

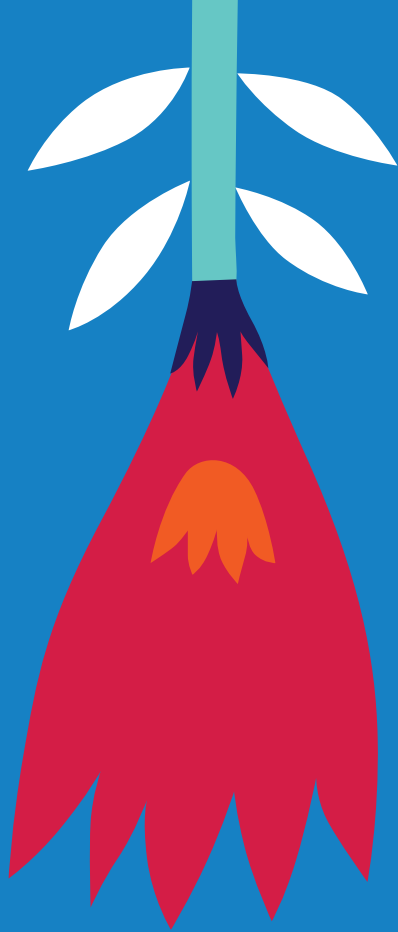
## PROJECT SUMMARY

# The Multisectoral Approach to the Prevention of Sexual Violence Against Women and Girls In Kyrgyzstan

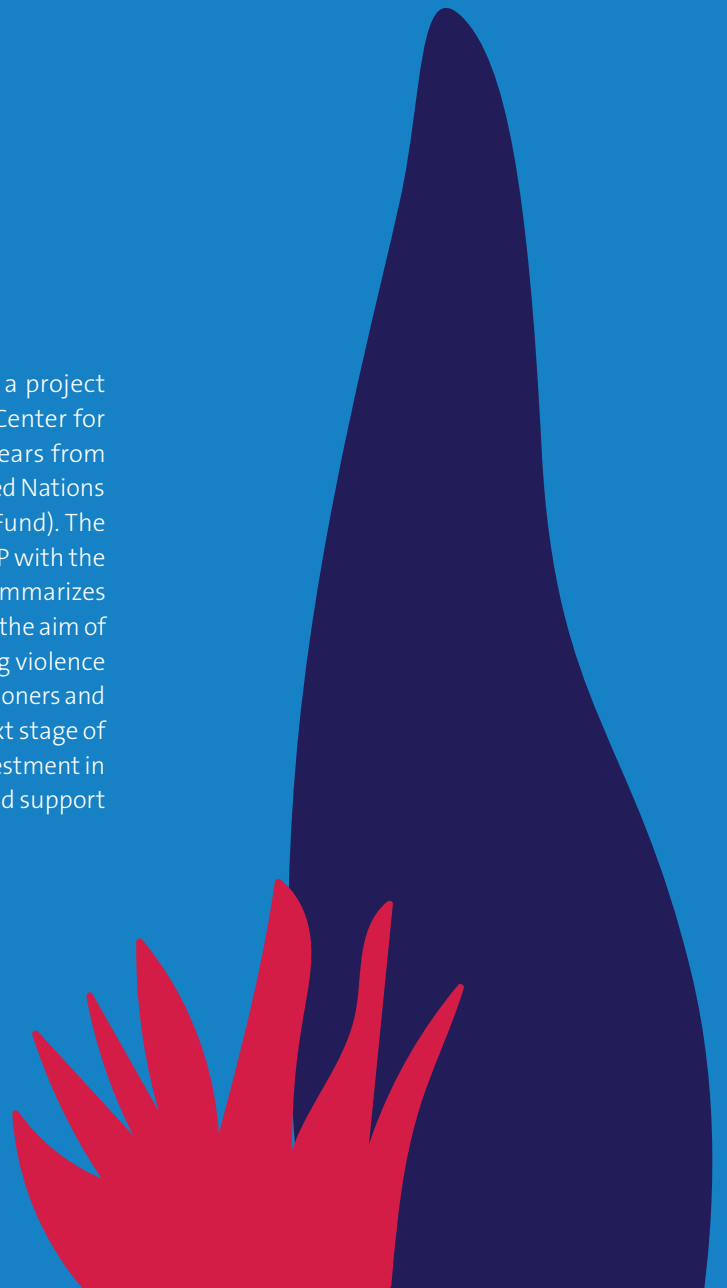
IMPLEMENTED BY

THE CENTER FOR RESEARCH  
ON DEMOCRATIC PROCESSES





**About this brief:** This paper presents a summary of a project implemented by the civil society organization (CSO) Center for Research on Democratic Processes (CRDP) for three years from 2018 to 2021 through a small grant provided by the United Nations Trust Fund to End Violence Against Women (UN Trust Fund). The summary has been co-created and co-authored by CRDP with the support from an independent, external consultant. It summarizes the results of, and lessons learned from the project, with the aim of contributing knowledge to the evidence base on ending violence against women and girls (VAWG), for use by other practitioners and partners. It also serves as a useful tool to inform the next stage of the project and to raise awareness for the continued investment in CRDP and its efforts to prevent and respond to VAWG and support gender equality in Kyrgyzstan.



