraining women's liberties in multiple domains is both a top-down and a bottom-up process. Elites, usually dominated by men, justify shrinking employment and earning opportunities for women by the need to return to women's "natural" role as obedient subjects of men, usually through religious and cultural messages. This also helps to prevent women from challenging men in politics and social affairs. Re-traditionalization also partially results from women's deliberate and rational choices, largely in response to ongoing economic uncertainty. [17]

Women and girls are vulnerable to peer and family pressure to leave school early, usually as a result of early marriage which contributes to poor literacy. They are encouraged or coerced into staying at home looking after in-laws, and exposed to domestic violence and abuse. Being denied career or work opportunities makes them financially dependent and vulnerable. They are often discouraged from social interactions outside the family, though they may sometimes be allowed access to formal or informal types of religious education. [18]

Nearly all women travelling to combat zones, according to law enforcement and security officials, were accompanied by their spouses, or were following their spouses, as traditional wives obedient to their husbands and without any personal agency. Many of the women who left to Syria were unaware of the armed conflicts taking place there.

In Kyrgyzstan's context, minority youth are at higher risk of embracing violent ideologies, as a result of real or perceived layered discrimination and exclusion particularly from education and employment opportunities. Recent research into the factors of PVE finds that in most of cases of those who join violent groups from Osh city and oblast are ethnic minorities, geographic spread corresponds with the areas of concentration of minorities. Ethnic differences and treatment by the state are sited among the main factors behind recruitment. [19] This resonates with the findings of earlier research that ethnic minorities become susceptible to violent ideologies as they feel excluded, discriminated against, and unable to fulfill themselves in Kyrgyzstan's current social context. [20]

Based on analysis of the factors driving violent extremism, the project will directly target adolescents and youth, while also influencing adults who work with young people, many of whom have roles to play in countering violent extremism: police, teachers, parents, government officials, community leaders and religious leaders. Based on a strength-based, positive approach the project will empower young women and men, including adolescents, to prevent the spread of violent and manipulative ideologies. The project framework starts from a recognition of youth's energy, potential as well as the unique experiences and knowledge that they can contribute to peace and development.

The project will introduce and implement a civic education model both for secular schools and madrasahs that provides young people with context and critical thinking skills to examine messages brought by instigators and proponents of violence. The focus will be shifted from learning facts to building skills and acquiring values. While students will

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[16] Michele E. Commercio, "The politics and economics of "retraditionalization" in Kyrgyzstan and Tajikistan" (2014):3
[17] Ibid
[18] Ibid. p.9
[19] Matveeva, p.15
[20] Zenn, Jacob, and Kathleen Kuehnast. 2014. *Preventing Violent Extremism in Kyrgyzstan*
https://permanent.access.gpo.gov/gpo57678/SR355_Preventing-Violent-Extremism-in-Kyrgyzstan.pdf

continue studying the legal and institutional foundations of the state and society, civic education curricula in target educational institutions will be designed to help build skills and values by putting youth in real situations where they can debate, and thus form and protect their opinions and values in a constructive and non-violent way. Practical in-class exercises, debates and homework, as well as co-curricular projects, will consider community issues that they and their peers face on a daily basis, such as domestic violence, bullying, safety and unemployment. Values of diversity, human rights, rule of law and good governance will be mainstreamed as reference points guiding youth actions and decisions.

Local governments, non-formal education settings and community dialogues are the entry points of this proposal as they also build on and reinforce the outcomes of formal civic education. These were selected because they provide opportunities to reach people vulnerable to violent ideologies at community level, while also bringing added value by enhancing the sustainability of project results. Non-formal education goes beyond in-class training and provides opportunities to utilize knowledge through interaction with the wider community, thus equipping young people with life skills and key competencies. This will have an immediate positive effect on the individuals and institutions in effect developing resilience to manipulation.

Encouraging young women and men to claim their rights in a non-violent manner to lead and participate in community development will be the key strategy for reducing vulnerability to violent ideology. This will strengthen their sense of community identity and provide a space where they can fulfil their potential and realize capacity. This will help to influence behaviours and attitudes towards extremism in a de-personalized and uncontroversial way that fits the local political economy and cultural context. Women (including female religious leaders) are in a better position to warn about worrying signs of radicalization amongst members of their community, and can be powerful and effective agents of support for those who are vulnerable to reach out for help.

b) A brief description of how the project aligns with/ supports **existing** Governmental and UN **strategic frameworks,** how it ensures **national ownership** and how the project builds on any previous phase of PBF support and/or any **concrete lessons learned**.

c) A **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
1. "Constructive Dialogues on Religion and Democracy" by NGOs "International Alert" and "Iyman"; 3 years: from	*EU 1,100,000 EUR*	*The projects fill the gap in interfaith and faith vs. state relations as well as in public awareness about*	*Structural, discursive and psychological drivers of VE remain less covered*

February 2017 to January 2010		*religion and democracy.*	
2. DREAM by DVV International and Youth of Osh; 2 years March 2017 – April 2019	*EU 860,000 EUR*		
3. "Young Delegates of Tolerance and Democracy in Kyrgyzstan" by NGOs "Safer World" and FTI; 3 years from February 2017 – March 2020	*EU 1,073,649 Eur*		
4. Project on counter narratives in online space by NGO "Search for Common Ground	US, USD 198,000	*Preventing radicalisation through online space*	*Project taps on the critical channel of recruitment, it focuses on research and is limited in duration. Its great outputs need to be expanded and replicated in synergy with system level interventions*

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

a) A brief **description of the project content** – in a nutshell, what are the main results the project is trying to achieve, the implementation strategy, and how it addresses the conflict causes or factors outlined in Section I (must be gender- and age- sensitive).

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

b) Provide a **project-level 'theory of change'** – i.e. explain the type of change envisaged by the project and how do you expect the project interventions to lead to results and why have these interventions been selected. What are the assumptions that the theory is based on?

(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?)

