

UNDP Armenia ‘Women in Local Development: Women in Politics’ project

(<https://open.undp.org/projects/00110249>)

Mid-Term Evaluation Report

23.02.2021

Report produced by Roderick Ackermann for UNDP Armenia

Project and evaluation information

| Project/outcome Information | | |
|---|---|--|
| Project/outcome title | 'Women in Politics' project/ Project Document title: 'Women in Local Development' | |
| Atlas ID | 00110249- 00109276 | |
| Corporate outcome and output | <ul style="list-style-type: none"> • 2016-20 UNDAF Outcome 3: • 2016-2020 UNDP Country Programme Action Plan Outcome 3 (12) • 2018-2021 UNDP Strategic Plan Output 1.6.1 | |
| Country | Armenia | |
| Region | Europe and CIS | |
| Date project document signed | Undated | |
| Project dates | Start | Planned end |
| | November 2018 | March 2021, extended to September 2021 |
| Project budget | Initial budget: USD 1,451,373 (GBP 1,108,849) Revised budget: USD... (GBP 1,253,620) | |
| Project expenditure at the time of evaluation | USD 977,154 | |
| Funding source | UK Department for International Development | |
| Implementing party | UNDP Armenia & OxYGen Foundation | |
| Evaluation type (project/ outcome/thematic/country programme, etc.) | Project | |
| Final/midterm review/ other | Midterm | |
| Period under evaluation | Start | End |
| | November 2018 | November 2020 |
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| Evaluation dates | Start | Completion |
| | 06/10/2020 | 11/12/2020 |

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Acronyms and abbreviations

| Acronym | Definition |
|-----------------|---|
| COVID-19 | Coronavirus disease 2019 |
| CSO | Civil Society Organisation |
| CV | Curriculum Vitae |
| GBP | Pound sterling |
| GGF | Global Governance Fund |
| IT | Information Technology |
| NGO | Non-Governmental Organisation |
| OxYGen | OxYGen Foundation |
| SDC | Swiss Agency for Development and Cooperation |
| STEM | Science, Technology, Engineering, and Mathematics |
| UK | United Kingdom |
| UN | United Nations |
| UNDAF | United Nations Development Assistance Framework |
| UNDP | United Nations Development Programme |
| USD | United States Dollar |
| WEGE | ‘Women Empowerment and Gender Equality’ programme |
| WiLD | ‘Women in Local Democracy’ project |
| WiP | ‘Women in Local Development: Women in Politics’ project |
| WYILD | Women and Youth for Innovative Local Development |

Executive Summary

This report covers the evaluation of the UNDP Armenia-OxYGen Foundation ‘Women in Politics’ (WiP) project.¹ The evaluation covers the period from the project’s start in November 2018 up to November 2020. The evaluation was undertaken between 06 October and 11 December 2020.

The overall objectives of the evaluation are to assess: the continued relevance of the intervention; the progress made towards achieving the project’s objectives; and, to the extent possible, the impact and sustainability of activities. The evaluation should also provide recommendations to support the achievement of project objectives.

The evaluation was comprised of:

- Desk review of WiP documentation and other relevant reports and studies, etc;
- Interviews with project beneficiaries, consultants, external stakeholders;
- Focus group meetings with project beneficiaries;
- 3 surveys with different leadership school groups, which generated a total of 196 responses.

43 stakeholders were consulted, including 28 project participants.

In view of the complexity of the project and the limited budget and time available to undertake the evaluation, it was agreed with the project to focus on 8 of the project’s 28 sub-activities.

Context

The operating context in 2020 has been highly challenging. The Coronavirus disease 2019 (COVID-19) pandemic has meant that many activities had to be redesigned for online implementation. Moreover, all elections and Territorial Administration Reform were suspended. Cases of gender-based discrimination and abuse continued to be recorded, and there was no evidence of any action being taken in high profile cases. Escalating tensions between Armenia and Azerbaijan over Nagorno-Karabakh escalated into armed conflict for several weeks resulting in a general mobilisation of the population, many casualties, and thousands of spontaneous arrivals. The already tense political environment in Armenia became significantly more volatile.

Relevance

The project remains relevant, subject to some possible adjustments. Progress has clearly been affected by the COVID-19 pandemic and, indirectly, the conflict in Nagorno-Karabakh. However, the project can play an important part in supporting women in target communities to develop their leadership capacities to help address the consequences of these events in their communities.

WiP takes a systemic approach to the complex issue of women’s participation in leadership and decision-making, in particular as local elected representatives. A separate project on unconsolidated communities is justified, as interview feedback and project documentation indicate that there are significant differences in the challenges faced by women entering local politics in the two types of communities. Nevertheless, WiP

¹ Project Document title: ‘Women in Local Development’ <https://open.undp.org/projects/00110249>

could perhaps already start to prepare female leaders in the target communities for the new challenges they will face when their communities are eventually amalgamated.

The introduction of gender quotas guarantees women's participation in local government up to a point. However, it is up to political parties to ensure full gender-equality beyond minimum established by the quota system. Thus capacity building of political parties, which is included in WiP's design, is increasingly important.

The 28 activities are relevant to the project's goals, but are possibly ambitious for a single project. While the large number of activities is partly due the fact that two project proposals were combined into a single project at the request of the donor, it is possible that there was some scope for rationalisation of activities.

Effectiveness

The project has raised awareness, knowledge, aspirations and direct participation local decision-making amongst target groups, including young people. It has also contributed to the direct participation of women in local government as elected representatives in target communities.

Stakeholder feedback and survey responses indicate significant concrete results in terms of developing capacities, building confidence, breaking stereotypes, and building networks. This applies in particular to the various leadership development activities. These activities have led to concrete women-led initiatives in communities addressing a wide range of issues from local infrastructure to social services.

It is a significant achievement that 18 project beneficiaries (female candidates) were elected in local elections in 2019. Another significant result is the incorporation into the Electoral Code of a recommendation developed by the 'I AM the Community' Youth Leadership Club on gender quotas in local elections in communities with populations above 4,000. This requires that at least 30% of a party's candidates are women. This was achieved with the contribution of UNDP, OxYGen Foundation ('OxYGen'), and other civil society representatives via the National Assembly-CSO platform. Various other recommendations put forward by the project team and experts were incorporated into new legislation, including several recommendations regarding the Law on Audiovisual Media which was adopted in August 2020. These results are based on the public perception research and media monitoring work undertaken by the project. Various outputs from the public perception research reached approximately 109,000 users of OxYGen's social media platforms. The project also made important contributions to the adoption of the Strategy and Action Plan for the Implementation of Gender Policy 2019-2023 in September 2019.

Nevertheless, assessment of the effectiveness of the research and discourse activities is constrained by a lack of systematic information about how or to what extent these activities are changing perceptions, attitudes, performance and behaviours. A small number of OxYGen activity assessment reports are available, but these provide limited insight into the extent of change, although they do indicate a positive reaction from target groups/ beneficiaries.

The ongoing COVID-19 pandemic and, more recently, the Nagorno-Karabakh conflict have significantly constrained project activities, including pre-election support (there have been no local elections in 2020 due to COVID-19) and the strategically important work with political parties (considered highly problematic in the present political climate). These events have thus constrained project results to date.

Efficiency

The project has engaged a large number of beneficiaries in many activities at modest overall cost but there is insufficient information to comment on the financial efficiency of the research and discourse work due to the lack of information on effectiveness. UNDP and OxYGen report that coordination has been optimised. However, WiP is still perceived as 2 distinct projects – a view explicitly stated by an interviewed project consultant and supported by feedback from other interviewed stakeholders who tend to be aware of UNDP activities or OxYGen activities, but not both. Nevertheless, stakeholder feedback indicates that day to day project management is efficient.

The WiP team quickly reoriented project activities to address the COVID-19 pandemic when it emerged in early 2020. However, as a result of the pandemic, the project has focused heavily on resource-intensive work at community level, in particular the Leadership Schools for High School Students. Synergies with other projects are evident, although it has been suggested that there may be scope for additional synergies.

Due to the pandemic and other development in late 2020, the donor withheld the final budget tranche for 2020 (23% of the total budget for 2020) and the project was revised accordingly. As of 14 December 2020 93.5% of funds available for 2020 had been utilised.

Sustainability

There is considerable evidence of sustainability at the institutional level (gender quotas) and individual level but sustainability at both levels could perhaps be further enhanced by focusing on fewer activities, addressing some gaps (e.g. institutionalisation of participatory policy making²), and rebalancing project activities to provide more support to councillors and other women active in target communities (including those already supported by WiP), and professional women (including those already supported by WiP).