# ABOUT THE ORGANIZATION AND PROJECT

## About the project



CRDP is a CSO and public foundation led by women that, since its establishment in 2002, has been committed to developing and strengthening the democratic processes in Kyrgyzstan. CRDP has contributed to legal reforms in the country by providing strong gender equality expertise. It has been active in promoting gender-mainstreaming at national and local levels, improving the use of gender-sensitive data, conducting gender-sensitive research, advocating for women’s human rights and increasing awareness on gender equality. CRDP has been actively supporting the implementation of international standards in the response to VAWG, including by providing a package of basic services in the sectors of health care, basic justice, law enforcement and social services.

### Project Title: A multisectoral approach to the prevention of sexual violence against women and girls in Kyrgyzstan



#### FORMS OF VIOLENCE ADDRESSED

- Non-partner sexual violence in the family
- Non-partner sexual violence in the community
- Sexual harassment
- Violence against girls
- Harmful practices such as child marriage and forced marriage



#### PROJECT BUDGET

UN Trust Fund’s contribution:

**\$149,124**



CRDP’s contribution:

**\$32,476**



Total:

**\$181,600**



#### IMPLEMENTING PARTNERS

The Ministry of Internal Affairs of the Kyrgyz Republic – Center for the Prevention of Offenses among Minors of the Public Security Service, the Ministry of Education and Science, the Association of Crisis Centers, and educational organizations in the Batken, Jalal-Abad, Issyk-Kul, Naryn, Talas, Osh and Chui regions and Bishkek.

#### PROJECT DESCRIPTION

The project aimed to make a positive change to the lives of women and girls through increasing awareness of sexual violence among diverse stakeholders, empowering schoolgirls to recognize and report sexual violence they experience, increasing the capacities of mothers/guardians to better protect their daughters, increasing the capacities of juvenile affairs inspectors (JAIs) for prevention and protection, and supporting new models of multisectoral cooperation, particularly between schools and the police. The project has succeeded in increasing awareness of sexual violence against girls among beneficiaries beyond the planned project scale (particularly among mothers and social educators) and in improving cooperation between schools, JAIs, girls and their mothers, providing a better environment for prevention and protection.



#### PROJECT IMPLEMENTATION PERIOD:

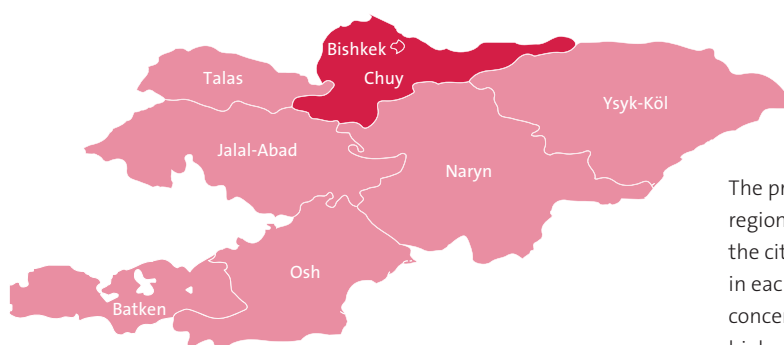
**1 Sept 2018–31 Aug 2021**

extended until

**30 Nov 2021**

to engage in organizational learning activities and to document lessons learned

## PROJECT LOCATIONS, BENEFICIARIES AND AGENTS OF CHANGE



The project was implemented in all nine regions of Kyrgyzstan: seven oblasts and the cities of Bishkek and Osh. One school in each region was targeted, but the concentration of project activities was higher in **Bishkek** and the **Chui** region.

### Primary project beneficiaries/ agents of change:

PLANNED	ACTUAL
11,000 adolescent girls (aged 10-19) and 2,000 mothers	10,791 adolescent girls (aged 10-19) and 6,042 mothers

### Secondary project beneficiaries/ agents of change:

PLANNED	ACTUAL
36 social educators 10 government officials 500 JAIs	2,350 social educators 10 government officials 500 JAIs

## Country context

**The issue of sexual violence in general, and particularly against children, was a taboo subject in Kyrgyzstan at the time of project development.** Children did not have access to proper sex education, schools did not include the subject in their curricula or extracurricular activities, parents avoided informing children about risks and forms of protection, partly because they also lacked knowledge about sexual violence and available options for protection.<sup>1</sup> As revealed by an analysis of court practices on sexual offences,<sup>2</sup> owing to the widespread prejudices, instead of supporting their children who experienced sexual violence, parents reproduced stereotypical beliefs that girls are to blame for having suffered sexual violence.

**At the same time, various studies<sup>3</sup> warned about an increase in the number of child sexual abuse cases, early marriages and the abduction of minors for forced marriage, requiring firm and systematic action against the sexual abuse of children.** In its 2017 report,<sup>4</sup> the Ombudsperson of the Kyrgyz Republic warned about the increase in sexual crimes against minors. Official

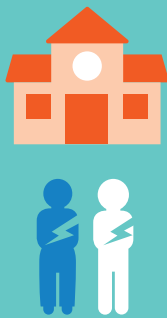
data indicated an increase in the number of reported cases of sexual abuse of children (from 110 in 2016 to 151 in 2017). In 80 per cent of cases, the sexual abuse was perpetrated by acquaintances or other people close to the children. Girls were twice as likely as boys to be abused.<sup>5</sup> Despite this increase, the issue remained taboo and its discussion was avoided in public and in private family settings. Reporting of sexual violence is very low and access to prevention and protection services is very limited for populations living in rural areas, which make up two thirds of the almost 6.5 million<sup>6</sup> people living in Kyrgyzstan.