Theory of Change: If women and men, boys and girls in the communities have critical thinking skills AND are able to positively claim and exercise their rights through civic engagement, THEN they will become resilient to violent and manipulative ideologies,

BECAUSE they will have a sense of belonging to their communities and confidence in the State.

c) **Project result framework**, outlining all project outcomes, outputs, activities with indicators of progress, baselines and targets (must be gender- and age- sensitive). Use **Annex B**; no need to provide additional narrative here.

Output 1.1: Youth, adolescents and women in target communities gain civic competencies in schools, homes and the community;

1.1.1. Design age-appropriate and gender-sensitive materials for teaching non-violent culture and civic competencies at secondary level in secular and religious settings (UN Women, UNFPA, UNICEF)

Agencies will conduct multi-stakeholder consultations jointly with the Ministry of Education and Science (MoES), the Kyrgyz Academy of Education (KAE), the State Commission for Religious Affairs (SCRA) and the "Muftiate" (National religious authority) in order to identify the main social issues pertaining to youth that create vulnerability to violent ideologies. Stakeholders (including key organizations in the education sector and beyond) will jointly prioritize issues that can be integrated into the curricular and extra-curricular activities at various educational organizations. Education specialists will develop learning outcomes (skills and competencies) that adolescents and youth should gain for dealing with the issues. Age-appropriate, conflict- and gender-sensitive teaching and learning materials geared to provide those learning outcomes will be developed and pre-tested. The priority skills and competencies will be integrated into the official school civic education curriculum and recommended to be integrated to cross-subject curricula. Innovative technologies will be applied to the design and delivery of materials as well as the monitoring of student achievements, using mobile and e-technologies.

This activity will be expanded by additional support to schoolteachers to continue ongoing education for students amidst the current COVID-19 pandemic. The coronavirus pandemic has led to close schools for the rest of the academic year, and teachers face big challenges on creation of distance learning. Teachers will start to innovate and experiment with new online tools and share their experience at different e-platforms with broader community, including parents. The following additional activities will be delivered within the given budget as follows:

- Conduct a two-day conference on Forming civic competencies through formal and informal education. The conference will be dedicated to the staff of the Ministry of Education and Science (MoES), Kyrgyz Academy for Education (KAE), Republican Institute of Teacher Training and Qualification, State commission on religious affairs, teachers of secondary and vocational schools, religious education institutions. The conference will create fora for discussion, exchange of ideas and further partnership opportunities in forming civic and social competencies among students of secondary and vocational schools and religious education institutions.

- As a result of COVID-19 outbreak and movement of education institutions and secondary schools to distant learning mode, new educational challenges emerged. To support MoES efforts in preparing educational content for the courses and programmes through video learning materials, 8 video lessons (4 in local language and 4 in Russian) to support learning objectives of the course "Human and Society". These video

materials can be later used as a complementary tool for the teachers of the course on civic education, aiming to strengthen students' competencies, forming values on social inclusion, gender equality and non-discrimination.

1.1.2. Improve the capacity of education workers to facilitate the learning of non-violent culture and civic competencies in secondary and vocational schools and in madrasahs (UN Women, UNFPA, UNICEF)

A series of training events and on-job mentoring of education workers in schools and madrasahs in selected geographical areas will be delivered in an integrated manner with existing state in-service teacher training programmes. Particular attention will be paid to improving the teachers' understanding about the contribution of civic education to peace building, equality and the importance of conflict-sensitivity and a code of ethics. The teachers will acquire methodologies to manage classroom discussion equally involving girls and boys on social issues in an open and constructive manner, and study the peculiarities of teaching social sciences, child-centred teaching techniques, and assessment of students' skills, competencies and values. Following the training, the growing number of adolescent girls who continue their secondary education in madrasahs will be exposed to a type of religious education that promotes a wider worldview and respect for diversity and human rights, and provides additional vocational skills.

In parallel, information campaign will be organized to increase awareness on civic competencies in gender equality, respect and tolerance for diversity and conflict sensitivity among school students and their parents, teachers, education sector employees and general public, especially in COVID-19 context. Up to 10 televised programmes will be conceptualized and broadcasted on different local and regional channels, 10 animated videos will be distributed through social media, and used by teachers of the course "Civic Education", s well as series of radio programmes will be organized. All dedicated to topics on promoting and cultivation of civic competencies, focused on social inclusion, tolerance, gender equality and non-discrimination. Through this information campaign, it is expected to outreach to up to 200,000 individuals, with engagement of direct beneficiaries to share their knowledge and experience from targeted municipalities, where the project is implemented.

1.1.3. Pilot delivery of civic competencies and non-violent culture curricula to secondary schools and madrasahs in target communities

Civic education will be introduced and delivered between the 2018-2020 school years. Learning of skills by target groups will be supported through multiple pathways, including curricular and extra-curricular education in secondary and vocational schools, as well as non-formal community learning platforms where skills for social engagement (volunteer and community work, social projects, social activism and others) can be practiced. Close monitoring and regular methodological mentoring and assessment of student achievements will be carried out throughout the school years. Based on feedback from pilot schools, materials and training modules will be updated with evidence generated on their efficiency and validity to be approved officially for national scale up.

In order to expose adolescent girls studying in madrassahs to a type of education that respects diversity and human rights and offers additional vocational skills, civic and vocational

education will be conducted in madrasahs. This will facilitate the social inclusion of students, open up opportunities for employment, and increase their resilience to violent ideologies.

