



Knowledge hub
-
Collection of best practices

Summary of the best practice

1. Title of the best practice (e.g. name of policy, programme, project, etc.) *

Enhancing the resilience of children to climate and disaster risks in the Kyrgyz Republic

2. Country or countries where the practice is implemented *

Kyrgyz Republic

3. Please select the **most relevant** Action Track(s) the best practice applies to *

- Action Track 1. Inclusive, equitable, safe, and healthy schools
- Action Track 2. Learning and skills for life, work, and sustainable development
- Action Track 3. Teachers, teaching and the teaching profession
- Action Track 4. Digital learning and transformation
- Action Track 5. Financing of education

4. Implementation lead/partner organization(s) *

UNICEF

5. Key words (5-15 words): Please add key descriptive words around aims, modalities, target groups etc. *

The project's goal is to enhance the resilience of girls and boys to climate change and disaster-related risks in the Kyrgyz Republic by adapting and applying best practices from Japan.

6. What makes it a best practice? *

The project contributes to the Ministry of Education and Science and the Ministry of Emergency Situations' efforts in ensuring the safety of girls and boys and schools/pre-schools to potential stresses, shocks, impacts of climate change and disasters based on lessons learned from Japan's experience.

Description of the best practice

7. Introduction (350-400 words)

This section should ideally provide the context of, and justification for, the practice and address the following issues:

- i) Which population was affected?
- ii) What was the problem that needed to be addressed?
- iii) Which approach was taken and what objectives were achieved? *

The Kyrgyz Republic is a landlocked mountainous country, which is prone to various climate and disaster risks. The Kyrgyz Republic is ranked as medium in the INFORM1 2019 Risk Index due to the risk of earthquakes, floods and droughts that are exacerbated by climate change, as well as a lack of response capacity. Climate and environmental degradation-related disasters are common across the country. Lower areas, especially around the Fergana Valley regions of Jalal-Abad, Osh and Batken in south of the country are particularly vulnerable to landslides and flooding, while higher areas in Jalal-Abad, Issy Kul and Naryn regions are especially at-risk from avalanches and glacial lake outburst floods. Another serious threat to children's wellbeing is fires that may lead to the loss of lives and significantly damage education infrastructure.

Moreover, air pollution has significantly worsened in recent years, especially in the capital city of Bishkek. According to the US Embassy's real-time air quality index (AQI) monitoring data, the city reached "very unhealthy" level (AQI 201-300) for five days during November 2019, a level harmful to children playing outdoors.

Children spend most of their time at school. Therefore, it is of utmost importance that they learn in a safe and clean environment. Safe behavior is also one of the important things that children learn at school – starting from pre-school.

UNICEF-supported schools and pre-schools safety assessment (2011-2014) demonstrated that 85% of education facilities exhibit low safety levels and are exposed to potential disasters in the Kyrgyz Republic. It indicates that more than one million children are prone to potential disaster risks. Based on the results of the safety assessment, the Government of the Kyrgyz Republic developed and is implementing the "Safe Schools and Pre-schools in the Kyrgyz Republic in 2015-2024" Programme. The project supports implementation of this Programme by building on the achievements of the Japan-UNICEF Safe Schools Project (March 2017 – March 2020) and scaling it up.

8. Implementation (350-450 words)

Please describe the implementation modalities or processes, where possible in relation to:

- i) What are the main activities carried out?
- ii) When and where the activities were carried out (including the start date and whether it is ongoing)?
- iii) Who were the key implementation actors and collaborators? (civil society organizations, private sector, foundations, coalitions, networks etc.)?
- iv) What were the resources needed (budget and sources) for the implementation?

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The Project contributes to the basic human needs and achievement of the SDG 4 Quality Education and SDG 13 Climate Action by supporting children to be more resilient to climate and disaster risks and enhancing their capacity to implement personal and school/pre-school-level mitigation and adaptation activities.

Because of COVID-19 pandemic, the project implementation started in October 2021 instead of March 2020 and will last till March 2023. The project carries out the following main activities, covering the entire country:

1. Adaption of school-based DRR policies and practices from Japan;
2. Scaling up achievements of the Japan-UNICEF Safe Schools Project (March 2017 – March 2020);
3. Leveraging support from UNICEF Volunteers in the scale-up of school-based DRR module across the country;
4. Research and technical assistance to strengthen the policy on resilience building in schools/pre-schools;
5. Building capacity of partners, teachers and school/pre-school staff on implementation of the school-based DRR, climate change education (CCE) and eco-friendly activities;
6. Promotion of safe and inclusive school environment for all children regardless of their gender, ethnicity, religion or disability;
7. Promotion of children and youth participation in the decision-making and initiating the DRR and climate change adaptation (CCA) related work;
8. Behavior change communication in support of project objective and activities.

