Final Evaluation of the Building a Constituency for Peace Project

FINAL REPORT

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List of abbreviations

AO	Ayil Okmotu
BCP	Building Constituency for Peace
CO	Country office
CSO	Civil society organization
EMG	Evaluation Management Group
ERG	Evaluation Reference Group
ET	Evaluation team
FTI	Foundation of Tolerance International
GSPS	Gender in Society Perception Study
GSPS YC	Gender in Society Perception Study Youth Component
KAP	Knowledge, Attitudes, Perceptions
LSG	Local self-government
MPF	My Prosperous Farm
MSPS	My Safe and Peaceful School
NGO	Non-governmental organization
PBF	Peacebuilding Fund
PBSO	Peacebuilding Support Office
PPP	Peacebuilding Priority Plan
PRF	Peacebuilding and Recovery Fund
RAS	Rural Advisory Service
ToC	Theory of change
YPC	Youth for Peaceful Change project

Acknowledgements

Executive Summary

This report present the findings of the final evaluation of the project *Building a Constituency for Peace* (BCP) implemented in 2013-2016 by UN Women Kyrgyzstan Country Office in partnership with two national NGOs.

Project Background.

The BCP project is part of a portfolio of 11 projects implemented under Peacebuilding Priority Plan (PPP) for Kyrgyzstan and funded from the USD 15 million Peacebuilding Fund (PBF) managed by the Peacebuilding Support Office (PBSO). PPP was developed after the 2010 violent change of government and inter-ethnic violence to support systemic peacebuilding in Kyrgyzstan and building institutional foundations to prevent recurrence of conflicts in future. The evaluated project was expected to contribute to one of three outcomes defined in the PPP, namely Outcome 2: Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions.

The expected **outcome** of the project is formulated as follows:

Local self-government is convening communities by engaging everyone in joint action towards all citizens enjoying equal access to opportunities. Threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions by creating a stake of individuals in the rule of law and increased loyalty to the state that provides for security and an environment where young people as agents for positive change can secure livelihoods by deploying their skills.

Under this outcome, the project envisaged achieving the following three **outputs**:

- Output 1.1: 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides
- Output 1.2: 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements
- Output 1.3: Key individuals in each of 23 municipalities are sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace

Project implementation was operationalized through three components, each contributing to one of project outputs:

- Component 1: My Prosperous Farm (MPF) that supports teaching of the MPF course to 9th graders in schools in target municipalities and operation of school gardens
- Component 2: My Safe and Peaceful School (MSPS) that supports implementation of MSPS curricular by student peer educators in schools in target municipalities and works with students from 9th to 11th grades (plus KAP research sub-component)
- Component 3: Local self-government (LSG) that targets local self-government staff, members of formal and informal local institutions, and the justice sector and builds their capacity to contribute towards justice and lasting peace.

Purpose and Design of Evaluation.

The evaluation was conducted in August – September 2016 during the two last months of project implementation. Evaluation findings will contribute to effective programming, refining the UN Women County Office approaches to women, peace and security, organizational learning and accountability, and more specifically to the development of the new Strategic Note of the UN Women Country Office in the Kyrgyz Republic for 2017-2021. The information generated by the evaluation will also be used to engage policy makers and other stakeholders at local, national and regional levels in evidence-based dialogues and to advocate for gender-responsive strategies to peacebuilding and conflict-prevention with a particular focus on engaging adolescents in dialogues of gender equality, human rights, and peace and security at local, national and regional levels.

The evaluation was commissioned by UN Women Kyrgyzstan Country Office. Targeted users of the evaluation are government partners at local and national levels, the UN Women Kyrgyzstan Country Office, the responsible parties, CSOs, other UN agencies, donor community and development partners present in Kyrgyzstan and the ECA region and the project beneficiaries.

The evaluation was based on gender and human rights principles and adhered to the UNEG Norms and Standards and Ethical Code of Conduct and UN Women Evaluation Policy and guidelines. The evaluation used a transparent and participatory process involving relevant UN Women stakeholders, partners and beneficiaries in Kyrgyzstan. The evaluation process was overseen by the evaluation management group and stakeholder reference group coordinated by the evaluation manager.

This evaluation used a summative approach focusing on capturing the lessons learned during the implementation and assessing the achievement of the results at output and outcome levels. The evaluation methodology followed a theory of change approach that focused on links between activities, chains of results and context of the intervention.

Evaluation team has reviewed a variety of project related documentation as per the Evaluation Matrix. The evaluation team also conducted interviews with 105 adult project stakeholders and engaged 129 students (95 girls and 29 boys) who participated in MSPS and MPF components in participatory exercise that led to development of the maps of changes that the project created for different groups of beneficiaries.

Key Findings and Conclusions

Relevance. Evaluation has found that the BCP project and its results were aligned with international agreements and conventions on gender equality and women's empowerment and contributed to the implementation of the national Strategy on Gender Equality 2012-2017. The project has also made contribution to Peacebuilding Fund Priority Area 2 of the PPP: Activities undertaken to build and/or strengthen national capacities to promote coexistence and peaceful resolution of conflict and to carry out peacebuilding activities.

While the project design did not explicitly consider the National Education Development Strategy 2012-2020, the evaluation has also found that the project has contributed to its goal to raise young citizens who:
- Have strong communication skills;
- Are able to act independently, openly express their opinion, use creative and innovative approaches;
- Share values of human rights and freedoms, gender equality, respect cultural, ethnical and political diversity;
- Have general and specialized knowledge and skills that ensure their life and professional success.

These are exactly the qualities that students acquire through participation in MSPS and MPF courses.

Effectiveness. The BCP project reached all its targets on output and outcome level. The evaluation has found that the project was most effective when MSPS and MPF components were run in parallel in the same school. In this case students could use an opportunity to learn about human rights and gender equality, obtain conflict resolution and mediation competencies and build their communication skills as well as learn modern agricultural techniques and business skills. The evaluation has also found that intentional integration between MSPS and LSG components when local authorities were involving MSPS students into implementation of their action plans and MSPS students were involving local authorities in their activities reinforced project results in the municipality.

The BCP project has induced transformation of power relations in schools, families and communities: status (power) of students has increased. As a result the BCP project and especially its MSPS component contributed to **prevention** of such negative outcomes for young women in rural communities as:
- early marriage to a man selected by her parents on economic/pragmatic rather than romantic grounds or marriage through kidnapping,
- possible radicalization as a strategy to cope with emotional discontent from unsatisfying family life;
- being subject of domestic violence.

The BCP project and especially MSPS component also contributed to **prevention** of such negative outcomes for young men in rural communities as:
- marriage to a women selected by his parents on economic/pragmatic rather than romantic grounds,
- being forced by his family to kidnap a bride,
- pressure from the family to contribute to the family budget leading to migration, engaging in extremism and criminal activities locally if they stay home or in the areas where they move as labor migrants;
- domestic violence as a strategy to cope with emotional discontent from unsatisfying family life and the need to prove one's masculinity.

Efficiency. The evaluation has found that MSPS component was most efficient in terms of fostering volunteer activities on a community level. Internal monitoring mechanisms rooted in the vision that beneficiaries are also accountable for project progress proved crucial for achievement of project results.

Sustainability. Knowledge and skills acquired by students through MSPS and MPF components can be used throughout the rest of their lives and can put students on a more successful life trajectory. Effectiveness of MSPS and MPF courses in terms of building student functional competences has been recognized by schools as well as educational authorities and generated the demand for continuation and expansion of the delivery of MSPS and MPF courses in schools. Peer educators who have taken their study group through the course have the capacity to train new peer educators without external support. Project schools already have a pool of teachers with the capacity to continue delivery of MPF in their schools and train teachers in other schools. The key impediment to institutional sustainability of MSPS and MPF courses now is availability of manuals.

Peacebuilding. Evaluation findings that MSPS component worked better than LSG component in terms of generating volunteer activities on a community level is consistent with the recent research applying complexity theory in peacebuilding contexts. Research indicates that assisting local groups to form 'networks of effective action' and to replicate successful small-scale projects to spread peaceful ideas is more effective than supporting hierarchical structures and institutions. In addition participation in events organized by MSPS study groups proved to be a good entry point for local authorities to get engaged in public dialogue on human rights, gender equality and conflict prevention topics. These

findings suggest that the future focus of UN Women in the area of peacebuilding may benefit from shifting its focus from working with municipal executives to working with students using MSPS model.

Recommendations

Recommendation 1. Use MSPS model as a key instrument for peacebuilding and promotion of gender equality and human rights.

Recommendation 2. Continue fostering social networking between peer educators and between peer educators and UN Women specialists through social media, face-to-face events and joint activities like using graduate peer educators to train next 'generations' of peer educators.

Recommendation 3.1. Consider creating a course that could be a continuation of MSPS course and could be used by graduated peer educators to create study groups in colleges and in communities if they don't go to college.

Recommendation 3.2. Consider developing a continuation of MSPS course for school students who went through MSPS course but continue in high school. MSPS course gives students skills of project design (action planning, tree analysis) and even community analysis skills though participatory rural appraisal sessions. There is a number of models where the similar sets skill is taught to teams of high school students who then use them to design and implement community service projects and even engage adults, including local authorities, into their implementations.

Recommendation 4. Consider doing a redesign of MSPS (and MPF) manuals and make them black and white to facilitate production of low-cost photo and printed copies by interested students and schools.

Recommendation 5. Continue using the approach of holding project beneficiaries accountable for project success as it facilitates effectiveness of development interventions. But in keeping with 'No one left behind' principle consider adapting this approach to allow for a reasonable adjustment of requirements that project beneficiaries have to meet to continue their participation in the project based on their individual situations to compensate for existing disadvantages.

Recommendation 6. In keeping with 'No one left behind' principle continue reaching to municipalities that have not worked with development projects before or worked unsuccessfully, but adjust the level of support to local level of capacity: the less the capacity, the more support is needed. Support in this context does not mean the project staff should do some activities instead of local beneficiaries, but that, for example, advice may be provided regarding the feasibility of action plans developed by community to ensure success that would encourage further action.

1 Background

This report present the findings of the final evaluation of the project *Building a Constituency for Peace* (BCP) implemented in 2013-2016 by UN Women Kyrgyzstan Country Office in partnership with two national NGOs. The project is part of a portfolio of 11 projects implemented under Peacebuilding Priority Plan (PPP) for Kyrgyzstan and funded from the USD 15 million Peacebuilding Fund (PBF) managed by the Peacebuilding Support Office (PBSO). PPP was developed after the 2010 revolution and inter-ethnic violence to support systemic peacebuilding in Kyrgyzstan and building institutional foundations to prevent recurrence of conflicts in the future. The evaluated project was expected to contribute to one of three outcomes defined in the PPP, namely Outcome 2: Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions.

The evaluation was conducted in August – September 2016 during the two last months of project implementation. Evaluation findings will contribute to effective programming, refining the UN Women County Office approaches to women, peace and security, organizational learning and accountability, and more specifically to the development of the new Strategic Note of the UN Women Country Office in the Kyrgyz Republic for 2017-2021. The information generated by the evaluation will also be used to engage policy makers and other stakeholders at local, national and regional levels in evidence-based dialogues and to advocate for gender-responsive strategies to peacebuilding and conflict-prevention with a particular focus on engaging adolescents in dialogues on gender equality, human rights, and peace and security at local, national and regional levels.

The evaluation was commissioned by UN Women Kyrgyzstan Country Office. Targeted users of the evaluation are the UN Women staff at the Kyrgyzstan Country Office, the responsible parties and the government counterparts at local and national levels, CSOs, and other UN agencies, donor community and development partners present in Kyrgyzstan and the ECA region and the project beneficiaries.

2 Object and context of evaluation

The project *Building a Constituency for Peace* aimed at strengthening the capacity of national and local governance structures as well as civil society (especially women and youth) to actively participate in identifying priorities. The project promoted a peaceful and safe environment for women and young people to realize their human, economic and social rights which was to allow the target groups to be able to clearly voice their needs and participate in local decision-making and reduce tensions in their communities. This was envisaged to be achieved by engaging youth in activities that build life- and livelihood skills and by sensitizing law enforcement and justice sector personnel to human rights in particular of young men and women.

2.1 Project Theory of Change and expected results

The project is based on the Theory of Change that links joint action to peace and rule of law:

If communities engage in joint action towards improving their situation and the livelihoods of their members while being supported by local formal and informal institutions that are convened by local self-government integrating the community and providing for equal access to opportunities,

then threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions. What unites the community has become more important than what differentiates one citizen from another. Youth avail themselves of the option to stay and engage in their community rather than migrate, based on newly acquired skills to effectively use available land resources in the context of

enhanced personal security of young women and men, also in conflict prone (border) areas and across conflict divides, this consolidating peace by creating a stake of individuals and communities in the rule of law and increased loyalty to the state that provides for security and an environment where young people can gain value from deploying skills.

The project had one expected **outcome** formulated as follows:

Local self-government is convening communities by engaging everyone in joint action towards all citizens enjoying equal access to opportunities. Threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions by creating a stake of individuals in the rule of law and increased loyalty to the state that provides for security and an environment where young people as agents for positive change can secure livelihoods by deploying their skills.

Under this outcome, the project envisaged achieving the following three **outputs**:

Output 1.1: 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides;

Output 1.2: Secondary school students of the 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements;

Output 1.3: Key individuals in target municipalities are sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace.

2.2 Project implementation

Project implementation was operationalized through three components, each contributing to one of project outputs (Table 1).

Table 1. Project operational structure.

Output	Component	Responsible party
Output 1.1	Component 1: My Prosperous Farm (MPF). MPF component supported teaching of the MPF course to 9th graders in schools in target municipalities and operation of school gardens.	Rural Advisory Service Jalalabad (RAS)
Output 1.2	Component 2: My Safe and Peaceful School (MSPS). MSPS component supported implementation of MSPS curricular by student peer educators in schools in target municipalities and works with students from 9th to 11th grades (plus KAP research sub-component).	UN Women
Output 1.3	Component 3: Local self-government (LSG). LSG component targeted local self-government staff, members of formal and informal local institutions, and the justice sector and built their capacity to contribute towards justice and lasting peace.	Foundation of Tolerance International (FTI)

Further in this report components are referred to not by numbers, but by letter abbreviations to facilitate reading.

Project implementation started in December 2013. Activities under LSG component were completed in May 2015. Activities under MPF and MSPS components were completed on September 30, 2016.

In 2016 – upon approval of the Joint Steering Committee - UN Women invested project savings in carrying out a national study on marriage and professional choices of young people that was completed in September 2016 and into production of a feature film promoting gender equality and MSPS model.

2.3 Project reach

At the design stage the project has identified 23 target municipalities located within 10 districts. Selection was conducted in consultation with national stakeholders and based on the criteria of conflict susceptibility, border zones, under-served, and being very remote or multi-ethnic. Actual implementation took place in 28 municipalities. In addition UN Women provided minimal support to 12 schools in 5 municipalities that were previously involved in EU-funded project "Promoting gender justice and empowerment of young women" with the continuation of the MSPS study groups. All changes were approved by the Joint Steering Committee. The list of project sites is provided in Table 1.

Table 2. Project sites.

Legend:

	Municipalities identified at the design stage.
	Municipalities where LSG components started, but action plans were not implemented by communities.
	Municipalities where schools were previously involved in EU-funded project.

Province	District	Municipality	Expected number of schools as per ProDoc	Municipalities reached by LSG	Actual number of schools - MPF	Actual number of schools MSPS	Actual number of schools MPF+ MSPS
Batken	Kadam-jai	Haidarken	2	x		2	
		Halmion	2	x	2	2	2
		Uch-Korgon	2	x	2	3	2
		Masalieva AO		X			
	Leilek	Isfana	2	x	1	1	
		Kulundu	1	x	2	1	1
	Suluktu	Suluktu	2	x	1		
Issyk-Kul	Jety-Oguz	Yrdyk	1	x	2		
		Kyzyl-Suu	1				
	Aksu	Otradnoe			1	1	1
Jalalabad	Aksy	Kashka-Suu	1	x	1		
		Kerben	2	x	3	1	1
		Kosh-Dobo	2	x			
	Ala-Buka	Ak-Korgon (and Bayastan)	1	x	2		
		Ak-Tam	1	x	1	1	1
	Jalalabad	Jalalabad city				2	

	Bazar-Korgon	Arslanbob		x			
	Chatkal	Terek-sai		x			
	Toguz-Torous	Kargalyk AO/ Kazarman		x	2		
Osh	Kara-Kulja	Alaikuu	1	x	1	2	1
		Kyzil -Jar	1				
	Nookat	Nookat	1	x			
		Kara-Tash (Noigut)			1	1	1
	Aravan	Aravan	1				
		Check-Abad		x	1	2	1
	Kara-suu	Mady				3	
		Furkat				1	
	Uzgen	Uzgen/Kurshab				2	
		Myrza-Ake				3	
Naryn	Jumgal	Kyzart	1				
		Kyzil-Jyldyz	1		1	1	1
		Min-Kush	1	x	1	1	1
		Chaek		x	2	1	1
	At-Bashy	At-Bashy				3	
Talas	Kara-Buura	Amanbayevo	1	x	1		
		Bakaiyr AO/ Kara-Sai	1	x	1		
		Kara-Buura/ Kyzil-Adyr	1		1		
	Bakai-Ata	Bakai-Ata			1		

2.4 Project management

The project was managed by UN Women. UN Women, FTI and RAS Jalalabad as the responsible/implementing parties were jointly responsible for the achievement of the outputs. The day-to-day implementation of the project was managed by a project manager with the support of the project teams within UN Women and the responsible/implementing parties. Oversight and strategic steering was provided by the Coordination Committee with representatives from the government counterparts, UN Women and the responsible/implementing parties.

2.5 Budget

Total project budget was 1,653,130 USD comprising of 1,602,130 USD funding from The Peacebuilding and Recovery Facility within the United Nations Peace Building Fund and UN Women contribution of 51,000 USD for the period of 33 months (16.12.2013-30.9.2016).

2.6 Expected gender results

According to UN Women analysis presented in the Project Document, the lack of economic and social opportunities lies at the heart of discontent leading to conflict and increased insecurity, especially of young women. This is combined with the prevalence of traditional family hierarchies where power is linked to gender and age, and proliferation of the "cult of masculinity". Young people have the least amount of power in the traditional social hierarchy which makes them almost 'invisible' in local

communities. At the same time the demand to display masculinity pushes young men to engage in violent activities. For example, Kyrgyz Country Case Study[1] notes that "in Kyrgyzstan, various conservative gender ideologies – capitalism, local nationalism, Islamism and even "global" youth cultures like hip hop encourage boys to be tough. A local *jigit* (boy, lad) is supposed to display "laddish" behavior. By adopting certain cultural practices, from "national" sports such as *kurosh* to forced bride kidnapping, young Kyrgyz can affirm their identities as both "Kyrgyz" and a "man"". In other ethnic communities young men also believe that being a "man" means that they should be tough and have complete control over their wives. One of common manifestations of the "cult of masculinity" in schools is racket and violent fights between male students.

As a result of the combination of the above factors, likely outcomes for young women in rural communities include:
- early marriage to a man selected by her parents on economic/pragmatic rather than romantic grounds;
- marriage through kidnapping,
- becoming a source of free labor for the groom's family,
- being subject to domestic violence;
- possible radicalization as a strategy to cope with emotional discontent from unsatisfying family life.

Likely outcomes for young men include:
- marriage to a woman selected by his parents on economic/pragmatic rather than romantic grounds,
- being forced by his family to kidnap a bride,
- pressure from the family to contribute to the family budget possibly leading to migration,
- engaging in extremism and criminal activities locally if they stay home or in the areas where they move as labor migrants;
- domestic violence as a strategy to cope with emotional discontent from unsatisfying family life and the need to prove one's masculinity

The BCP project intended to prevent these outcomes for young women and men by giving them new life and livelihood skills through MPF and MSPS components and creating an enabling environment through LSG component. The project was targeting high school students, so achievement of expected gender results can be reasonably expected after students graduate.

2.7 Context
In 2014-2016 many contextual issues that were identified in the Peacebuilding Priority Plan as negatively affecting the peacebuilding environment remained unchanged or even got worse. Kyrgyzstan economy was hit by slowing economies in Russia and China[2], slide of the som against the U.S. dollar and shrinking migrant worker remittances.

There is still a number of unaddressed human rights problems. United Nations Secretary-General Ban Ki-moon who visited the country in June 2015 called on authorities to investigate human rights violations related to the June 2010 violence, prosecute those responsible for serious crimes, review convictions

[1] Ibraeva, G., et all. (2011) Kyrgyz Country Case Study. World Development Report 2012, Gender Equality and Development, Background Paper. Retrieved from http://siteresources.worldbank.org/INTWDR2012/Resources/7778105-1299699968583/7786210-1322671773271/Ibraeva_Kyrgyz_case_study_final_Sept2011.pdf
[2] E.g. Kyrgyzstan Economy Profile 2016. On-line: Kyrgyzstan Economy Profile 2016

tainted by torture, and work with civil society "to promote interethnic reconciliation," including through transitional justice and reparations for victims[3].

There are strong nationalist movements ready to defend the influence of the Kyrgyz ethnic group through violent means. Domestic violence against women and girls continues to be a serious problem.

Local self-governance remains week. Interference from the state authorities, domination of often highly personal interests of central government officials over the interests of local communities, as well as small salaries of municipal staff "create an unhealthy environment and stimulate the brain drain from the municipal service"[4].

3 Purpose, objectives and scope of evaluation

The final evaluation of the project *Building a Constituency for Peace* was conducted in the end of the project implementation and funding period and covered the entire duration of the project (16.12.2013-30.9.2016). This final evaluation had a special **focus on lessons learnt**. This final evaluation was to complement the end-line assessment of the PRF Kyrgyzstan portfolio commissioned by the PBF Secretariat. The main purpose of this evaluation was to assess in more detail the programmatic progress and performance of the project from the point of view of relevance, effectiveness, organizational efficiency, sustainability, and integration of gender equality and human rights considerations.