The schools with MLE experience under previous PRF will be used as platforms to examine qualitatively the implication of MLE to multiculturalism, tolerance, peacebuilding and PVE. Well-recognized universities and research organizations focused on behaviour change will be invited to design and implement a study of impacts of ~~civic education and~~ multilingual education on establishment of an inclusive society ~~as separate components but also in combination as well.~~

Amendment activity

1.1.5   Prepare remote teaching, learning and assessment tools in or subtitled in different languages, including minority languages which would be used during the COVID-19 crisis and/or any other potential future emergencies

In order to ensure that all children, including children of ethnic and language minorities will have an access to appropriate learning opportunities during preschool and school closure due to emergencies, RUNOs will support the Ministry of Education and Science with development of remote teaching, learning and assessment tools (e.g. video lessons, online platform) available in different languages (e.g. Kyrgyz, Russian, Uzbek, Tajik). The original output focus of upscaling multilingual education will be shifted, however, the reprogrammed activity is still aimed at promoting diversity in the new formal education solutions by preparing contents in different languages. On 22 May 2020, the Minister of Education and Science and the Disaster Response Coordination Unit (DRCU) Education Sector partners had a meeting, where the Minister requested for the Sector's continuous support in preparing remote teaching, learning and assessment tools for the entire academic year 2020-2021 which will begin in September. It is important to ensure that the tools will be available in different languages so that no ethnic minority child will be deprived of the learning opportunity.

Output 1.2. Youth and adolescents and women in target communities engage in collaborative measures to address local vulnerabilities leading to violent extremism;

1.2.1.   Provide spaces and opportunities to practice civic competencies, life skills and adolescent and youth participation in extracurricular and out-of-school settings; and encourage their participation in local governance; (UNICEF)

The programme will support practical application of the knowledge and skills that students have learned in social studies courses through extracurricular and out-of-school activities (such as school parliaments, student thematic clubs, team projects, volunteer activities, community service and forum theatres for communities). A guidebook on extracurricular social activities will be developed and used by teachers, student facilitators and community youth workers in their activities with community members. Local governance professionals and service providers with specific responsibilities for youth and adolescent issues out-of-school will be equipped with the skills and tools needed to mobilize and run extracurricular activities for the wider community.

1.2.2. Enhance partnerships between local authorities, service providers and youth to plan and implement strategies addressing vulnerabilities to violent ideologies;

Young people and adolescents will be able to put into practice the life skills and civic competencies they have developed under Output 1.1 by engaging with local governances and communities over issues of common concern, thus making their *communities youth and adolescent friendly*. Many of the youth and adolescent co-curricular and extracurricular activities will focus on identifying current gaps in wellbeing and security and proposing solutions. The young people engaged in the project will run advocacy campaigns, organize workshops with their peers and propose development solutions so that the voices of young people in the communities are heard and their needs and rights become an integral part of local governance policies, programmes and decisions. With the capacity to participate in governance and wider community affairs, these young people will help to reach out to those most vulnerable with alternative narratives to violent ideologies, thus creating demand for non-securitized and rights-based PVE. This will be an important community contribution to the first outcome on demand side.

Some of this will be done by adapting the Sustainable Development Goals (SDGs) to ensure their relevance in the local context, the sustainability of results, their integration and buy in. The SDGs, which address youth issues directly and indirectly, are an important reference point both for authorities and youth, because they are intended to be a policy framework under which authorities deliver development results.

Local authorities will be trained to set specific youth-related indicators in their planning with the lens of vulnerabilities that may lead to violent ideologies. They will be capacitated to systematically allocate resources to fulfil these indicators. Local government's strategies to keep youth from violent ideologies will include organizing discussion venues with credible role models in the religious community, the private sector, and among civic activists, and supporting youth initiatives through co-funding, technical support and organizing leisure and experiential learning exercises. This training will be coordinated with and complement the first outcome's capacity building for participatory, inclusive and human rights-compliant local policy design.

Partnerships will also be enhanced in other ways. Sub-regional (rayon, oblast and municipality) youth platforms that have been established in recent years will be convened as a means of facilitating dialogue with law enforcement agencies and other government institutions about how to prevent violent extremism using a rights-based approach. Camps will also be held at which the trained youth activists and the wider community of young people in he target areas can engage with invited representatives of local government and the law enforcement agencies.

Amendment activities:
COVID-19 has exponentially increased the social wounds to an already strained vertical cohesion with distrust towards the government increasing by 18% over the last ten months. The massive loss of jobs and incomes , frustrations with social services and protection amid insecure responses by the authorities only exacerbates tensions and gives potential to escalation. COVID-induced economic downturn and the onset of the virus through the South of the country through returnee pilgrims from the Hadz has also exacerbated horizontal social cohesion intensifying divisive narratives on religious and ethnic grounds with a subsequent increase in border conflicts. In turn these challenges have put an additional burden on most disadvantaged, especially youth and children thus making them even more exposed to conflict including those of political nature. Young women and girls in particular have been vulnerable

to more exploitation and violence in the confines of their homes at the time of isolation and quarantine.

The activities proposed below are meant to meet the basic demands of those most affected by above-mentioned COVID-related most disadvantaged to build marketable skills, to develop resilience to stresses of sorts and to empower young people to participate on issues that matter to them. As such and together they are meant to help meeting the needs of the most affected and include them in addressing community issues caused by COVID-19 lockdown.

1.2.3. Provide of 21-st century skills in non-formal digital platforms including the following:
- Social and emotional skills of self-awareness, self-management, critical thinking, social and emotional resilience, socialization etc: accompanied with
- Technical skills of media literacy and support to youth-led multi-media outputs. Young people will create various aspects of COVID/post-COVID issues for public advocacy.
- IT-associated technical skills trainings such as SMM, SEM, Analytics, Content Marketing, etc. blogging Essential digital skills including those of managing gadgets, multi-media tools, communicating and studying in digital platforms, skills of finding and using information.
- Essential intro to employability digital skills Online-coding; web-based robotics and STEAM learning; application building and hackathons, Blogging competitions etc.

Skills building will be in a form of online classes and live talks with celebrities. The premise behind is that the large outreach and progress in novel class delivery through digital platforms will amplify a public demand to accelerate reform in formal schooling towards competency-based education in the post-COVID time;

1.2.4. Support young people's social innovations to address COVID and post-COVID related challenges to their wellbeing. Young people will be encourage to run challenges and contests of best spending time while quarantined, on how and why it is useful to acquire skills, have fun, do sports and eat balanced. The programme will continue providing human centered design and social innovation tools for adolescents to co-create solutions to challenges they and their communities are facing at the time of crisis and aftermath.