Impact

The introduction of gender quotas in local elections (a result of the project) will have a significant impact on future local elections. Further impact depends on the engagement of political parties to ensure that (1) they go beyond the minimum established by the quota, and (2) women participate equitably in leadership positions. The impact of UNDP's leadership development work with young people is indicated in discussions with young people who took part in previous years.

Leadership development work with local councillors and other women who are active in target communities has had some localised impact but this has not yet achieved a 'critical mass'. Stakeholder feedback suggests that impact could be significantly increased for women in the target communities (and for the communities generally), by deepening and scaling up this type of support on a more regular basis between elections. This would further develop their capacities, raise their profiles, and improve their leadership credentials. Stakeholder feedback indicates that there is an urgent need to mobilise women's leadership potential to address issues facing communities, especially in view of the double emergency that Armenia is currently experiencing (COVID-19 and effects of the recently ended conflict in Nagorno-Karabakh). Some of the

² Many project participants from different groups have been involved in policy development. Feedback suggests that, for some groups, this could be more systemised and further supported to channel diverse efforts in a more sustainable way.

research and discourse activities have the potential for significant impact but there is little information about their effects, and some are possibly too small scale to have significant impact.

Recommendations

Strategic recommendations

- 1) Leadership development activities with young people are an important and effective long-term investment but they are resource intensive. More impact could be achieved in the shorter-term by **increasing the focus on more strategic activities with key actors at national level, in particular political parties**. The current political climate makes it difficult at present to engage with political parties on the scale originally envisaged. UNDP could explore the possibility of starting this work on a more low-key basis, or in partnership with an Armenian NGO. Discussions with two members of the National Assembly from different political parties indicate that there are people in political parties with whom WiP can engage in dialogue on this issue, even in the current climate.
- 2) Feedback from a range of stakeholders indicates that it would be beneficial to **deepen and scale up leadership development activities with women in target communities**, and to provide support on a more regular basis, not only around elections. This would help to further develop their leadership capacities, raise their profiles, develop their leadership credentials, and enhance their electability in a sustainable way. Interviewed councillors who took part have reported concrete results and are keen to continue to develop more ambitious initiatives. More intensive engagement in this area is currently much needed, to mobilise women's leadership potential to address issues resulting from the double crisis that Armenia is currently dealing with. UNDP could consider working with or through one or more Armenian organisations to help scale up this work. Further research is necessary to identify specific focus areas but potential examples could involve work relating to:
 - a) Services and support for spontaneous arrivals;
 - b) Psychological support for veterans, family members, spontaneous arrivals, and people isolated as a result of the COVID-19 pandemic;
 - c) Supporting national COVID-19 vaccination efforts at community level, as vaccines become available.
- 3) It is suggested to **identify communities with potential for the development of female leaders on a periodic basis throughout the year**, not only immediately prior to local elections. WiP could then focus on developing the capacities of female leaders in these communities, not only to participate in elections, but also to develop and lead initiatives that will help to raise their profiles and enhance their 'electability'.
- 4) WiP takes a systemic approach to a complex issue. As a result, the project encompasses 28 distinct activities some of which are small in scale. This suggests that **project implementation may be resource-intensive from a management perspective. It may be worth considering how, and to what extent, the project could be simplified to enable more in-depth work on fewer activities, without sacrificing the systemic approach**. This applies to UNDP and OxyGen activities.

- 5) A major achievement of WiP is the adoption of recommendation to introduce gender quotas in local elections. It would be desirable to **institutionalise the process of participatory policy-making** to support the quality of future recommendations and to ensure that feedback is systematically provided to those who submit recommendations to different institutions.
- 6) UNDP's **leadership development work**, which has been implemented for a number of years, is highly valued by participants and it is considered an asset to be able to include participation in this in a CV. UNDP could **consider developing these activities into a more structured leadership development programme that women and young people can engage in at different stages in their careers**.

Operational recommendations

- 7) Feedback from **women** from various **professional groups** who participated in pilot Leadership Schools for Professional Women was positive but they would have liked the experience to take them further in their leadership journey. This group **would benefit from substantive follow-up activities spread over time**. It is understood that UNDP has already started to address this through an online community.
- 8) The **leadership schools for women** from various **professional groups would benefit from the participation of decision-makers** so that participants can engage directly with them. The lack of direct contact with decision-makers was considered to be a gap in an otherwise positive experience.
- 9) When working with candidates and councillors in unconsolidated communities, it would be helpful to start to prepare them for the new challenges they can expect when their communities are eventually consolidated. In this regard, it has been suggested that there may be scope for additional synergies with the WYILD project.
- 10) **Follow-up research is needed to assess the reach and effectiveness of WiP research and discourse activities**. It is understood that this will be done towards the end of the project, but interim research would have been useful to assess whether fine tuning or a change in focus was required. The social media and website statistics are useful but on their own, they provide no insight into changes in perceptions, attitudes, behaviours, etc. Summaries of effectiveness and impact analysis should be made available in English for communication to a wider audience. The following list provides examples of where additional activity follow-up might have provided useful insight into intermediate changes:
 - a) Survey of all regional forum participants to understand what changed as a result of learning about the results of the research.
 - b) Follow-up research with a sample of men and women of different ages who have engaged with different research products to understand:
 - i) The extent to which the research findings were new to them.
 - ii) How and to what extent the findings changed their thinking and whether this led to specific actions or changes in behaviour.
 - iii) If they shared the research findings with others.

- iv) If/ how the impact of the research findings could be strengthened amongst different groups.
- c) Systematic survey of all Tier 3 pre-election support participants to:
 - i) Gain deeper insight into how and to what extent specific activities helped and how they might be adjusted to better support female candidates in future elections.
 - ii) Understand what additional support elected women need to maximise their effectiveness and leadership credentials.
- d) Systematic survey of Tier 1 and Tier 2 pre-election support participants. Although Tier 1 and Tier 2 participants did not stand for election, it would be useful to understand, for example:
 - i) If and how the meetings changed their thinking about female leaders.
 - ii) If their awareness of different female candidates increased.
 - iii) To what extent the project increased the viability of female candidates in local elections.
 - iv) If they might consider getting more involved in community decision-making at some point in the future, either informally or as election candidates.
- e) Survey in a sample of target communities to gain deeper insights into the effects, in the general community, of media articles about female leaders and candidates. This should cover men and women of different ages in order to understand:
 - i) The extent to which they have engaged with the articles, and what effect the articles had on their thinking and actions.
 - ii) If the impact of the activity amongst different groups could be enhanced by changing the approach in some way.
- f) Addition of buttons and/ or mini-surveys to social media posts and web articles to collect information to understand:
 - i) If the information is new to the reader.
 - ii) The extent to which the content is likely to change the thinking, behaviour, and actions of the reader.
 - iii) If and how the content could be made more effective.
 - iv) The gender and age group of readers.
 - v) If readers would be willing to be interviewed in more depth about their reactions to the content, and/ or participate in focus groups to discuss the content.

- 11) When following up different activities to assess effectiveness, it is important not only to assess immediate participant reaction and learning, but also subsequent changes in behaviour and wider results.³ It is therefore recommended that the project partners **undertake follow-up at different times after the implementation of specific activities**.
- 12) In order to **assess the contribution of specific project activities to specific developments at national level** (e.g. new and amended legislation, appointment of women to leadership roles, etc.), it is suggested that the project partners undertake a **survey of parliamentarians, members of the government, and relevant civil servants** to understand what these groups consider to have been the most important influences that led to specific developments and if/ how project activities might be adjusted to increase the project's contribution. In this context, a survey could employ a combination of methods including interviews, questionnaires, and focus groups.
- 13) While the project is not responsible for the implementation of new and amended legislation and regulations, it would nevertheless be useful to **research the extent to which the public is aware of and understands relevant new and amended legislation** and regulations. This would inform future activities under the current project, and potentially also the design of a future project. Questions on this could be incorporated into social media posts and web articles.
- 14) It would be desirable for project reports to **provide a clearer and more concise picture of WiP's activities and effectiveness**. The following suggestions would support enhanced external communication of activities and results with the funder, potential future funders, partner ministries and agencies, etc. For example:
 - a) Develop a **spreadsheet of all initiatives that have resulted from leadership schools, youth club camps, DEMO Co-Design Labs, etc.** This should indicate, among other things, which group or individual designed and implemented the project, when it was designed, start and end dates of implementation, where it was implemented, project budget, type of initiative, target group(s), objectives of the initiative, results of the initiative. This may not be feasible for Leadership Schools for High School Students due to the large numbers involved but would be worth considering for other groups;
 - b) **Develop a spreadsheet of all policy/ legislative/ regulatory recommendations resulting from leadership schools, youth club activities, etc.** This should indicate which group made the recommendations, when, to which authority, if a response was received, and if the recommendations was adopted in full or in part, and if not, why it was not adopted. Various groups and individuals have submitted policy recommendations to different institutions. However, these important outputs are not well-documented and project reports focus primarily on the work of the 'I AM the Community' Youth Leadership Club. Other interviewees and survey respondents indicated that they too had submitted recommendations to different bodies.