3.1 Purpose

The findings of this evaluation will contribute to effective programming, refining the UN Women County Office approaches to women, peace and security, organizational learning and accountability, and more specifically to the development of the new Strategic Note of the UN Women Country Office in the Kyrgyz Republic for 2017-2021. The information generated by the evaluation will moreover be used to engage policy makers and other stakeholders at local, national and regional levels in evidence-based dialogues and to advocate for gender-responsive strategies to peacebuilding and conflict-prevention with a particular focus on engaging adolescents in dialogues on gender equality, human rights, and peace and security at local, national and regional levels.

Targeted users of the evaluation are the UN Women staff at the Kyrgyzstan Country Office, the responsible parties and the government counterparts at local and national levels, CSOs, and other UN agencies, donor community and development partners present in Kyrgyzstan and the ECA region and the project beneficiaries.

3.2 Objectives

The objectives of this evaluation are to:

- Analyse the relevance of the project strategy and approach at local and national levels on peacebuilding agenda, gender equality and women's empowerment.

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[3] Human Rights Watch (2016), Kyrgyzstan: Events 2015. On-line: https://www.hrw.org/world-report/2016/country-chapters/kyrgyzstan#2fd618
[4] CABAR.asia: Challenges and state of uncertainty of local self-government in Kyrgyzstan. January 25, 2016. On-line: http://cabar.asia/en/cabar-asia-challenges-and-state-of-uncertainty-of-local-self-government-in-kyrgyzstan/

- Assess effectiveness and organizational efficiency in progressing towards the achievement of the project results, including the achievement of gender equality and women's empowerment results as defined in the intervention.
- Assess the sustainability of the results and the intervention in advancing gender equality through the target group.
- Analyze how human rights based approach and gender equality principles are integrated in the project implementation.
- Asses how the intervention and its results relate and contribute to the Sustainable Development Goals.
- Identify and document lessons learned, good practices and innovations, success stories and challenges within the project, to inform future work of UN Women in the frameworks of Women, Peace and Security agenda and beyond.
- Identify strategies for replication and up-scaling of the project's best practices.
- Provide actionable recommendations with respect to UN Women's work on women, peace and security in Kyrgyzstan, youth, peacebuilding and beyond.

The evaluation was to answer to 20 evaluation questions grouped by criteria of relevance, effectiveness, organizational efficiency, sustainability, and integration of gender equality and human rights considerations. The list of evaluation questions is provided in the ToR in Annex 1.

Considering the mandates to incorporate human rights and gender equality in all UN work and the UN Women Evaluation Policy, which promotes the integration of women's rights and gender equality principles, these dimensions had a special attention in this evaluation and were considered under each evaluation criterion.

3.3 Scope

This evaluation covered the entire duration of the project from December 16, 2013 to September 30, 2016, all project components and all aspects of the project.

4 Evaluation methodology and limitations

This section presents values guiding evaluation design and conduct, and explains methodological aspects and limitations of this evaluation. Evaluation Matrix that provides overview of evaluation methodology is provided in Annex 4.

4.1 Values that undergird evaluation design and implementation

The evaluation was based on gender and human rights principles and adhered to the UNEG Norms and Standards and Ethical Code of Conduct and UN Women Evaluation Policy and guidelines.

Evaluation was also undergird by a professional stance of the evaluation team that evaluations should be useful and facilitate learning; that projects should be accountable for efforts they have promised to make to achieve expected results but not for achievements of results that are not directly under their control; and that projects should learn from both success and failure.

The evaluation used a transparent and participatory process involving relevant UN Women stakeholders, partners and beneficiaries in Kyrgyzstan. To ensure transparency of the process the evaluation team tried make the data analysis and reasoning processes being used to arrive on judgement on evaluation criteria as open as was be feasible under tight evaluation timeline. The

evaluation team will also tried to ensure that all stakeholders involved in the evaluation had meaningful participation aligned with their time constraints, level of technical expertise in the field of evaluation and interest to details.

4.2 Evaluation Management

The evaluation process was overseen by the Evaluation Management Group and Evaluation Reference Group coordinated by the evaluation manager.

4.3 Evaluation design

This evaluation was a final program evaluation. It used a summative approach focusing on capturing the lessons learned during the implementation and assessing the achievement of the results at output and outcome levels. The evaluation methodology followed a theory of change (ToC) approach and was gender-responsive.

Theory of change approach

Theory of change approach calls for focusing on tracing links between activities, chains of results and context of the intervention. As one of the first steps in applying this approach the evaluation team has developed a detailed map of project results indicating expected change paths (Annex 5). The map was further clarified in consultation with the members of the project staff and Evaluation Reference Group. The simplified version of results map is presented in Fig. 1 below.

Outcome indicators (presented in Annex 4 to the Project Document: M&E Plan) suggest that achievement of project outcome by the end of the project should be manifested by the following:

1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, should they decide to work in the agricultural sector upon graduation from school or tertiary education;

1.2 Students in six provinces act as agents of positive change by advocating for and monitoring the protection of their female peers' human rights by duty bearers;

1.3 Diverse stake-holders at municipal level join in drafting conflict analysis and implement the related action plan in cooperation with local self-government this resulting in fewer conflicts that turn violent.

What project results the evaluation team expected to find

Work under LSG component was completed in May 2015, capacity building activities under MPF and MSPS Components we completed in the end of school year 2015/16. In the course of data collection mission in early September 2016 the evaluation team could reasonably expect to find changes in capacity of all project stakeholders, evidence of successful use of this capacity within project framework, as well as some evidence of beneficiaries (especially local self-government staff, members of formal and informal local institutions, and the law enforcement staff targeted by LSG Component) using the capacity created by the project to engage and convene community members in joint action outside of the project framework.

Finding evidence that threats to peace, injustice and stability were met across ethnic, economic, gender and religious divisions is not likely because achieving noticeable results in this area would require long-term consistent effort by community members.

Figure 1. Simplified results map of the BCP project.
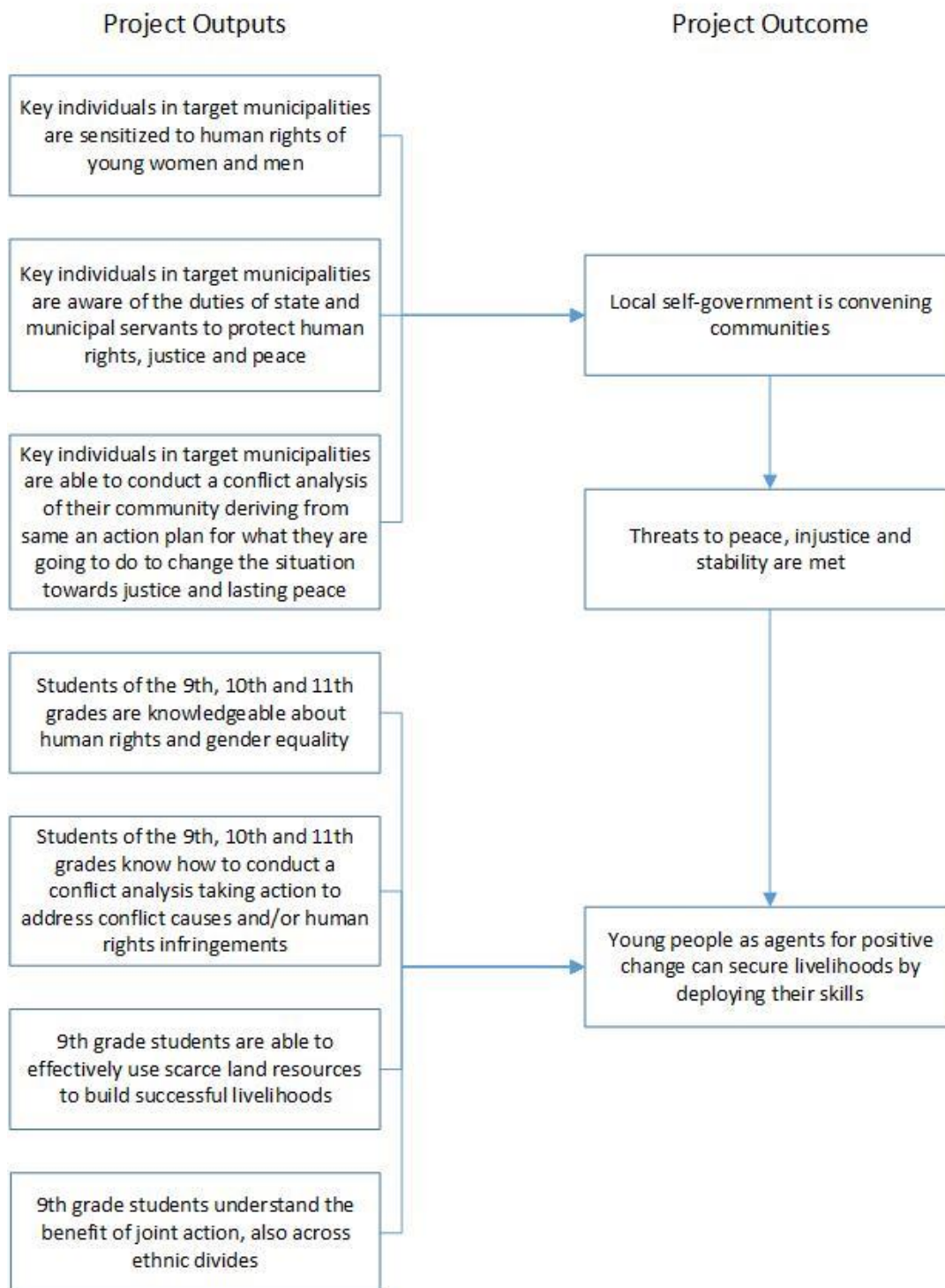
Gender-responsive evaluation

Gender-responsiveness of evaluation is determined by what the evaluation examines and how it is undertaken. Gender-responsive evaluation assesses the degree to which gender and power relationships—including structural and other causes that give rise to inequities, discrimination and unfair power relations, change as a result of an intervention and uses methodology that is inclusive, participatory and respectful of all stakeholders (rights holders and duty bearers).

The evaluation team analyzed how the project affected the gender and power relationships. The first step in this process was to extract the expected gender results from the Project Document. The results of this analysis have already been presented in the section "2.6. Expected gender results" above.

The choice of data collection methods for the field work was undergird by the following considerations to ensure the evaluation was is inclusive, participatory and respectful of all stakeholders:
- A person (persons) providing information should have considerable degree of control over the process;
- A method should provide a person enough space to meaningfully and safely share her/her experience;
- Data collection process should not be extractive and should facilitate respondent's individual reflection and learning.

4.4 Data sources and data collection methods

Project-related documentation

The evaluation team reviewed a range of documents, including policy documents, Project Document, various project reports, including mission reports, MPF and MSPS manuals, workshop agendas, online publications, etc. The list key documents consulted is provided in Annex 2.

Project stakeholders

The evaluation involved a broad range of project stakeholders. The evaluation team conducted interviews with 105 adult project stakeholders and engaged 129 students (95 girls and 29 boys) who participated in MSPS and MPF components in participatory exercise that led to development of the maps of changes that the project created for different groups of beneficiaries.

Table 3. Sources of data and related data collection methods.

Data Source	Method
UN Women project staff	Individual and group semi-structured interviews
BCPC YC team, including young researchers	
RAS and FTI staff	
Government counterparts	
Representatives of other UN agencies	
Heads of target districts	
Heads of target municipalities	
Members of Oversight Group	Group or individual semi-structured interviews
Heads of target schools	
Teachers involved in the project	
Parents (of peer educators)	
Participants of LSG component (local self-government staff, representatives of formal and informal institutions)	
Peer educators	
Students involved in MSPS and MPF in project schools	Participatory group exercise "Map of changes"

Interview and exercise guides are included in Annex 6.

4.5 Sample of project sites

Selection of sites to be visited in the course of this evaluation was done in consultation with the Evaluation Management Group and based on the analysis of what project components were implemented in what locations. Table below provides the summary of this analysis.

Table 4. Reach of project components.

Component	Number of municipalities where this component worked	Number of municipalities where this component worked and that were listed in the project at the design stage
LSG	23 (completed in 20)	18 (completed in 15)
MPF	22	16
MSPS	15	10
MPF+ MSPS	12	8
LSG +MPF+ MSPS	8 (completed in 7)	7 (completed in 6)

The sampling strategy was purposeful: the sample of sites should allow the evaluation team to see the variety existing within the project and should not be biased towards successful sites. The selection of sites was also undergird by logistics considerations given the limited number of days for data collection and limited period of time international evaluation consultant could stay in the country. The resulting sample of project sites in presented below.

Table 5. Sample of project sites.

Region	District	Location	MPF	MSPS	LSG
Naryn	Jumgal	Min-Kush	✓	✓	✓*
		Chaek	✓	✓	✓
		Kyzil-Jyldyz	✓	✓	
Batken	Kadym-jay	Uch-Korgon	✓	✓	✓
Osh	Nookat	Nookat			✓
		Noigut (Kara-Tash AO)	✓	✓	
	Aravan	Check-Abad	✓	✓	✓

*In Min-Kush the LSG training was conducted, but the action plans were not implemented.

4.6 Analysis and interpretation

Majority of the data collected in the course of evaluation was qualitative. The evaluation team was regularly conducting debriefing meetings to review and analyze finding from the document review and interview records and identify themes and issues coming from different lines of evidence.

Records of changes identified by students in the course of the participatory "Map of changes" exercise were sorted into categories, and then the evaluation team conducted the frequency analysis of these categories: calculated the frequency of responses in specific student groups, e.g. girls who participated both in MPF and MSPS components.

For every evaluation question the evaluation team compared findings emerging from different lines of evidence and tried to arrive at the most reasonable interpretation. In the course of this analysis process the Project Document was used as the main reference description of expected project results and intended project design and implementation mechanisms.

The evaluation team tried its best to recognize and respect the diversity of people contributing their time and knowledge to this evaluation and to carefully incorporate and represent voices of people of different ethnic backgrounds, age, gender and social status.

4.7 Limitations

Data sources

As LSG component was completed in May 2015 and evaluation was conducted in September 2016, representatives of formal and informal institutions in municipalities visited by the evaluation team often had difficulty with recalling what they did under the BCP project. The recollection of their experiences with the BCP project was further complicated by the fact that in some places representatives of formal and informal institutions were involved in a number of developmental projects and had difficulty differentiating between those projects.

Another challenge to the evaluation team was that UN Women staff involved in the implementation of the BCP project was also involved in at least two other projects that included MSPS component. In addition there was some overlap in target communities between projects, e.g. the BCP project supported MSPS student study groups in 12 schools in 5 municipalities where MSPS was initially launched under earlier EU-funded project "Promoting gender justice and empowerment of young women". So sometimes it was not very clear what was done under what project.

Evaluation design

Gender-responsive evaluation should use mixed methods including quantitative and qualitative data collection methods and analytical approaches. But the tight timeline for this evaluation did not allow for a meaningful application of traditional quantitative method – surveys – within the framework of this evaluation. The evaluation design was predominantly qualitative. The evaluation team tried to add some quantitative analysis, e.g. by doing affinity analysis when possible and doing the frequency analysis on the data that came from the "Map of changes" exercise.

Language issues

International consultant does not speak both Kyrgyz and Uzbek languages, national consultant does not speak Uzbek. So the team needed an interpreter to work with Uzbek-speaking stakeholders. The evaluation team decided to use interpreter who was familiar with the project as a means of ensuring better quality of interpretation. So when necessary interpretation from Uzbek into Russian during the site visits was provided by Osh-based UN Women project specialist. Uzbek-language records made by students in the course of the "Map of changes" exercise were translated by one of researchers previously involved in the GSPS YC study implemented within the framework of the BCP project.

Potential influence of gender and power issues

Both evaluation consultants are female in their late forties. International consultant is ethnic Russian, national consultant is Kyrgyz. Evaluation team was consistently perceived by people in the project sites as people who had power to make decisions about project continuation though the team started every interview with explanation of their mandate.

In the course of interviews with mixed groups of project beneficiaries the team observed a consistent pattern. Project focal point would be the first to engage in the conversation. Then the conversation would be taken over by the oldest man present. Then the oldest women would start contributing. Younger women tended to keep listening to the conversation and special efforts were needed to engage them. In participatory exercises with MSPS and MPF student groups girls, especially those who were

involved in MSPS student study groups, were more active and outspoken than boys, but boys were making more records of changes for their maps.

5 Findings

This section presents evaluation findings about relevance, effectiveness and organizational efficiency of the BCP project, sustainability of its results and integration of gender equality and human rights considerations into the project implementation mechanisms.

5.1 Clarification of the project intent

The evaluation has found that the description of the project intent in the project documentation was somewhat contradictory and some clarifications are necessary.

First, the project theory of change in the Project Document explicitly states (both in English and Russian versions): "If communities engage in joint action…. then threats to peace, injustice and stability are met... **Youth** avail themselves of the option to stay and **engage in their community rather than migrate**..." At the same time an outcome indicator in the M&E Plan (Annex 4 to the Project Document) provides a different prospective on what project expected to achieve: "1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, **should they decide to work in the agricultural sector upon graduation from school or tertiary education**". According to UN Women, the latter statement is a correct presentation of the project intent.

Second, according to UN Women three project components were not supposed to be implemented at all the project sites. At the same time the theory of change in the Project Document suggests otherwise: if **communities engaging in joint action** (expected result of LSG component) is a prerequisite for young people to "avail themselves of the option to stay and engage in their community rather than migrate, based on **newly acquired skills to effectively use available land resources**" (the expected result of MPF component), this means that LSG and MSPS components have to be implemented in parallel in target communities. In addition, the section Description of Activities and Implementation Approaches under First Output (MPF) in the Project Document says: "Schools in target municipalities will be selected based on commitment of school management and students to supporting of MPF (and MSPS)". This suggests that MPF and MSPS components were to be implemented in parallel in the same schools. Overall the project document creates an impression that the BCP project intended to implement all components in parallel in target communities.

5.2 Relevance

5.2.1 Relevance to the needs of beneficiaries

This sections answers to the evaluation question: To what extent was the design of the intervention and its results relevant to the needs and priorities of the beneficiaries? How appropriate was the chosen focus on youth in addressing the needs and priorities of the beneficiaries?

The project design was developed by UN Women Country Office in consultation with the national stakeholders. Design was based on the experiences with implementation of conflict prevention initiatives as well as MSPS and MPF components under earlier projects.

In many cases the project was presented to heads of municipalities and schools after is started in December 2013. The response to the offer to participate in the project was mixed. In addition, initial

positive response did not mean successful implementation. For example, the LSG component in Amanbayevo did not work despite of initial enthusiasm demonstrated by the AO head.

Table 6. Responses to project presentation to potential participants.

Source	Quote
Back-to-Office report on the mission to Talas region on April 21-23, 2014	"The Mission visited Kara-Buura rayon administration and briefed Deputy Akim on social issues, heads of Amanbayevo and Bakayir AO on the project which was welcome. We interviewed directors of five schools there, all of them were highly interested… Next we visited Amanbaevo school named after Chyngyz Aitmatov which was also one of the biggest… However, the school was very busy due to hosting and participating in many different events and activities like Teacher of the Year, seminar on conflict resolution and forum theatre… The deputy director… has been asking about the payment for participating in both components and not sure if they have time and resources to be involved in the project… The observation of mission leader was that the bigger the school, the less discipline is there and the schools is spoiled by too many activities and projects going on".
Back-to-Office report on the mission to Jumgal, Karakol and Jeti-Oguz on 31 March through 4 April 2014	"The Mission then proceeded to Kyz-Art/Jany-Aryk AO where it could not meet with the head as he was in Naryn. The Secretary did not show at a meeting organized at the nearby school. The presentation to local schools did not result in the mission being very impressed about the interest. Therefore, it is unlikely that this AO will be involved in the project given the higher level of interest shown by other schools in the region".
Back-to-Office report on the mission to Osh, Aravan, Kadamjai, Haiderkan, Uch-Korgon on 24 - 27 March 2014	"In Nookat the project was introduced to Akim, Head of rayon education department, Mayor of the town and Head of Women's Council. The project was well received and we were advised to focus on Kara-Tash AO. We went to Noigut school there due to its multi-ethnic population (Kyrgyz-Uzbek) and interviewed three schools in Nookat".

Students, teachers and directors of schools that have chosen to participate in the MSPS and MPF components as well as student parents are highly satisfied with both the process and results. Moreover, students have reported that even the parents who were initially against their participation in the project eventually changed their mind and recognized the benefits of the project. And that their classmates who initially were not interested in joining the project eventually regretted that they did not get involved. This indicates that MSPS and MPF components were highly relevant to targeted beneficiaries.

The relevance of LSG component to targeted individuals is less obvious. The project used the design that is typical for projects targeting LSG institutions in Kyrgyzstan: training leading to development and implementation of action plans. For example, the evaluation team has found that in Nookat only FTI had conducted three similar trainings in a course of one year targeting the same people. Participants of LSG component shared with the evaluation team that they felt overburdened by training and that projects should expand the circle of people they target: "Trainings offered by projects are too long, it would be better if they were shorter and more practical. And they should target regular residents. Otherwise the same people keep participating in all kinds of trainings, and this is confusing. We ourselves participated in several trainings every year and are confused ourselves".

Only six of 49 problems prioritized by participants of LSG trainings and corresponding action plans were related to youth. This indicates that people who are perceived as leaders in their municipalities have

little interest in youth issues and don't see them as relevant. In addition this is likely reflecting the power structures existing in rural communities where children, especially girls, have the least power which makes the effectively "invisible" to the adults who have power.