1.2.5. Create a caring environment, promoting peer-to-peer psycho-social support for mental health. Young people will be encouraged to share tips of keeping moods up, cope and overcome challenges of staying isolated. The assumption is that adolescents will give more credit to their peers on issues that they face and on coping strategies; Celebrity induced discussions will take place on what the post-COVID life will look like and how it will be different in terms of education, employability, youth's role in the society and the state building. It will add to hope for better and help keeping moods. It will also encourage adolescents to see the crisis as an opportunity to build their social and technical skills while trying to contribute to their community's resilience to infection through online solidarity and volunteering.

Output 1.3: The capacity of opinion leaders, civil society activists and religious leaders is strengthened to provide alternative and positive messages and build meaningful dialogue and exchange. (UNFPA; UNICEF)

1.3.1. Involve religious leaders and civil society activists in designing and implementing community development initiatives and dialogues on prevention of violent ideologies

The Programme will conduct training of trainers (ToT) as knowledge delivery exercises for religious leaders and civil society activists on their roles in community development, civic responsibility and tolerance. Teams of religious leaders from project target areas and teams of civil society activists will be formed. A series of training events for trainers (TOT) will be conducted for trainer teams (accompanied by practical exercises). Participants will be encouraged to use these skills in ongoing work to address the danger of involvement in violent extremism of community members. The training will result in a better understanding of the role of developmental approaches to PVE as well as of the role of religious leaders and grassroots civil society in such community development.

The Programme will capitalize on the on-going GPI project "Women and Girls as Drivers for Peace and Prevention of Radicalization" in several ways. For instance, the afore-mentioned ToT will draw from the modules and learning material already developed and delivered for female religious leaders. Those trained within the GPI project will share lessons learnt with PRF partners and help further reaching out beneficiaries with the PVE trainings and community initiatives. The Programme will use the monitoring tools applied in the GPI project to measure short-term impact and to adapt the interventions accordingly.

Proposed Amendment
Due to COVID-19 related social distancing restrictions part of the trainings will be delivered in online mode to the participants (civil activists, female and male religious leaders).

1.3.2. Facilitate dialogue process with involvement of religious leaders, women's groups, civil society activists, local authorities and the police to jointly design and implement local initiatives (UN Women and UNFPA).

The trained religious leaders and civic activists will disseminate the knowledge further to their relevant networks, to local activists, religious groups of women (Hudjra attendees), madrassah students, members of local crime prevention centres, members of neighbourhood committees, vulnerable youth and women and others. Experts will provide mentorship to the teams of trainers alongside the knowledge delivery process.

Teams of trainers will facilitate a dialogue process with the involvement of religious leaders (male and female), civil society activists, local authorities and the police. The dialogue process will be organized at two levels – community level and district level – to discuss emerging issues that require attention.

The programme will draw on the concept and the experience of community initiatives for PVE, employed in the above-mentioned GPI project. Short videos, infographics and the articles produced within that project will be instrumental in raising public awareness and mobilizing people for joint community initiative. These initiatives (action plans) will be developed as a result of dialogue meetings. Religious leaders and civil society activists will implement some of the activities jointly with the involvement of local authorities and the police. The grassroots

experiences and perspectives of the afore-mentioned dialogue and the ensuing joint community PVE initiatives will feed into the PVE legislation and policies developed under the first outcome interventions.

Based on the premise that these religious leaders and civic activists have a say in those communities, they will be encouraged to bring a message to the wider community about the role of gender inequalities and the adverse affects of domestic violence against women in particular and its relationship to PVE. It is intended that this will help to counter some of the key drivers of radicalization among women.

Amendment of activities:

Due to COVID-19 related social distancing restrictions part of the trainings will be delivered in online mode to the participants (civil activists, female and male religious leaders).
Joint design and implementation of initiatives will utilize online platforms
During this COVID-19 pandemic, where movement is restricted and people are confined in place, and protection system weaken, women and girls are at greater risk of experiencing gender-based violence/GBV, and the threat of harmful practices. Quarantine measures imposed as a response to the COVID-19 pandemic are putting girls and women at heightened risk of violence in the home and cutting them off from essential protection services and social networks. Communities will be supported to tackle the spread of coronavirus, and to ensure that the impacts of the crisis on the rights and well-being of women, particularly girls, are fully understood and taken into account in their response efforts. Recognizing women being at the forefront of response and bear higher physical and emotional costs, as well as an increased risk of infection in COVID-19 response; and taking into account, as confirmed by various studies, the risks of violence against women and girls, especially domestic violence and GBV is high in an emergency context due to increased tensions in the home, economic challenges, among other challenges, this activity will address the immediate needs of women in the front lines of the response and incorporate them into local COVID-19 response plans. This activity will work with communities and traditional and religious leaders to adapt traditional practices to avoid transmission of COVID-19. It envisages supporting the vulnerable women's small-scale initiatives to address COVID and post-COVID related challenges in their families and communities. Only when they have psychological support, necessary hygiene kits to keep themselves safe during the pandemic, they can then be encouraged to participate in online dialogue platforms. The small-scale initiatives for the women and girls from vulnerable groups will provide windows of opportunity for small income generating activities, confidence building at their homes and initial efforts towards broader peace in their communities.

1.3.3. Support on-line and off-line positive and responsible messaging as well as constructive debate around diverse identities by engaging civil society activists, religious community and media partners; (UNICEF).