³ For example, see Kirkpatrick Partners, (2020), *'The Kirkpatrick Model'*, <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>. Although the Kirkpatrick model was developed to evaluate training, the basic principles can be applied more generally to capacity building and awareness raising.

- 15) The **clarity of project reports would be improved** by (1) making more use of tables in project reports to summarise activities and results, and (2) by making a clear distinction between activities and results in report narrative. For example, quantitative analysis on pre-election support provided to the evaluator significantly facilitates understanding of pre-election support but this does not appear to be included in project reports. The coherence of standard progress reports could be enhanced in some parts.
- 16) The project team has developed a **well-structured and potentially very useful dataset**. However it is **undermined** by anomalies and small errors that take time to remove. Some data inconsistencies can be hard to identify and rationalise when the data is in an unfamiliar language and script. It is recommended to **ensure that the data is ‘clean’ and consistent. To facilitate this, it may be helpful to retain the services of a data expert from time to time**. Furthermore, a data expert could help to identify other types of quantitative data that could be usefully collected to substantiate project results, and support the project team with analysis.
- 17) It is recommended to **integrate information on OxYGen’s activities into the project dataset**.
- 18) It is recommended to **update the results framework from time to time to reflect changes in the project**. OxYGen appears to be using a modified results framework in its 2020 report. This is not to suggest that it must use the original results framework if it is no longer relevant or is found to be impractical or unachievable. However, changes should be systematically documented and justified.

1 Introduction

This report presents the findings, conclusions, and recommendations of UNDP Armenia's 'Women in Politics' project. The evaluation was undertaken between 06 October 2020 (contract start date) and 11 December 2020 (submission of the draft report). Due to the ongoing COVID-19 pandemic, the evaluation was undertaken remotely online.

2 Context

The Project Document noted that while women comprised 52.2% of the population of Armenia and 56% of those who have completed higher education, women were hugely under-represented in decision-making roles at all levels, including in parliament, amongst governors and deputy governors, and amongst mayors and local councillors. The Project Document did, however, note that there had been a 5% increase in the representation of women in local government between 2012 and 2016. This increase was attributed to the United Nations Development Programme's (UNDP) WiLD and WiLD2 projects and to the work of other organisations active in this field, including OxYGen, which contributed with public awareness and advocacy activities on women's participation more generally.⁴

Key obstacles to the participation of women in decision-making roles include:

- Institutional inertia at national level, including amongst political parties;
- Lack of economic empowerment of women;
- Absence of a female leadership culture and support networks;
- Constraining cultural factors.

Territorial and Administrative Reform in Armenia has been in progress since 2015. Local elections in 2017 in 52 consolidated communities covering 514 settlements saw a reduction in the number of female mayors from 17 to 7, a reduction in the number of female councillors to 32 – less than 10% of the number before the reform.

Nevertheless, the Project Document noted some positive developments in the operating environment, including:

- Interest amongst women to participate in decision-making. Between 2012 and 2018, UNDP supported more than 3,500 women to advance their leadership ambitions through the WiLD and WiLD2 projects: in 2016, 32% of the 676 female candidates standing in local elections were supported by UNDP;
- The emergence of youth as a strong force for democratisation;
- Continuing national reforms aimed at institutionalising women's participation at all levels. This includes an increase in gender quotas from 25% to 30% for the parliamentary elections in 2022 and for municipal elections in Yerevan, Gyumri and Vanadzor. In 2020 the Electoral Code was further amended to include a 25% gender quota at local level for communities with 4,000 residents or more;

⁴ Until the WiP project, OxYGen's engagement at local level was limited.

- The role of women and young people in the ‘velvet’ revolution of 2018, which led to a major transformation of politics in Armenia.

As of late 2019, the context remained favourable, with Progress Report #4 of 2019 noting several positive developments:⁵

- Adoption of the Strategy and Action Plan for the Implementation of Gender Policy 2019-2023 in September 2019;
- Relaunch of a much more inclusive Council on Women’s Affairs under the Prime Minister, with representatives from government and civil society, although the Women in Politics (WiP) team notes that this is currently inactive.

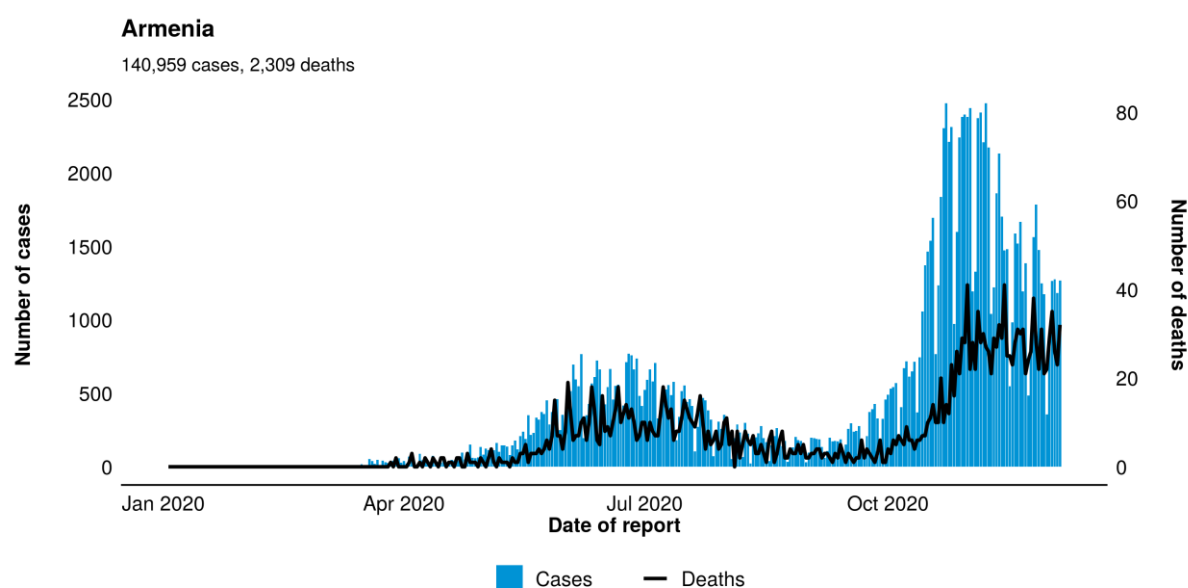
However, by mid-2020, the operating environment had become more challenging, in particular due the COVID-19 pandemic. Progress Report #6 noted that many activities had to be redesigned for online implementation. Moreover, all elections and Territorial Administration Reform were suspended.⁶ Cases of gender-based discrimination and abuse continued to be recorded, and there was no evidence of any action being taken in high profile cases. The report also noted escalating tensions between Armenia and Azerbaijan over Nagorno-Karabakh, a turbulent political environment inside Armenia, and the prospect of an economic recession triggered by the COVID-19 pandemic. Nevertheless, there were continuing high levels of interest and participation in online project activities.

Nevertheless, some positive developments were reported, including the adoption in August 2020 of the Law on Audiovisual Media, and the publication in July of the National Security Strategy of Armenia, which explicitly aims for equality of women and men, including in the areas of public life, state, and economic life. The COVID-19 situation had improved significantly, although quarantine measures were prolonged until January 2021 and the government continued to advise against large gatherings. However, the number of COVID-19 cases rose rapidly in October, reaching a peak in the middle of the month of approximately 1,500 daily cases per day (see Figure 1 below). As of mid-October, 68,530 COVID-19 cases and 1,121 deaths had been reported (see Annex 2). By the end of November, approximately 6 weeks later, both of these figures had doubled to 140,959 cases and 2,309 deaths (Figure 1).

⁵ UNDP Armenia, (undated), *‘Women in Politics Progress Report #4’* [Q4, 2019]

⁶ UNDP Armenia, (undated), *‘Women in Politics Progress Report #6, Q2, 2020’*, p3

Figure 1: COVID-19 – daily cases reported in Armenia as of late November 2020



Source: World Health Organization⁷

Several important activities have been suspended as a direct result of the COVID-19 pandemic and other activities have slowed down as key actors have been fully engaged in managing the pandemic.⁸ A constitutional referendum, originally planned for April 2020, had been postponed to 2021 and this has increased political tension, which affects the project's planned work with political parties. A recent change in election law, from majority to proportional representation, means the project has to reconsider how it can best support female candidates.