5.2.2 Relevance to development strategies

This section responds to the question: To what extent is the intervention consistent with the PPP priorities, national development strategies and Sustainable Development Goals?

The most significant changes due to the project that we found by the evaluation team include:
- Student's increased knowledge in the areas of human rights, gender equality, conflict resolution and dissemination of this knowledge in local communities;
- Students' increased communication capacities;
- Students' increased capacity to cultivate vegetables using modern organic agricultural technologies and dissemination of these technologies in local communities;
- Students' increased business capacity and increased commitment to productive work;
- Transformation of existing power structures so that students, especially girls, now have higher status in schools, families and communities;
- Creation of peer-led student study groups that operate as 'networks of effective action' and spread values of peace, human rights and gender equality;
- Less conflict between students in schools involved in MSPS component;
- 20 communities have made progress in addressing some of the problems creating tensions and leading to conflicts.

These results are relevant and contribute to Peacebuilding Fund Priority Area 2 of the PPP: Activities undertaken to build and/or strengthen national capacities to promote coexistence and peaceful resolution of conflict and to carry out peacebuilding activities. The project has also successfully addressed on the of Peacebuilding Challenges identified in the PPP: Reduce violence against children and youth in schools, communities and families.

Interestingly BCP project results turned out to be highly relevant to the National Youth Strategy 2012-2015 and the National Education Development Strategy 2012-2020 even though these documents were not explicitly considered at the project design stage. Project strategy of empowering and engaging youth is in line with the vision of the National Youth Strategy 2012-2015 that young people are the key agents of positive change in the country because "young people are better fit and adapted to bring innovative and progressive ideas to various sectors of the society"[5]. BCP project has contributed to two priority areas identified by the National Youth Strategy 2012-2015:
- Promotion of constructive youth activity and support to youth civic initiatives;
- Promotion of economic independence of young people and realization of their right to work.

The project also has contributed to implementation of the National Education Development Strategy 2012-2020 that sets forth the need to raise young citizens who:
- Have strong communication skills;
- Are able to act independently, openly express their opinion, use creative and innovative approaches;
- Share values of human rights and freedoms, gender equality, respect cultural, ethnical and political diversity;

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[5] National Youth Strategy 2012-2015, p. 3

- Have general and specialized knowledge and skills that ensure their life and professional success.

These are exactly the qualities that students acquire through participation in MSPS and MPF courses.

The National Sustainable Development Strategy 2012-2017 also highlights the need to stimulate youth activism and enable young people to solve their problems themselves.

The project has also contributed to Priority One of the national Strategy on Gender Equality 2012-2017: Broader economic opportunities to women. Under this priority the Strategy identifies the need to change patriarchal views on the role of a women in society and economy and raise the social status of women by promoting their economic independence.

The evaluation has also found that project results contribute to a number of Sustainable Development Goals (SDGs).

Table 7. Project contribution to SDGs.

SDG	Contribution
SDG 5: Achieve gender equality and empower all women and girls.	
Targets 5.1: End all forms of discrimination against all women and girls everywhere	By promoting human rights and gender equality
Target 5.5: Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.	By empowering girls who are peer educators to be leaders in schools and their communities
SDG 4, Target 4.7. By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	By promoting teaching of human rights and gender equality in schools
SDG 16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	By building capacity of local formal and informal institutions to prevent conflict
SDG 2, Target 2.3: By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment	By promoting modern effective organic agricultural technologies

5.2.3 Relevance to international treaties

This sections answer the question: To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment?

Transformative change of the power structures in schools, families and communities catalyzed by the project also contributes towards realization of the vision expressed in Article 5 of CEDAW that calls for modification of social and cultural patterns based on stereotyped roles for men and women.

The project has also contributed to the implementation of the vision set forth in the Beijing Platform for Action: "The girl child of today is the woman of tomorrow. The skills, ideas and energy of the girl child are vital for full attainment of the goals of equality, development and peace. For the girl child to develop her full potential she needs to be nurtured in an enabling environment, where her spiritual, intellectual and material needs for survival, protection and development are met and her equal rights safeguarded".

Due to strong gender focus embedded into the conflict analysis and resolution training delivered under LSG component the project contributed to the implementation of UNSCR 1325 National Action Plan 2013-2015, specifically Task 3.1: Creating zero tolerance to violence against women and girls in conflict situations, and to implementation of UNSCR 1325 National Action Plan 2016-2017, Task 1.2.: Ensure women involvement in decision-making and post-conflict peacebuilding on the local level.

5.2.4 Catalytic effects

This section answers the question: To what extent has the project been catalytic in addressing some of the root causes of tensions identified and contributed to preventing a relapse into conflict?

The evaluation has identified three areas where the project produced catalytic effects:
- Dissemination of knowledge on human rights, gender equality, conflict resolution through local social networks;
- Dissemination of modern agricultural technologies through local social networks;
- Transformation of existing power structures leading to higher status of students, especially girls, in schools, families and communities.

The project has successfully addressed two of eight conflict drivers identified at the design stage, namely discrimination and exclusion due to gender; lack of opportunities to build knowledge and engage in gainful livelihoods' pursuit. In several municipalities, the project also helped to address the issue of contention and competition over scarce natural resources (irrigation water and pasture land).

Table 8. Project effect on targeted conflict drivers.

Conflict driver	How this driver was addressed by the project
Discrimination and exclusion due to inter alia ethnicity, gender, religious beliefs, language	• Students involved in MSPS component learned about gender equality and spread this information to their classmates, relatives and communities at large; • Students, especially girls, who participated in MSPS and MPF components gained higher status in schools, families and communities.
Lack of opportunities to build knowledge and engage in gainful livelihoods' pursuit	• Through MPF component participating students, their classmates, parents, relatives and neighbors learned new effective agricultural skills.
Poverty and increasing social and economic inequalities	• Students and some MPF teachers gained some additional income, but there was no evidence that this income made substantial difference to their families.
Religious fundamentalism and nationalistic extremism	• Was not directly addressed by the project.
Impunity due to lack of rule of law	• Was not directly addressed by the project.
A lopsided understanding among duty bearers and rights holders where in reality the latter serves the former in a personal capacity, rather than the	• LSG component focused on giving LSG staff skills of conflict analysis and of engaging citizens into solving problems leading to conflict rather than on improvement of services that local self-government provides to people.

state serving people and the people obeying the law	
Scarce natural resources (water, land) under contention and competition	• 4 action plans implemented in target municipalities addressed the issue of shortage of irrigation water, • 2 action plans addressed issues of undefined pasture borders and shortage of pasture land.
Ineffective service delivery and natural resource administration capacity of local self-government	• The issue of ineffective service delivery was addressed by engaging citizens and formal and informal local institutions, e.g. women committees and schools.

5.2.5 Innovativeness

This section answers the question: How innovative was the chosen design of the intervention with respect to other PRF projects engaging youth commissioned by the PBF Secretariat?

BCP project is one of the two PRF projects engaging youth. The other project "Youth for Peaceful Change" (YPC) is jointly implemented by UNICEF and UNDP. Both projects bring to target municipalities models that have been already applied outside Kyrgyzstan – e.g. peer education in case of BCP and Youth Banks in case of YPC – but are new in the context of targeted rural municipalities and challenge existing power structures. So the answer to this question is that both projects are equally innovative in the context of targeted municipalities.

The evaluation team would also like to note the focus on ongoing innovation for improvement embedded in the BCP project implementation process. For example, the content of the LSG training was adapted to strengthen the gender component as the project was unfolding. RAS has reported that they adapted their monitoring processes to foster higher practical application of the skills by students in the course of the project.

5.2.6 Project strategy

This section responds to the question: How appropriate is the project strategy of empowering and engaging youth and local self-governments as advocates for gender equality, human rights and peace and security in making a contribution to peace and stability in the country?

Research applying complexity theory in peacebuilding contexts indicates that assisting local groups to form 'networks of effective action' and to replicate successful small-scale projects to spread peaceful ideas is more effective than supporting hierarchical structures and institutions[6].

The project supported informal groups of adults (including representatives of local self-governments) to develop and implement 49 action plans. The project also led to the creation of 177 peer-led student study groups that implemented a number of activities in their communities advocating for human rights, gender equality and conflict prevention and resolution. Thus, the project supported the development of over 200 'networks of effective action' in targeted municipalities, and at least 177 would not have existed without the project.

Schools where MSPS study groups worked report the decreased level of conflict among students. This finding is congruent with the research mentioned above.

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[6] Loode, S. (2011). Peacebuilding in Complex Social Systems. Journal of Peace, Conflict and Development, Issue 18, December 2011. Retrieved from http://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/issue-18/5-Iss-18-Art-30-Final.pdf

This means that the project strategy of empowering and engaging youth and local self-governments as advocates for gender equality, human rights and peace effectively promotes creation of 'networks of effective action' that contribute to peace and stability and hence is highly appropriate.

5.2.7 UN Women's comparative advantage

This section responds to the question: What is UN Women's current comparative advantage in this area of work compared with other UN entities and key partners in the Kyrgyz Republic?

Comparative advantage is usually defined as an ability of an entity to deliver a particular product or service at a lower cost than other entities. For the purposes of this evaluation the definition of comparative advantage was extended to include the unique products and services that UN Women can deliver.

In general UN entities and key partners in the Kyrgyz Republic see UN Women as having a unique role and capacity to promote gender equality.

In the areas of youth and peacebuilding, UN Women unique and effective "product/service" is MSPS course and its delivery through peer-led study groups model. MSPS model has a number of advantages over models used by other UN Agencies, e.g. Youth Banks introduced by UNICEF through "Youth for Peaceful Change" PRF project:

- MSPS model is designed for implementation in schools that offer a relatively stable institutional environment with low risks of leadership turnover.
- MSPS model supports schools in meeting the goals set by the National Education Development Strategy 2012-2020 and the National Educational Standard.
- The model requires minimum efforts from school administration and teachers.
- MSPS model can potentially self-replicate, especially if the issue of availability of MSPS manuals is resolved.
- MSPS model works in all types of municipalities.
- MSPS model promotes peace and stability, but simultaneously leads to transformation of power structures in favor of children in general and girls in particular.

In summary, UN Women now has an effective peacebuilding instrument that is attractive to school administrations, students and their parents and at the same time contributes to UN Women mandate.

5.3 Effectiveness
5.3.1 Expected and unexpected results

This sections presents answers to two evaluation questions:
- To what extent have the expected results of the project been achieved on both outcome and output levels?
- What are the reasons for the achievement or non-achievement of the project results? Has the project achieved any unforeseen results, either positive or negative? What are the good practices and the obstacles or shortcomings encountered? How were they overcome?

LSG component

LSG component was intended as a core mechanism that would ensure project contribution to PPP Outcome 2: Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions. LSG component should also have created enabling environment where students trained by MPF and MSP components would be able to apply their new knowledge and skills.

LSG component was implemented in 23 municipalities. Training was delivered in 23 municipalities, 20 municipalities have developed and completed action plans addressing problems that were deemed most relevant to conflict prevention in local context.

LSG component met its performance targets.

Table 9. Achievement of performance targets for LSG component.

Level of results measured	Indicators	Target	Actual at the end of project
Outcome	1.3 Diverse stake-holders at municipal level join in drafting conflict analysis and implement the related action plan in cooperation with local self-government this resulting in fewer conflicts that turn violent[7]	18	19
Output 1.3	1.3.1 Number of designated individuals convened for the training, actively participating and completing the course	460	500
	1.3.2 Conflict Analysis documented with responsibility matrix denoting who does what when with which available resources	20	23
	1.3.3 Documented evidence of implementation of responsibility matrix	15	48

FTI, the responsible party for the implementation of LSG component, used the same operational model in each of the participating municipalities:

- Get support of the head of ayil okmotu, establish a memorandum of understanding with ayil okmotu listing mutual responsibilities.
- Deliver a four-day training to local self-government staff and members of formal and informal local institutions (20 individuals) leading to development of action plans.
- Monitoring and support to the implementation of local action plans by FTI staff.
- Final round table in each community that implemented its action plans to review what and how was done, what results were achieved, what kind of challenges were and how to go ahead.

The evaluation team has found that delivery mechanisms used by the project enabled achievement of all aspects of the expected output of the LSG component.

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[7] For the purposes of measuring results UN Women has operationalized this outcome indicator as the number of communities that have completed action plans. More on that in section 5.3.4.

Table 10. Delivery mechanisms used by LSG component.

Aspect of Output	Delivery Mechanisms
Key individuals in target municipalities are sensitized to human rights of young women and men	• Training Block 1 covered basics of the Constitution on human rights and gender perspectives. • Inviting directors and other responsible persons from the schools involved in MSPS component to the training to ensure focus on youth.
Key individuals in target municipalities are aware of the duties of state and municipal servants to protect human rights, justice and peace	• Introductory session on the rule of law and human rights. • Training Block 1 covered basics of the Constitution provisions on human rights, gender perspectives, and duties and responsibilities of local self-government.
Key individuals in target municipalities are able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace	• Block 2 covered basics of conflict analysis and prevention (peace, conflict, violence). • Block 3 introduced tools for conflict analysis as well as examples of their use. • Block 4 presented tools of working with conflicts and developing the action plans.

The project trained 500 key individuals (290 men and 210 women) in 23 target municipalities. In 20 of 23 targeted municipalities 49 action plans were developed and implemented. Most common problems identified as leading to conflict in local communities were poor garbage removal, excessive expenses for traditional (ritual) activities and cross-border issues.

Table 11. Problems targeted by action plans.

Problem	Number of municipalities
Poor garbage removal	8
Excessive expenses for traditional (ritual) activities	5
Cross-border issues	5
Poor awareness of the town's population about the decision-making process at the level of LSG	4
Shortage of irrigation water	4
Poor management of land for housing construction	3
Low level of trust among different ethnic groups	3
School racket	2
Poor roads	2
Undefined pasture borders, shortage of pasture land	2
Alcoholism among residents	2
Unregistered marriage	1
Early marriage	1
The increased number of brucellosis cases among residents because of violation of sanitary and hygienic norms by residents	1
Students' parents complain about poor education in secondary schools	1
Drinking water	1
Poor work of public-preventive center	1
Mining companies do not meet their social commitments provided by the national legislation	1
Nonobservance of ecological norms by private coal companies	

Conflicts among secondary school students	1
Poor capacity of LSG on arranging and improving conditions for tourism to increase aiyl okmotu budget revenue.	1
The increased number of accidents during the process of illegal extraction of antimony (disability and even death due to rockfalls).	1
Environmental pollution, a risk of spreading infectious diseases due to waste around houses, near roads and on river banks	1

Seven municipalities prioritized and acted upon youth problems. Four of these municipalities are from Batken region, and three out of these four municipalities are from Kadam-jai district.

Table 12. Targeted youth problems.

Province	Municipality	Problem
Batken	Haidarken	Low level of trust among young people of different ethnic groups in Haidarken
	Halmion	Illegal economic activity and low level of legal literacy of youth between 15-25 years of age living in cross-border area of Kyrgyzstan and Uzbekistan
	Masaliev AO	Conflicts among secondary school students of Masaliev aiyl aimak
	Isfana	Racket in Isfana town secondary schools
Osh	Check-Abad	Early marriage
Jalalabad	Ak-Korgon	Students' parents complain about poor education in secondary schools
Naryn	Chaek	Racket in three schools

In Amanbaevo, Min-Kush and Suluktu people attended the trainings and developed action plans, but did not actually implement them. FTI attributes the failure of the implementation of action plans in these three municipalities to the lack of commitment from ayil okmotu staff and tensions between groups involved in the development of action plans. Most likely the above factors are manifestations of the loss of human capital. In the Soviet times Min-Kush and Suluktu used to be prosperous industrial mining towns, but when the mining facilities were closed, these municipalities lost majority of population and declined.

Evidence from site visits

Evaluation team met with representatives of local formal and informal institutions targeted by LSG component in four municipalities: Chaek, Uch-Korgon, Nookat and Checkabad. In Chaek in the AO office the team found that the head of AO was recently elected and had no information about the BCP project. AO staff who joined the meeting also reportedly had no information. A school director who joined the meeting later reported having experience working with FTI (and MSPS and MPF components of the BCP project). In Uch-Korgon in the AO office the team met with a group of people who supposedly implemented action plans under the BCP project. People shared a lot of positive experiences of their work under various development projects since 2002 and specifically in 2014-2015, including working with FTI, but were not sure which of those activities were within the framework of the BCP project. To the meeting at AO office in Nookat the evaluation team came with the list of action plans presented in the FTI report on LSG component. The meeting was with members of the Women's committee. The meeting started with women presenting materials and agendas of three seminars conducted by FTI in Nookat in 2014: two on the role of religious leaders in peacebuilding (April and July) and one on conflict

transformation (December). (According to FTI report under the BCP project the LSG training in Nookat took place in May 2014.) When evaluation team presented the list of action plans implemented under the BCP project in Nookat, women said that they were involved in action plan addressing the issue of garbage. People involved in LSG component in Check-Abad demonstrated a high level of awareness about all components of the BCP project.

Evidence from the filed visits suggests that municipalities and key individuals in municipalities are targeted by numerous projects, with FTI being an implementing partner in many of those projects. As a result people have difficulty recalling what happened under specific projects. At the same time they tend to see projects as a means to support their own work.

Table 13. Local perspectives on LSG component.

Municipality, province	Quotes from group interviews with representatives of local formal and informal institutions
Chaek, Naryn	"We have participated in the FTI workshop in Issyk-Kul two years ago. And then we worked on an issue of racket in our school: we organized a march and published a leaflet. The problem was solved. The school is working on safety issues all the time. But we need money to do this work on a large scale. And the project enabled us to expand the scope of our regular work."
Uch-Korgon, Batken	"We are involved in projects since 2002, when [*one of people present*] made a project proposal to FTI aiming to resolve a water conflict. Since then we work with FTI on a regular basis. Every year we solve one problem". "We work not only with FTI. For example, we work on a police reform conducted by UN and Civic Union. We have made a joint work plan and work to involve donors in its implementation. This joint plan is approved by AO, kenesh and police. To develop this plan we have identified local problems: interethnic conflict, traffic accidents, fights and racket in schools. To identify these problems we conducted focus groups and surveyed the population. The working group was established by AO in June 2015. We are jointly working on the problems, and projects are helping us. For example, to address the issue of racket in schools we work together with Saferworld. The working group was established because this was a request from UNFPA, and we realized that this was effective". "Kenesh is regularly allocating funds to attract projects (last year they gave 1.5 million soms). This helps to attract donors".

On the other hand, when the evaluation team helped people to figure out which of the activities were implemented under the BCP project, the stories about changes induced by the project were positive.

Table 14. Local perspectives on LSG component - continued.

Municipality, province	Quotes from group interviews with representatives of local formal and informal institutions
Nookat, Osh	"The main impact of the project is that the work we started continues. People cleaned the streets and started to plant flowers. Each quarter has a female leader who is in charge of all issues. Garbage is left only in downtown because there is a lot of people coming from outside the city. And we clean it after them".
Check-Abad, Osh	"We are very glad and actually lucky that UN Women is implementing its project in our town. Due to the project ayil okmotu managed to energize the female part of the population, conduct training, expand the world view of the residents and attract their

	attention to issues of domestic violence, causes of conflicts, gender inequality and – which is most important – we disseminated information about the harmful effects of early marriages. Now we have an active women committee, it has representatives in all residential areas and they work with people".

In Checkabad, ayil okmotu was engaging with students involved in MSPS and MPF components. According to representatives of local formal and informal institutions with whom evaluation team met in Checkabad:

- "School students, our children were our major assistants in organization of events and dissemination of information. Due to the project our children have changed a lot, now they are goal oriented and confident young people. We are proud of our young generation".
- "We involved students in the implementation of action plans addressing issues of garbage and early marriage. And students conducted a workshop on extremism for AO, police and religious leaders. Kids were more active in engaging adults than we were engaging them".

MSPS component

My Safe and Peaceful School (MSPS) component was implemented in 23 schools in 15 municipalities. The BCP project also provided minimum support to 12 schools in 5 municipalities where MSPS was earlier introduced under EU-funded project "Promoting gender justice and empowerment of young women".

MSPS component met its performance targets.

Table 15. Achievement of performance targets by MSPS component.

Level of results measured	Indicators	Target	Actual at the end of project
Outcome	1.2 Students in six provinces act as agents of positive change by advocating for and monitoring the protection of their female peers' human rights by duty bearers[8]	1,000	2,000
Output 1.2	1.2.1 Number of students in 30 PRF project area schools successfully completed the entire courses	2,000	2,099
	1.2.2 Number of students in 30 PRF project area schools who conducted a conflict analysis in their school and act upon it	2,000	2,099
	1.2.3 Number of students in 30 PRF project area schools who take action, including advocacy action, to protect the rights of female peers and of young female	2,000	2,099

Operational model for schools that started MSPS within the framework of the BCP project included:
- Presentation of MSPS component to school administration and making Memorandum of Understanding;
- Presentation of MSPS component to students and election of peer educators by students;
- Recruitment of student study groups by peer educators;
- Two trainings for peer educators – in the beginning and in the middle of the school year;

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[8] For the purposes of measuring results UN Women has operationalized this outcome indicator as the number of students involved in implementation of MSPS activities. More on that in section 5.3.4.

- Every study group had to meet once a week for a 2 hour session in the course of the school year;
- Monitoring and support of peer educators by UN Women staff.

Every member of a study group was given the MSPS manual (available in Russian, Kyrgyz and Uzbek). Themes covered by study groups included:
- Team building;
- Gender equality and human rights;
- Advocacy;
- Prevention of suicide;
- Aksakal court;
- Role of informal legal aids (uku elchi);
- Conflict analysis;
- Mediation;
- Participatory rural appraisal;
- Theatre for social change.

Study groups had to cover theoretical materials as well as to implement related practical activities in schools and in local communities.

The evaluation team has found that delivery mechanisms used by the project enabled achievement of all aspects of the expected output of the MSPS component.