**The institutional framework for the prevention of and protection of children from sexual violence could not provide an adequate response.** The laws were not effective, and judicial practice showed that only a small number of reported cases were fully processed. Cases involving adolescent victims were not properly processed, often leading to milder sanctions against perpetrators, based on the attitude that the children looked like adults. The system of JAIs has functioned

the same way since the Soviet Union times, focusing on children in conflict with the law,<sup>7</sup> but not on children as victims of violence. With the aim of implementing the law on the prevention of violence in the Kyrgyz Republic, the Ministry of Interior Affairs and the Ministry of Education and Science signed a joint order for preventive measures in educational institutions.

JAls were assigned to each school with the task of working to prevent violence among schoolchildren. However, there were no protocols for the prevention of and protection of children from sexual violence to guide the work of JAls, and, at the same time, inspectors had no experience of working on cases of sexual violence.

## JUVENILE AFFAIRS INSPECTORS



The JAls work under the Ministry of Internal Affairs of the Kyrgyz Republic, with the Department of juvenile Affairs in the Center for the Prevention of Offenses among Minors, with the mandate of working to prevent juvenile crime and violence among or against schoolchildren. In accordance with the law on the prevention of offences in Kyrgyzstan, their role is to work on prevention in cooperation with schools. Based on this law, the Ministry of Internal Affairs and the Ministry of Education and Science signed four joint orders that define their cooperation in the areas of preventing juvenile crime, preventing early marriages, establishing a prevention council in each school and establishing a prevention corner in each school. With the reform initiated in 2008, to focus more effectively on directly working with children, their offices were placed in secondary schools. Each JAI is responsible for a certain number of schools (one in cities and up to five in rural areas).

## Project background

**In response to the situation described and relying on the experience in VAWG prevention gathered through projects implemented in this area in 2010–2017, CRDP decided to focus on improving the protection of schoolgirls from sexual violence with the assistance of the UN Trust Fund.** Thanks to the previous projects, CRDP has established good cooperation with key State stakeholders, particularly the Ministry of Education and Science, the Ministry of Internal Affairs and its JAls, whose role is crucial to addressing the issue of

sexual violence against children. A project proposal was prepared with the active participation of the Department of Juvenile Affairs of the Public Security Service of the Ministry of Internal Affairs and the Ministry of Education and Science, ensuring their ownership and the sustainability of the project results, as ministries will continue to be committed to the objectives and incorporate results in their future actions directed at combating sexual violence against girls.<sup>8</sup>

## Theory of change

**The project's goal was to improve the prevention of and protection of schoolgirls from sexual violence. To do so, the project intervention was designed in line with the multidimensional ecological framework of violence against women, which recognizes the factors increasing the risk of violence at different levels: societal, community, relationship and individual.<sup>9</sup> At societal level, the project intervention was focused on improving institutional responses through developing**

protocols for new approaches to the prevention work of JAls in schools. At community level, it developed new lines of communication between schoolgirls, parents/guardians, teachers and JAls to achieve more effective prevention and protection responses. At personal level, the project dealt with introducing changes in knowledge, attitudes and behaviours among members of all target groups.

## INTERVENTION ALIGNED WITH THE ECOLOGICAL MODEL



### PERSONAL LEVEL

awareness and behaviour change among girls, mothers, communities and professionals



### COMMUNITY LEVEL

strengthening the schoolchild-parent-teacher-JAI communication chain



### SOCIETAL LEVEL

improved institutional response

The project's theory of change was that:

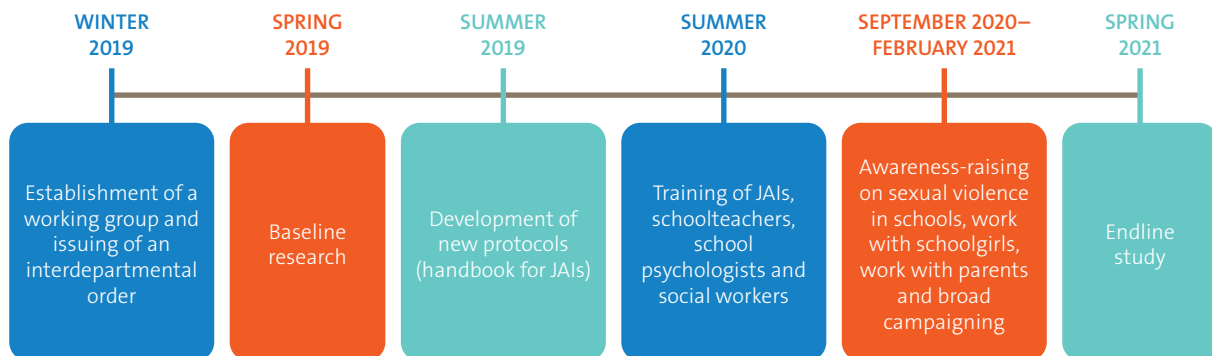
**if** women and girls understand the risks of sexual violence and use preventive measures (at personal level);

**if** the juvenile inspectors along with social educators and school psychologists systematize their work on preventing sexual violence through gender-sensitive approaches (at systemic level); and

**if** there is a system of interaction and coordination between parents, teachers and JAIs (at community level);

**then** the risks of sexual violence will be reduced and prevention will be increased.

## Timeline with key milestones



Bishkek Secondary School N73/UNTF discussion with 8-11 grade schoolgirls which participated in the baseline survey.