By September 2020, the tension between Armenia and Azerbaijan had escalated significantly with the eruption of fighting along the Nagorno-Karabakh contact line. Martial law was announced and there was a general military mobilisation.⁹ Sentiment towards the UN deteriorated, further complicating the project's operating environment. The conflict, which continued until 10 November, resulted in the movement of many people from Nagorno-Karabakh into Armenia – as of 24 November, the Migration Service in Yerevan had registered 31,550 spontaneous arrivals in Yerevan and identified collective centres.¹⁰ There have been continuing protests and demands for the prime minister's resignation since the end of the conflict.¹¹

⁷ World Health Organisation, (undated), 'COVID-19 Explorer', <https://worldhealthorg.shinyapps.io/covid/>, accessed 06/12/2020

⁸ Zoom call with the WiP team

⁹ "UNDP Armenia, (undated), 'Women in Politics Progress Report #7, Q3, 2020', p3

¹⁰ IMWG - CSG - Armenia, (24/11/2020), 'Spontaneous arrivals in Yerevan and identified collective centres as of 24 Nov 2020', <https://reliefweb.int/map/armenia/spontaneous-arrivals-yerevan-and-identified-collective-centres-24-nov-2020>

¹¹ The Guardian/ Associated Press in Yerevan, (05/12/2020), 'Armenian protesters demand prime minister quit over deal with Nagorno-Karabakh', <https://www.theguardian.com/world/2020/dec/05/armenian-protesters-demand-prime-minister-quit-over-deal-with-nagorno-karabakh>

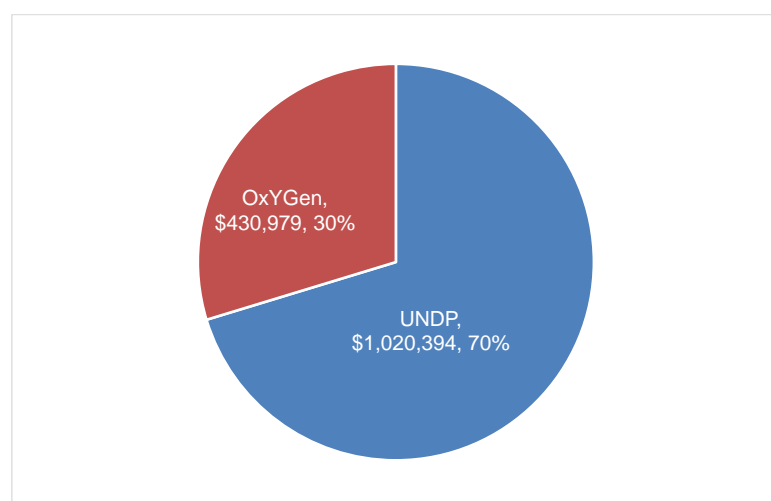
Thus, the present operating environment makes it difficult to engage with some important target groups, such as political parties, and the issue of gender equality has, at least temporarily, been overshadowed by recent events. Nevertheless, some interviewees point out that the double crisis emphasises the vital role that women play in society, including leadership and decision-making.

3 Description of the Women in Politics project

3.1 Overview

The Women in Politics project (WiP) project is implemented jointly by the United Nations Development Programme (UNDP) Armenia¹² and OxYGen Foundation.¹³ The project commenced in November 2018¹⁴ and was due to be completed by the end of March 2021.¹⁵ A 6-month no-cost extension up to the end of September 2021 has been formally confirmed by an amendment signed between the parties in November 2020. The budget indicated in the Project Document is USD1,451,373 / GBP 1,108,849 of which 100% is provided by the United Kingdom (UK) Good Governance Fund (GGF).¹⁶ 70% of the budget is allocated to UNDP (see Figure 2 below)

Figure 2: Budget allocation between UNDP and OxYGen



Source: based on WiP Project Document

A request was made to the GGF in 2019 for an additional GBP 150,000 to cover several additional activities.¹⁷ The project webpage indicates that UNDP's allocation currently stands at USD 1,193,855.¹⁸ The project

¹² UNDP (2020), 'UNDP Armenia', <https://www.am.undp.org/content/armenia/en/home.html>

¹³ OxYGen (2020), 'About Us', <https://oxygen.org.am/en/>

¹⁴ UNDP (undated), 'Women in Politics Progress Report #1', p3

¹⁵ UNDP (undated), 'Women in Politics Progress Report #7, Q3, 2020', p1

¹⁶ UNDP (undated), 'Project Document – Women in Politics', p1

¹⁷ UNDP (undated), 'Women in Politics project – Proposed programmatic and financial amendment'

¹⁸ UNDP Armenia (2020), 'Women in Politics', https://www.am.undp.org/content/armenia/en/home/projects/women-in-politics---

originally consisted of 6 main activities and 22 sub-activities. The proposed amendment added additional sub-activities under Activities 2, 3, and 5 and there are now 28 sub-activities.

3.2 Project objectives

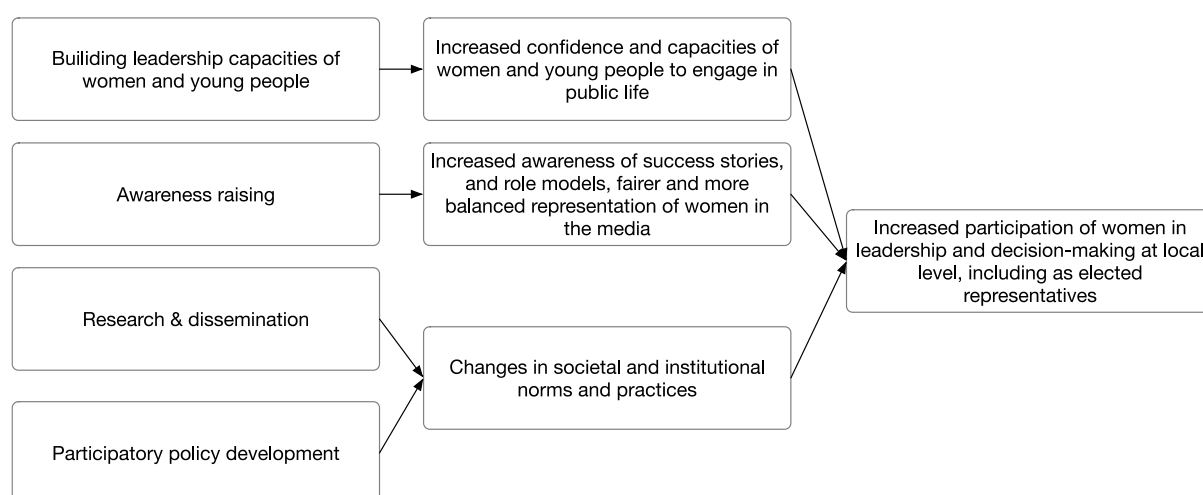
The overall goal of the project is to enhance the ‘...*political participation of women, with specific focus on enhanced representation and participation of females, including young generation, in community development processes*’.¹⁹

More specifically, the project aims to:

1. Diagnose policy gaps and understand perceptions about women’s participation in politics from grassroots to the national level (research);
2. Empower women to advance their leadership potential and skills vis-a-vis community development processes. This includes the establishment of female-led ‘integrity islands’;
3. Strengthen the role of political parties as the main ‘gate openers’ for the entry of women into politics;
4. Facilitate policy dialogue on gender equality in the context of ongoing reforms;
5. Advance public discourse on issues of gender equality and women’s participation at all levels;
6. Empower active young women and men in communities through empathy-building leadership models as enablers of local democracy and women support groups.

Figure 3 below presents a suggested simplified theory of change. This can be summarised as follows: leadership capacity building, awareness raising, research and dissemination, and participatory policy development lead to increased confidence amongst women to engage in public life, increased awareness of success stories and role models, and changes in societal and institutional norms and practices. This leads to increased participation of women in formal and informal leadership and decision-making roles, especially as elected representatives.