Table 16. Delivery mechanisms used by MSPS component.

Aspect of Output	Delivery Mechanisms
Students of the 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality	- Five study sessions directly devoted to human rights and gender equality in the beginning of the MSPS course; - Focus on human rights and gender equality of all MSPS sessions; - Each study group was required to implement a gender equality advocacy campaign in a local community; - Each study group was required to carry out a participatory rural appraisal in a community with a human rights and gender equality focus; - Each study group was required to design and stage a social change theatre performance with a human right and gender equality focus.
Students of the 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements	- Seven sessions on conflict and mediation; - Requirement of practical application of conflict analysis and mediation instruments; - Each study group was advised to use results of the conflict analysis to design and stage a social change theatre performance with a human right and gender quality focus.

Did boys and girls experience MSPS differently?

Observation during the recruitment of peer educators for the new UN Women project in Uch-Korgon suggested that MSPS was more appealing to girls than to boys. Only girls were asking questions in the

course of presentation. When moderators invited students interested to become peer educators to step out, the boys were the first to respond. One could see that a number of girls were interested but hesitant to step out in front of the big group of students gathered in a school sport hall. But once a teacher present in the meeting said that girls also could participate, a number of girls immediately stepped out. Several girls returned to their seats after moderators said that candidates had to present to the group why they wanted to be peer educators. When moderators asked students who were not interested in joining MSPS study groups to leave the meeting, majority of boys not running for peer educator positions left. Majority of the girls stayed.

Teacher and students who were interviewed by evaluation team also felt that MSPS components was more appealing to girls and girls performed better in study groups: "Boys need a little more push than girls, while girls are more self-motivated". One of the male peer educators shared that his friends who pushed him to run for peer educator position later refused to join his study group and he worked with girls.

In one of the visited schools the evaluation team has found that both classes and MSPS study groups were divided based on the language, and peer educators confirmed that they were recruiting students only from classes where students were speaking a specific language. This allowed the evaluation team to calculate affinity index to test if MSPS component was more appealing to girls.

Affinity index measures the attractiveness some type of activity or product to various demographic groups. It compares the share of a specific demographic group among uses of this activity or product to the share of this demographic group in a broader population. Affinity index above 1 indicates that an activity or product is more attractive to this demographic.

In this case affinity index was calculated as a ratio between a share of girls (boys) in MSPS study group and a share of girls (boys) among students in relevant classes. For the MSPS group that had students from all relevant classes affinity index for girls is 1.16, for boys – 0.85. These findings are consistent with the data from observations and interviews, but it is important to recognize that this is just one case.

*Figure 2. Shares of girls and boys in class and MSPS study group.*
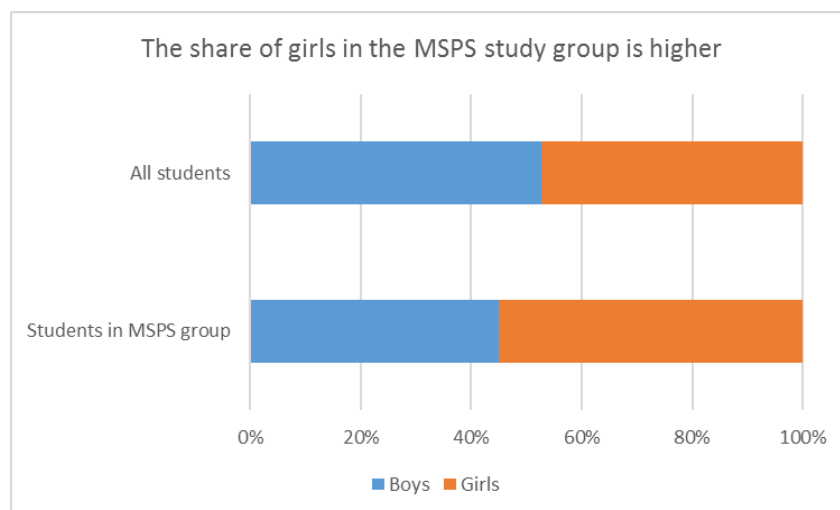
MSPS results

Students, parents, teachers and school administrators see a lot of positive results of MSPS component. According to students, through participation in the MSPS study groups they gained broader world view, learned about human rights, conflict resolution and mediation, gender equality, and that bride

kidnapping was a crime. They have also strengthened their communication skills and learned to work in teams with peers.

The graph below presents the relative frequency of records[9] about specific types of changes made in the course of "Map of changes" exercise by MSPS students under category "Changes for us". It's interesting to note that boys tend to describe changes that they see in more detail.

Figure 3. Changes for MSPS students.
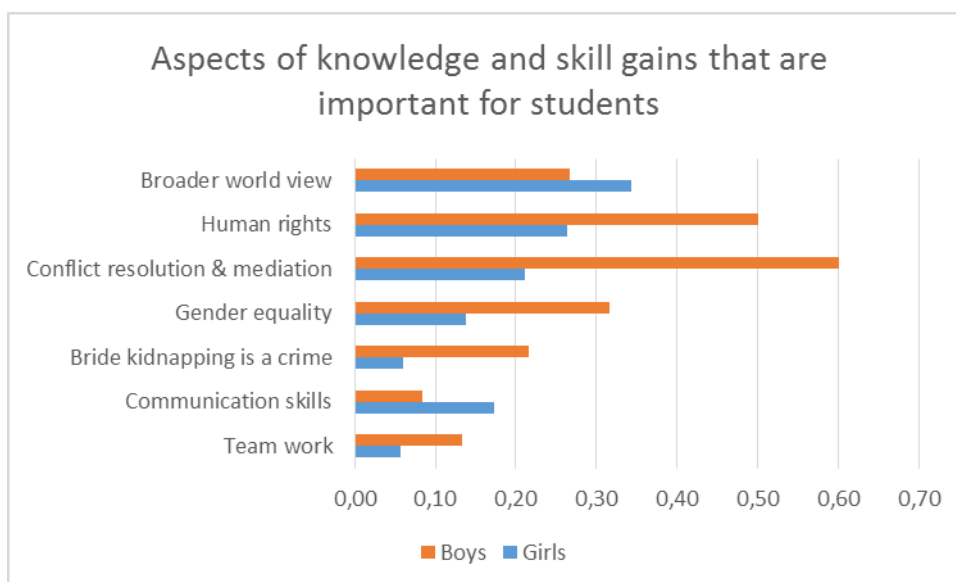
Students also see a transfer of knowledge they gained in the MSPS study groups to their classmates, teachers, parents and other members of local communities: "Other students have learned that all people have equal rights and now they also want to participate in the project"; "My parents changed: they learned about the safety in schools, about rights of women and gender equality, and they were ready to protect rights of women".

Teachers and school directors see similar changes:
- "Children think and see themselves differently. Girls learned to think and express themselves freely, while before the project they were very shy".
- "Before the project boys were the leaders. Now girls are more confident and stand for themselves. Girls realized that it is important to have own position. And conflicts between boys and girls stopped".
- "Parents started to think differently. They started to talk about problems associated with early marriages, learned that this is against the law. In the past parents were making marriage arrangements for their daughters in the 11th grade, now this happens less often".
- "Changes because of the project in our school are very substantial. And these are only positive changes. As a pedagogue I see that students and teachers are interested to participate in the events organized by peer educators. Teachers are learning from the project, now they are really eager to deliver interesting and interactive lessons. Overall I should say that the status of female students actively involved in MSPS and MPF got considerably higher. Classmates now pay attention and respect their opinion, teachers do so as well, and most importantly parents, who get direct benefits from their daughters' participation in the project".

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[9] The number of records that fall under specific category made by girls or boys was divided correspondingly by the number of boys or girls who participated in the exercise.

Challenges faced by MSPS students

In most cases MSPS study groups did not face serious problems. Several students shared that their parents and some of the teachers were initially against their participation in study groups but eventually changed their mind. One the peer educators shared that her mother helped her to overcome resistance of parents of some students in her study group. Several school directors shared that local residents were initially concerned that students were coming to school after classes, but explanation of the MSPS purpose helped to alleviate those concerns.

Focal teachers for MSPS component see several factors that facilitate the successful functioning of MSPS study groups:
- Support of school administration is crucial;
- If students in the study group are close friends, the group works better;
- Support and some push from a teacher are also helpful.

MPF component

My Prosperous Farm (MPF) component was launched in 33 schools in 25 municipalities. 8 schools dropped out of the project in the course of implementation.

MPF component met its performance targets.

Table 17. Achievement of performance targets for MPF component.

Level of results measured	Indicators	Target	Actual at the end of project
Outcome	1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, should they decide to work in the agricultural sector upon graduation from school or tertiary education[10]	1,000	2,331 (1,235 girls)
Output 1.1 (MPF)	1.1.1 Number of students 30 PRF project area schools who successfully complete the entire course	2,000	3,767 (1,968 girls)
	1.1.2 Number of students in 30 PRF project area schools knowledgeable about business planning in relation to kitchen gardening	2,000	2,331 (1,235 girls)

Operational model for schools included:
- Presentation of MPF component to school administration and making Memorandum of Understanding;
- Selection of teachers who will be delivering MPF component;
- Off-site training for two teachers per school;
- On-site training for four additional teachers per school;
- Teachers delivering MPF to students;
- Practical application of MPF knowledge: preparation of composts;

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[10] For the purposes of measuring results UN Women has operationalized this outcome indicator as the number of students who have made compost heaps and grown produce in their home vegetable gardens. More on that in section 5.3.4.

- Students and teachers who have made composts were provided free high quality seeds to grow on their land lots;
- Students and teachers who have been most successful with growing vegetables in their home vegetable gardens were provided materials (plastic sheets and drip irrigation equipment) and supported to build greenhouses;
- Monitoring of how students were using MPF knowledge in their home vegetable gardens, consultations to participating schools and students.
- Experience exchange tours for participating schools.

Teaching was based on an MPF manual that was developed by RAS under one of its previous project. For the BPC project RAS re-worked the manual and added a chapter on gender with support from UN Women. "We went through a number of gender trainings and also found examples of successful women in agriculture. The added value of agricultural specialists doing this chapter is that we made it understandable to rural people", noted one of RAS specialists.

The evaluation team has found that delivery mechanisms used by the project enabled achievement of all aspects of the expected output of the MPF component.

Table 18. Delivery mechanisms used by MPF component.

Aspect of Output	Delivery Mechanisms
9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods	• MPF classes • Incentives for practical application of knowledge: making a compost heap was a pre-requisite for getting MPF manual and seeds; students and schools that achieved best results in their vegetable gardens could get greenhouse equipment
9th graders of both genders and various ethnicities in the conflict susceptible PRF project area understand the benefit of joint action, also across ethnic divides	• Working together with teachers in school vegetable gardens • Exchange tours for participating schools

MPF materials are intended to supplement teaching of 6 subjects of 9th grade curriculum. In practice schools were teaching MPF to students of 8th to 11th grades. "First year we were teaching MPF embedding 15 minute modules in regular classes. This year we are doing separate [MPF] full-time classes on Saturdays in addition to a regular curriculum – and children agreed to attend. Each teacher is working with a specific grade – 8th, 9th, 10th or 11th". According to RAS field specialist, "Teachers were using different approaches. One biology teacher was a class curator in 8th grade and was teaching biology in 9th and 10th grades. She taught MPF as an extracurricular course to her 8th graders. In the fall when they started the 9th grade, her students immediately made composts".

MPF component had a very strong focus on practical application of knowledge by students in their home vegetable (kitchen) gardens. For example, report on the UN Women mission to Jalalabad on June 2-3, 2014, to participate in the training for RAS advisors to MPF schools, indicates: "It was very important that the mission participated in the ToT to ensure from the start that there were no misunderstandings as to what was to be attempted… It was made clear that our reference point is a one sotka[11] kitchen garden tended by student participants. The focus is not on school gardens"; "It was agreed that success would be measured by students (and focal teachers) each having a textbook-quality compost heap. Subsequently, teachers must ensure that students either produced foodstuffs that was subsequently processed for own consumption, barter or sale; or sold or bartered in a verifiable transaction. Only then

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[11] Sotka is a measure of the size of a land lot, 100 square meters.

a student would be counted against the 1,000 student implementing kitchen gardening successfully indicator".

Continued access to benefits offered by MPF component was linked to successful performance. The first achievement expected from students was making compost at home. According to RAS: "Compost is an indicator of student interest to the course. Manuals were given only to students who made composts".

Schools – and RAS specialists working with schools – also faced certain requirements in term of performance. "The target for students to complete the course is 3,000 over two years. The target for students deploying skills successfully in their kitchen gardens is 1,000 over two years…2/3 of the targets need to be met in the 2014/15 school year. 2,000 students in 33 schools makes for an average of 67 students taking the curriculum and a minimum of 34 having a successful kitchen garden. This means that for each of the RAS advisors this becomes their target (averaged out between small and big schools) and for each focus teacher trained 20 students per year must have a successful kitchen garden by the end of the growing season… It was established that if a target was not reached in the first year (prior to September 2015), the school would not be involved the second year (and the advisor would lose the commission…) – says the report on the UN Women mission to Jalalabad on June 2-3, 2014.

"We required that at least 50% of students in 9th and 10th grades made composts at home. In Sulucta only a few students made composts, so I had to tell the project managed that we should discontinue the project there. We gave manuals to students who made compost in Sulukta and study by themselves", told the evaluation team one of RAS specialists.

Students who made compost heaps were given free high quality seeds. RAS advisors were going to project schools to support and monitor progress. Students who demonstrated best performance in 2015 were given materials to build greenhouses and drip water systems. Schools and teachers that demonstrated best performance were also given materials and supported to build greenhouses and drip water systems.

According to RAS, one of the lessons learned in the course of BCP project is that competition drives performance, so they were stimulating competition between students. As a result, according to RAS, 70-80% of students in classes involved in MPF component have made composts. Another lesson was that presenting MPF to parents facilitated ability of students to apply MPF knowledge at home.

MPF results

In student perspective, the most important changes that happened to them due to participation in MPF component are learning agricultural skills, with special attention given to learning to make compost and grow vegetable, getting experience with selling produce and marketing, increased understanding of the value productive work and having less "empty" (leisure) time.

The graph below presents the relative frequency of records[12] about specific types of changes made by MPF students under category "Changes for us" on the course of the "Map of changes" exercise. It's interesting to note that boys tend to describe changes that they see in more detail.

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[12] The number of records that fall under specific category made by girls or boys was divided correspondingly by the number of boys or girls who participated in the exercise.

Figure 4. Changes for MPF students.

Aspects of knowledge and skills gains and other changes important to students

(Boys / Girls horizontal bar chart with categories: Agricultural skills, Making compost, Growing vegetables, Sales and marketing, Commitment to work, Less "empty" time; x-axis from 0,00 to 2,50)
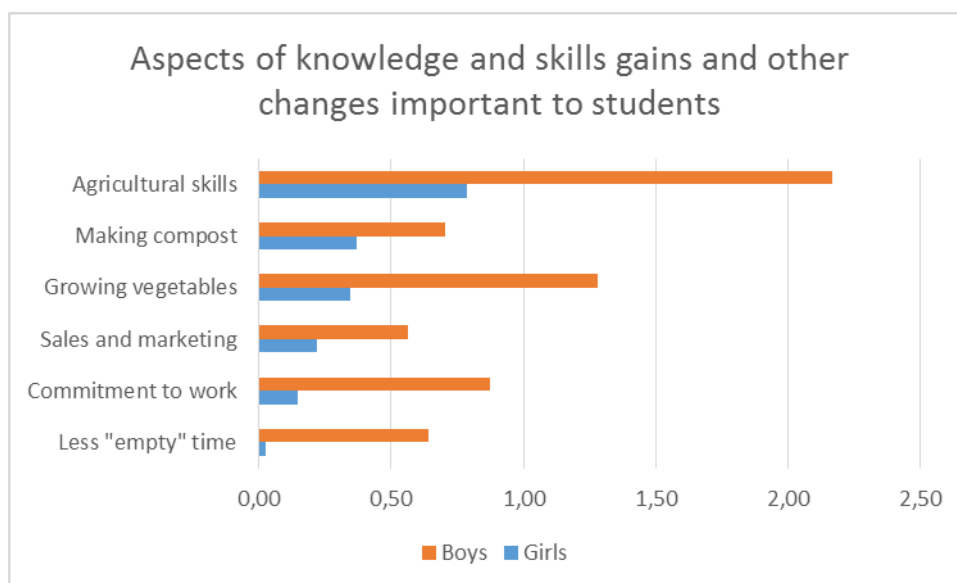
Many students noted that they learned to work with teachers: "Teachers started to work closely with us. They have also learned to run a farm. And they were helping us to do our home assignments"; "Teachers started to trust us and work with us closely"; "Teachers helped us to make compost. They are our role models now".

Many students have also indicated that their parents were interested in MPF component and were learning from them and even reading the MPF manual themselves. Students also reported that parents were already using the agricultural skills they learned from them. For example, one of students reported: "My parents were helping me and learning themselves. They also learned to cultivate the land, grow and sell of vegetables. These are major changes".

Student neighbors were also interested to learn about new ways to do compost and grow vegetable: "My neighbors learned from us how to grow vegetables using compost. They took our experience"; "Villagers saw our harvest and got interested"; "Our neighbors took our seeds and got a good harvest".

It's important to note that agricultural technologies that were taught to MPF students were innovative and environmentally friendly. RAS was teaching technologies that it has learned in the course of its previous international projects. For example, the method of composting promoted under MPF was adopted from Switzerland and was unfamiliar even in the areas with long term tradition of vegetable cultivation where farmers were already making compost. In addition, due to the project residents of mountainous regions of Naryn and Talas, that are traditionally cattle breeding areas, started to cultivate vegetables that locals would never grow before.

Did boys and girls experience MPF differently?

Students thought that MPF component was more attractive and useful for boys. Evaluation team calculated affinity indexes (AI) for three different classes in schools in Min-Kush and Kyzil-Jyldyz. According to these calculations, children are right and MPF course is more appealing to boys (AI ranges from 1.17 to 1.25) than to girls (AI ranges from 0.69 to 0.88).

Adults think that MPF is more attractive to girls, and they perform better than boys: "Girls are more involved in MPF. They perform better, they grasp information faster and they are more active", "Boys are lazier than girls. Girls are more interested in learning, they keep all necessary records".

What happens when students participate both in MSPS and MPF components

There are 14 schools in 12 municipalities where MSPS and MPF components were working in parallel. Students involved in both components see similar changes from MSPS and MPF as students who were involved only in MSPS or MPF. As the result they get both sets of changes described above.

Figure 5. Map of changes for students.

Changes	MPF - Girls	MPF - Boys	MPF+MSPS - Girls	MPF+MSPS - Boys	MSPS - Girls	MSPS - Boys
Broader world view						
Knowledge about human rights						
Conflict resolution & mediation skills						
Knowledge about gender equality						
Knowledge that bride kidnapping is a crime						
Communication skills						
Team work skills						
Experience of working with teachers						
Agricultural skills						
Skills to make compost						
Skills to grow vegetables						
Sales and marketing skills						
Commitment to work						
Less "empty" time						

Frequency of mentioning (# of times the category was mentioned devided by a number of students in a specific group)

	0
	>0-0,2
	0,2 - 0,4
	0,4 - 0,6
	0,6 - 0,8
	>0,8
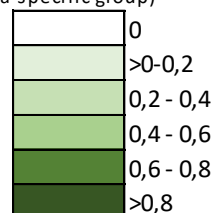
Gender results

The BCP project and especially MSPS component made a significant contribution to building awareness of both young female and male students as well as their parents and broader communities about human rights and gender equality, harm of early marriage and unacceptability of bride kidnapping. In addition girls have learned to see themselves as equal to boys and adults and openly express their views and interests, while parents started paying more attention to opinion of their girls. Boy have learned to respect girls and engage with them on equal terms: "Boys in our class started to respect girls", "We have learned to respect girls and our future wives".

In addition, the project led to transformation of power relations in schools, families and communities: status (power) of students has increased. "I've changed so much that parents started to trust me more. I taught my parents to make compost. Now they trust me and allocated to me 20 acres of land". "Now teachers trust us and work with us closely". "We tried to invite to out events representatives of district administration and other organizations – they did not take us seriously. So we had to invite people

through other people we know. But after they came to our events, they got interested and supportive and told us to invite them to our future events and contact them if we needed help".

Through MPF component girls and boys gained agricultural and business skills that have already been recognized by their parents. This may be reasonably expected to be an additional incentive for parents of girls to let their daughter stay longer in the family and delay marriage and for parents of boys to keep them at home and not encourage labor migration.

There is evidence that suggests that the project might have actually contributed to reduced incidence of early marriages. "Parents started to think differently. They started to talk about problems associated with early marriages, learned that this is against the law. In the past parents were making marriage arrangements for their daughters in the 11th grade, now this happens less often", noted one of school directors.

The evaluation findings indicate that the project made significant contributions to achievement of expected gender results.

Table 19. Project contribution to expected gender results.

Intended gender results	Achievement
The project intended to prevent the following negative outcomes for young women in rural communities:	
• Early marriage to a man selected by her parents on economic/pragmatic rather than romantic grounds	Higher status of girls in their families and increased awareness of parents of the harm of early marriages lays the solid foundation for prevention of this outcome. There is evidence that incidence of early marriages in target communities has already decreased.
• Marriage through kidnapping	Increased awareness in target communities that bride kidnapping is a crime lays the solid foundation for prevention of this outcome.
• Becoming a source of free labor for the groom's family	It is not clear if the project made any contribution to prevention of this outcome.
• Possible radicalization as a strategy to cope with emotional discontent from unsatisfying family life	Increased self-confidence and communications skills gained by girls are likely to contribute to prevention of these outcomes.
• Being subject to domestic violence	
The project intended to prevent following negative outcomes for young men	
• Marriage to a women selected by his parents on economic/pragmatic rather than romantic grounds	Increased status of boys in their families suggest that they may have more say in making a choice of wife.
• Being forced by his family to kidnap a bride	Increased awareness in target communities that bride kidnapping is a crime lays the solid foundation for prevention of this outcome.
• Pressure from the family to contribute to the family budget leading to migration, engaging in extremism and criminal activities locally if they stay home or in the areas where they move as labor migrants	There are examples when parents have already given major land lots to boy for cultivation. So at least some boys now have an option to stay at home and make living using MPF skills.