The programme will turn to established and emerging influencers in the media and digital space willing to shape a narrative about non-violent secular, civic, religious and other relevant identities. Through training, coaching, master classes and variety of other knowledge delivery and experience exchange they will be encouraged to build a discourse supporting constructive debate in society about the role of civic education, multi-culturalism, multilingualism and other diversities alike as a response to ideas propagating violence. They will be supported in spreading the principles, knowledge and tools of media literacy and responsibility among the wider community of digital activists and content producers. The wider public will be brought

into a conversation through regular interactive surveys that apply SMS and web-based messaging, as well as through interactive role-playing applications for both youth and adults.

d) **Project targeting and sequencing strategy** – provide justification for geographic zones, criteria for beneficiary selection, expected number and type of beneficiaries and justification, timing among various activities, any measures to ensure coherence and connection between outcomes, and any other information on implementation approach (must be gender- and age-sensitive). No need to repeat all outputs and activities from the Result Framework.

III.   Project management and coordination (4 pages max)

a) **Recipient organizations and implementing partners** – list 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 know-how and existing capacity. Also fill out the table below for each recipient organization:

UNICEF is the lead Agency for this project with a mandate and capacity to support the realization of the rights of children, adolescents and youth. Based on its equity agenda, UNICEF addresses equity gaps in realization of children's rights in the country through helping key stakeholders to provide age and gender sensitive services in social and justice sectors. UNICEF in particular works to ensure more boys and girls have access to quality and inclusive education. UNICEF supports the Government to develop and implement programmes promoting peace and tolerance. Providing opportunities to learn skills and knowledge both in the mother tongue and the state language is an important part of UNICEF's strategy to improve learning outcomes of children, leading to better participation in the community and the labour market and thus enhancing overall societal cohesion. Building functional literacy and developing core skills and competences is in the focus of UNICEF's education and adolescent programmes, as they are also critical conditions to build peaceful and prosperous societies. UNICEF's Country Office has been engaged in joint programming and projects with other UN agencies, including in implementation of multiple PBF funded interventions under PRF and IRF. It has a presence in the south of the country and strong monitoring and evaluation as well as institutionalized result-based management approaches. UNICEF Country Office employs around 50 staff members and on average manages an annual budget of more than USD 7 million.

UNFPA has a fully functional Country Office in Kyrgyzstan with sufficient human resources and dedicated programme staff supporting implementation of peacebuilding projects. UNFPA has a role to play to support women and young people to build sustainable peace based on its comparative advantage of working with and for women and young people in development and humanitarian settings. UNFPA is positioned to highlight specific issues affecting women and young people promoting their leadership and participation throughout the peacebuilding, humanitarian and development continuum. As part of its peacebuilding efforts, UNFPA has worked with women, young people, local self-governments, religious leaders and religious institutions to build trust, prevent conflicts and sustain peace in the country. UNFPA has been partnering with other UN agencies and has successfully implemented several peacebuilding projects in Kyrgyzstan. UNFPA is currently acts as the lead agency and coordinator of a

joint project, implemented by UNFPA, UNDP, UNICEF and UNODC that addresses issues of radicalization leading to violent extremism among women and girls (within GPI, phase 2).

UN Women's Country Office is fully operational with 20 programme and support staff, including an international Representative, a Programme Specialist in Women, Peace and Security and an M&E Officer, with a sub-office in Osh. It has extensive expertise and experience working at community level in building and sustaining peace, targeting women and youth as well as the implementation of projects funded by the PBF. UN Women is implementing its Global Programme on PVE 2016-2018 following a 4-track approach (Research, Response, Policy Development and Participation). Under this framework, UN Women conducted regional research in Central Asia on "The role of women in supporting, joining, intervening in, and preventing violent extremism in Kyrgyzstan" as well as research on religion and youths' choices with PBF funding. The findings of the research projects provided evidence for taking forward the initiatives to engage young men and women, local self-governments, and women at household level. By implementing its "My Safe and Peaceful School" component, UN Women established a strong network of 100 public schools and their communities across Kyrgyzstan. Furthermore, it has been engaging several religious educational institutions for girls in southern Kyrgyzstan towards launching a human rights course, aimed at empowering girls and young women in religious education establishments to sustain peace. The UN Women Youth and Gender Equality Strategy is built on UN Women's existing Strategic Plan, which seeks to empower both young women and young men to become drivers of gender equality by 2030, and its design was partially based on the experience of the Kyrgyzstan Country Office's PBF-funded projects. Its aim is to engage with young people as drivers of gender equality. Youth voices must be reflected in policy reform to enhance women's leadership in political participation, increase opportunities available to girls and end violence against girls.

Table 4: Overview of RUNO funding in the country				
	RUNO 1: NAME?	**Key Source of Funding (government, donor etc)**	**Annual Regular Budget in $**	**Annual emergency budget (e.g. CAP)**
Previous calendar year	UNICEF	UNICEF regular and other resources	$ 5,068,231	
Current calendar year	UNICEF	UNICEF regular and other resources	$ 8,649,128	
Previous calendar year	UNFPA	UNFPA core and donor resources	$ 1,091,328	
Current calendar year	UNFPA	UNFPA core and donor resources	$ 1,202,914	
Previous calendar year	UN Women	Donor/UN Women core funds	$2,416,703	
Current calendar year	UN Women	Donor/UN Women core funds	$ 1,576,865	

b) **Project management and coordination** – present the project implementation team, including positions and roles and explanation of which positions are to be funded by the project (to which percentage). Explain project coordination and oversight arrangements and ensure link with PBF Secretariat if it exists. Fill out project implementation readiness checklist in **Annex C** and attach key staff TORs.

Overall oversight and monitoring of the project progress and results will be conducted by the **Joint Steering Committee (JSC),** a multi-stakeholder body established on the order of the Kyrgyz Republic's President. The JSC is composed of 28 individuals representing Government, civil society and development partners. It is co-chaired by the Head of the Department for Interethnic Relations and Collaboration with the Civil Society of the President of the KR and the UN Resident Coordinator. The JSC meets regularly as the agencies present and discuss the outcomes of the interventions. JSC is also a relevant platform for development actors to coordinate their interventions. As a part of the their monitoring and oversight they also undertake field trips to project sites providing feedback as well as contributing to sustainability of the results and local ownership over them.