Figure 3: Suggested simplified theory of change



Source: author, based on project documentation and interviews

¹⁹ UNDP (undated), 'Project Document – Women in Politics', p7

3.3 Project activities

The six main project activities focus on:

1. Research on public perceptions and policy gaps relating to women's political participation at all levels in Armenia;
2. Strengthening the leadership capacities of women in communities in Armenia;
3. Developing the capacities of political parties to support and develop the role of women in politics;
4. Participatory policy development on gender equality and participatory democracy;
5. Public awareness raising on gender equality and women's participation in public life;
6. Engaging and developing the capacity of young people in communities to engage in policy dialogue and community support through civic activism and a collaboration with local governments.

The full structure of the project is presented in Annex 1. Project documentation indicates that activities 2, 4, and 6 are implemented in a selection of the 450 non-consolidated communities of Armenia with some calls open to applicants from any community. Activities 1, 3, and 5 are implemented nationwide. Analysis of the project's dataset indicates that the project has involved people from 252 communities.

Overall, UNDP has implemented 34 distinct project activities have been implemented involving 2,212 participants (1,915 unique participants). Table 1 below presents an overview. The activities have accounted for 4,366 participant-days.²⁰ OxYGen activities are not included in this analysis as the spreadsheet on which the analysis is based does not include information on OxYGen activities.

²⁰ This is calculated from the start and end date information in the project dataset and is based on the assumption that each activity takes lasts for one or more whole days. In practice, the actual number of participant days is likely to be lower but it is not possible to calculate this more accurately on the basis of the available information.

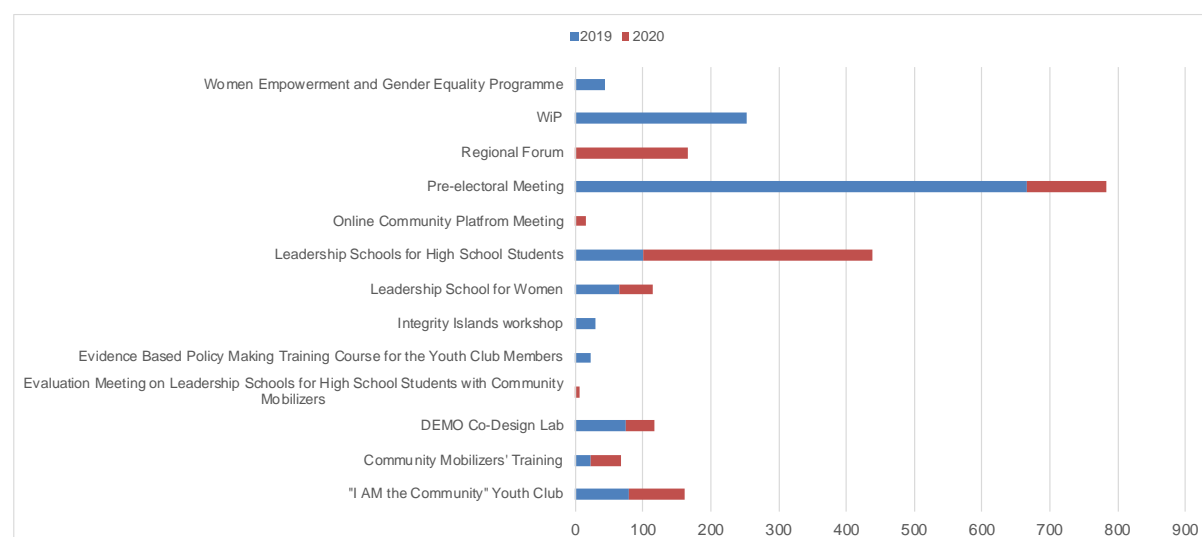
Table 1: Number of participants in project activities by activity group and venue (region) (excluding OxYGen activities)

| Activity group | Aragatsotn | Ararat | Armavir | Artashat | Gegharkunik | Kotayk | Lori | Online | Shirak | Tavush | Vayots Dzor | Yerevan | Total |
|---|------------|-----------|------------|-----------|-------------|------------|------------|------------|------------|------------|-------------|------------|--------------|
| "I AM the Community" Youth Club | | | | | | 76 | | 34 | | | | 51 | 161 |
| Community Mobilizers' Training | | | | | | 23 | | 45 | | | | | 68 |
| DEMO Co-Design Lab | | | | | | 40 | | 42 | | | | 34 | 116 |
| Evaluation Meeting on Leadership Schools for High School Students with Community Mobilizers | | | | | | | | 6 | | | | | 6 |
| Evidence Based Policy Making Training Course for the Youth Club Members | | | | | | | | | | | | 22 | 22 |
| Integrity Islands workshop | | | | | | 20 | | | | 9 | | | 29 |
| Leadership School for Women | | | | | | 65 | | 48 | | | | | 113 |
| Leadership Schools for High School Students | 18 | | | | 13 | | 79 | 268 | 14 | 16 | 16 | 13 | 437 |
| Online Community Platform Meeting | | | | | | | | 15 | | | | | 15 |
| Pre-electoral Meeting | 49 | 57 | 197 | 15 | 123 | 31 | 88 | | 162 | 62 | | | 784 |
| Regional Forum | | 42 | 40 | | | 33 | | | | 50 | | | 165 |
| WiP | | | | | | | | | | | | 253 | 253 |
| Women Empowerment and Gender Equality Programme | | | | | | 43 | | | | | | | 43 |
| Total | 67 | 99 | 237 | 15 | 136 | 331 | 167 | 458 | 176 | 137 | 16 | 373 | 2,212 |

Source: author, based on UNDP Armenia WiP project dataset

Figure 4, below, provides an indication of UNDP activity in 2019 and 2020 (up to 22 October). This clearly shows a significant increase in Leadership Schools for High School Students activity and a significant reduction Pre-Electoral Support activity in 2020. The reduction in Pre-Electoral Support activity has been due to the suspension of local elections until 2021 in view of the ongoing COVID-19 pandemic (see 2). Nevertheless, Pre-Electoral Support activities have accounted for 36% of all project participants, significantly more participants than other activities. This is followed by Leadership Schools for High School Students (20%)

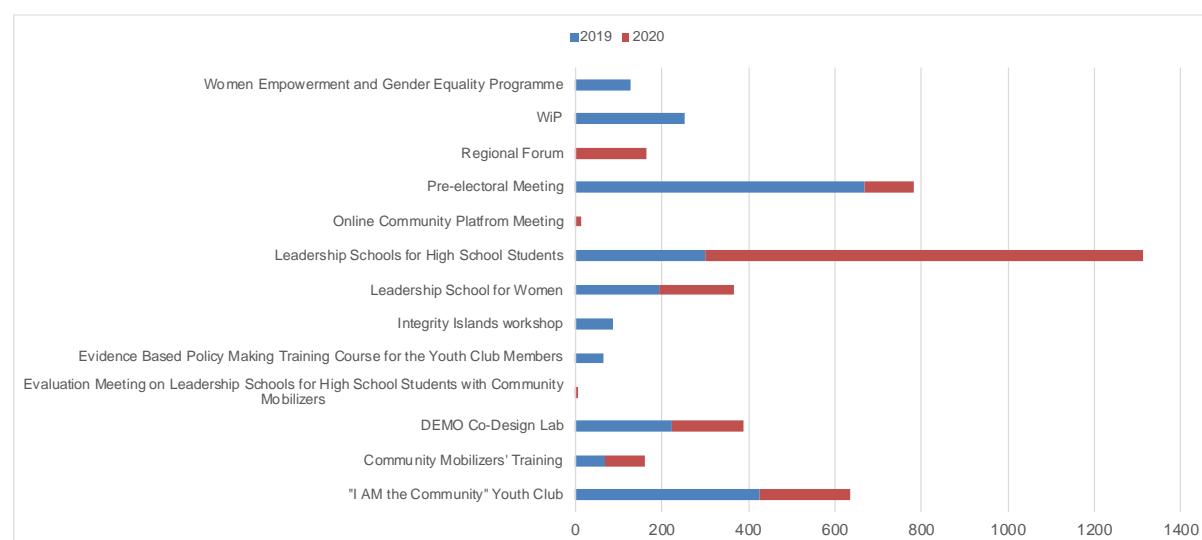
Figure 4: Number of participants in project activities by activity group and year



Source: author, based on UNDP Armenia WiP project dataset

However, Leadership Schools for High School Students have accounted for 30% of all participant days (see Figure 5), while Pre-Electoral Support activities have accounted for only 18% of participant days, followed by 'I AM the Community' Youth Leadership Club (15%).