• Domestic violence as a strategy to cope with emotional discontent from unsatisfying family life and the need to prove once masculinity	Increased self-confidence and communication skills, as well as respect to female classmates are likely to contribute to prevention of this outcome.

Study of professional and marriage choices of young people

The idea of the study stems from UN Women experience with students successfully implementing participatory rural appraisal projects under MSPS component. In addition youth study was inspired by the launch of the UN Women Gender in Society Perception Study project. The initial idea that school students would be able to implement the study meeting high professional standards did not work, so UN Women recruited a group of young researchers who received substantial training and support throughout the course of the study.

Data collection was conducted in 22 municipalities. There was a considerable overlap between the sample of study sites and target municipalities of the BCP project. Study was completed by the end of the project. Results were presented at the workshop for representatives of municipalities included in the study sample. Workshop also included training on conflict analysis delivered by FTI and presentation of new developments in Kyrgyzstan legislation regulating operation of local self-government institutions. After the training representatives of municipalities jointly developed model action plans addressing problems faced by young people from different ethnic groups identified by the study. These action plans can be readily implemented by municipalities. Results of the workshop supplement output of the LSG component and thus contribute towards achievement of the project outcome.

Contribution to national gender capacity

The study of professional and marriage choices of young people conducted within the framework of the BCP project contributed to the body on knowledge on gender situation in Kyrgyzstan. Additional benefit from the study is the creation of a pool of young researchers trained by international specialists in the area of gender-responsive research and having successful experience of doing gender-responsive research.

The BCP project also contributed to the expansion of the national pool of gender advocates by involving peer educators in various events on the national level and promoting networking between peer educators from different regions. In addition, some graduated peer educators are already helping UN Women as MSPS champions and trainers at events for prospective peer educators.

5.3.2 Building capacity of right-holders and duty-bearers

This section answers the question: How well did the intervention succeed in involving and building the capacities of rights-holders and duty-bearers?

For the purposes of this evaluation the evaluation team has used a standard definition of duty-bearers and rights-holders. Duty-bearers are those who have obligations to respect, project and fulfill human rights. Rights-holders are those who have human rights. They must have the power and capacity to claim their rights and hold duty-bearers to account.

Figure 6. Interrelations between right-holders and duty-bearers.
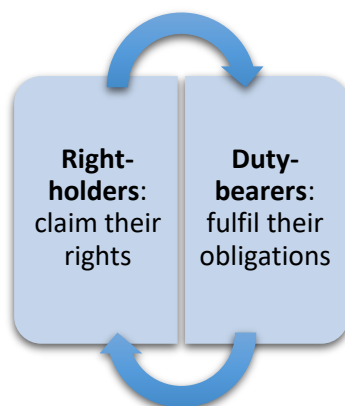
A key group of rights-holders targeted by the project is school students. The project envisages two venues for building student capacity to claim their human rights – via MSPS and MPF components. Analysis of the change maps developed by students and described above indicates that MSPS component was more effective in building student knowledge about human rights and gender equality.

MSPS component requires that in the course of a school year student study groups meet on a weekly basis to discuss study topics. All topics have explicit human rights and gender focus and are supported by materials in the MSPS manual. Students are also required to advocate for gender equality by doing advocacy and social change theatre event targeting other students and adults. This approach enables members of study groups to absorb a considerable amount of information about human rights and gender equality and gives them skills and confidence to claim these rights. This also allows for the transfer of knowledge about human rights and gender equality from members of MSPS study groups to their classmates, parents and other community members who are also rights-holders.

MPF component provided gender training to teachers who came to the ToT. MPF manual is featuring a chapter promoting the important role of women in agriculture. The evaluation did not see any evidence that this knowledge was seen as important by MPF teachers and students who were involved only in MPF component, most likely because their exposure to human rights and gender equality messages was much less than for MSPS students.

A key group of duty-bearers targeted by the project is the staff of ayil okmotu, members of local legislative bodies (keneshes) and other representatives of local formal institutions. The project was less successful with involving this group. For example, according to FTI, having heads of ayil okmotu to attend training events proved problematic: despite of explicit promises to attend and signed memorandums, some heads were absent from training on the excuse of having meetings with district and region authorities.

Ayil okmotu staff was more involved with the project in the municipalities that had previous experience with participation in other development projects. Ayil okmotu of municipalities around closed mining enterprises proved most resistant - in both Suluktu and Min-Kush local authorities did not take any action on the problems identified in the course of the project training events.

Gains in the capacity of duty bearers created by the project were also undermined by high turnover rates of ayil okmotu staff and the lack of institutional memory at ayil okmotu. For example, the only people who had information about activities under LSG component in Chaek were directors and teachers of local schools. All ayil okmotu staff members who attended the meeting with the evaluation team were reportedly new and had no information about the project.

5.3.3 Changes in the capacity of project partners

This section answers the question: How well did the intervention succeed in building the capacities of project partners?

According to FTI, their specialists received a highly quality gender training under one of the previous projects implemented with UN Women support and that knowledge was used to develop a manual used within the BCP project. FTI also reported that gender specialists helped them to deliver a number of LSG trainings. According to FTI report to UN Women these specialists also added several gender exercises to the LSG training program.

In addition, as a result of the BCP project implementation FTI has drawn an important lesson regarding the need to adapt its operation model: "Implementation of LSG component, especially in communities that have not been involved in peacebuilding projects before, should include additional capacity building activities: a more extensive training program, mentoring, repeating cycles of analysis, development and implementation of action plans based on learning from previous experiences. It is necessary to have 2-3 cycles to have LSG master the conflict prevention practice".

RAS specialists reported significant changes in capacity due to UN Women support that they attribute specifically to the BCP project. Changes include:

- Increased awareness and better understanding of gender equality issues by RAS team. UN Women provided training on gender equality to RAS consultants. One of the male consultants shared with the evaluation team that he was surprised to learn that gender equality was about genuine gender balance rather than just about empowering women. "We received a very good training from UN Women on gender. This topic was very new to me. I still remember few short films from the training – the sad ones", noted another specialist. "It was my first exposure to gender topics. I have even became a feminist to some extent. Later I listened to [*UN Women specialist who deliver training to RAS*] on YouTube", noted yet another specialist.
- Introduction of a clear focus on practical application of knowledge provided by MPF course that was absent in an earlier project delivering MPF training;
- Successful experience of working under new agro-climate conditions in mountainous areas of Naryn and Talas.

5.3.4 Monitoring mechanisms

This section answers the question: To what extent are the monitoring mechanisms in place effective in measuring and informing management of the project performance and progress towards the targets? To what extent was the monitoring data objectively used for management action and decision making?

The evaluation has found that the project used two levels of monitoring:
- the first level focused on monitoring how project participants were implementing activities they committed to;
- the second level was measuring a set indicators developed for the project at the design stage that were expected to measure the overall project progress towards expected outcome.

Monitoring performance of beneficiaries

All components were monitoring if project participants were implementing the activities they committed to:

- Under LSG component FTI was following the implementation of action plans developed in participating municipalities through site visits and phone calls;

- UN Women project staff was closely following work of MSPS student study groups. Peer educators had an obligation to submit regular reports. Project specialists visited participating schools in a regular basis to observe study group meetings.
- RAS specialists carefully followed the practical application of MPF knowledge by students through site visits.

At this level monitoring was used both for oversight and ongoing improvement purposes. FTI, UN Women and RAS specialists were immediately providing feedback and consultation to project participants when necessary. At the same time under MSPS and MPF components monitoring data was used to make a number of management decisions affecting participants:

- Peers educators were admitted to the mid-year training only if they implemented and reported on all assignments planned for the first half of the school year.
- MPF students and schools could get seeds only if they had already made composts. Greenhouse equipment and supplies were provided to those who demonstrated best results applying MPF knowledge in practice.

As an instrument to enhance performance this level of monitoring proved effective within the context of MSPS and MPF components where monitoring data was used to make decisions relevant to project participants.

Monitoring output and outcomes indicators

Data about performance of project participants was then converted into values for project indicators developed in consultation with a PBSO M&E expert and approved by the donor. Table below provides the list of all project indicators along with their target and actual values at the end of the project.

Table 20. Project indicators framework.

Level of results measured	Indicators	Target	Actual at the end of project
Outcome	1.1 Students practice livelihood options on the family farm that will provide them with a livelihood after graduation, should they decide to work in the agricultural sector upon graduation from school or tertiary education	1,000	2,331 (1,235 girls)
	1.2 Students in six provinces act as agents of positive change by advocating for and monitoring the protection of their female peers' human rights by duty bearers	1,000	2,000
	1.3 Diverse stake-holders at municipal level join in drafting conflict analysis and implement the related action plan in cooperation with local self-government this resulting in fewer conflicts that turn violent	18	19
Output 1.1 (MPF)	1.1.1 Number of students 30 PRF project area schools who successfully complete the entire course	2,000	3,767 (1,968 girls)
	1.1.2 Number of students in 30 PRF project area schools knowledgeable about business planning in relation to kitchen gardening	2,000	2,331 (1,235 girls)
Output 1.2	1.2.1 Number of students in 30 PRF project area schools successfully completed the entire courses	2,000	2,099
	1.2.2 Number of students in 30 PRF project are schools who conducted a conflict analysis in their school and act upon it	2,000	2,099

	1.2.3 Number of students in 30 PRF project are schools who take action, including advocacy action, to protect the rights of female peers and of young female	2,000	2,099
Output 1.3	1.3.1 Number of designated individuals convened for the training, actively participating and completing the course	460	500
	1.3.2 Conflict Analysis documented with responsibility matrix denoting who does what when with which available resources	20	23
	1.3.3 Documented evidence of implementation of responsibility matrix	15	48

The review of this list shows, that outcome indicators are not SMART (specific, measurable, attainable, realistic and time-bound), but rather provide a qualitative description of how the situation should look like is the project outcomes was achieved. To allow for measurement, UN Women has operationalized these indicators. For example, for indicator "Students practice livelihood options on the family farm…" "it was agreed that success would be measured by students (and focal teachers) each having a textbook-quality compost heap (in one or two places where this is not possible alternative measures will be devised). Subsequently, teachers must ensure that students either produced foodstuffs that was subsequently processed for own consumption, barter or sale (verified value addition post harvesting); or sold or bartered in a verifiable transaction (market participation). In the latter case quality of marketing (sorting for quality or size, etc.) would be documented to. Only then a student would be counted against the 1,000 student implementing kitchen gardening successfully indicator for each school"[13].

Output indicators (expect for 1.3.2 and 1.3.3) are SMART and provide information about the number of people involved in each of the project components. UN Women operationalized indicators 1.3.2 and 1.3.3 for measurement purposes. For example, indicator 1.3.3 actually measures the number of implemented action plans.

In the opinion of evaluation team this set of indicators was driving decisions like project focus on big schools in the course of recruitment process, putting strong pressure of beneficiaries to ensure high level of performance (e.g. a student could get MPF manual only if he or she made a compost heap, a peer educator could get to the second training only he or she managed to follow the schedule of weekly meetings and implement all required assignments).

Evaluation team would like to draw attention of the UN Women to the possible to negative effects of using the system that creates focus on targets framed as number of people involved in the project. For example, the project excluded the school in Suluktu from MPF component because it did not meet the target of 50% of 9th and 10th graders making compost heaps in the first school year. Those few students who made compost got manuals, but did not get seeds and opportunity to get a greenhouse. Effectively this means that well-performing students were punished for non-performance of their classmates.

The monitoring system could offer project staff a different angle on the project performance if it reflected the fact that targeted communities were of different size and had different numbers of schools. For example, a project could use an indicator like "Reach to schools in target communities" calculated by taking an average of ratios between a number of project schools in a specific municipality to a total number of schools in this municipality for all municipalities involved in the project. This at least could prompt a discussion within the project management that working with one school in a municipality that has only one school and working with one school in a municipality that has 12 schools may have different impact on the community.

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[13] Mission report on the UN Women mission to Jalalabad on June 2-3, 2014.

PBSO Oversight Group

The BCP project - as all PPP projects – was subject to review and monitoring through Oversite group site visits. Findings were reflected in mission reports and made available to projects. According to members of the Oversight Group opinions on some projects, including the BCP project, were split, and these differences in opinion were reflected in the report. Several members of the Oversight Group shared their concern that – in their opinion – management of the BCP project did not make any adjustments to the BCP project in response to their critical comments, e.g. about low efficiency of bringing an agricultural advisor from Jalalabad to Naryn instead of using a local specialist.

5.4 Efficiency

5.4.1 Allocation of resources

This section presents evaluation findings related to question:
- Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outcomes?

The evaluation team has put together key results produced by different components and compared them with efforts taken to achieve them. The team also tried to identify results that would allow for comparison between different components. Because all component had a volunteer dimension, the team has decided to use number of volunteers that contributed to each component as the basis for comparison.

The BCP project did not measure this aspect of its implementation, so the team used estimated numbers based on the information collected in the course of this evaluation. We have decided to use conservative estimates. The results of the analysis are presented below.

Table 21. Project results and efforts by component.

Component	Key results	Level of effort by the project
LSG	500 individuals trained; 48 action plans implemented About 500 individuals involved as volunteers in the implementation of action plans	Introductory visits to communities One training per municipality Development of manuals in three languages Monitoring visits to some of the communities Phone follow-up with some communities Closing meetings in 20 communities Small (up to USD 200) financial support to action plan implementation Plus FTI used resources from several other projects to support implementation of at least three action plans
MSPS	2,099 students trained; 82 peer educators trained[14]; Peer-led study groups implemented about 170 gender action plans, 170 participatory rural appraisal projects, 170 Forum Theatre projects	Regional trainings for peer educators – two per student One school year of weekly training for students participating in study groups Development of two MSPS manuals (in Russian, Kyrgyz and Uzbek) Monitoring visits to schools in 15 municipalities

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[14] The number comes from Project Half Yearly Progress Update for the period of January – June 2016.

	At least 2,099 young people did volunteer work to implement the above activities	On-going support via phone and social media to all peer educators
MPF	3,767 students trained; 2,331 students practice their MPF skills About 180 teachers worked as volunteers for 2 years About 2000 students and MPF teachers were providing free advice on modern farming techniques to local residents	ToT for teachers Training for teachers in schools One-two school years of weekly training for students attending MPF classes Development of two manuals (in Russian, Kyrgyz and Uzbek) Provision of seeds, materials for greenhouses and drip irrigation systems Monitoring visits to schools in 25 municipalities Exchange study tours for teachers

Comparison of the results and efforts leads to several conclusions:

- Groups of individuals convened by ayil okmotu received less support, at least in terms of training, than peer educators and teachers. Given that LSG component was making core contribution to the achievement of project outcome, this allocation of resources does not look very strategic.
- If we compare components in terms of volunteer activities generated and number of volunteer involved, MSPS components looks more efficient because it generated more volunteer activities in communities relative to the level of effort than two other components.

There is one issue related to efficiency of the BCP project that kept coming in the course of evaluation – weather it was efficient to have a consultant from Jalalabad travel to Naryn to work with schools under MPF component. Here is the typical comment made by a representative of one of government counterparts: "MPF components is very useful and ocular. Students, teachers and other local residents get practical skills and knowledge that allow them to improve their financial situation. However I think that the project would be more efficient if implementing partner RAS-Jalalabad used a local specialist to work with communities in Naryn region. I think that project is spending a lot of money on travel expenses for long trips taken by Jalalabad-based specialist while they could hire a local specialist who would provide consultations to communities in Naryn after project completion".

While evaluation team agrees that if would be more economical to have a specialist from Naryn work with communities in Naryn, we should mention that RAS-Jalalabad reportedly tried to hire a consultant in Naryn, but could not. This explanation is plausible. Professionals usually prefer to stay within their comfort zones. For a seasoned agricultural professional working with farmers in Naryn and given the common perception that vegetables cannot be grown in Naryn the idea of teaching school students to grow cucumbers and tomatoes must have looked unfeasible and not worth the effort. RAS-Jalalabad also reportedly invited agricultural consultants from RAS-Naryn to experience exchange session in Naryn which indicates their effort to develop capacity of local agricultural specialists and connect them with schools.

Evaluation team – without any intention – has found another positive effect of RAS specialist coming to Naryn from Jalalabad. Students felt important because someone was taking such a long trip to support them: "Despite it was winter time, [Consultant] took a long trip to check how we were doing. This taught us that we should be responsible individuals".

5.4.2 Management structure

This section presents evaluation findings related to questions:

- To what extent does the management structure of the intervention support efficiency for programme implementation and achievement of results?

The overall management of the project was executed by UN Women. Funds were advanced to FTI and RAS on a quarterly basis. FTI and RAS were reporting to UN Women every six months. UN Women also reviewed draft manuals developed by FTI and RAS prior to publication. At the level of the UN Women country office the project team was holding weekly meetings where the progress of MSPS component directly implemented by UN Women as well as the progress of other components were discussed and necessary operational decisions were made.

Both FTI and RAS reported that UN Women management was supportive and responsive which facilitated achievement of project targets. For example, FTI reported that UN Women allowed to add several municipalities as targets for LSG component when ayil okmotu in target communities were not interested to work with the project.

FTI had previous experience of working with UN Women and reportedly had no difficulties complying with UN Women reporting requirements. For RAS this was the first experience, and it had some difficulties with reporting. But UN Women provided sufficient and timely support which helped RAS to successfully overcome those difficulties.

5.4.3 Delivery of outputs

This sections answers to the question: Have the outputs been delivered in a timely manner?

The project has three expected outputs. Project Document does not provide any specific timeline for their achievement. So the fact that all outputs have been achieved by the end of the project can be interpreted as output being delivered in a timely manner.

5.5 Sustainability
5.5.1 Sustainability of benefits

This section presents evaluation finding related to the question: What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time after the project phases out?

The project has produced benefits on two levels – individual and institutional. Individual benefits include knowledge that individuals (students, their parents, teachers, school administrators and other community members) received as a result of direct participation in the project activities or as a result of knowledge transfer from project participants to other people through existing social networks. These benefits are likely to be sustainable in the long-term, especially for students.

Research suggests that behavioral patterns acquired in adolescence stay for life. The project rule that student should have their own copy of MSPS or MPF manual and keep it after the course ends for future reference also contributes to high sustainability of gained knowledge.

But this rule actually creates barriers to MSPS and MPF sustainability on the school level. The project has created a demand for continuation of MPF and MSPS in schools. Educational authorities in a number of districts are interested to disseminate MPF and MSPS to other schools in their districts. The project experience shows that peer educators that have completed the full course of work with their study groups are able to train other members of these groups to run their own student study groups. This

means that MSPS can be replicated in a school without support from UN Women staff if a schools or students had access to copies of MSPS manual. At present original copies of MSPS manuals are available only from UN Women and only to schools officially participating in a project that has MSPS component. The fact that so far UN Women office was able to stretch this rule and give books to peer educators trained under the projects that have been already completed does not mean that UN Women would be able to meet all potential demand for MSPS manuals. Peer educators involved in the BCP project shared with the evaluation team that they are considering two options: making Xerox copies of the manuals they have (which would mean loosing the quality and appeal of the original manuals that actively use color) and asking members of earlier study groups to pass their manuals to members of new study group. The latter option runs counter to the original rule that a student keeps the book for future reference. And it will still require making copies of a number of pages as students are making notes in the manual in the process of group work.

Ability of a school to continue to deliver MPF training is also dependent on access to copies of MPF manual. Some of the schools visited by the evaluation teams are addressing this issue by asking students who have completed the course to donate their copies to the school library so that the next group of students can use them – though this runs counter to project instructions. Another challenge is that many schools did not integrate MPF materials into teaching of the six subjects as intended, but deliver MPF as an additional class. This approach increased effectiveness of MPF training because students were more accountable to a teacher working with them. But this also meant that this teacher had more work and this work was unpaid. The evaluation has found that this created problems for young female teachers: their mothers in law and husbands were unhappy that women were spending time as schools without being paid instead of doing some chores in the family household.

This finding raises an issue if a girl who got higher status in schools and in their parents' family due to the project would be able to maintain this status when she gets married and move with the family of her husband as per local traditions. Several respondents interviewed in the course of this evaluation believed that knowledge and skills gained by a girl through MSPS and especially MPF components would provide for her higher status in a husband family. But at the moment there is no evidence to support this belief.

5.5.2 National ownership

This section responds to the question: How effectively has the project generated national ownership of the results achieved, the establishment of partnerships with relevant stakeholders and the development of national capacities to ensure sustainability of efforts and benefits?

National stakeholders including the Ministry of the Labor and Social Development and Department on religious and ethnic issues and public relations/Office of the President are well informed about the project and its results. Representatives of these organizations have visited project sites - both as members of the PRF Oversight group and independently.

5.5.3 Replication of successful practices

This section answers to the question: To what extent has the project been able to promote replication and/or up-scaling of successful practices?

The project was disseminating information about its activities and their results through face-to-face meetings and though media. Directors of participating schools were sharing their experience with the project within their professional networks. The combination of face-to-face meetings conducted by the

project staff and use of professional networks seems to work best – in a number of districts educational departments already have plans to present experiences of schools involved in MSPS and MPF components to all other school as a model for replication.

5.5.4 Exit strategy

This sections answers to the question: To what extent has the exit strategy been well planned and successfully implemented?