Credit: UN Trust Fund, 2019



# PROJECT INTERVENTION HIGHLIGHTS



## Cascade training

One of the intervention's pillars was capacity-building of JAIs, teachers and school psychologists to increase their awareness of sexual violence against girls and to perform their violence prevention and response role more effectively. This was done through “cascade training”, a multi-stage training method in which previously trained groups are equipped to provide training to further groups, spreading knowledge and skills in their professional environments in targeted local communities. The training programme included several components: (1) a practical guide for JAIs, social educators and school psychologists on the prevention of sexual violence against children; (2) guidelines for holding meetings with schoolchildren in grades 8–11 and their parents to conduct awareness-raising activities; and (3) informative materials about sexual violence against children and sexual harassment. To ensure that the same curriculum was used in the following rounds of training, CRDP provided each trainer who completed the training of trainers with printed and electronic manuals, all presentations and informative materials, which they used to train their colleagues.

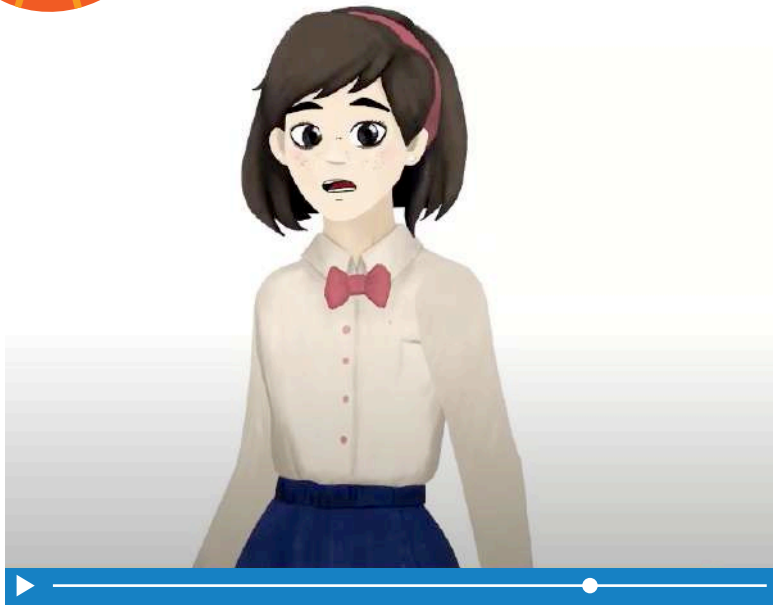
## Diverse and innovative campaigns

Awareness-raising was implemented through a variety of communication tools and channels that allow a high level of creativity, innovativeness and participation. To reach diverse target groups, including schoolchildren in general, girls in early and late adolescence in particular, parents/guardians, schoolteachers, social educators, inspectors and the general public, the project team created a number of communication products. These include:

- Two videos delivering informative lessons with content tailored firstly to girls and secondly to mothers were produced, entitled “Prevention of sexual violence against minors”,<sup>10</sup> including information about sexual violence, the associated trends, legal provisions, what can be done to prevent sexual violence and where to go for help if violence occurs

Owing to the COVID-19 pandemic, and associated social distancing measures and restrictions on group gatherings, the training had to be conducted online. This posed many challenges: participants, particularly JAIs, who were the largest target group for this activity, mainly relied on smartphones, often having problems with their cameras, microphones or internet connection. The use of smartphones limited CRDP's ability to provide interactive learning tools such as electronic boards and document-sharing platforms, as this could not be done through smartphones. Therefore, CRDP revised its project budget, dedicating a portion to hiring laptops for participants and financing the technical team, who conducted one-to-one training on the use of the equipment and online platforms. This mitigation strategy brought great results, as, instead of training 540 “agents of change” as expected, it was able to train over 2,500 teachers, JAIs and cadets of secondary police schools throughout the country, indicating a significant spillover effect.

- Two videos for girls, one focusing mainly on explaining what sexual harassment is,<sup>11</sup> and the other focusing on safety rules that can help to prevent sexual violence<sup>12</sup>
- Two videos for parents entitled “Parents, watch, listen, help your children!”, with the aim of bringing their attention to the risks of sexual violence against their children and increasing their capacities to be proactive in prevention and/or reactive in protection<sup>13</sup>
- A short film called “Help is near”, which was created based on the real experience of one girl participating in the workshops<sup>14</sup>
- A video for girls called “Girls, let's talk about it”, concerning sexual harassment and assistance available in such cases.<sup>15</sup>



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*Awareness-raising was implemented through a variety of communication tools and channels that allow a high level of creativity, innovativeness and participation.*

”

Videos for girls were made in an innovative way. The first drafts of scenarios with sketches were made in the studio. These were discussed during focus group discussions (FGDs) with girls so they could influence the content. They had an opportunity to suggest how explanatory text should be revised to better suit their age group, what the characters should do and how they should behave.

The short film “Help is near” was used as educational material. During the workshops, girls had a chance to make comments about this true story. They had an

opportunity to share their opinions and to say what they would have done if they had been in the shoes of the girl whose story was presented in the film.