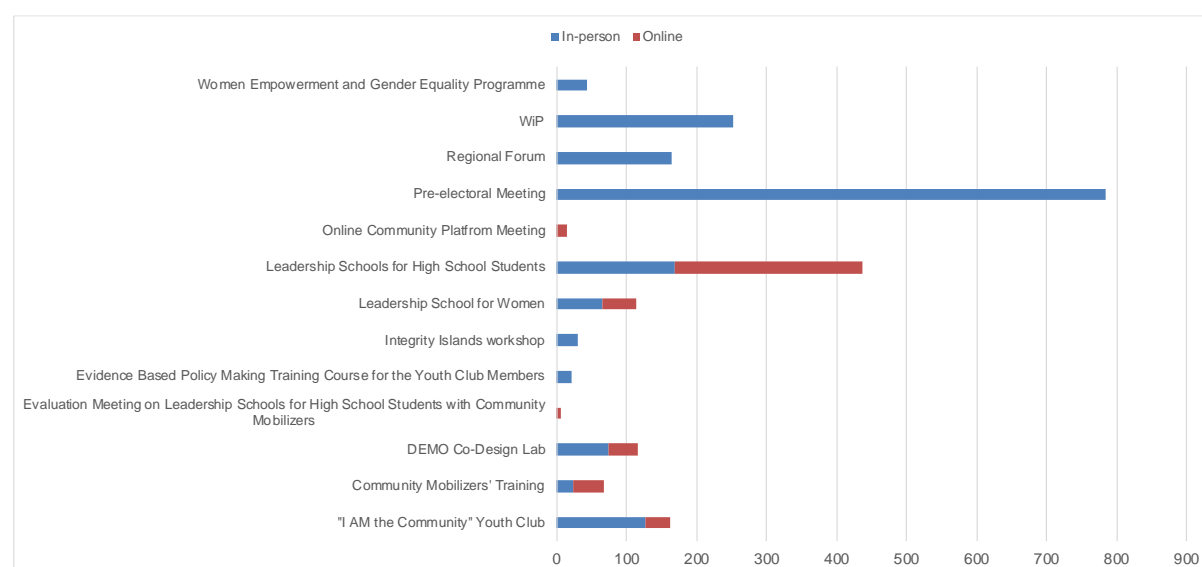
Figure 5: Participant-days, by activity group



Source: author, based on UNDP Armenia WiP project dataset

Figure 6 shows that a large number (approximately two thirds) of Leadership Schools for High School Students participants have been engaged online rather than in in-person activities. Leadership Schools for Women, DEMO Co-Design Labs, and ‘I AM the Community’ Youth Leadership Club participants have also been engaged online, although at lower rates.

Figure 6: Number of participants by activity group and venue type



Source: author, based on UNDP Armenia WiP project dataset

4 Evaluation scope and objectives

The overall objectives of the evaluation are to assess:²¹

1. The continued relevance of an intervention
2. The progress made towards achieving the project's objectives
3. The impact and sustainability of project activities, to the extent possible

The evaluation will also provide recommendations to support achievement of all project objectives within the lifetime of the project where applicable.

The evaluation should focus primarily on direct and indirect beneficiaries, including women, young people (18-30 years), high school students (16-18 years), municipalities, local councils, partner media outlets, among others.

²¹ UNDP Armenia (2020), 'Terms of Reference – International Consultant for Mid-Term Evaluation of the "Women in Politics" Project', p2

5 Evaluation approach and methods

5.1 Approach

In view of the limited timeframe and budget for the evaluation, it was agreed with the project team to focus on 8 of the 28 sub-activities. These are presented in Table 2 below. Nevertheless, other elements of the project were discussed with interviewees when possible, such as the feasibility of working with political parties in the current operating environment.

Table 2: Focus of the evaluation

| |
|---|
| Activity 1: Substantial evidence is accumulated on public perception and policy gaps for women political participation from grassroots to national level (OxYGen) |
| 1.2. Publicizing of the research findings |
| Activity 2: Leadership potential and skills of women in communities of Armenia are advanced vis-a-vis community development processes and ongoing reforms (UNDP) |
| 2.2. Pre-electoral support to female potential candidates (2019-2021) |
| 2.3. Leadership schools will be offered to about 100 women from 450 non-consolidated communities on competitive basis (one in 2019 and two in 2020) |
| 2.4. Pilot female-led 'integrity islands' in five selected communities (2019, 2020) |
| 2.5. Capacity development on leadership skills for high school girls (2019, 2020) |
| Activity 5: Discourse on issues of gender equality and women participation at all levels is advanced through advocacy and public campaigns (OxYGen) |
| 5.3. Capacity development of national and local media |
| Activity 6: Active youth in the communities empowered as enablers of local democracy and women support groups through empathy-building leadership models (UNDP) |
| 6.1. Run "I AM the Community" Youth Leadership Model (2019, 2020, three per year) |
| 6.3. Identify 'new generation' of female community leaders (2018-2021) [Demo Co-Design social innovation lab] |

5.2 Methods

The evaluations used the following methods:

- Desk review of WiP documentation and other relevant reports and studies, etc
- Interviews with project beneficiaries, consultants, external stakeholders
- Focus group meetings
- Surveys

43 stakeholders were consulted (see Annex 10), including 28 project participants. In addition, there were several discussions and clarificatory email exchanges with the UNDP project team. Table 3 below presents the makeup of the consulted project participants.

Table 3: Engagement with project participants

| Group | Interviewees | Focus group participants |
|--|--------------|--------------------------|
| Leadership school for professional women | | 5 |
| Leadership school for women councillors | | 4 |
| Leadership school for high school students (group 1) | | 4 |
| Leadership school for high school students (group 2) | 1* | |
| Youth Club members | 1 | 3 |
| Co-Design Labs | | 4 |
| Bloggers | 1* | |
| Elected candidates | | 2 |
| Unelected candidates | 1* | |
| Municipalities (Amasia, Echmiadzin) | 2 | |
| | 6 | 22 |

Due to the ongoing COVID-19 pandemic, all interviews and focus groups were undertaken remotely (online).

3 surveys were undertaken covering participants in the following activities: Leadership Schools for High School Students; Leadership Schools for Professional Women; and 'I AM the Community' Youth Leadership Camps. There were 196 responses in total from these 3 groups (see Table 4 below). The surveys were undertaken online using Google Forms. The questions were discussed with the project team before launching the surveys, and the project team circulated the links to the relevant target groups.

Table 4: Number of survey responses

| Survey | Number of responses |
|---|---------------------|
| Leadership schools for high school students | 146 |
| Leadership schools for professional women | 25 |
| 'I AM the Community' Youth Leadership Camp | 25 |
| | 196 |

5.3 Challenges for the evaluation

Timeframe and budget

While the terms of reference envisaged up to 30 days for the evaluation, in practice, the timeframe and budget constrained the evaluation to 20 working days. It was therefore not feasible to review all 28 distinct sub-activities (see Annex 1). In order to address this difficulty, it was agreed with the project team to focus on a sample of activities. UNDP contracted a national consultant to support the evaluation by organising meetings and providing translation.

Engagement with project participants

In view of the ongoing COVID-19 pandemic and the armed conflict in Nagorno-Karabakh, some stakeholder groups had limited availability to participate in the evaluation. Focus groups were planned with several beneficiary groups but in several cases, participants who had confirmed their availability did not participate, despite follow-up by the evaluation support consultant provided by UNDP. In three instances, focus groups became individual interviews, as there was only one participant in each case. As a result, the representation of some groups in the evaluation was lower than planned. In particular, it was possible to consult only 3 local election candidates, and only 1 blogger/ vlogger.

Online meetings

In view of the ongoing COVID-19 pandemic, all meetings took place online. This generally worked well but at times the poor quality of the connection was problematic and constrained the discussions in various ways (e.g. dropped connections, poor audio quality).

Project documentation and monitoring

It was difficult to get a clear picture of the numerous activities and their relationship to each other from the available project documentation. Further details are provided in Annex 5. Some potentially useful documentation is available only in Armenian.

6 Data analysis

Qualitative and quantitative analysis methods were used. Qualitative analysis was undertaken on key project documentation and on interview feedback.

Quantitative analysis was undertaken on the WiP project participation dataset, as noted above. This was done to provide a clearer picture of which activities were undertaken with different groups at different times. The dataset included activities from 20 January 2019 to 22 October 2020. Geographic analysis is limited to the regions in which activities were undertaken – community level analysis was not feasible as this information was available only in Armenia script and online translation of the 252 different place names included too many errors.

Quantitative analysis was also undertaken on the feedback from the three surveys. Responses were translated from Armenian to English and parsed using Python.²²

7 Findings

7.1 Relevance

Finding 1: WiP takes a systemic approach to the complex issue of women's participation in leadership and decision-making in public life. However it could be argued that the resulting 28 distinct sub-activities are too many for a single project.