The exit strategy adopted by the project was that successful experience with implementation of MSPS and MPF courses in schools and action plans under LSG component would ensure that schools and communities would continue all activities by themselves. The evidence collected in the course of this evaluation indicates that this strategy was viable – at least for schools. Many schools are interested to continue and are already looking for ways to do so.

5.6 Gender Equality and Human Rights

5.6.1 Integration of gender and human rights considerations

This sections presents evaluation findings relevant to the questions: To what extent has gender and human rights considerations been integrated into the programme design and implementation?

The project has used a number of mechanisms to ensure respect of the dignity and rights of community members involved in various project activities:
- In most cases the project offered instruments, like conflict analysis and action plans, but participants were free to choose problems to be solved with the use of these instrument based on their own perception.
- Use of secret voting for election of peer educators.
- Equal treatment: e.g. all peer educators had to meet the same requirements in terms of performance and reporting.

The application of the latter rule actually brings up some equity concerns: peer educators who did not have access to internet had more difficulties with complying with reporting requirements and had to rely on support from teachers and parents, e.g. using their mobile phones with internet access to submit reports.

The project has also used a number of mechanisms to promote gender equality, including:
- Training on gender issues for implementing partners;
- Making sure that in every school involved in MSPS components there is an equal number of female and male peer educators;
- Explicit attention to gender issues within MPSP course.

5.6.2 Contribution

This sections presents evaluation findings relevant to the question: How has attention to/integration of gender equality and human rights concerns advanced the area of work?

The evaluation has found that most attention to integration of gender and human rights considerations into project design and implementation was paid within MSPS component directly implemented by UN

Women. And it was this component that contributed most to the transformation of existing power structures leading to higher status of girls in schools, families and communities and less conflicts between girls and boys in schools.

The BCP project also contributed to the expansion of the national pool of gender advocates by involving peer educators in various events at the national level and promoting networking between peer educators from different regions.

The study of professional and marriage choices of young people conducted within the framework of the BCP project contributed to the body on knowledge of gender situation in Kyrgyzstan. Additional benefit from the study is the creation of a pool of young researchers who have world-class knowledge and successful experience of doing gender-responsive research.

6 Conclusions

This sections presents key conclusions based on the evaluation findings.

Relevance. Evaluation has found that the BCP project and its results were aligned with international agreements and conventions on gender equality and women's empowerment and contributed to the implementation of the national Strategy on Gender Equality 2012-2017. The project has also made contribution to Peacebuilding Fund Priority Area 2 of the PPP: Activities undertaken to build and/or strengthen national capacities to promote coexistence and peaceful resolution of conflict and to carry out peacebuilding activities.

While the project design did not explicitly consider the National Education Development Strategy 2012-2020, the evaluation has also found that the project has contributed to its goal to raise young citizens who:
- Have strong communication skills;
- Are able to act independently, openly express their opinion, use creative and innovative approaches;
- Share values of human rights and freedoms, gender equality, respect cultural, ethnical and political diversity;
- Have general and specialized knowledge and skills that ensure their life and professional success.

These are exactly the qualities that students acquire through participation in MSPS and MPF courses.

Effectiveness. The BCP project reached all its targets on output and outcome level. The evaluation has found that the project was most effective when MSPS and MPF components were run in parallel in the same school. In this case students could use an opportunity to learn about human rights and gender equality, obtain conflict resolution and mediation competencies and build their communication skills as well as learn modern agricultural techniques and business skills. The evaluation has also found that intentional integration between MSPS and LSG components when local authorities were involving MSPS students into implementation of their action plans and MSPS students were involving local authorities in their activities reinforced project results in the municipality.

The BCP project has induced transformation of power relations in schools, families and communities: status (power) of students has increased. As a result the BCP project and especially its MSPS component contributed to **prevention** of such negative outcomes for young women in rural communities as:
- early marriage to a man selected by her parents on economic/pragmatic rather than romantic grounds or marriage through kidnapping,

- possible radicalization as a strategy to cope with emotional discontent from unsatisfying family life;
- being subject of domestic violence.

The BCP project and especially MSPS component also contributed to **prevention** of such negative outcomes for young men in rural communities as:
- marriage to a women selected by his parents on economic/pragmatic rather than romantic grounds,
- being forced by his family to kidnap a bride,
- pressure from the family to contribute to the family budget leading to migration, engaging in extremism and criminal activities locally if they stay home or in the areas where they move as labor migrants;
- domestic violence as a strategy to cope with emotional discontent from unsatisfying family life and the need to prove one's masculinity.

Efficiency. The evaluation has found that MSPS component was most efficient in terms of fostering volunteer activities on a community level. Internal monitoring mechanisms rooted in the vision that beneficiaries are also accountable for project progress proved crucial for achievement of project results.

Sustainability. Knowledge and skills acquired by students through MSPS and MPF components can be used throughout the rest of their lives and can put students on a more successful life trajectory. Effectiveness of MSPS and MPF courses in terms of building student functional competences has been recognized by schools as well as educational authorities and generated the demand for continuation and expansion of the delivery of MSPS and MPF courses in schools. Peer educators who have taken their study group through the course have the capacity to train new peer educators without external support. Project schools already have a pool of teachers with the capacity to continue delivery of MPF in their schools and train teachers in other schools. The key impediment to institutional sustainability of MSPS and MPF courses now is availability of manuals.

Peacebuilding. Evaluation findings that MSPS component worked better than LSG component in terms of generating volunteer activities on a community level is consistent with the recent research applying complexity theory in peacebuilding contexts. Research indicates that assisting local groups to form 'networks of effective action' and to replicate successful small-scale projects to spread peaceful ideas is more effective than supporting hierarchical structures and institutions. In addition participation in events organized by MSPS study groups proved to be a good entry point for local authorities to get engaged in public dialogue on human rights, gender equality and conflict prevention topics. These findings suggest that the future focus of UN Women in the area of peacebuilding may benefit from shifting its focus from working with municipal executives to working with students using MSPS model.

7 Lessons Learned

This sections present lessons learned from the BCP project implementation.

Informal "networks of effective action" are effective instruments of peacebuilding and promotion of gender equality

Evaluation has found that peer-led student study groups worked better than training of local formal institution, e.g. local self-government agencies, in terms of generating volunteer activities on a community level and promoting peace, especially in schools, and gender equality. (Recent research applying complexity theory in peacebuilding contexts also indicates that assisting local groups to form 'networks of effective action' and to replicate successful small-scale projects to spread peaceful ideas is

more effective than supporting hierarchical structures and institutions.) In addition participation in events organized by study groups proved to be a good entry point for local authorities to get engaged in public dialogue on human rights, gender equality and conflict prevention topics.

Accountability of beneficiaries for project outcomes enhances project effectiveness

The project kept beneficiaries accountable for their performance within the project through using monitoring process that included site visits by project staff, submission of activity reports by beneficiaries. Monitoring was integrated with provision of consultations to beneficiaries. This approach has facilitated the project progress.

Previous successful experience of targeted beneficiaries with similar activities facilitated project implementation

The project in general and its separate components worked better where people had previous successful experience with similar activities. LSG component worked better in municipalities that had already been involved in other similar projects. MPF component worked better in communities with a long history of land cultivation.

8 Recommendations

This section presents recommendations to UN Women based on lessons learned in the course of this evaluation. The lessons were drawn to inform future programming, refining the UN Women County Office approaches to women, peace and security, organizational learning.

Recommendation 1. Use MSPS model as a key instrument for peacebuilding and promotion of gender equality and human rights.

Evaluation has found that MSPS component was most effective and efficient in terms of creating informal 'networks of effective action' spreading peaceful ideas as well as promoting gender equality and human right in communities. In addition participation in events organized by MSPS student study groups proved to be a good entry point for local authorities to get engaged in public dialogue on human rights, gender equality and conflict prevention topics.

Recommendation 2. Continue fostering social networking between peer educators and between peer educators and UN Women specialists through social media, face-to-face events and joint activities like using graduate peer educators to train next 'generations' of peer educators.

Project experience confirms that informal social networks are more effective in term of reaching to and engaging with people than formal networks. The evaluation has found several cases when MSPS students were able to reach to ayil okmotu executives through informal social networks going through parents or respected teachers and school directors. The latter actually suggests that It may be easier to reach ayil okmotu executives through schools than trying to reach schools through district akims and ayil okmotu heads.

Recommendation 3.1. Consider creating a course that could be a continuation of MSPS course and could be used by graduated peer educators to create study groups in colleges and in communities if they don't go to college.

Recommendation 3.2. Consider developing a continuation of MSPS course for school students who went through MSPS course but continue in high school. MSPS course gives students skills of project design (action planning, tree analysis) and even community analysis skills though participatory rural appraisal sessions. There is a number of models where the similar sets skill is taught to teams of high

school students who then use them to design and implement community service projects and even engage adults, including local authorities, into their implementations.

All students who were involved in MSPS study group are saying that they want to continue. MSPS course offers them a very intense and rewarding experience and builds a habit of group work. Once the course is over, people miss being part of a group. UN Women could capitalize on this demand by offering MSPS students who have graduated from high school a "graduate" version of MSPS course.

Recommendation 4. Consider doing a redesign of MSPS (and MPF) manuals and make them black and white to facilitate production of low-cost photo and printed copies by interested students and schools.

The high quality of MSPS and MPF manuals in terms of design and print was an advantage in the course of project implementation by providing additional appeal to students and giving them a sense of being a part of bigger group united by the common cause. But now high quality manuals is an integral part of MSPS and MPF brands and both teachers and student expect quality. Making photocopies of used books or printing black and white copies.

Recommendation 5. Continue using the approach of holding project beneficiaries accountable for project success as it facilitates effectiveness of development interventions. But in keeping with 'No one left behind' principle consider adapting this approach to allow for a reasonable adjustment of requirements that project beneficiaries have to meet to continue their participation in the project based on their individual situations to compensate for existing disadvantages.

Within the context of the BCP project keeping beneficiaries accountable for project success proved very effective and facilitated achievement of expected results. The downside of this approach is that it gives advantage to people who already have some advantages in terms of access to technology, better social capital, living closer to a major city, etc.

Recommendation 6. In keeping with 'No one left behind' principle continue reaching to municipalities that have not worked with development projects before or worked unsuccessfully, but adjust the level of support to local level of capacity: the less the capacity, the more support is needed. Support in this context does not mean the project staff should do some activities instead of local beneficiaries, but that, for example, advice may be provided regarding the feasibility of action plans developed by community to ensure success that would encourage further action.

The BCP project worked better where top decision makers (heads of ayil okmotu for LSG component and school directors for MPF and MSPS component) were interested and supportive. The project in general and its separate components worked better where people had previous successful experience with similar activities. LSG component worked better in municipalities that had already been involved in other similar projects. MPF component worked better in communities with a long history of land cultivation.

Working with individuals and institutions with a relatively high capacity allows projects produce more results with less effort and resources and supposedly increases project efficiency. (Though overall efficiency of developmental efforts is probably decreasing, e.g. when the same people go through similar trainings again and again.) But this also amplifies differences between more and less capacitated individuals and communities and promotes inequality instead of combatting it.

Annexes

Annex 1. Terms of Reference

Functional Title: International Consultant for final evaluation of the project *Building a Constituency for Peace*

Location:	35 fee days in Kyrgyzstan and home-based
Application Deadline:	6 July 2016 10:00 am Bishkek time
Primary Category:	Women, Peace & Security
Type of Contract:	Special Service Agreement (SSA)
Languages Required:	Proficient English, Russian and Kyrgyz are an asset
Starting Date : (date when the selected candidate is expected to start)	20 July 2016
Expected Duration of Assignment:	Between 20 July 2016 and mid-October 2016 (estimated 35 fee days)

I. Background (programme/project context)

The UN Security Council Resolution 1325 reaffirms the important role of women in the prevention and resolution of conflicts, peace processes and peacebuilding, and in post-conflict reconstruction. It stresses the importance of their equal participation and full involvement in all efforts for the maintenance and promotion of peace and security and urges to incorporate gender perspectives in all United Nations peace and security efforts. It also calls on all parties to conflict to take special measures to protect the rights of women and girls during and after violent conflict. The UN General Assembly entrusts UN Women with a leading role in normative, operational and coordination work on gender equality, including peace, security and humanitarian response.

Since independence, the political leadership Kyrgyzstan has been overthrown twice (in 2005 and 2010) and in particular the events of April and June 2010 were violent. Inequalities in accessing justice, resources (natural, financial, political, etc.) and services are often a cause of local as well as national tensions and conflicts. Following the revolution and inter-ethnic violence in 2010 and the range of interventions funded by the Immediate Response Facility (IRF) of the Peacebuilding Fund (PBF), a further allocation of 15 million USD was made to the Peacebuilding Support Office (PBSO) to support systemic peacebuilding in Kyrgyzstan and building institutional foundations to prevent recurrence of conflicts in future in accordance with its Peacebuilding Priority Plan (PPP). The PPP, approved in June 2013, describes the strategic peacebuilding goal to implement a three-year programme with to achieve the jointly agreed three outcome results as follows:

- Outcome 1: Critical laws, policies, reforms and recommendations of human rights mechanisms, including UPR, are implemented to uphold the rule of law, improve access to justice and respect, protect and fulfil human rights.

- Outcome 2: Local self-government bodies, in partnership with related state institutions, and civil society, bridge divisions and reduce local tensions.
- Outcome 3: Policies, pilot initiatives and approaches are developed and implemented that enable the further development of a common civic identity, multilingual education and respect for diversity and minority rights.

10 projects formulated by the recipient UN Agencies were selected to implement the PPP. Among them, as a contribution towards achieving the PPP Outcome 2, UN Women Country Office in Kyrgyzstan has been implementing a peacebuilding project *Building a Constituency for Peace* which is currently in the final stages of implementation.

II. Description of the programme/project: *Building a Constituency for Peace*

Project strategy and expected results

The project *Building a Constituency for Peace* aims at strengthening the capacity of national and local governance structures as well as civil society (especially women and youth) to actively participate in identifying priorities. The project promotes a peaceful and safe environment for women and young people to realize their human, economic and social rights which will allow the target groups to be able to clearly voice their needs and participate in local decision-making and reduce tensions in their communities. This is envisaged to be achieved by engaging youth in activities that build life- and livelihood skills, by sensitizing law enforcement and justice sector personnel to human rights in particular of young men and women, and by building understanding between state and religious leaders following the Theory of Change:

If communities engage in joint action towards improving their situation and the livelihoods of their members while being supported by local formal and informal institutions that are convened by local self-government integrating the community and providing for equal access to opportunities, **then** threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions. What unites the community has become more important than what differentiates one citizen from another. Youth avail themselves of the option to stay and engage in their community rather than migrate, based on newly acquired skills to effectively use available land resources in the context of enhanced personal security of young women and men, also in conflict prone (border) areas and across conflict divides, this consolidating peace by creating a stake of individuals and communities in the rule of law and increased loyalty to the state that provides for security and an environment where young people can gain value from deploying skills.

The expected **outcome** of the project is formulated as follows:

Local self-government is convening communities by engaging everyone in joint action towards all citizens enjoying equal access to opportunities. Threats to peace, injustice and stability are met across ethnic, economic, gender and religious divisions by creating a stake of individuals in the rule of law and increased loyalty to the state that provides for security and an environment where young people as agents for positive change can secure livelihoods by deploying their skills.

Under this outcome, the project envisages achieving the following three **outputs**:

- Output 1.1: 9th graders of both genders and various ethnicities in the conflict susceptible PRF project area are able to effectively use scarce land resources to build successful livelihoods and understand the benefit of joint action, also across ethnic divides
- Output 1.2: 9th, 10th and 11th grade in 30 schools in the conflict susceptible PRF project area knowledgeable about human rights of young women and men, gender equality and how to

conduct a conflict analysis taking action to address conflict causes and/or human rights infringements

- Output 1.3: Key individuals in each of 23 municipalities are sensitized to human rights of young women and men; aware of the duties of state and municipal servants to protect human rights, justice and peace; able to conduct a conflict analysis of their community deriving from same an action plan for what they are going to do to change the situation towards justice and lasting peace

To date, evidence gathered by the different project monitoring measures shows, that the participants, especially young women, are more empowered and feel more confident of their ability to secure their own livelihoods and raise issues such as early marriages and limited professional choices to public discussions. More specifically:

- Output 1.1: 33 secondary schools in the pilot sites are implementing *My Prosperous Farm* course where over 3,000 9th and 10th grade students are better equipped to make a decent living by cultivating the family land plot and to understand the mechanisms of market economy.
- Output 1.2: In 30 secondary schools in seven provinces students of the 9th, 10th and 11th grade act as agents of positive change under the *My Safe Peaceful School* component by advocating for and monitoring the protection of their female peers' human rights by duty bearers. They are knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis and take action to address the causes. In support, KAP research on i) professional choices and ii) marriage choices of girls and boys has been initiated with results available in early June 2016.
- Output 1.3: 500 key individuals across 23 municipalities – representatives of local self-governments, aiyl kenesh members or law enforcement personnel, community gatekeepers such as religious leaders, aksakal court judges, etc. have been sensitized to human rights of young women and men. They are aware of the duties of state and municipal servants to protect human rights, justice and peace and are able to conduct rights-based conflict analysis and develop action plans of their communities.

Project beneficiaries and stakeholders

The target groups of the project are firstly youth aged 15 to 24 who are to become gender equality advocates at secondary schools, vocational colleges and institutions of higher learning in the project area, and secondly, their teachers, directors and parents. Final beneficiaries are youth in and out of education in the localities under the project, as well as local self-government staff, members of formal and informal local institutions, and the justice sector.

Government counterparts in the project are the Department on Religious and Ethics Issues and Public Relations at Office of the President, the Gender Unit at Ministry of Social Development, and various district administrations and municipalities involved in the project. Responsible/Implementing parties are the Rural Advisory Service Jalalabad (RAS) and the Foundation of Tolerance International (FTI). Other stakeholders include courts of elders, religious leaders, respected individuals and the militia at the community level, and the other executive agencies and responsible parties within the PRF project portfolio.

Budget and geographical scope and timeframe

The project is implemented in 7 provinces, 13 districts and 23 municipalities/towns of the Kyrgyz Republic[15]selected among the districts pre-identified by PRF and based on analysis of the following criteria: conflict susceptibility, border zones, under-served, and being very remote or multi-ethnic.

Total project budget is 1,653,130 USD comprising of 1,602,130 USD funding from The Peacebuilding and Recovery Facility within the United Nations Peace Building Fund and UN Women contribution of 51,000 USD for the period of 33 months (16.12.2013-30.9.2016).

Project management

The project is managed by UN Women who as the executive agency bares the responsibility for the overall project outcome. The responsible/implementing parties are jointly responsible with UN Women for the achievement of the outputs. The day-to-day implementation of the project is managed by a project manager with the support of the project teams within UN Women and the responsible/implementing parties. Oversight and strategic steering is provided by the Coordination Committee with representatives from the government counterparts, UN Women and the responsible/implementing parties.

III. Purpose (and use of the evaluation)

As indicated in Monitoring, Evaluation and Research Plan of the Strategic Note 2015-2017 of the UN Women Country Office in the Kyrgyz Republic, a final evaluation with a special focus on lessons learnt will be conducted towards the end of implementation period of the project *Building a Constituency for Peace*. This final evaluation will complement the end-line assessment of the PRF Kyrgyzstan portfolio commissioned by the PBF Secretariat and the main purpose is to assess in more detail the programmatic progress and performance of the above described intervention from the point of view of relevance, effectiveness, organizational efficiency and sustainability.

The findings of the evaluation will contribute to effective programming, refining the CO approaches to women, peace and security, organizational learning and accountability, and more specifically to the development of the new Strategic Note of the UN Women Country Office in the Kyrgyz Republic for 2017-2021. The information generated by the evaluation will moreover be used to engage policy makers and other stakeholders at local, national and regional levels in evidence-based dialogues and to advocate for gender-responsive strategies to peacebuilding and conflict-prevention with a particular focus on engaging adolescents in dialogues of gender equality, human rights, and peace and security at local, national and regional levels.

Targeted users of the evaluation are the UN Women staff at the Kyrgyzstan Country Office, the responsible parties and the government counterparts at local and national levels, CSOs, and other UN agencies, donor community and development partners present in Kyrgyzstan and the ECA region and the project beneficiaries.

IV. Objectives

The objectives of this evaluation are to:

- Analyse the relevance of the project strategy and approach at local and national levels on peacebuilding agenda, gender equality and women's empowerment.

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[15] **Provinces**: Chui, Batken, Jalal-Abad, Naryn, Osh, Talas, Issyk Kul **Districts**: Kadam-Jai, Jety-Oguz, Aksy, Kara-Kulja, Jumgal, Kara-Buura, Leilek, Ala-Buka, Nookat, Aravan, At-Bashy, Ak-Suu, Toguz-Toro **Municipalities**: Haiderkan, Halmion, Uch-Korgon, Yrdek, Otradnoye, Kashka-Suu, Kerben, Alaikuu, Kargalyk, Kyzyl-Jyldyz, Minkush, Chaek, Amanbayeva, Kara-Sai, Kyzil-Adyr, Bakai-Ata, Isfana, Kulundu, Sulukta, Ak-Korgon, Ak-Tam, Kara-Tash, Check-Abad

- Assess effectiveness and organizational efficiency in progressing towards the achievement of the project results, including the achievement of gender equality and women's empowerment results as defined in the intervention.
- Assess the sustainability of the results and the intervention in advancing gender equality through the target group.
- Analyze how human rights based approach and gender equality principles are integrated in the project implementation.
- Asses how the intervention and its results relate and contribute to the Sustainable Development Goals.
- Identify and document lessons learned, good practices and innovations, success stories and challenges within the project, to inform future work of UN Women in the frameworks of Women, Peace and Security agenda and beyond.
- Identify strategies for replication and up-scaling of the project's best practices.
- Provide actionable recommendations with respect to UN Women's work on women, peace and security in Kyrgyzstan, youth, peacebuilding and beyond.