The project targets 900,000 school children, 500 pre-school children, 10,000 school teachers, 1,800 schools and 10 pre-schools, Ministry of Education and Science and its 40 district departments, CSOs involved in DRR and CCA.

Ministry of Education and Science, Ministry of Emergency Situations, Ministry of Natural Resources, Ecology and Technical Supervision, National Red Crescent Society, Civil Society Organizations (CSOs) involved in DRR, CCA and CCE are the key implementation actors and collaborators. The total budget of the project is about 4 million USD.

9. Results – outputs and outcomes (250-350 words)

To the extent possible, please reply to the questions below:

- i) How was the practice identified as transformative? (e.g., impact on policies, impact on management processes, impact on delivery arrangements or education monitoring, impact on teachers, learners and beneficiary communities etc.);
- ii) What were the concrete results achieved with regard to outputs and outcomes?
- iii) Has an assessment of the practice been carried out? If yes, what were the results? *

The project has achieved the following results as of 31 March 2022:

Output 1: Governmental and Civil Society Organization partners' capacities strengthened for building resilience.

1. The 'Roadmap on scaling up disaster risk reduction (DRR) in educational institutions' was approved by the joint Order of the Ministry of Education and Science (MOES) and the Ministry of Emergency Situations (MES) and the DRR Action Plan in educational organizations of the Kyrgyz Republic for 2021-2025 was adopted to implement the Roadmap.

2. 450 persons from governmental and civil society organizations, teachers from 417 schools and 140 community leaders from all regions of the Kyrgyz Republic, over 600 UNICEF and RCSK volunteers were trained on DRR, Climate Change and First Aid.

5. For climate change agenda, UNICEF and its partner launched a study on 'Determining the Health and Social Impacts of Air Pollution on Women and Children in Bishkek, Kyrgyzstan'. The study objectives are to use primary data collection through smart sensors and questionnaires, combined with other available information, to model population-based exposures to air pollution and estimate the health and economic consequences in Bishkek city. The intended result of the survey is to mobilize a sustained movement towards policy change, innovative solutions, and multisectoral partnerships to reduce air pollution in Bishkek city drastically, keeping in mind the health and non-health impacts of air pollution on children and women.

Output 2 School-based DRR model and climate action scaled up to all schools in the country.

Information sessions on DRR and FA issues were held in Kyrgyz, Russian and Uzbek languages for 31,781 school children. This aimed to build their knowledge and skills necessary for protective measures during emergencies.

3,249 school teachers (2312 women and 937 men) raised their awareness and increased their DRR knowledge and practical skills. 1,414 representatives and more than 18,738 children from 145 schools participated in the simulation exercises organized with support of UNICEF volunteers. DRR was carried out in 11 kindergartens, covering 1,839 children, 48 educators and administration. A training component on prevention of GBV in emergencies for school-based DRR context was developed, validated and included into the "Manual on Disaster Risk Reduction for public schools of the Kyrgyz Republic".

10. Lessons learnt (300 words)

To the extent possible, please reply to the following questions:

- i) What were the key triggers for transformation?
- ii) What worked really well – what facilitated this?
- iii) What did not work – why did it not work? *

Since the project is still in the initial stages of implementation, the lessons learnt will be generated towards the end of the project

11. Conclusions (250 words)

Please describe why may this intervention be considered a “best practice”. What recommendations can be made for those intending to adopt the documented “best practice” or how can it help people working on the same issue(s)? *

Taking into account the Kyrgyz Republic Government’s endorsement of the Sendai Framework on Disaster Risk Reduction 2015-2030, UNICEF aims to support the Government in smooth transition towards four priorities and achieving indicators specified in the strategy. These are: Understanding disaster risk; Strengthening disaster risk governance to manage disaster risk; Investing in disaster risk reduction for resilience; and Enhancing disaster preparedness for effective response and to “Build Back Better” in recovery, rehabilitation and reconstruction.

12. Further reading

Please provide a list and URLs of key reference documents for additional information on the “best practice” for those who may be interested in knowing how the results benefited the beneficiary group/s. *

1. School-based DRR Road Map

2. "Manual on Disaster Risk Reduction for public schools of the Kyrgyz Republic", <https://drive.google.com/drive/folders/1lfcq0-wFDaPbzHeJvnuuiS9afDXsjz8F> ho may be interested in knowing how the results benefited the beneficiary group/s.