WiP takes a **systemic approach to the complex issue of women's participation in leadership and decision-making** in public life. It combines support for female candidates in local elections, with policy-level support and research, and awareness raising at national and community levels. The different Leadership Schools for Women aim to develop the leadership capacities of professional women, and female councillors and other women active in the community. The Leadership Schools for High School Students, the 'I AM the Community' Youth Leadership Club activities, and DEMO Co-Design Labs are longer-term investments that aim to promote the involvement of young people, primarily women, in civic activism and policy making. The Integrity Islands aim to promote the credentials of female local government leaders by piloting action plans and codes of conduct aimed at improving service quality and transparency, which can serve as models for other local governments. The research, promotion of role models, and combatting of hate speech (especially towards women) aim to change perceptions and norms about the role of women in leadership and political participation.

While the systemic approach is very important, it could be argued that the **28 distinct sub-activities are perhaps too many for a single project**. However, it is important to note that **two separate proposals from OxYGen and UNDP were combined, at the request of the donor, into a single project**.

Finding 2: A separate project focusing on unconsolidated communities justified, as there are significant contextual differences between these and consolidated communities.

The project focuses on 450 unconsolidated communities. Among other projects, UNDP is implementing a project, funded by the Swiss Agency for Development and Cooperation (SDC), with similar aims and activities focusing on 52 consolidated communities, 'Women and Youth for Innovative Local Development' (WYILD).²³ **A separate project on unconsolidated communities makes sense, as interview feedback and project documentation indicate that there are significant differences in the context in the two types of communities** – among other things, there is more intense competition for fewer seats in consolidated communities and there is more interest from male candidates, who tend to be better resourced. However, community consolidation is expected to be finalised in the next two or three years, and there is perhaps a

²² Where questions allowed multiple items to be selected, the answers in the downloaded files were included in a single column. These answers had to be parsed into separate columns for further analysis.

²³ UNDP, (undated), 'Project Document – Women and Youth for Innovative Local Development', <https://info.undp.org/docs/pdc/Documents/ARM/1.ProDoc.pdf>

case for reorienting WiP to prepare female councillors and candidates for the implications of community consolidation.

Finding 3: The introduction of gender quotas party lists in local elections means that it is increasingly important for the project to work with political parties.

With the introduction of gender quotas and a party list electoral system for communities with more than 4,000 residents, it could be argued that this type of project will become less relevant in future because ‘the system guarantees women’s participation’. However, the quota system does not apply to smaller communities, and it requires only that 30% of a party’s candidates must be women. Similarly, a pending amendment to the law on political parties requires that party leadership must include at least 40% women. It is up to political parties to ensure gender equality beyond the quotas established in law. Thus **capacity building of political parties, which is included in WiP’s design, is increasingly important**, while continuing support for female candidates and leaders in smaller communities will still be needed until community consolidation has been finalised. Moreover, interview feedback suggests that there will be a continuing need to develop the capacities of local leaders and other elected representatives – both male and female.

Finding 4: The 28 project sub-activities directly address the project’s theory of change.

According to the simplified theory of change presented in Figure 3 above, the project is intended to bring about three types of change:

- Increased confidence and capacities of women and young people to engage in public life;
- Increased awareness of success stories, and role models, fairer and more balanced representation of women in the media;
- Changes in societal and institutional norms and practices.

These in turn should lead to increased participation of women in leadership and decision-making at local level, including as elected representatives.

These changes are to be brought about through the following types of activities:

- Building leadership capacities of women and young people
- Awareness raising
- Research & dissemination
- Participatory policy development

The 28 project sub-activities certainly support this theory of change.

Increasing the number of women elected as councillors and increasing the percentage of women on community councils are indicators for increasing women’s political participation and local leadership (see the results framework in Annex 13). However, increasing the number of women elected is not itself a stated project objective because this depends, among other things, on the level of interest in different communities and the structural constraints limiting women’s participation in local politics, which require long-term attention and can not be solved by a single project. Nevertheless, this is clearly important for the donor and there was much project activity around local elections in 2019.

7.2 Effectiveness

7.2.1 Pre-election support

Finding 5: Out of 30 project beneficiaries who stood for election in 2019, 18 were elected in 11 communities. In 67% of the 35 communities where the project undertook pre-electoral support activities, there was a lack of demand for project support due to lack of interest in local government and standing for election. Long-term structural constraints on women's participation in leadership roles were also an important factor.

As noted above, there have been no local elections in 2020 due to the pandemic. The following analysis therefore relates elections in 2019.

It is difficult to reconcile information in project reports and the information in the project dataset and there appear to be inconsistencies between the two. For example, the Standard Progress Report notes that 390 women in 24 communities were involved in pre-election support activities throughout 2019 and 30 women ran as candidates.²⁴ The dataset indicates that 35 communities were involved²⁵ and that 37 women (from 4 communities) were involved in Tier 3²⁶ activities (and were thus registered as candidates) (see Table 5 below). 2 project beneficiaries were elected in Sorik, but this community does not appear to be one of the communities listed in the project dataset in relation to pre-electoral support.²⁷ Some apparent differences are explained by the fact that 7 Tier 3 participants withdrew their candidacies prior to the elections for personal reasons and are therefore not included in the calculation of candidates who actually stood.²⁸

²⁴ UNDP Armenia, (undated), 'Women in Politics Standard Progress Report 01 Jan 2019 – 30 June 2020', p3

²⁵ Antarramut, Anushavan, Arevabuyr, Armavir, Artashat, Ashtarak, Bagratashen, Chkalov, Ddmashen, Ditak, Dvin, Gandzakar, Gegharkunik, Getahovit, Getap, Ijevan, Khashtarrak, Koghb, Kosh, Lusaghbyur, Nor Artik, Norashen, Panik, Parakar, Sarigyugh, Sevakar, Tandzut, Tsiatsan, Vanevan, Verin, Voghjaberd, Yeghegnut, Zarinja, Zartvonk, Zovaber

²⁶ WiP uses a 3-tier system of pre-election support: **Tier 1** is a public orientation meeting aimed at raising awareness of the upcoming elections, and of the importance of women's political participation and engagement in local decision-making. At this stage, women who are potentially interested in running for local office are identified with the help of community members taking part in the event. **Tier 2** is a training session for women interested in running for election and it focuses on electoral processes, the functions of local self-government and the role of women in local self-government. It provides practical information on how to register, how to prepare a programme based on a community needs assessment and how to campaign. **Tier 3** a training session for women already registered as local election candidates, and their supporters. It focuses on campaigns, electoral programmes and work with constituency. Candidates' visibility is ensured in the community by OxYGen-led information marathons and other public awareness activities.

²⁷ The project team confirms that there was a pre-electoral support meeting in Sorik but the information is not yet included in the project dataset.

²⁸ For clarity, it might in future be worth considering a Tier 4 category in reports, consisting of the number of women who actually stood for election.

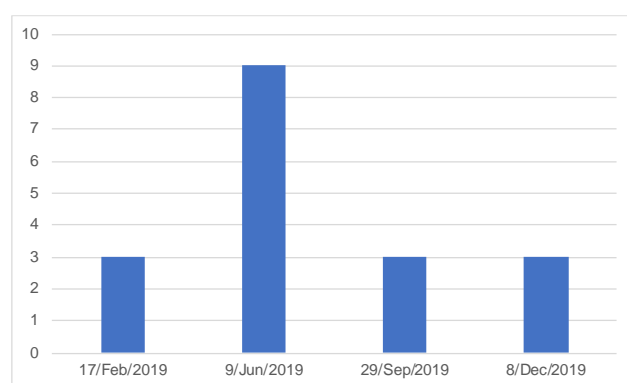
Table 5: Pre-electoral support to female candidates

| Year/ month | Pre-Electoral Meeting Discussion with Women Candidates | Pre-electoral Meeting/ Tier 1 | Pre-electoral Meeting/ Tier 2 | Pre-electoral Meeting/Tier 2/EQUAL Marathone | Pre-electoral Meeting/ Tier 3 | Total |
|--------------|--|-------------------------------|-------------------------------|--|-------------------------------|------------|
| 2019 | 16 | 260 | 224 | 130 | 37 | 667 |
| Feb | 16 | | | | | 16 |
| Apr | | 51 | | | | 51 |
| May | | 4 | 2 | | | 6 |
| Aug | | 41 | 131 | | | 172 |
| Sep | | 35 | 17 | | 18 | 70 |
| Oct | | 82 | 53 | 102 | | 237 |
| Nov | | 47 | 21 | 28 | 19 | 115 |
| 2020 | | 117 | | | | 117 |
| Jan | | 117 | | | | 117 |
| Total | 16 | 377 | 224 | 130 | 37 | 784 |

Source: author, based on UNDP.²⁹ Note that the number of unique participants is approximately half the overall total of 784. This because multiple participants were involved multiple activities.