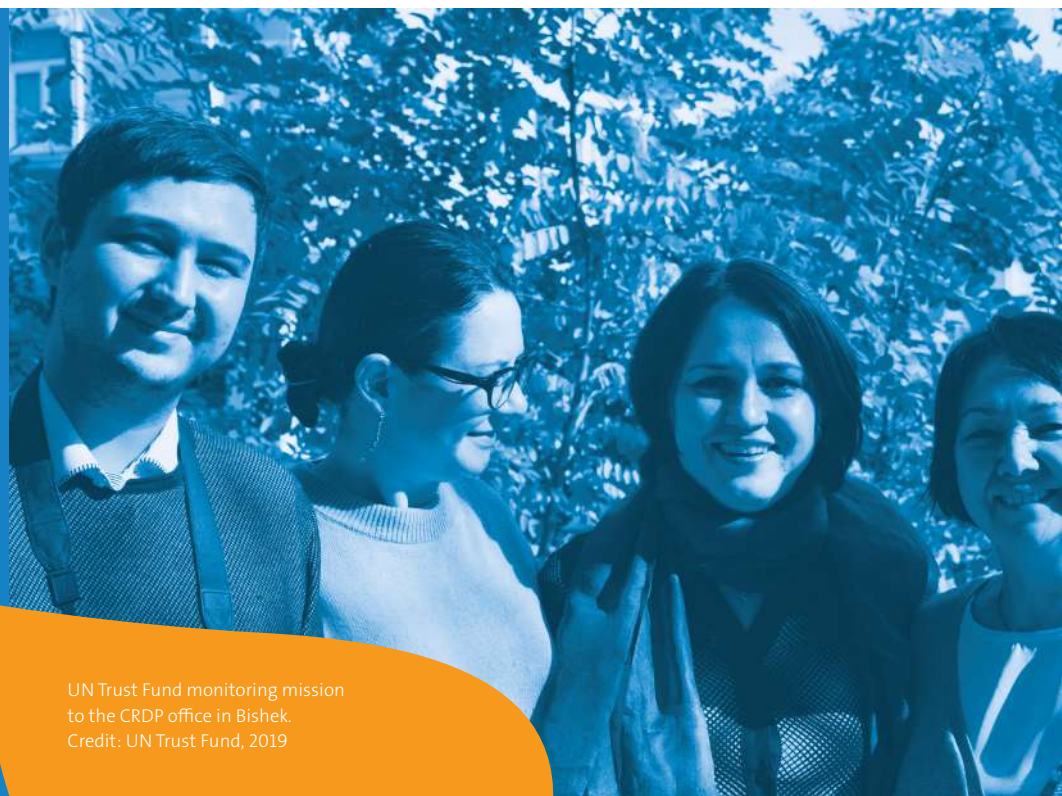
The above videos were approved by the Ministry of Internal Affairs and the Ministry of Education and Science, and they can now be accessed through official government websites. The videos reached many people because of their extensive distribution. For example, the short movie “Zhardam Zhanykada” (“Help is near”) had 455,000 views and 311 comments. The videos for parents had 18,000 views and 50 comments.

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*Other communication materials, including printed comics and leaflets, were also produced. CRDP took care to ensure the materials were accessible, particularly to beneficiaries in rural areas, and groups that were not very well connected digitally.*

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UN Trust Fund monitoring mission to the CRDP office in Bishek.  
Credit: UN Trust Fund, 2019







Other communication materials, including printed comics and leaflets, were also produced. CRDP took care to ensure the materials were accessible, particularly to beneficiaries in rural areas, and groups that were not very well connected digitally. These materials are very informative, explaining sexual harassment clearly and in an age-appropriate manner to the target group, and providing important information for the reporting or referral of cases of harassment or violence. These materials were widely distributed in schools, among children and teachers. Distribution was also supported by the United Nations Children’s Fund and the Organization for Security and Co-operation in Europe through their websites, as well as by the Ministry of Internal Affairs, which provided links to the materials on its official website and distributed the materials during its prevention work in schools.

“Girls, let’s talk about it” is a publication explaining sexual harassment and providing important information on reporting or referral of cases.

Credit: Writer/script – Eugeniya Karpovich, artist illustrator - Aya Ibraimova (Ministry of Internal Affairs, Ministry of Education, CRDP, UNTF)

Year: 2020

## SELF-CARE AND CORE FUNDING



Women’s rights defenders and feminist activists dedicated to advancing women’s rights have been at the forefront of the struggle for decades, often at the expense of their physical and mental well-being and risking their lives. These individuals constitute the marrow of women-led women’s rights organizations and CSOs worldwide, dedicated to promoting gender equality and ending all forms of violence against women. Supporting them is supporting the movements they lead.

In addition, VAWG prevention programming and sustainable social change require long-term project interventions and sustained financial commitment from donors. However, these organizations struggle to access funding from international donors and their work is yet to be fully recognized and properly funded by their respective national governments. Supporting them is supporting their existence.

Mindful of its influence in bridging this funding gap, and in recognition of the extraordinary work carried out with very few resources by these CSOs, in 2019 the UN Trust Fund decided to introduce two new budget lines for small grants in its budget requirements: one budget line for self-care costs<sup>16</sup> of up to \$2,000 and another for “core” funding,<sup>17</sup> for up to 7 per cent of the total amount allocated to direct project activities.

CRDP used these funds to provide physical health support to the project team during the first year of implementation, with the aim of supporting the team members to restore their energy through activities such as swimming and recreation. During the pandemic, the funds were used for restorative psychological support, which was needed owing to the increased workload and stress.

## Project results

### MONITORING AND EVALUATION

The monitoring and evaluation framework for the project included the following.