Key evaluation questions

Considering the mandates to incorporate human rights and gender equality in all UN work and the UN Women Evaluation Policy, which promotes the integration of women's rights and gender equality principles, these dimensions will have a special attention in this evaluation and will be considered under each evaluation criterion.

Relevance

- To what extent was the design of the intervention and its results relevant to the needs and priorities of the beneficiaries? How appropriate was the chosen focus on youth in addressing the needs and priorities of the beneficiaries?
- To what extent is the intervention consistent with the PPP priorities and national development strategies?
- To what extent has the project been catalytic in addressing some of the root causes of tensions identified and contributed to preventing a relapse into conflict?
- How innovative was the chosen design of the intervention with respect to other PRF projects engaging youth commissioned by the PBF Secretariat?
- To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment?
- What is UN Women's current comparative advantage in this area of work compared with other UN entities and key partners in the Kyrgyz Republic?

Effectiveness

- To what extent have the expected results of the project been achieved on both outcome and output levels?
- What are the reasons for the achievement or non-achievement of the project results? Has the project achieved any unforeseen results, either positive or negative? What are the good practices and the obstacles or shortcomings encountered? How were they overcome?
- How appropriate is the project strategy of empowering and engaging youth and local self-governments as advocates for gender equality, human rights and peace and security in making a contribution to peace and stability in the country?
- How well did the intervention succeed in involving and building the capacities of rights-holders, duty-bearers as well as the project partners?

- To what extent are the monitoring mechanisms in place effective in measuring and informing management of the project performance and progress towards the targets? To what extent was the monitoring data objectively used for management action and decision making?

Efficiency

- Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outcomes?
- To what extent does the management structure of the intervention support efficiency for programme implementation and achievement of results?
- Have the outputs been delivered in a timely manner?

Sustainability

- What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time after the project phase out?
- How effectively has the project generated national ownership of the results achieved, the establishment of partnerships with relevant stakeholders and the development of national capacities to ensure sustainability of efforts and benefits?
- To what extent has the project been able to promote replication and/or up-scaling of successful practices?
- To what extent has the exit strategy been well planned and successfully implemented?

Gender Equality and Human Rights

- To what extent has gender and human rights considerations been integrated into the programme design and implementation?
- How has attention to/integration of gender equality and human rights concerns advanced the area of work?

It is expected that the evaluation team will develop an evaluation matrix, which will relate to the above questions (and refine them as needed), the areas they refer to, the criteria for evaluating them, the indicators and the means for verification as a tool for the evaluation. Final evaluation matrix will be approved in the evaluation inception report.

V. Scope of the evaluation

The final evaluation of the project *Building a Constituency for Peace* will be conducted in the end of the project implementation and funding period and will cover the entire duration of the project 16.12.2013-30.9.2016. The evaluation is planned to be conducted between July and October 2016.

The evaluation includes a data collection mission to Bishkek and the three selected project sites in Kyrgyzstan.

The evaluation shall cover all aspects of the project, and broadly allocate resources (time) in relation to the relative expenditure between the various project components.

The PBF Secretariat in Kyrgyzstan is initiating an end-line survey on the Kyrgyzstan Peacebuilding Priority Plan 2013-2016. The key objective of the survey is to find end-line data for the PPP indicators that relate to the three PPP outcome areas in targeted and non-targeted locations. This end-line will measure the impact of all PRF interventions by the end of implementing the PPP. The final report with in-depth analysis on the collected data is tentatively scheduled to be available by the end of September 2016. The evaluation management group will seek to facilitate synergies between these two parallel exercises.

VI. Evaluation design (process and methods)

Methodology

The evaluation will be a transparent and participatory process involving relevant UN Women stakeholders and partners in Kyrgyzstan. The evaluation will be based on gender and human rights principles and adhere to the UNEG Norms and Standards and Ethical Code of Conduct and UN Women Evaluation Policy and guidelines[16].

The evaluation is a final programme evaluation and a summative approach focusing on capturing the lessons learned during the implementation and assessing the achievement of the results at output and outcome levels will be employed. The evaluation methodology will furthermore follow a ToC approach and employ mixed methods including quantitative and qualitative data collection methods and analytical approaches to account for complexity of gender relations and to ensure participatory and inclusive processes that are culturally appropriate. Methods include but are not limited to:

- Desk review of relevant documents such as project and programme documents, progress reports, financial records, meeting minutes and monitoring reports, and secondary data or studies relating to the country context and situation
- Online consultations and discussions with Un Women senior management, programme and project management staff
- Semi-structured interviews, focus group discussions, surveys with direct and indirect beneficiaries, implementing partners, donor and other stakeholders
- Field visits to and observation at selected project sites

Data from different research sources will be triangulated to increase its validity. The proposed approach and methodology has to be considered as flexible guidelines rather than final requirements, and the evaluators will have an opportunity to make their inputs and propose changes in the evaluation design. The methodology and approach should, however, incorporate human rights and gender equality perspectives. It is expected that the Evaluation Team will further refine the approach and methodology and submit a detailed description in the inception report.

Comments provided by the evaluation reference and management groups are aimed at methodological rigor, factual errors, errors of interpretation, or omission of information and must be considered by the evaluators to ensure a high-quality product. The final evaluation report should reflect the evaluator's consideration of the comments and acknowledge any substantive disagreements.

Evaluation Process

The evaluation process has five phases:

1) Preparation: gathering and analysing programme data, conceptualizing the evaluation approach, internal consultations on the approach, preparing the TOR, establishment of the Evaluation Management Group (EMG) and the Evaluation Reference Group (ERG), stakeholders mapping and selection of evaluation team.

2) Inception: consultations between the evaluation team and the EMG, programme portfolio review, finalization of stakeholder mapping, inception meetings with the ERG, review of the result logics, analysis of information relevant to the initiative, finalization of evaluation methodology and preparation and validation of inception report.

3) Data collection and analysis: in depth desk research, in-depth review of PBF project documents and motoring frameworks, in online interviews as necessary, staff and partner survey/s, and field visits.

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[16] Please see section XI References below

4) Analysis and synthesis stage: analysis of data and interpretation of findings, and drafting and validation of an evaluation report and other communication products.

5) Dissemination and follow-up: once the evaluation is completed UN Women is responsible for the development of a Management Response, publishing of the evaluation report, uploading the published report on the GATE website, and the dissemination of evaluation findings.

VII. Stakeholder participation and evaluation management

The UN Women Kyrgyzstan Monitoring and Evaluation Officer will serve as the evaluation task manager responsible for the day-to-day management of the evaluation and ensures that the evaluation is conducted in accordance with the UN Women Evaluation Policy, United Nations Evaluation Group Ethical Guidelines and Code of Conduct for Evaluation in the United Nations system and other key guidance documents. Moreover, an evaluation management group comprising of UN Women Country Office senior management and key programme staff will be established to oversee the evaluation process, make key decisions and quality assure the different deliverables.

The establishment of an evaluation reference group facilitates participation of the key stakeholders representing government, partner and donor organisations, other UN agencies, CSOs and project beneficiaries in the evaluation process. It will help to ensure that the evaluation approach is robust and relevant to staff and stakeholders and make certain that factual errors or errors of omission or interpretation are identified in evaluation products. The reference group will provide input and relevant information at key stages of the evaluation: terms of reference, inception report, draft and final reports and dissemination of the results.

VIII. Timeframe and expected outputs[17]

Task	Tentative Timeframe	Estimated # of Working Days
Inception phase	**July-August 2016**	
Inception meetings	18 – 22 July 2016	2
Inception report (including two rounds of revision)	12 August 2016	4
Data collection phase	**August-September 2016**	
Desk review, online interviews etc.	July-August 2016	3
Field visit	29 August – 9 September, 2016	10
Analysis and reporting phase	**September-October 2016**	
Presentation of preliminary findings (including one round of revision)	21 September 2016	4
Draft report (including two rounds of revision)	28 September 2016	9
Final report Evaluation communication products	Mid-October 2016	3

Expected deliverables

The evaluation team is expected to deliver:

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[17] Since this evaluation will be conducted by an international and a national evaluator the distribution of the days amongst them are indicative and based on preliminar distributinon of responsabilities.

- **An inception report**: The evaluation team will present a refined scope, a detailed outline of the evaluation design and methodology, evaluation questions, and criteria for the approach for in-depth desk review and field work to be conducted in the data collection phase. The report will include an evaluation matrix and detailed work plan. A first draft report will be shared with the evaluation management group and, based upon the comments received the evaluation team will revise the draft. The revised draft will be shared with the evaluation reference group for feedback. The evaluation team will maintain an audit trail of the comments received and provide a response on how the comments were addressed in the final inception report.
- **Presentation of preliminary findings:** A PowerPoint presentation detailing the emerging findings of the evaluation will be shared with the evaluation management group for feedback. The revised presentation will be delivered to the reference group for comment and validation. The evaluation team will incorporate the feedback received into the draft report.
- **A draft evaluation report**: A first draft report will be shared with the evaluation management group for initial feedback. The second draft report will incorporate evaluation management group feedback and will be shared with the evaluation reference group for identification of factual errors, errors of omission and/or misinterpretation of information. The third draft report will incorporate this feedback and then be shared with the reference group for final validation. The evaluation team will maintain an audit trail of the comments received and provide a response on how the comments were addressed in the revised drafts.
- **The final evaluation report:** The final report will include a concise Executive Summary and annexes detailing the methodological approach and any analytical products developed during the course of the evaluation. The structure of the report will be defined in the inception report.
- **Evaluation communication products:** Online presentation of the preliminary findings at the closing event of the project 21 September 2016, a PowerPoint/Prezi presentation of the final key evaluation findings and recommendations, and a 2-pager/infographics on the final key findings, lessons learned and recommendations in a format preferably adjustable for individual project sites both in English and Russian.

Payment will be issued in three instalments upon the satisfactory submission of the deliverables cleared by the evaluation task manager to certify that the services have been satisfactorily performed: 30% upon the signing of the contract, 60% upon accepting the draft report and 10% upon accepting the final evaluation report and other evaluation knowledge products.

Translation/interpretation will be provided during the field visit to Kyrgyzstan.

IX. Evaluation team composition and requirements

An evaluation team comprising of an international consultant and a national consultant will conduct the evaluation. The team will have experience linked to evaluation, gender equality, youth, peace and security, and peacebuilding in conflict and/or post-conflict settings. The international consultant will act as a team leader responsible for coordination during all phases of the evaluation process, ensuring the quality of outputs and application of methodology as well as timely delivery of all evaluation products in close collaboration with the evaluation task manager and the evaluation management group. The national consultant will team up with the international consultant in all the aspects of conducting the evaluation.

The duties and responsibilities of the international consultant are as follows:

- Leading the inception phase and developing an inception report outlining design, approach and methodology of the evaluation and an indicative workplan of the evaluation team within the framework of this ToR.
- Directing and supervising the national consultant in carrying out collection, research and analysis of relevant documentation and other data, and reporting.

- Overseeing and assuring quality of data collection and leading the analysis of the evaluation evidence.
- Preparing for meetings with the evaluation management group, evaluation reference group and other stakeholders to review findings, conclusions and recommendations.
- Leading the preparation and submission of all evaluation products.

Required skills and expertise of the international consultant

- At least a master's degree in economics, social sciences, international relations, peace and conflict studies, gender or youth studies or related area
- 7 years of relevant experience in the field of women, peace and security, including substantive involvement in at least three evaluations of strategies, policies and/or development programmes
- Extensive knowledge and experience of gender-responsive and human rights based approaches to evaluation
- Proven experience of designing and leading gender-responsive evaluations and/or applied research utilizing a wide range of approaches and methods.
- Proven knowledge and experience of working in areas of youth, peace and security, and peacebuilding in Central Asia. Previous experience in particular in Kyrgyzstan will be considered a strong asset
- Proven knowledge and experience in gender equality and women's empowerment, gender mainstreaming, gender analysis and the related mandates. Experience within the United Nations system will be considered an asset
- Ability to produce well written reports demonstrating analytical ability and communication skills
- Demonstrated facilitation and communications skills, experience in participatory approaches and methodology, and ability to negotiate amongst a wide range of stakeholders
- Fluent in English. Knowledge of Russian or Kyrgyz will be considered an asset

Required skills and expertise of the national consultant

- At least a master's degree in economics, social sciences, international relations, peace and conflict studies, gender or youth studies or related area
- 5 years of relevant experience and involvement in the evaluations of development projects
- Previous knowledge of the UN system, and peacebuilding interventions will be an important asset
- Experience/knowledge of youth, gender equality and women's empowerment at the country level
- Demonstrated analytical and presentation skills and ability to collect data and structure information
- Excellent knowledge of English and Russian, working knowledge of Kyrgyz. Knowledge of other local languages will be considered an asset

X. Application procedure

Applications should include

- Offeror's letter to UN Women confirming interest and availability for the assignment, including financial proposal, indicating all costs relating to the delivery of outputs as per above description
- P11 form including past experience in similar assignments. This form can be downloaded at www.unwomen.org/about-us/employment
- Copies of three recently completed evaluation reports submitted separately by email to hr.kyrgyzstan@unwomen.org

All online application must include (as an attachment) the completed UN Women, UNDP or UN Personal History form (P11) in English accessible via the following link: www.unwomen.org/about-us/employment. Kindly note that the system will only allow one attachment, which must be the P11. **Please upload the P11 form combined with other application documents, including the financial proposal and a possible CV, as one (1) single PDF document.**

Copies of three recently completed evaluation reports should be sent to: hr.kyrgyzstan@unwomen.org.

Please carefully respond to the requirements of the Terms of Reference in the P11 that you submit.

Please note that the financial proposal should all-inclusive and take into account various expenses incurred by the consultant during the contract period itemizing the following: fee rate per working day, daily subsistence allowance rate for every day in field for the purposes of the assignment, necessary local travel expenses by the most appropriate means of transportation and the most direct economy class practicable route and any other relevant expenses required for the purposes of the assignment. The financial proposal should be provided in USD; if the proposal is provided in any other currency it would be converted as per UN exchange rate on the date of post closure.

Only short-listed candidates will be contacted. Candidates can only be shortlisted if they profess to meet all the mandatory requirements in the Terms of Reference. Applications without the completed P11 form are incomplete and will NOT be considered for further assessment.

The Consultant shall promote a client-oriented approach consistent with UN Women rules and regulations and commits to high standards of quality, productivity and timeliness in the delivery of tasks. The Consultant will meet and apply the highest standards of integrity and impartiality.

The Consultant must be fully dedicated to the mandate and the values of UN Women, particularly to promoting Gender Equality as a strategy to reduce conflict, improve livelihoods and ensure fairness and justice; to Women Empowerment underpinning Gender Equality promotion efforts; to inter-ethnic tolerance and concord; and to respect for diversity.

Evaluation of applicants

Candidates will be evaluated using a cumulative analysis method taking into consideration the combination of the applicants' technical qualifications and experience, and financial proposal. The contract will be awarded to the individual consultant whose offer has been evaluated and determined as:

- Technically responsive/compliant/acceptable to the requirements of the ToR and
- Having received the highest cumulative (technical & financial) score out of below defined technical and financial criteria.

Only candidates obtaining a minimum of 70% (49 points) in the technical evaluation would be considered for financial evaluation.

Technical Criteria for the assessment of applications of international consultants - 70% of total evaluation - max. 70 points

- Criteria A - At least a master's degree in economics, social sciences, international relations, peace and conflict studies, gender or youth studies or related area - max. points 10 if mandatory requirement is met
- Criteria B - 7 years of relevant experience in the field of women, peace and security, including substantive involvement in at least three evaluations of strategies, policies and/or development programmes - max. points 10 if mandatory requirement is met
- Criteria C - Extensive knowledge and experience of gender-responsive and human rights based approaches to evaluation - max. points 5

- Criteria D - Proven experience of designing and leading gender-responsive evaluations and/or applied research utilizing a wide range of approaches and methods - max. points 5
- Criteria E - Proven knowledge and experience of working in areas of youth, peace and security, and peacebuilding in the ECA region. Previous experience in particular in Kyrgyzstan will be considered an asset - max. points 10
- Criteria F - Proven knowledge and experience in gender equality and women's empowerment, gender mainstreaming, gender analysis and the related mandates - max. points 7 Experience within the United Nations system will be considered an asset - max. points 3
- Criteria G - Ability to produce well written reports demonstrating analytical ability and communication skills - max. points 10
- Criteria H - Demonstrated facilitation and communications skills, experience in participatory approaches and methodology, and ability to negotiate amongst a wide range of stakeholders - max. 5 points
- Criteria I - Language fluency in English - max. points 3 if mandatory requirement is met Knowledge of Russian or Kyrgyz is an asset - max. points 2.

Financial Criteria - 30% of total evaluation - max. 30 points

The maximum number of points assigned to the financial proposal is allocated to the lowest price proposal. All other price proposals receive points in inverse proportion.

A suggested formula is as follows: p 30 (μ/z)

Where:

p - points for the financial proposal being evaluated
μ - price of the lowest priced proposal
z - price of the proposal being evaluated

XI References

Evaluation Policy of the United Nations Entity for Gender Equality and the Empowerment of Women (UNW/2012/8): www.un.org/ga/search/view_doc.asp?symbol=UNW/2012/12&Lang=E

How to Manage Gender Responsive Evaluation. Evaluation Handbook: www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation

UN Women Global Evaluation Reports Assessment and Analysis System (GERAAS): www.unwomen.org/~/media/headquarters/attachments/sections/about%20us/evaluation/evaluation-geraasmethodology-en.pdf

Standards for Evaluation in the UN System: www.uneval.org/document/detail/22

Norms for Evaluation in the UN System: www.uneval.org/document/detail/21

Integrating Human Rights and Gender Equality in Evaluation – towards UNEG Guidance: www.uneval.org/document/detail/980

UNEG Guidance Integrating Human Rights and Gender into Evaluation: www.uneval.org/document/detail/1616

UN SWAP Evaluation Performance Indicator: www.uneval.org/document/detail/1452

UNEG Quality Checklist for Evaluation Reports: www.uneval.org/document/detail/607

UNEG Ethical Guidelines: www.unevaluation.org/document/detail/102

UNEG Code of Conduct for Evaluation in the UN: www.unevaluation.org/document/detail/100

Annex 2. Key Documents Consulted

BCP Project Description

UN Women. PRF-Project Document: Building a Constituency for Peace.

UN Women. Project Extension Document: Building a Constituency for Peace.

Project reports

UN Women. RUNO Half Yearly Report. June 2015

UN Women. RUNO Half Yearly Report. May 2016

UN Women. RUNO Annual Report. December 2015

FTI. Narrative report of the project "Collaborative approach to transform of conflicts"

FTI. Analytical note of the project "Collaborative approach to conflict transformation"

RAS. Narrative Report. 2014

RAS. Narrative Report. January – June, 2015

GSPS YC. Kyrgyz Component Report.

GSPS YC. Minorities Component Report.

GSPS YC. Russia Component Report.

GSPS YC. Uzbek Component Report.

UN WOMEN: AWP 2016 for project "Building a Constituency for Peace", June 2016

Operational Reports

UN Women. Back-to-Office report on the mission to Talas region on April 21-23, 2014

UN Women. Back-to-Office report on the mission to Jumgal, Karakol and Jeti-Oguz on 31 March through 4 April 2014

UN Women. Back-to-Office report on the mission to Osh, Aravan, Kadamjai, Haiderkan, Uch Korgon on 24 - 27 March 2014

UN Women. Back-to-Office report on the mission to Jalalabad, Kashka-Suu, Kosh-Dobo, Ak-Korgon, Ak Tam on 31 March – 4 April 2014

UN Women. Mission reports

Manuals

UN Women. My Safe and Peaceful School. 2 Volumes

RAS/ UN Women. My Prosperous Farm.

FTI. Training Module.

Other documents

PBSO/PBF. Peacebuilding Priority Plan

PBSO/PBF. Annual Report of Joint Steering Committee in Kyrgyz Republic, 2014

Youth for Peaceful Change Project Document

Youth for Peaceful Change Project Report, 1 January – 31 December 2015

Peacebuilding in the Kyrgyz Republic website, http://unpbf.kg/

How to Manage Gender Responsive Evaluation. Evaluation Handbook: www.unwomen.org/en/digital-library/publications/2015/4/un-women-evaluation-handbook-how-to-manage-gender-responsive-evaluation

Annex 3. Project stakeholders consulted in the course of evaluation

Institution/ Category of respondents	Number of respondents
Responsible parties	
UN Women	7
GSPS YC team	3
FTI	1
RAS Jalalabad	7
National stakeholders	
Ministry of Labor and Social Protection	4
Department of ethnic, religious policy and interaction with civil society, the Office of the President of the Kyrgyz Republic	2
State Commission for Religious Affairs of the Kyrgyz Republic	1
Meetings in Bishkek	
Oversight Group	2
PBF Secretariat	1
PBF Evaluation Team	2
UNFPA	1
School №69 – teachers and administration	3
Students	11
Meetings in Min-Kush	
School named after J. Sary uulu – teachers and administration	5
Parent	1
Students	28
Meetings in Chaek	
LSG representatives	9
School named after T. Tursunbaeva – teachers and administration	2
Meetings in Kyzyl-Jyldyz	
School named after K. Akiev – teachers and administration	7
Parents	5
Students	32
Meetings in Uch-Korgon	
LSG representatives	5
School named Pushkin - teachers and administration	3
Students	4
School named after Kurbanov - teachers and administration	6
Students	25
Former peer-educator from Mady	1
Meeting in Kadam-Jay	
Kadam-Jay District administration	1
Meetings in Nookat	
Department of education, Nookat	1
LSG representatives	4
Meetings in Noigut, Kara-Tash	
School Noigut - teachers and administration	2
Students	14
Meetings in Check-Abad	
LSG representatives	10
School named after Ulugbek - teachers and administration	7
Students	24
Meetings in Osh	

CSO New Rhythm	2
By skype	
UN Volunteer	1

Annex 4. Evaluation matrix

Evaluation Matrix provides a Summary of the evaluation team approach to answering key evaluation questions. For more details, please refer to question design tables in Annex 2.

