PRF – PROJECT DOCUMENT   **TEMPLATE 3.2**

United Nations Peacebuilding Support Office (PBSO)/ Peacebuilding Fund (PBF)
PRF PROJECT DOCUMENT

Project Title: **Communities resilient to violent ideologies**	**Recipient UN Organization(s):** **UNICEF, UNFPA, UN Women**
Project Contact: Name: Munir Mammadzade, Deputy Representative, UNICEF Address: UNICEF, 160 Chui 720040 Telephone: +312 611 211 (Ext.148) Email: mmammadzade@unicef.org Name: Meder Omurzakov, UNFPA Assistant Representative for Kyrgyzstan Address: UNFPA, 160 Chui 720040 Telephone: +996312 611211 (Ext. 249) Email: momurzakov@unfpa.org Name: Gerald Gunther, Representative Address: UN Women, Koenkozova St. 144 Telephone: +996 312 325 226 Email: gerald.gunther@unwomen.org	**Implementing Partner(s) – name & type (Government, CSO, etc):** 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

Project Location:
Implementing agencies will select 10 municipalities during the inception phase for 3 months. These municipalities will be selected out of 60, which government and civil society stakeholders have detected as prone to violent extremism (VE). In defining these municipalities Agencies will follow the below principles and criteria:
- 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
- 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;

Project Description:

The project aims to build community resilience to violent and manipulative ideologies, including those exploiting faith, through the means of education, empowerment and dialogue. Civic education will foster social engagement skills and citizenship competencies to boost individual capacity to take critical stances to extreme ideas and support horizontal social cohesion at community level. Building on the progress of multilingual education, the project will work to expand public support for diversity and an inclusive society through exchange of experience, discussions and evidence sharing. Encouraging young women and men to lead and participate in addressing issues leading to recruitment is among the main strategies for reducing vulnerability to violent ideology, as it also strengthens their sense of community identity and provides a space where they can fulfil their potential and realise capacity. Opinion leaders will raise awareness and promote non-violent forms of engagement and participation through on-line and off-line platforms.

Peacebuilding Fund: $ 2,601,082*
Fully allocated first tranche: $ 1,820,491
UNICEF - $ 950,600
UNFPA - $ 635,600
UN Women - $ 234,291

Conditional second tranche: $ 780,591
UNICEF – $ 407,400
UNFPA –$ 272,400
UN Women $100,791

Total Project Cost: 2,601,082

*The overall approved PBF budget and release of the second tranche are subject to the PBSO's evaluation and decisional process, and subject to the availability of funds in the PBF account.

Proposed Project Start Date: 15.12.2017
Proposed Project End Date: 14.12.2020

Total Duration in months : 36 months
Total duration (in months):[1] 36 months

Gender Marker Score[2]: 2
Score 3 for projects that have gender equality as a principal objective.
Score 2 for projects that have gender equality as a significant objective.
Score 1 for projects that will contribute in some way to gender equality, but not significantly.
Score 0 for projects that are not expected to contribute noticeably to gender equality.

Priority Plan Outcome to which the project is contributing:
Priority Outcome 3: 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.

Project Outcomes:
Outcome 3: 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

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

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[1] PRF project duration must be within the approved dates for the Priority Plan.
[2] PBSO monitors the inclusion of gender equality and women's empowerment all PBF projects, in line with SC Resolutions 1325, 1888, 1889, 1960 and 2122, and as mandated by the Secretary-General in his Seven-Point Action Plan on Gender Responsive Peacebuilding.

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

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

PBF Focus Area[3] which best summarizes the focus of the project:

2: Promote coexistence and peaceful resolution of conflicts (Priority Area 2): (2.1) Democratic Governance; (2.3) Conflict prevention/management.

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[3] PBF Focus Areas are:

1: Support the implementation of peace agreements and political dialogue (Priority Area 1):

(1.1) SSR, (1.2) RoL; (1.3) DDR; (1.4) Political Dialogue;

2: Promote coexistence and peaceful resolution of conflicts (Priority Area 2):

(2.1) National reconciliation; (2.1) Democratic Governance; (2.3) Conflict prevention/management;

3:Revitalise the economy and generate immediate peace dividends (Priority Area 3);

(3.1) Employment; (3.2) Equitable access to social services

4) (Re)-establish essential administrative services (Priority Area 4)