UNICEF will act as the lead agency for coordination of the project. UNICEF will organize at least bi-monthly meetings of implementing RUNOs to ensure coherence and synergies of the project components. Coordination among implementing partners from the three Agencies will be encouraged through regular meetings, site visits and on-line communication. The Agencies will align their activities with the interventions under other two outcome areas of the Peacebuilding Priority Plan (PPP) outcome. PPP outcome meetings will be organized for the purpose of coordinating the various agencies involved in implementing PRF in the country and to exchange information. Where relevant the project activities will be also coordinated with the several dialogue building and peacebuilding projects funded by EU, the US Government and the UK as well as those implemented within PBF's GYPI. RUNOs will take part in PPP outcome meetings organized by the PBF secretariat to improve coordination with other PBF projects and ensure information exchange.

c) **Risk management** – assess the level of risk for project success (low, medium and high) and provide a list of major project specific risks and how they will be managed, including the approach to updating risks and making project adjustments. Include any Do No Harm issues and project mitigation.

Risks to the achievement of PBF outcomes	Likelihood of occurrence (high, medium, low)	Severity of risk impact (high, medium, low)	Mitigating Strategy (and Person/Unit responsible)
Political and social unrest	medium	high	The RUNOs will constantly work with government partners UN Agencies, donors and civil society and monitor the situation on the ground.

Implementation capacity of local stakeholders and implementing partners	medium	high	The RUNOs will establish a rigorous selection process of implementing partners and monitor implementation.
Government and community stakeholders take a securitized approach to religion and ethnicity thus either perceive proposed approaches with suspicion or reject all together	medium	high	The RUNOs will take a conflict sensitive approach and will act based on Do No Harm principles. RUNO will adopt an evidence based approach and align with intermediaries to advocate for community based approach.
Some isolated and marginalized groups reject participation and involvement in the project implementation due to restricted public space for women and stigmatizing gender norms	medium	high	The RUNOs will work with formal and informal networks to gain confidence and access to marginalized isolated groups. The project will identify women leaders and community-based influencers eg. *otyncha*, *ustaza*, community activists, religious leaders, elders, charities artists and politicians to make sure that the information about the project and associated opportunities properly reach to the isolated communities. The project will encourage community dialogues and outreach to raise awareness on legal rights and access to services. The RUNOs will also work with male influencers, men and boys to increase their understanding about gender equality and receive their support for the women's participation.
Community based divisions exacerbated and cause tensions	Medium	High	RUNO will implement a transparent communication strategy and inclusive outreach and take DO No Harm approach in the design and implementation
COVID – 19 pandemic	Occurred	High	Social distancing restrictions have made most of the activities under output 1.2. and

			1.3 impossible. RUNOs have been transferring all of those to online platforms and moving social mobilization activities to later, and requesting non-cost extension
Project partners' and beneficiaries equipment (computer and phones) come under risk of virus, hacking, phishing etc,	Medium	High	The projects' awareness raising, and knowledge delivery activities will include courses/modules of safeguarding IT equipment and soft from online risks
Risk of online harassment and bullying	Medium	High	Same as above, the project's capacity building will integrate learning, modules and practical exercises on how to recognize, prevent and respond such risk, especially with focus on children an youth

d) **Monitoring and evaluation** – What will be 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 break-down of M&E budget that the project is putting aside, including for collection of baseline and end line data for indicators and for an independent evaluation, and an approximate M&E timeline. Ensure at least 5-7% of the project budget is set aside for M&E activities, including sufficient funds for a quality independent evaluation.

Approximately 7% of the total budget will be allocated to M&E. A final independent evaluation will be carried out at the end of the project. At the beginning of the project, implementing partners in collaboration with the RUNOs will carry out baseline assessment to identify baseline data for the project. An evaluability assessment will be conducted 6-8 months after the beginning of the project. Monitoring, reporting and evaluation of the project will follow the PBF monitoring and evaluation arrangements as outlined in the PBF Guidelines. The project's Results Framework provides a basis for project monitoring. During the first three months of project implementation RUNOs will develop an M&E plan with a clear division of responsibilities and timeframe.

The Project Steering Committee will monitor project implementation and provide recommendations based on regular field visits to the project sites. Data collection on project implementation will be coordinated through implementing partners who will report against the common results framework of the project. Taking into account experimental nature of the project, progress under the outputs will be closely monitored by RUNOs on monthly basis to ensure good coordination, application of best practices, lessons learned and timely adjustments in the activities when needed. Pre- and post-test results of the training events will be analysed to assess changes in the knowledge, skills and attitudes of participants. Focus group discussions, individual interviews and mini-surveys among stakeholders and beneficiaries will be carried out to assess changes in attitudes and behaviour.

Quarterly meetings will be held with implementing partners to review monitoring results to inform project implementation. A meeting to monitor progress of project implementation, and identify project progress against the outputs and indicators will be held in the middle of the project implementation and recommend changes and adjustments. The external final evaluation will be conducted to measure progress of the project, achievement of outputs, outcomes and indicators.

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 pro-actively to try to ensure this support from the start. If relevant, what are project links to any existing platforms or partnerships?

Most of the project's results both at the outcome and the output level are geared towards sustainability and have the clear exist strategy. For example civic education component both in formal and non-formal settings will results integration into the education system by approval of teaching guidelines, development and applying of textbooks. Community interventions will yield institutionalization of inclusive planning and budgeting practices and mechanisms. It is presumed that the project-induced regular dialogues will take hold on issues deemed sensitive before, such as opportunities for girls and young women from so called closed, often minority communities will be

IV.   Project budget

If helpful, provide any additional information on projects 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 funds for independent evaluation. Proposed budget for projects involving non-UN direct recipients must include funds for independent audit.