- **Baseline research was carried out among 339 schoolgirls** from 15 schools, in grades 8–11, to measure their awareness of sexual violence and sexual harassment and the prevalence of negative stereotypes about victims of sexual violence. The research was conducted with two groups of schoolgirls: an experimental group that was targeted by the project activities and a control group that was not targeted. The study also included nine FGDs with mothers, and 14 FGDs with JAIs, social educators and school psychologists.
- **Indicators to measure change** were defined for the goal, outcome and output levels. Data collection methods included pre- and post-test surveys comparing the knowledge and attitudes of beneficiaries and participants before and after capacity-building and awareness-raising activities.
- **Routine monitoring visits to pilot schools** in the Bishkek, Chui, Issyk-Kul and Naryn regions included face-to-face meetings with social educators, JAIs, employees of families and children support units, and female students in grades 8–11 and their parents or guardians.
- **An endline survey was conducted using the same method as the baseline survey with the same groups of respondents**, including 301 FGDs with girls, 22 FGDs with mothers, 9 FGDs with JAIs and 8 FGDs with school staff (teachers, social educators and psychologists).
- **Ethics and safety protocols were put in place for all data collection** measures to protect the confidentiality of the participants and information shared on support services, to ensure that the do no harm principle was upheld.

*Project goal: By 2021, schoolgirls from grades 8–11 from the targeted schools know how to exercise their right to be free from sexual violence (e.g. know their rights, know how to access support services and are more confident to report sexual violence).*

By the end of the project, schoolgirls' understanding of sexual violence and sexual harassment had improved and they were more able to recognize it and knew where to report it. This is illustrated by the following examples:

- In the baseline survey, fewer than half of the girls interviewed (47 per cent) recognized that offensive or indecent sounds and whistles are a form of sexual harassment; in the endline survey, 71 per cent identified these acts as sexual harassment.
- In the endline survey, 62 per cent of schoolgirls interviewed were aware that the main perpetrators of sexual violence are family members, friends and acquaintances, compared with 23 per cent at baseline.
- In the endline survey, 90 per cent of girls knew the emergency number to report violence (compared with 62 per cent at baseline) and 96 per cent of them agreed that violence should be reported to an adult or a responsible person (parent, school staff or JAI), compared with 84 per cent at baseline.

**Outcome 1: Schoolgirls from grades 8–11 are more willing to discuss sexual violence, and mothers are more able to discuss sensitive topics with their daughters (the schoolgirls).**

- By the end of the project, schoolgirls were more willing to talk about sexual violence and harassment with their mothers, social educators and JAIs. The percentage of those ready to talk to (1) JAIs increased from 61 per cent at baseline to 67 per cent in the endline survey, (2) social educators increased from 76 per cent to 84 per cent and (3) mothers increased from 89 per cent to 94 per cent.
- Before the project, 22 per cent of mothers participating in nine FGDs said that they talk with their daughters about sexual violence, whereas in the endline survey 78 per cent of mothers participating in 22 FGDs reported placing a higher importance on talking with their daughters about sensitive topics.

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*I often leave my children with relatives. After the meeting, I thought and now I need to decide which of them will be safer for my daughter. I also began to talk more with her on various life topics, I want my daughter to trust me. I was even afraid that maybe she does not consider me a trusted person, or she might be afraid to tell me. It's scary for a mother when her children don't trust her.*

Schoolgirl's mother participating in the endline FGD

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**Outcome 2: JAIs changed their attitudes and their approaches to working with survivors of sexual violence, and the prevention work against sexual violence is conducted on a systematic basis in conjunction with social educators, school psychologists and parents.**

- During the baseline FGDs, JAIs reported that their involvement in preventive work related to sexual violence against children was very low, whereas during the endline FGDs JAIs reported a changed understanding of their role that included preventing sexual violence and protecting schoolgirls from it.

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*There is such a thing that the police provide public security, and some people think that it is necessary to immediately punish the one who violates the order. This is not suitable for working with children. Who is a child abuser? This is a child who is himself a victim of other people, maybe parents or other adults. There are those among us with a punitive approach, but now this is changing.*

JAI participating in the endline survey

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- JAIs also reported during endline FGDs that they learned new methods and tools for conducting prevention activities in schools that they did not know before the project.

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*In fact, it is very difficult to work with teenagers. We have gained some self-confidence after we met mothers with the help of your animations, methodology [and] videos. It became easier for us. It turns out that it is possible to hold such lectures in a new format, and we are trying to hold them. Now I'm thinking about how other aspects of my work can also be done.*

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JAI participating in the endline survey

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- Teachers, social educators and psychologists reported during endline FGDs that their capacities to work on preventing sexual violence and harassment and protecting children from them had improved. The topic is now more openly discussed among staff and with students.

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*Previously, we did not talk about sexual violence, the topic was closed due to mentality, but this time everyone was interested, with the help of these events, webinars, we can help.*

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Teacher participating in the endline survey

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## SUSTAINABILITY OF THE PROJECT



The institutionalization of work on the prevention of sexual violence through the inclusion of project activities/results in the work plans of the Ministry of Education and Science and the Ministry of Internal Affairs is of great value to ensure the sustainability of the project's results. The project's methodology and products were adopted by schools throughout the country, the Kyrgyz Academy of Education, the Academy of the Ministry of Internal Affairs and other NGOs, as well as donor organizations that work on the prevention of sexual violence.

Although not initially planned as part of the project, CRDP included modules on the prevention of sexual violence through the Government's "112" telephone helpline service (providing countrywide services for emergencies, including gender-based violence<sup>18</sup>) and the mobile application of the Ministry of Internal Affairs "My local inspector" (providing information on the nearest internal affairs office/service<sup>19</sup>). This contributed to addressing the problem of the rising number of cases of sexual violence against children.