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

(for PRF-funded projects)	
Recipient UN Organization 1	**National Government counterpart**
UNICEF in the Kyrgyz Republic *Name of Senior UN Representative* ***Ms. Yukie Mokuo***	***Office of the President of the Kyrgyz Republic*** *Name of Government representative* ***Ms. Mira Karybaeva***
Signature	***Signature***
Title ***Representative***	*Title* ***Head of Department of Ethnic and Religious Policy and Interaction with Civil Society, Deputy Chief of staff of the President`s Office***
Date & Seal	*Date & Seal*
Recipient UN Organization 2 ***UNFPA in the Kyrgyz Republic*** *Name of Representative* ***Ms. Giulia Vallese***	**Recipient UN Organization 3** ***UN Women in the Kyrgyz Republic*** *Name of Senior UN Representative* ***Mr. Gerald Gunther***
Signature	***Signature***
Title ***Representative for Kazakhstan and Country Director for Kyrgyzstan and Turkmenistan***	*Title* ***Representative***
Date & Seal	*Date & Seal*
Peacebuilding Support Office (PBSO) *Name of Representative* ***Mr. Oscar Fernandez-Taranco***	**United Nations Resident Coordinator in the Kyrgyz Republic** *Name of Representative* ***Ms. Yukie Mokuo***
Signature	***Signature***
Title ***Assistant Secretary-General for Peacebuilding Support***	*Title* ***United Nations Resident Coordinator a.i.***
Date & Seal	***Date & Seal***

Table of contents:

Length: Max. 15 pages

I. How this project fits within the approved Priority Plan
a)   Priority Plan Outcome Area supported
b)   Rationale for this project
c)   Coherence with existing projects

II. Objectives of PBF support and proposed implementation
a)   Project outcomes, theory of change, activities, targets and sequencing
b)   Budget
c)   Capacity of RUNO(s) and implementing partners

III. Management and coordination
a)   Project management
b)   Risk management
c)   Monitoring and evaluation
d)   Administrative arrangements (standard wording)

Annex A: Project Summary (to be submitted as a word document to MPTF-Office)
Annex B: PRF Project Results Framework

PROJECT COMPONENTS:

I.   How this project fits within the approved Priority Plan

Priority Plan Outcome Area supported:

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.

a)   Rationale for this project:

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,[4] 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.[5] Historically, analysts

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[4] 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
[5] 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

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 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.[6] 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.[7] 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.[8] 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".[9]

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.[10] 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.[11] 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.[12]

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

[7] 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

[8] 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

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

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

[11] 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

[12] International Alert, "We Don't Trust Anyone: strengthening relationships as the key to reducing violent extremism in

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 entails, in part, women being moved out of the work force". [13] 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. [14]

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. [15]

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. [16] 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. [17]

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

Kenya" (2016). http://www.international-alert.org/sites/default/files/Kenya_ViolentExtremism_EN_2016.pdf .
[13] Michele E. Commercio, "The politics and economics of "retraditionalization" in Kyrgyzstan and Tajikistan" (2014):3
[14] Ibid
[15] Ibid. p.9
[16] Matveeva, p.15
[17] Zenn, Jacob, and Kathleen Kuehnast. 2014. *Preventing Violent Extremism in Kyrgyzstan* https://permanent.access.gpo.gov/gpo57678/SR355_Preventing-Violent-Extremism-in-Kyrgyzstan.pdf

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 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.

Multilingual education will be introduced in the ten target communities as one of the vehicles for inclusion of under-represented groups vulnerable to violent ideologies Multilingual education schools (supported within previous PRF) will further promote inter-ethnic tolerance and integration of ethnic and language minorities. Students and teachers will be encouraged to instil better understanding and value of diversity for cehsion and peace among their peers, parents and school community.

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.

Coherence with existing projects:

Table 1 – Mapping of peacebuilding activities and gaps

Outcome area	Source of funding (Government / development partner)	Key Projects	Duration of Projects	Budget in $	Description of major gaps in the Outcome Area, programmatic or financial
Religion and Democracy	*European Union*	*1. "Constructive Dialogues on Religion and Democracy" by NGOs "International Alert" and "Iyman"* *2. DREAM by DVV International and Youth of Osh* *3. "Young Delegates of Tolerance and Democracy in Kyrgyzstan" by NGOs "Safer World" and FTI*	*1. 3 years: from February 2017 to January 2010* *2. 2 years March 2017 – April 2019* *3. 3 years from February 2017 – March 2020*	*1,100,000 EUR* *860,000 EUR* *1,073,649 Eur*	*The projects fill the gap in interfaith and faith vs. state relations as well as in public awareness about religion and democracy. However, structural, discursive and psychological drivers of VE remain less covered*
Preventing radicalisation through online space	*U.S. Department of State*	*Project on counter narratives in online space by NGO "Search for Common Ground"*	*198,000*	*12 months, October 2016-October 2017*	*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*
Radicalisation among labor migrants	*UK Conflict Stability and Security Fund*	*Understanding the Nature and the Extent of Radicalization of Central Asian Labor*	*260,330 GBP*	*2 May – 31ˢᵗ October 2017*	*This research provides a good insight into the migration as an important pathway,*