State clearly in how many tranches the budget will be provided and what conditions will underpin the release of a second or any subsequent tranche. Standard approach is two tranches for UN recipients and three tranches for non-UN recipients with the second tranche being released upon demonstration by the project (by the Coordinating Agency on behalf of the project and through the Resident Coordinator's Office or PBF Secretariat) that the first tranche has been expensed or committed to at least 75% between the recipients and upon completion of any regular PBF reports due in the period elapsed. Additional tranches or conditions may be added depending on the project context, implementation capacity, and level of risk.

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

<u>**Annex A.1**</u>: **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, 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 Organizations, and in accordance with the UNDG-approved "Protocol on the Administrative Agent for Multi Donor Trust Funds and Joint Programmes, and One UN funds" (2008), 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 organizations' headquarters);

- Disburse funds to any RUNO for any costs extension that the PBSO may decide in accordance with the PBF rules & regulations.

Accountability, transparency and reporting of the Recipient United Nations Organizations

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

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

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

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 (http://unpbf.org) and the Administrative Agent's website (http://mptf.undp.org).

Annex A.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 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 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 been 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 (http://unpbf.org) and the Administrative Agent website (http: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[21]
➢ 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.

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

Annex B: Project Results Framework (MUST include sex- and age disaggregated data)

Outcomes	Outputs	Indicators	Means of Verification/ frequency of collection	indicator milestones
Outcome 1: Women and men, boys and girls in target communities take a more critical stance on ideologies instigating violence and have a better sense of belonging to their communities and participate in local development and dialogues over PVE (Any SDG Target that this Outcome contributes to) (Any Universal Periodic Review of Human Rights (UPR) recommendation that this Outcome helps to implement and if so, year of UPR)		Outcome Indicator 1 a: Change in youths' preference on how to address the disparities they face from approaches based on coercion and violence to civic and rights-based approaches. Baseline: TBD Target: TBD	Survey	
		Outcome Indicator 1 b Number of selected municipalities with budgeted socioeconomic development plans targeting causes of recruitment into violent groups Baseline: 0 Target: TBD	Survey, Project Data	
		Outcome Indicator 1c Number of opinion leaders, civil society activists and religious leaders in target communities who provide messages alternative to VE Baseline: 45 Target: 200	Survey, Project Data	
	Output 1.1 Youth, adolescents and women in target communities gain	Output Indicator 1.1.1. Number of adolescents and young people with increased awareness of non-violent		

	civic competencies in schools, homes and the community ; List of activities under this Output: • Civic Education in Secondary Schools; • Improving capacity of secondary school, vocational education and madrasah teachers; • Pilot Civic education in vocational education and madrasah; • Multilingual Education; • Development and introduction of online schooling instruments	culture and civic competencies at secondary level in secular and religious settings following production of materials and training of educators Baseline: TBD Target: TBD		
		Output Indicator 1.1.2. Proportion of community members with a perception of multilingualism as vehicle for social integration and life opportunity Baseline: TBD Target: TBD		
		Output Indicator 1.1.3 Baseline: Target:		
	• Output 1.2: Youth and adolescents and women in target communities engage in collaborative measures to address local vulnerabilities leading to violent extremism • • List of activities under this Output: • Skills building for civic engagement and participation of youth in non-formal settings	Output Indicator 1.2.1. Number of local government bodies effectively giving space for youth, adolescents and women to participate in local decision making around development and PVE Baseline: TBD Target: TBD		
	• Implement partnership projects of youth and local self-governments • Provide of 21-st century skills in non-formal digital platforms: social and emotional skills;	Output Indicator 1.2.2. Number of youth, adolescents and women effectively applying new skills to influence decision making at local level Baseline: 0		

	media literacy, employability digital skills; • Young people's social innovations to address COVID and post-COVID related challenges • Caring environment, promoting peer-to-peer psycho-social support for mental health	Target: TBD		
		Output Indicator 1.2.3 Number of gender-responsive, youth-friendly action plans developed in participatory manner on community development and civic engagement Baseline: None Target: 10		
	Output 1.3: Capacity of opinion leaders, civil society activists and religious leaders strengthened to provide alternative and positive messages and build meaningful dialogue and exchange. (UNFPA; UNICEF) List of activities under this Output: • Dialogues and community initiatives by local religious and civic leaders • Implementation of initiatives by religious leaders and women groups • Positive and responsible messaging and constructive debate around diverse identities	Output Indicator 1.3.1. Number of interventions bringing alternative and positive messages to PVE implemented by opinion leaders, civil society activists and religious leaders (disaggregated by category and gender) Baseline: 0 Target: 10		
		Output Indicator 1.3.2. # of social media posts, reposts and referrals of messages alternative to those instigating violence and discrimination Baseline: TBD Target:		
		Output Indicator 1.3.3 Number of small scale (income-generating, environmental protection and prevention of discriminatory		

		practices) initiatives implemented by women and girls in target communities Baseline: no Target: 40		
Outcome 2: (Any SDG Target that this Outcome contributes to) (Any Universal Periodic Review of Human Rights (UPR) recommendation that this Outcome helps to implement and if so, year of UPR)		Outcome Indicator 2 a Baseline: Target:		
		Outcome Indicator 2 b Baseline: Target:		
		Outcome Indicator 2 c Baseline: Target:		
	Output 2.1 List of activities under this Output:	Output Indicator 2.1.1 Baseline: Target:		
		Output Indicator 2.1.2 Baseline: Target:		
		Output Indicator 2.1.3 Baseline: Target:		
	Output 2.2 List of activities under this Output:	Output Indicator 2.2.1 Baseline: Target:		
		Output Indicator 2.2.2		

		Baseline: Target:		
		Output Indicator 2.2.3 Baseline: Target:		
	Output 2.3 List of activities under this Output:	Output Indicator 2.3.1 Baseline: Target:		
		Output Indicator 2.3.2 Baseline: Target:		
		Output Indicator 2.3.3 Baseline: Target:		
Outcome 3: (Any SDG Target that this Outcome contributes to) (Any Universal Periodic Review of Human Rights (UPR) recommendation that this Outcome helps to implement and if so, year of UPR)		Outcome Indicator 3 a Baseline: Target:		
		Outcome Indicator 3 b Baseline: Target:		
		Outcome Indicator 3 c Baseline: Target:		
	Output 3.1 List of activities under this Output:	Output Indicator 3.1.1 Baseline: Target:		
		Output Indicator 3.1.2 Baseline:		