**PREVENTING  
SEXUAL VIOLENCE  
AND HARASSMENT**

IS NOW

**MORE OPENLY  
DISCUSSED**

AMONG STAFF AND  
WITH STUDENTS

# LESSONS LEARNED

- During project implementation, it was clear that effective prevention requires enhanced cooperation between JAIs, teachers, school psychologists and parents/guardians. However, as JAIs were mostly men, they found it difficult to engage directly in discussions with mothers about sexual violence. Therefore, the project team engaged social educators, who assisted JAIs in developing their skills in communicating with schoolgirls and parents and in jointly providing better multisectoral prevention work. Their joint participation during the training was found to be very effective.
- There is a need to develop “soft” communication skills among JAIs to enable them to talk to students and parents with ease. Their skills in public speaking and interaction with these audiences should be systematically improved.
- Although conducting training remotely allowed larger groups of stakeholders interested in becoming agents of change to participate, the difficulties in delivering such training to large groups of participants (sometimes as many as 200 people) show that it is necessary to have follow-up training sessions not only to inform them but also to build their capacity to work in new ways, which requires continuous training.
- Projects dealing with schoolgirls should use innovative approaches for communication and terminology that girls use. An online discussion about the film was organized with girls, of whom those from remote rural areas could contribute by suggesting what the characters should look like or say. The film was developed with their contributions.

*At first I was embarrassed because I am a man. And when they started to conduct it [workshops] together with social teachers, it became easier for me, it is important that the words are well chosen, the Kyrgyz language is very good. During the discussions, some students also asked me questions, and then I spoke to them openly. There was trust. After lectures and training, [and] videos, we explained everything to them, and trust appeared that was not there before. And it will be easier to work on.*

JAI participating in the project

Schoolgirls meeting with JAI  
at Bishek Secondary School.  
Credit: UN Trust Fund



# WHAT'S NEXT?

- In the second year of the project, three preventive initiatives designed and initiated by CRDP were already included in the Government's National Plan for Prevention of Crime 2020–2021 to be implemented in 54 schools, indicating great potential for replication.
- Methodological guides for JAIs' preventive work in schools have been approved by the Ministry of Internal Affairs and the Ministry of Education and Science, but the continuous training of JAIs and social educators is needed, particularly owing to the high turnover of JAIs (every 1–2 years).
- The Ministry of Internal Affairs and the Ministry of Education and Science will continue to disseminate and use awareness-raising products in their prevention activities.
- A part of the manual Peculiarities of Communication with Children Affected by Violence developed as part of this project was included in new manuals for district police inspectors, children's affairs inspectors, investigators and operatives of the Ministry of Internal Affairs' services, and will be further recommended for practical use by an order of the Minister of Internal Affairs.
- The United Nations Children's Fund and the Organization for Security and Co-operation in Europe will also share awareness-raising material and relevant activities on their websites.
- Project results will continue to inform future proposals for the revision of the Criminal code related to sexual violence against children, while some initiatives, providing better grounds for prevention and protection, have already been adopted.
- Awareness-raising among children, parents and professionals will continue using project products.
- The work on further improving cooperation between JAIs, schools and parents will be continued, replicating activities in other schools in the country.
- At the request of the Ministry of Education and Science of the Kyrgyz Republic and the Kyrgyz Academy of Education, in 2022 CRDP will continue to organize webinars on the prevention of sexual violence for social educators and psychologists from different regions. Webinars will be held using the materials developed during this project.



CRDP office, Bishkek/working group meeting with the Ministry of Internal Affairs and Ministry of Education representatives. Credit: CRDP, 2020

# FURTHER INFORMATION

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This brief was co-authored by **Marija Babovic**, an independent, external consultant, in collaboration with CRDP: **Larisa Ilibezova** - Director, CRDP; **Eugeniya Karpovich** - Programme Specialist, CRDP.

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**About the United Nations Trust Fund to End Violence against Women:** The United Nations Trust Fund to End Violence against Women, managed by UN Women on behalf of the United Nations system, is the only global grant-making mechanism dedicated to eradicating all forms of violence against women and girls. Since its establishment in 1996 by United Nations General Assembly [Resolution 50/166](#), the UN Trust Fund has awarded \$198 million to 609 initiatives in 140 countries and territories. For more information, visit the [UN Trust Fund website](#) and [Learning Hub](#). To give feedback on this product, please contact the United Nations Trust Fund to End Violence against Women at [untf-evaw@unwomen.org](mailto:untf-evaw@unwomen.org).

## About the UN Trust Fund small grants modality

Small grants are currently provided to organizations managing annual operational budgets below \$200,000 and eligible for a UN Trust Fund grant of up to \$150,000. This modality was introduced in 2014 to build the capacity of small organizations, with a specific focus on small women's organizations. The proportion of the UN Trust Fund portfolio allocated through small grants at the time of publication was 34%. Small grants include a higher proportion of flexible funding (for core costs) and a dedicated budget for self-care, which sets the modality apart from the general grant allocation. The [UN Trust Fund's Strategic Plan 2021–2025](#) makes a commitment to focusing grant selection on women's rights organizations, women and girl-led organizations, and organizations with local and community reach. The small grants modality is a key mechanism for achieving this. Organizations receiving small grants are eligible for support in producing a final, external evaluation and/or (from 2021) support to co-create and produce a knowledge product summarizing the results and lessons of the project. The methodology for co-creation includes FGDs and interviews with the organizations involved, desk reviews of project documents, baseline and endline surveys and monitoring reports, and co-drafting and co-editing the brief.