		Migrants in the Russian Federation by NGO "Search for Common Ground"			*which requires a specific attention for engagements under PRF*
Empowerment of women against violent extremism	*UN Peacebuilding Fund*	*Women and Girls as Drivers for Peace and Stability by UNFPA, UNICEF, UNDP, UNODC*	*$ 1 mln*	*18 months from January 2016 – June 2018*	*This project taps on women's potential to prevent extremism through their active inclusion as right holders as well as through encouraging duty bearers to provide access to quality public services. PRF is an opportunity to expand this dual approach in multiple dimensions*
Empowerment of youth against violent extremism	*UN Peacebuilding Fund*	*"Youth as Agents of Peace and Stability in Kyrgyzstan"*	*$ 995,000*	*18 months from April 2017 to September 2018*	*Civic Education, dialogues mediated by opinion leaders, and participation through local governance planned under the PRF will complement this strategy of "alternative pathway by doing good".*

II.   **Objectives of PBF support and proposed implementation**

a)   **Project outcomes, theory of change, activities, targets and sequencing:** *s.*

Outcome 3: 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

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.

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.

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.

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.

1.1.4. Upscaling of the multilingual-education and facilitate school-lead, community-
        based open dialogue on ethnic, cultural and language diversity building on
        lessons-learned from previous MLE activity

Multilingual education will be introduced in the target municipalities and schools will be supported to lead open and constructive discussions on ethnic, cultural, religious and language diversity in communities around them. Students will contribute by organizing structural debates around cases or risks of exclusion, discrimination and radicalization based on learning materials and critical thinking skills they receive through school-based civic education course (under the first output of this proposal). They will engage community members (parents, opinion leaders, key stakeholders, and vulnerable population) in identifying appropriate solutions or preventive measures to the issues of exclusion. Teachers and students will be trained on how to monitor the cases of exclusion and reporting on them in non-controversial way.

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.

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.

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.

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.

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.

b)   **Budget:**

Funds transfers will be made in two performance-based tranches. Tranche two will be released upon authorization by PBF that the following benchmarks or conditions have been met:
1.   Evidence of expenditure of 80% of the first tranche
2.   Completion of baseline survey
3.   On time uploading to MPTFO Gateway of all required reports

Table 2: Project Output/Activity 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 30%)	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	UNICEF – $700,000

UNFPA – | UNICEF $105,000

UNFPA | Staffing, contractual services, transfers and | |

	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	$354,000 UN Women - $295,082 **Subtotal: $1,349,082**	$141,600 UN Women $181,214 **Subtotal: $427,814**	grants to counterparts, travel	
Output 1.2	Youth and adolescents and women in target communities engage in collaborative measures to address local vulnerabilities leading to violent extremism	UNICEF – $470,000 **Subtotal: $470,000**	UNICEF $70,500 **Subtotal: $70,500**	Staffing, contractual services, transfers and grants to counterparts, travel	
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 UN Women $ 40,000 **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

Note 1: The total amount will be requested in two tranches: 70% for the first tranche and 30% for the second one

Note 2: Not less than $ 35,000 will be reserved for final evaluation

The rate shall not exceed 7% of the total of categories 1-7, as specified in the PBF MOU and should follow the rules and guidelines of each recipient organization. Note that Agency-incurred direct project implementation costs should be charged to the relevant budget line, according to the Agency's regulations, rules and procedures.

c) **Capacity of RUNO(s) and implementing partners:**.

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**	**Annual Regular**	**Annual**

		Funding (government, donor etc)	Budget in $	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	

III.   Management and coordination

a)   Project management:

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.

b)   **Risk management:**

Table 5 – Risk management matrix

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

c) **Monitoring & 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. The budget for this exercise is at least 35,000 USD. 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.

d) **Administrative arrangements** (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 narrative reports and financial statements (Annual and Final), based on submissions provided to the AA by RUNOS and provide the PBF consolidated progress reports to the donors and the PBSO;

• Proceed with the operational and financial closure of the project in the MPTF Office system once the completion is notified by the RUNO (accompanied by the final narrative report, the final certified financial statement and the balance refund);

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

Accountability, transparency and reporting of the Recipient United Nations Organizations

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

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

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

• Bi-annual progress reports to be provided no later than 15 June;

• Annual progress reports to be provided no later than 15 November;

• Final (end of project) narrative reports, to be provided no later than three months after the operational closure of the project;

• Annual financial statements as of 31 December with respect to the funds disbursed to it from the PBF, to be provided no later than four months (30 April) after the end of the calendar year;

• Certified final financial statements after the completion of the activities in the approved programmatic document, to be provided no later than six months (30 June) of the year following the completion of the activities.