Evaluation criteria	Key questions	Sub-questions	Data collection methods and sources	Assumptions[18]
Relevance	To what extent was the design of the intervention and its results relevant to the needs and priorities of the beneficiaries? How appropriate was the chosen focus on youth in addressing the needs and priorities of the beneficiaries?	• What procedures were used to assess the needs and priorities of project beneficiaries (youth, teachers, parents, local self-government staff, members of formal and informal local institutions, and the justice sector) at the design stage? • Which of identified needs and priorities were addressed by the project design? Which ones were not addressed? Why? • Are needs and priorities addressed by the project design still relevant to beneficiaries?	• Analysis of the Project Document • Analysis of PPP and other possible guidelines for Project development from PBSO. • Analysis of documentation available from the design phase, e.g. possible meeting minutes, needs assessments etc. • Analysis of BTO reports on mission to recruit schools to the project • Interviews with project staff (UN Women) • Field visits to project sites	Documents are available
	To what extent is the intervention consistent with the PPP priorities and national development strategies *and Sustainable Development Goals*?[19]	• To what PPP priorities should expected project results have contributed? • To what national development strategies should expected project results have contributed?	Document analysis. Documents to review: • Project Document • Progress reports • Peacebuilding Priority Plan	

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[18] Key assumption that is relevant to most questions is that people will be available for interviews during the Data collection phase (29 August – 12 September 2016).

[19] Suggest expanding the scope of this question to meet the evaluation objective "Asses how the intervention and its results relate and contribute to the Sustainable Development Goals".

		• Are there any expected project results that are not contributing to PPP or development strategies? • How does the intervention and its expected results relate and contribute to the Sustainable Development Goals?	• National Sustainable Development Strategy (2012-2017) • Strategy on Gender Equality (2012-2017) • National Action Plan for the Implementation of UN Security Council Resolution 1325 on Women, Peace, and Security • National Youth Strategy 2012-2015 • Sustainable Development Goals	
	To what extent has the project been catalytic in addressing some of the root causes of tensions identified and contributed to preventing a relapse into conflict?	• Is there evidence that the project has facilitated changes that are likely to contribute to addressing the root causes of tensions identified when the project was designed?	• Document analysis of Project Document and reports, media coverage • Interviews with project staff (UN Women, RAS, FTI) • Interviews with members of the Oversight Group • Field visits to project sites	
	How innovative was the chosen design of the intervention with respect to other PRF projects engaging youth commissioned by the PBF Secretariat?	• How does the BCP project compares to other PPP projects in terms of the number of products and processes services that should be modified in the course of the project implementation?	• Document analysis of 10 PPP project documents • Interviews with members of the Oversight Group	Descriptions of all PPP projects are available Members of the Oversight Group will be available for interview(s)
	To what extent is the intervention aligned with international agreements and conventions on gender equality and women's empowerment?	• To what priority area set in international agreements and conventions on gender equality and women's empowerment should expected project results have contributed?	Document analysis Documents for review: • Convention on the Elimination of All Forms of	

			Discrimination against Women (CEDAW) • Beijing Declaration and Platform for Action (PFA) • National Review of the Kyrgyz Republic in the framework of the Beijing Declaration and Platform for Action • UN Security Council resolutions on women, peace and security	
	What is UN Women's current comparative advantage in this area of work compared with other UN entities and key partners in the Kyrgyz Republic?	• What differentiates the work of UN Women contributing to peacebuilding in Kyrgyzstan from the work of other UN agencies and development partners?	• Data from analysis conducted for questions R2 and R4 • Interviews with members of Oversight group and PBSO, Other UN agencies (UNFPA and UNV) and Ministry of Social Development, Department on Religious and Ethnic Issues and Relations with Civil Society	
	How appropriate is the project strategy of empowering and engaging youth and local self-governments as advocates for gender equality, human rights and peace and security in making a contribution to peace and stability in the country?[20]	• Have the similar strategies been successfully used in other peacebuilding contexts?	Internet search and analysis of retrieved documents Entry point for the search: Design, Monitoring and Evaluation for Peace - http://www.dmeforpeace.org/	Similar approaches have been used in peacebuilding before and were documented. Information is available online.

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[20] Suggest moving this question from Effectiveness to Relevance.

Effectiveness	To what extent have the expected results of the project been achieved on both outcome and output levels?	• Have all planned project activities been implemented? • Have expected direct results of these activities been achieved? • What indirect results have been achieved so far? • It there evidence that results that are further down the results chain are being achieved?	• Analysis of project reports and monitoring data • Interviews with project staff (UN Women, RAS, FTI) and BCPC YC researchers (including young researchers) • Interviews with members off Oversight Group • Field visits	
	What are the reasons for the achievement or non-achievement of the project results? Has the project achieved any unforeseen results, either positive or negative? What are the good practices and the obstacles or shortcomings encountered? How were they overcome?	• What approaches and under what conditions worked well – as expected or better? • What challenges and barriers did project partners face? How did they address these challenges and barriers? • What are the project results, both positive and negative, from the point of view of project beneficiaries involved in the project? How do these results compare to expected results stipulated in the project document? • Were there students from targeted 9-11th grades who did not participated in the MSPS activities? If there were students like that, how did they experience the project unfolding in their school? • Did girls and boys experience project differently? In what ways? • How well did the project manage to involve local self-government staff and justice sector staff (duty-bearers) as well as parents, teachers, members of formal and informal local institutions (right-holders)?	• Analysis of project reports and monitoring data • Interviews with project staff (UN Women, RAS, FTI) and BCPC YC researchers (including young researchers) • Interviews with members off Oversight Group • Field visits	

		•		
	How well did the intervention succeed in involving and building the capacities of (*rights-holders, duty-bearers as well as*) the project partners?[21]	• In what ways has the intervention changed capacities of the project partners (RAS, FTI)?	• Interviews with RAS and FTI staff • Interviews with UN Women project staff	
	To what extent are the monitoring mechanisms in place effective in measuring and informing management of the project performance and progress towards the targets? To what extent was the monitoring data objectively used for management action and decision making?	• What management decisions were informed by monitoring data? • What management decisions were not informed by the monitoring data? Why?	• Interviews with UN Women project staff, RAS, FTI • Desk review of Joint steering Committee, Outcome Group and Oversight Group meeting minutes, monitoring reports	
Efficiency	Have resources (financial, human, technical support, etc.) been allocated strategically to achieve the project outcomes?	• Did teachers and schools receive sufficient support (including training) to implement MPF? • Did peer-educators receive sufficient support (including training) to implement MSPS? • Did LSG component participants receive sufficient support to develop and implement action plans? • Did RAS and FTI receive sufficient support from UN Women to implement their components?	• Field visits • Interviews with UN Women, RAS and FTI staff • Desk review of financial reports	

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[21] Suggest narrowing the scope of this question to engagement and capacity of project partners (RAS, FTI). Engagement with and changes of capacity of local self-government staff and justice sector staff (duty-bearers) as well as parents, teachers, members of formal and informal local institutions (right-holders) are already address under the previous questions.
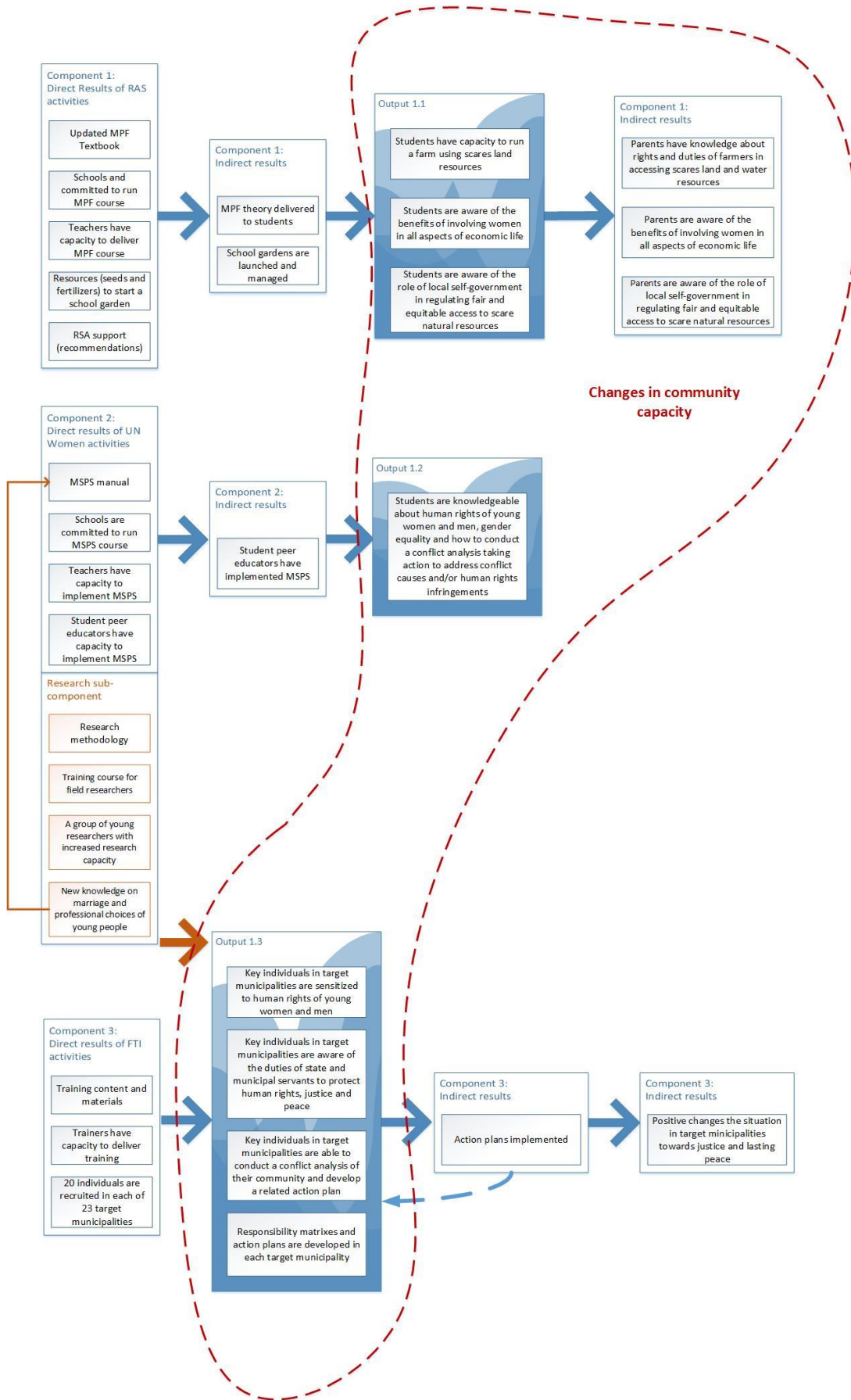
	To what extent does the management structure of the intervention support efficiency for programme implementation and achievement of results?	• Did the management structure facilitate the timely flow of resources necessary for project implementation?	• Interviews with PBSO, UN Women, RAS and FTI staff • Desk review of ToRs/descriptions of the management entities, meeting minutes, reports	
	Have the outputs[22] been delivered in a timely manner?	• Were there any delays with the delivery of expected direct results that were under immediate control of UN Women, RAS and FTI? • If there were delays, what was the reason?	• Interviews with UN Women, RAS and FTI staff	
Sustainability	What is the likelihood that the benefits from the project will be maintained for a reasonably long period of time after the project phase out?	• Do people who were involved in project activities in target municipalities stay in these municipalities? • Is there evidence that students use capacity created through the project outside the project framework? • Is there evidence that schools and teachers intend to continue teaching MPF and MSPS? • Is there evidence that community members engaged in LSG component use their new capacity outside of project framework?	• Field visits • Interviews with project staff and members of Oversight Group	
	How effectively has the project generated national ownership of the results achieved, the establishment of partnerships with relevant stakeholders and the development of national capacities to ensure sustainability of efforts and benefits?	• How well are government stakeholders (Ministry of the Labour and Social Development, Ministry of Education, Department on religious and ethnic issues and public relations/Office of the President) informed about the project and its results? • Are there national plans to continue delivery of MPF and MSPS by the project?	• Interviews with government counterparts	

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[22] Outputs: direct results of activities undertaken by UN Women, RAS and FTI.

	To what extent has the project been able to promote replication and/or up-scaling of successful practices?	• What approaches were used by UN Women and project partners to distribute information about the project and its successful practices? • Are directors and teachers of schools located in target municipalities but not involved in the project aware of MPF and MSPS? Are they interested in doing them in their schools? • Are directors and teachers of schools located outside of target municipalities aware of MPF and MSPS? Are they interested in doing them in their schools? • Are local self-governments in non-project municipalities aware of the model offered through LSG component? Are they interested to use it?	• Filed visit to project sites • Interviews with government counterparts • Interviews with UN Women, RAS and FTI staff • Interviews with project staff and members of Oversight Group • Desk review/analysis of project's knowledge and communication products (e.g. Unite campaign, Un Women global and local website, UNPBF website, newsletters, Facebook), plans and reports of outreach activities	
	To what extent has the exit strategy been well planned and successfully implemented?	• How was the exist strategy planned? Were key stakeholders and beneficiaries consulted? • What planned activities have already been implemented?	• Interviews with UN Women, RAS and FTI staff • Desk review of relevant project documentation	
Gender Equality and Human Rights	To what extent has gender and human rights considerations been integrated into the programme design and implementation?	• What mechanisms were embedded into the project to ensure respect of the dignity of beneficiaries involved? • What mechanisms were embedded into the project to ensure consideration of existing power structures and promote gender equality? For example, were girls encouraged to run for positions of peer educators? Were students encouraged to vote to girls running for positions of peer educators?	• Interviews with UN Women, RAS and FTI staff • Field visit to project sites • Desk review of project document and progress reports	

How has attention to/integration of gender equality and human rights concerns advanced the area of work?	• Did male and female participants gain successful experience of working together on equal terms?	• Interviews with UN Women, RAS and FTI staff • Field visit to project sites • Observation during TOT for peer educators in Osh • Desk review of project document and progress reports	

Annex 5. BCP Project Results Map

Component 1:
Direct Results of RAS activities

- Updated MPF Textbook
- Schools and committed to run MPF course
- Teachers have capacity to deliver MPF course
- Resources (seeds and fertilizers) to start a school garden
- RSA support (recommendations)

Component 1:
Indirect results

- MPF theory delivered to students
- School gardens are launched and managed

Output 1.1

- Students have capacity to run a farm using scares land resources
- Students are aware of the benefits of involving women in all aspects of economic life
- Students are aware of the role of local self-government in regulating fair and equitable access to scare natural resources

Component 1:
Indirect results

- Parents have knowledge about rights and duties of farmers in accessing scares land and water resources
- Parents are aware of the benefits of involving women in all aspects of economic life
- Parents are aware of the role of local self-government in regulating fair and equitable access to scare natural resources

Changes in community capacity

Component 2:
Direct results of UN Women activities

- MSPS manual
- Schools are committed to run MSPS course
- Teachers have capacity to implement MSPS
- Student peer educators have capacity to implement MSPS

Research sub-component

- Research methodology
- Training course for field researchers
- A group of young researchers with increased research capacity
- New knowledge on marriage and professional choices of young people

Component 2:
Indirect results

- Student peer educators have implemented MSPS

Output 1.2

- Students are knowledgeable about human rights of young women and men, gender equality and how to conduct a conflict analysis taking action to address conflict causes and/or human rights infringements

Output 1.3

- Key individuals in target municipalities are sensitized to human rights of young women and men
- Key individuals in target municipalities are aware of the duties of state and municipal servants to protect human rights, justice and peace
- Key individuals in target municipalities are able to conduct a conflict analysis of their community and develop a related action plan
- Responsibility matrixes and action plans are developed in each target municipality

Component 3:
Direct results of FTI activities

- Training content and materials
- Trainers have capacity to deliver training
- 20 individuals are recruited in each of 23 target municipalities

Component 3:
Indirect results

- Action plans implemented

Component 3:
Indirect results

- Positive changes the situation in target minicipalities towards justice and lasting peace

Semi-structured interview guide

This document provides overview of the process for a semi-structured interview.

Introduction/ Informed consent	Explain: • Purpose of evaluation: this is evaluation of the BCP project, not inspection or assessment of what a respondent or his/her institution, evaluation focus is on learning. • Condition for cooperation with evaluation team: anonymity, free to reject any answer, welcome to ask questions to evaluators. Clarify if there any time limitations that should be observed. (The aim is to complete interview within 90 minutes.)
Scope clarification	In what ways have a person engaged with the project? Pay attention to components/activities.
Recollection/ Actualization of experience	Ask respondent to share the story of her/his engagement with the project. Allow a person to talk. When necessary – support with questions to ensure that he/she covers all areas identified in the scope clarification phase.
Guided reflection	Solicit assessments related to evaluation questions.
Open reflection	Have we covered all important aspects of your engagement with the project?
Wrap up	Acknowledge value of respondent's contribution to evaluation Remind when and how information about evaluation results will be made available. Ask if respondent has any questions to the evaluation team.

"Map of changes" Participatory Exercise Guide

Key objective:

To explore how students of 10-11th grades – both those who were involved and who were not involved in MPF and MSPS activities – see the influence of the these activities on themselves, their peers, teachers, parents and community at large.

Target group:

All students of 10-11 grades in a selected school.

The project targets students of 9-11th grades. The first 9th graders were involved in project activities in 2014/15 school year and will be in 11th grade in September 2016. The assumption is that in 2015/16 school year the project recruited new 9th graders. Students who joined project activities in 2014/15 as 10th graders have already graduated and won't be included in this evaluation.

Expected number of students – 60-70 people.

Criteria for school selection:

School should have been involved in the project since 2014/15 school year and implement both MPF and MSPS components.

Premises:

We will need a big area where students can both work in plenary and in small group – similar to the room that was used by the project to carry out selection of peer educators.


Process:

- Welcome students.
- Explain the purpose of evaluation and how they will contribute.
- Explain the process.
- Break into small groups. Ask all students come together, then break into group step by step:
    - Girls/Boys
    - Those who were involved both in MPF and MSPS
    - Only MPF
    - Not involved in any of the project activities

As a result students should break into small groups of 6-8 people. If necessary bigger groups will be further divided.

- Each group is provided an inventory map, sticky notes in two different colors, pens.
- Each group will have 20 minutes to produce a map of project results, bit positive and negative. Students are asked to write results on a sticky notes of corresponding colors and put then on the map (Fig.1)

Fig. 1. Results inventory map
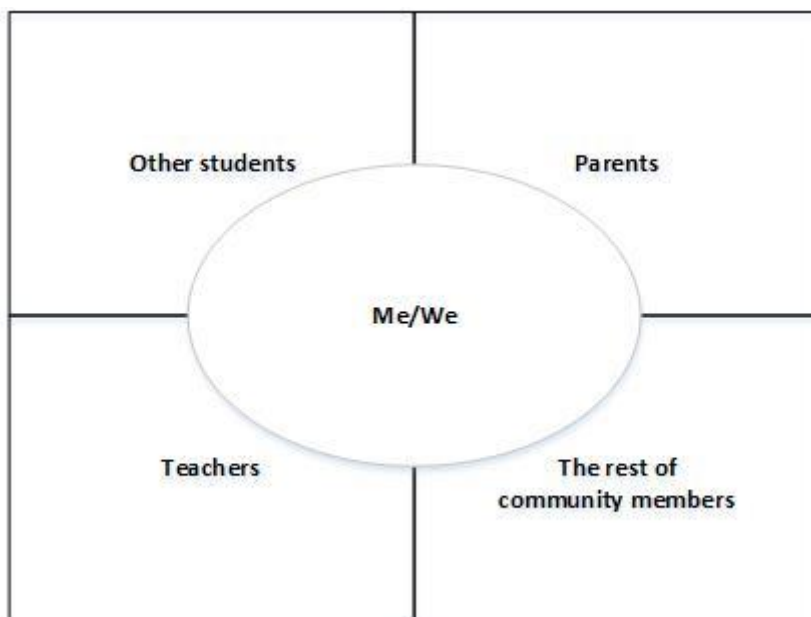
Facilitators shall make sure that every group also records on the back of the map the following information: number of participants, girls/boys, grades, status vs MPF and MSPS.

- After 20 minutes groups are asked to select a presents who will present the results to plenary. Students are allowed to add results as other groups present if they find those results relevant.
- After all groups completed their presentation, ask a question to plenary: "What have you learned about the BCP project today?" Take answers, record them on a flipchart.
- Say thanks you to students. Complete the session.
- Take photo of every map. Photos shall be provided to students. Collect maps.

Data Analysis:

- For each map sort sticky notes from each section, group by theme. Record information – themes and number of notes per theme - in Excell file along with information on gender and project status of participants.
- Look for difference between responses given by girls and boys, students with different status vs the project.

Facilitation:

It would be good to involve peer educators as co-facilitators in this exercise. If this is possible, we shall have a 30-minute intro session with them to explain the exercise process and their role as co-facilitator that will include:

- Help explaining the rules to other students;
- Facilitate some of small groups;
- Participate in the debriefing session after the group exercise.

Debriefing:

After the group exercise discuss within the evaluation team and people providing support (peer educators, Uzbek interpreter):

- What have we learned from observing group dynamics?
- What worked well in the exercise?
- What did not work?
- What shall we change next time?

Materials:

- Flipcharts with maps (10 per school)
- Sticky notes on two colors (600 per school)
- Pens (100 per school)
- Flipchart, markers
- Presentation explaining the process