# ENDNOTES

- 1 See the following publications for more information on these issues: UNFPA (2013), *Early Marriages and Early Motherhood*. Available at <https://kyrgyzstan.unfpa.org/sites/default/files/pub-pdf/Russ.pdf>; UNFPA (2016), *Gender in the Perception of Society*. Available at [https://kyrgyzstan.unfpa.org/sites/default/files/pub-pdf/GSPS\\_Russian\\_Final%20report.pdf](https://kyrgyzstan.unfpa.org/sites/default/files/pub-pdf/GSPS_Russian_Final%20report.pdf); UNFPA (2014), *Child Marriage in Kyrgyzstan*. Available at <https://eeca.unfpa.org/sites/default/files/pub-pdf/unfpa%20kyrgyzstan%20overview.pdf>; *Situation Analysis of Children in the Kyrgyz Republic*. Available at <https://www.unicef.org/kyrgyzstan/reports/situation-analysis-children-kyrgyz-republic>.
- 2 Kyrgyz Association of Women Judges (2017), *Report on the Study of Judicial Practice in the Kyrgyz Republic on Crimes against Women and Girls*. Available at [https://www.undp.org/content/dam/kyrgyzstan/Publications/gender/Analyticheskie\\_Otchet\\_po\\_Gendernomy\\_Nasiliyu\\_RU.pdf](https://www.undp.org/content/dam/kyrgyzstan/Publications/gender/Analyticheskie_Otchet_po_Gendernomy_Nasiliyu_RU.pdf). This report was prepared as part of the United Nations Development Programme project “Prevention of Gender-based Violence in Kyrgyzstan”.
- 3 For example, UNICEF (2010), *Child Abuse and Neglect in Families in the Kyrgyz Republic*. Available at [https://www.unicef.org/kyrgyzstan/media/2431/file/Child\\_Abuse-Neglect\\_In\\_Families\\_ENG.pdf.pdf](https://www.unicef.org/kyrgyzstan/media/2431/file/Child_Abuse-Neglect_In_Families_ENG.pdf.pdf) (accessed 5 December 2021).
- 4 Ombudsperson of the Kyrgyz Republic (2017), Special Report: Violence against Children in the Kyrgyz Republic. Available at <https://ombudsman.kg/files/docs/reports/2016/violence-against-children.pdf>.
- 5 Ministry of Internal Affairs of the Kyrgyz Republic, cited in the CRDP project proposal to the UN Trust Fund.
- 6 World Bank (n.d.), “Kyrgyz Republic”. Available at <https://data.worldbank.org/country/kyrgyz-republic>.
- 7 In mid-2000, the Ministry of Internal Affairs increased the number of JAIs in schools owing to the increase in juvenile crime and racketeering in schools.
- 8 The cooperation between CRDP and the Kyrgyz Government was not formalized through a memorandum of cooperation, as the Kyrgyz governmental bodies do not sign such memorandums with public organizations. However, PF CRDP got a letter of thanks and a medal from the Ministry of Internal Affairs (in 2018) for effective and fruitful cooperation (<https://crdp.asia/progress>). In addition, after the project was won, a joint order of the Ministers of Internal Affairs and the Ministry of Education and Science was issued for the implementation of the pilot project in 2019 and 2020.
- 9 Heise, L. (1998), “Violence against women: an integrated, ecological framework”, *Violence Against Women*, vol. 4, No. 3, pp. 262–290, <https://doi.org/10.1177%2F1077801298004003002>.
- 10 The video for parents can be accessed at <https://www.youtube.com/watch?v=uHf5FebtRhg>, and the video for children can be accessed at <https://www.youtube.com/watch?v=qCPBSadM0cA>.
- 11 The explanatory video about sexual harassment is available at <https://www.youtube.com/watch?v=RMwEMNlb7kw>.
- 12 The video on safety rules is available at <https://www.youtube.com/watch?v=mKUWAl6rt5U>.
- 13 These videos can be accessed at <https://www.youtube.com/watch?v=a5hiBweC3-8> and <https://www.youtube.com/watch?v=xKNJtiDIzQ0>.
- 14 The film is available at [https://www.youtube.com/watch?v=AUTwZ\\_Tfg2o&t=429s](https://www.youtube.com/watch?v=AUTwZ_Tfg2o&t=429s).
- 15 The film is available in Russian at <https://www.youtube.com/watch?v=tEt58Q5L1z8&t=15s>.
- 16 Self-care costs can cover a variety of expenses to allow the organization to respond to issues of staff burnout and vicarious trauma and to promote overall staff well-being and collective care.
- 17 Core funding (also referred to as unrestricted funding) is flexible funding that can be used for general operations. Core funds should contribute to the realization of organizations’ missions and visions and help to support social change processes organizations are committed to.
- 18 The number 112 is the telephone number of the Unified State Duty and Dispatch Service 112 of the Ministry of Emergency Situations of the Kyrgyz Republic. The service is designed to receive information from the population about all types of emergencies, process it and call emergency services. The service operates throughout Kyrgyzstan. The service receives calls related to various incidents, including violence against women, children and men. The service has a mobile application, “112 Kyrgyzstan”, launched in 2019, through which dispatchers also accept applications, and those who apply can send photo, video or audio appeals.
- 19 The mobile application “My local inspector” was developed jointly in 2019 with the Ministry of Internal Affairs of the Kyrgyz Republic with the support of the United Nations Office on Drugs and Crime. The application allows users to find out the address and phone number of the nearest internal affairs body, and its exact location on a map. Up-to-date contact details are provided for assistance services, such as district police officers, inspectors for minors and psychologists, which provide information on how to avoid theft, how to avoid being scammed, and what to do in cases of violence. Currently, the mobile application belongs to the Ministry of Internal Affairs of the Kyrgyz Republic.