		Target:		
		Output Indicator 1.1.3 Baseline: Target:		
	Output 3.2 List of activities under this Output:	Output Indicator 3.2.1 Baseline: Target:		
		Output Indicator 3.2.2 Baseline: Target:		
		Output Indicator 3.2.3 Baseline: Target:		
	Output 3.3 List of activities under this Output:	Output Indicator 3.3.1 Baseline: Target:		
		Output Indicator 3.3.2 Baseline: Target:		
		Output Indicator 3.3.3 Baseline: Target:		
Outcome 4: (Any SDG Target that this Outcome contributes to) (Any Universal Periodic Review of Human Rights (UPR) recommendation		Outcome Indicator 4 a Baseline: Target:		
		Outcome Indicator 4 b Baseline: Target:		

that this Outcome helps to implement and if so, year of UPR)				
		Outcome Indicator 4 c Baseline: Target:		
	Output 4.1 List of activities under this Output:	Output Indicator 4.1.1 Baseline: Target:		
		Output Indicator 4.1.2 Baseline: Target:		
		Output Indicator 4.1.3 Baseline: Target:		
	Output 4.2 List of activities under this Output:	Output Indicator 4.2.1 Baseline: Target:		
		Output Indicator 4.2.2 Baseline: Target:		
		Output Indicator 4.2.3 Baseline: Target:		
	Output 4.3 List of activities under this Output:	Output Indicator 4.3.1 Baseline: Target:		
		Output Indicator 4.3.2 Baseline: Target:		

		Output Indicator 4.3.3 Baseline: Target:		

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Annex C: Checklist of project implementation readiness

Question	Yes	No	Comment
1. Have all implementing partners been identified? If not, what steps remain and proposed timeline	X		
2. Have TORs for key project staff been finalized and ready to advertise? Plz attach to the submission	X		
3. Have project sites been identified? If not, what will be the process and timeline	X		
4. Have local communities and government offices been consulted/ sensitized on the existence the project? Please state when this was done or when it will be done.	X		
5. Has any preliminary analysis/ identification of lessons learned/ existing activities been done? not, what analysis remains to be done to enable implementation and proposed timeline?	X		
6. Have beneficiary criteria been identified? If not, what will be the process and timeline.	X		
7. Have any agreements been made with the relevant Government counterparts relating to project implementation sites, approaches, Government contribution?	X		
8. Have clear arrangements been made on project implementing approach between project recipient organizations?	X		
9. What other preparatory activities need to be undertaken before actual project implementation can begin and how long will this take?	N/A		

Annex D: Detailed and UNDG budgets (attached Excel sheet)

Project Output/Activity Budget as per the original budget

	Outcome 3: Women and men, boys and girls in target communities take a more critical stance on ideologies instigating violence and develop a better sense of non-violent communal identity as they participate in local development and dialogues over PVE .				
Output number	Output names	Output budget by RUNO	Amount allocated to Gender Equality and Women's Empowerment (at least 15%)	UN budget category (see table below for list of categories)	Any remarks (e.g. on types of inputs provided or budget justification)
Output 1.1	Women and men, boys and girls in target communities take a more critical stance on ideologies instigating violence and have a better sense of belonging to their communities and participate in local development and dialogues over PVE	UNICEF – $700,000 UNFPA – $354,000 UN Women - $295,082 **Subtotal: $1,349,082**	UNICEF $105,000 (15%) UNFPA $141,600 (40) UN Women $181,214 (61,4) **Subtotal: $427,814**	Staffing, contractual services, transfers and grants to counterparts, travel	
Output 1.2	Youth and adolescents and women in target	UNICEF – $470,000	UNICEF $70,500	Staffing, contractual services, transfers and grants to counterparts, travel	

		Subtotal: $470,000	Subtotal: $70,500		
	communities engage in collaborative measures to address local vulnerabilities leading to violent extremism				
Output 1.3	Capacity of opinion leaders, civil society activists and religious leaders strengthened to provide alternative and positive messages and build meaningful dialogue and exchange.	UNICEF- $188,000 UNFPA – $554,000 UN Women $40,000 Subtotal: $782,000	UNICEF $28,200 UNFPA $277,000 (50) UN Women $ 40,000 (100) Subtotal: $345,200	Staffing, contractual services, transfers and grants to counterparts, travel	
TOTAL		$2,601,082	$843,514		

Table 3: Project budget by UN categories

PBF PROJECT BUDGET							
CATEGORIES	**UNICEF**		**UNFPA**		**UN Women**		**TOTAL**
	T1	**T2**	**T1**	**T2**	**T1**	**T2**	
1. Staff and other personnel	182,000	78,000	73,036	31,301	51,437	25,316	441,090
2. Supplies, Commodities, Materials	14,000	6,000	0	0	1,400	600	22,000
3. Equipment, Vehicles, and Furniture (including Depreciation)	10,500	4,500	35,000	15,000	2,100	900	68,000
4. Contractual services	105,000	45,000	59,500	25,500	43,527	18,104	296,631
5.Travel	21,000	9,000	10,500	4,500	17,500	7,500	70,000
6. Transfers and Grants to Counterparts	511,708	219,304	403,383	172,878	92,500	37,277	1,437,050
7. General Operating and other Direct Costs	44,203	18,944	12,600	5,400	10,500	4,500	96,147
Sub-Total Project Costs	888,411	380,748	594,019	254,579	218,964	94,197	2,430,918
8. Indirect Support Costs*	62,189	26,652	41,581	17,821	15,327	6,594	170,164
TOTAL	950,600	407,400	635,600	272,400	234,291	100,791	2,601,082