- Unspent Balance at the closure of the project would have to 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).

PEACEBUILDING FUND
PROJECT SUMMARY

Project Number & Title:	PBF/ Communities resilient to violent ideologies
Recipient UN Organization:	UNICEF, UNFPA, UNWomen
Implementing Partner(s):	President's Office, Prime Minister's 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
Location:	10 municipalities in the Northern and Southern parts of Kyrgyzstan
Approved Project Budget:	$ 2,601,082
Duration:	Planned Start Date: 15/12/2017 Planned Completion: 14/12/2020
Brief project Description:	The project aims to build community resilience to violent and manipulative ideologies, including those exploiting faith, through the means of education, empowerment and dialogue. Civic education will foster social engagement skills and citizenship competencies to boost individual capacity to take critical stances to extreme ideas and support horizontal social cohesion at community level. Building on the progress of multilingual education, the project will work to expand public support for diversity and an inclusive society through exchange of experience, discussions and evidence sharing. Encouraging young women and men to lead and participate in addressing issues leading to recruitment is among the main strategies for reducing vulnerability to violent ideology, as it also strengthens their sense of community identity and provides a space where they can fulfil their potential and realise capacity. Opinion leaders will raise awareness and promote non-violent forms of engagement and participation through on-line and off-line platforms..
Project Outcomes:	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
PBF Focus Area:	Priority Area 2: Promote coexistence and peaceful resolution of conflicts (2.1) Democratic Governance; (2.3) Conflict prevention/management.
Gender marker:	2 – gender equality as a significant objective

Key Project Activities:	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) 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) 1.1.3. Pilot delivery of civic competencies and non-violent culture curricula to secondary schools and madrasahs in target communities; (UNICEF) 1.1.4 Upscaling of the multilingual-education and facilitate school-lead, community-based open dialogue on ethnic, cultural and language diversity building on lessons-learned from previous MLE activity (UNICEF) Output 1.2: Youth and adolescents and women in target communities engage in collaborative measures to address local vulnerabilities leading to violent extremism. (UNICEF) 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) 1.2.2 Enhance partnerships between local authorities, service providers and youth to plan and implement strategies addressing vulnerabilities to violent ideologies 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) 1.3.1 Involve religious leaders and civil society activists in designing and implementing community development initiatives and dialogues on prevention of violent ideologies 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). 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).

Annex B – PRF Project Results Framework

Country name: Kyrgyzstan

Project Effective Dates:

Brief Theory of Change IF women and men, boys and girls in the communities have critical thinking skills and 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 belongingness to their communities and confidence in the state.

Outcomes	Outputs	Indicators	Means of Verification	Year 1				Year 2				Milestones
Outcome Statement 1: [one-line description of 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		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: TBD Target: TBD	Survey, Project Data									
		Outcome Indicator 1c Number of opinion leaders,	Survey, Project Data									

	▨▨▨	civil society activists and religious leaders in target communities who provide messages alternative to VE Baseline: TBD Target: TBD											
	Output 1.1 Youth, adolescents and women in target communities gain civic competencies in schools, homes and the community ;	Output Indicator 1.1.1. Number of adolescents and young people with increased awareness of non-violent culture and civic competencies at secondary level in secular and religious settings following production of materials and training of educators Baseline: TBD Target: TBD	Survey, Project Data										
		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	Survey, Project Data										
	Output 1.2: Youth and adolescents and women in target communities engage in collaborative measures to	Output Indicator 1.2.1. Number of local government bodies effectively giving space for youth, adolescents	Project Data State Agency for Local Self-Governance and										

address local vulnerabilities leading to violent extremism	and women to participate in local decision making around development and PVE	Interethnic Relations													
	Baseline: TBD Target: TBD														
	Output Indicator 1.2.2. Number of youth, adolescents and women effectively applying new skills to influence decision making at local level Baseline: 0 Target: TBD	Project data													
	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	Project data													
Output 1.3: Capacity of opinion leaders, civil society activists and religious leaders strengthened to provide alternative and positive	Output Indicator 1.3.1. Number of interventions bringing alternative and positive messages to PVE implemented by opinion leaders, civil society activists	Project data													

	messages and build meaningful dialogue and exchange. (UNFPA; UNICEF)	and religious leaders (disaggregated by category and gender) Baseline: 0 Target: 10											
		Output Indicator 1.3.2. Proportion of SMS and web-based messaging survey respondents with increased awareness of the role of civic education, multi-culturalism, multilingualism and other diversities alike as a response to ideas propagating violence Baseline: TBD Target:	Project data										