Data provided by the project team indicates that the 18 elected candidates were elected in 11 communities (see Annex 4). In Qaradzor, one of the project's beneficiaries was elected as council leader. In Ditak, 4 project beneficiaries were elected to the council, and in each of 4 other communities 2 project beneficiaries were elected to the council. Of the 4 election rounds in 2019, the 09 June election was the most successful for project beneficiaries, of whom 9 were elected (see Figure 7 below). In each of the 3 other local election rounds, 3 project beneficiaries were elected.

Figure 7: Number of project beneficiaries elected per election round in 2019



Source: Author, based on UNDP

It is a significant achievement that 18 project beneficiaries were elected in 2019.

²⁹ UNDP dataset

UNDP notes that underlying structural issues are still a major challenge in some communities. These include, among other things, lack of family support,³⁰ inter-community tensions, lack of motivation to engage in an unpaid community leadership role, and lack of interest in, or understanding or awareness of, local governance processes. These issues can not be resolved by a single project and require continuous attention over a number of years. Thus in 67% of the 35 communities where the project undertook pre-electoral support activities, no project beneficiaries were elected due to lack of demand and/ or interest in standing for election.

Finding 6: Pre-election support training increased participants' motivation to stand in elections and engage in civic activities. It also increased understanding of the role of local councillors.

Analysis of 5 post-training reports³¹ covering 12 pre-electoral support training sessions involving 85 participants indicates that the training **increased their interest in local politics and civic activism with some form each group indicating their intention to stand for election**. The training increased their understanding of the functioning of local government and the role of local councillors. One participant noted that she had previously been elected as a councillor and had learned from the training that she had not fulfilled her role as a local councillor properly. Several groups highlighted their increased understanding of the importance of a well organised election campaign in view of the competition they expected to face.

Finding 7: Stakeholder feedback indicates that pre-electoral support activities would have greater impact if women in target communities were supported on a more regular basis between elections.

One interviewed candidate, an experienced councillor who had been elected in the two previous elections, was not re-elected in 2019 and noted that while there had previously been 2 female councillors, there were now none. This candidate indicated that there had been limited support from UNDP and OxYGen prior to the election in 2019 and that, among other things, she had been unable to interest national television in interviewing her. Two interviewed elected candidates, both in their second mandates, noted the promotional support provided by OxYGen, but one considered that promotion alone was not enough and suggested that it was important for candidates to enhance their credentials by being seen to develop and lead concrete initiatives in the community.

The three interviewed candidates and two female members of the National Assembly from different political parties suggested that a few 1-day events/ activities in the run-up to elections were not sufficient. Figure 8 below indicates that there were a maximum of 3 pre-election events/ activities per community, but only in two communities. There were 2 events in 10 communities and only 1 event in the majority of communities where pre-election support activities were undertaken. The project team points out that it does not make sense to hold Tier 2 and Tier 3 meetings in communities where there is no interest amongst the target group. For Tier 3 meetings, candidates from different communities were brought together from different communities. Thus there were 4 Tier 3 meetings in 4 communities involving 37 candidates from these and other communities.

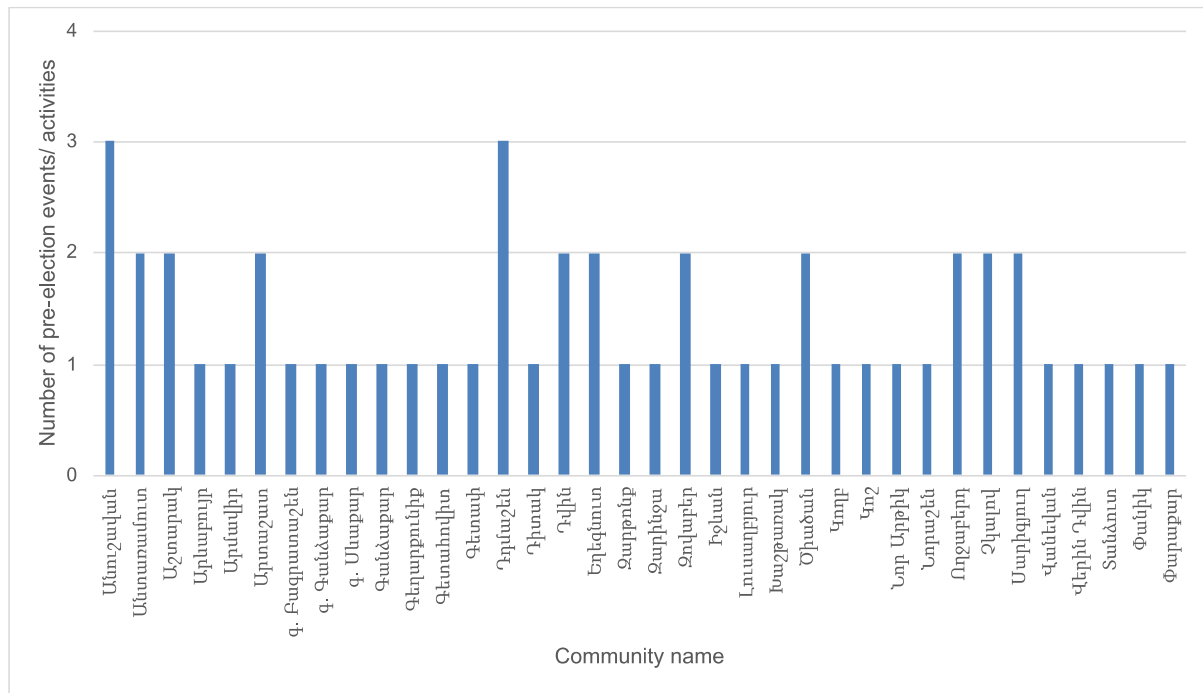
³⁰ The project team notes that 7 of the Tier 3 beneficiaries withdrew their candidacies before the elections for personal reasons such as these.

³¹ The reports are in Armenian. Relevant extracts were translated with an online translation tool.

Analysis of post-training reports for 12 pre-electoral support training sessions involving 85 participants supports stakeholder feedback regarding the need for more regular support.

DEMO Co-Design Labs participants who have been implementing projects in different communities were aware of OxyGen activities but could not comment on their effectiveness. They suggested that this work was ‘a good start’ but that it was only done in a few communities.

Figure 8: Number of pre-election events/ activities per community



Source: author, based on UNDP

Interviewees suggested that it is important to work in target communities between elections to address structural issues that constrain women’s participation in local elections. These include:

- Lack of public profile/ credentials;
- Limited capacity to perform a public leadership role, including limited experience in developing and leading community initiatives;
- Financial dependence and lack of resources;
- Time constraints;
- Lack of access to support networks;
- Lack of confidence.

DEMO Co-Design Labs participants (see 7.2.5) noted that not all communities are ready to get involved in civic activism and they suggest that a lot of women are too shy and that more work needs to be done to build self-confidence. They had not expected to encounter this type of problem when they launched their DEMO Co-Design Labs project. They also noted that women are often too busy to get involved and sometimes their husbands will not allow women to get involved. This group also suggested that it would be useful to build the capacities of female entrepreneurs in order to make them less financially dependent on men.

An interviewed specialist in Armenian local government law suggested that WiP should spend more time in communities to find people with a ‘real interest’ in getting involved in local leadership and politics.

Interviewed candidates stressed the need for further capacity development to perform their roles effectively, and the importance of being seen to develop and lead significant initiatives in the community.

To some extent, UNDP is addressing these issues through other activities and projects. For example, the various leadership schools for women and young people, ‘I AM the Community’ Youth Leadership Model, and DEMO Co-Design Labs, all of which are discussed below.

7.2.2 Leadership Schools for Women

This section is divided into 2 parts. The first discusses Leadership Schools for Female Councillors. The second part discusses Leadership Schools for Professional Women.

Leadership Schools for Female Councillors

According to the project dataset, 35 female councillors and other women from 30 communities participated in 2 Leadership Schools for Female Councillors in January and November 2019, with 20 participating in the first, and 15 in the second. A focus group was undertaken with 3 women, of whom 3 are councillors and 1 is an informal local leader/ activist.

Finding 8: Participants in Leadership Schools for Female Councillors report tangible results in their communities as a result project support. There is demand from this group for more intensified, longer-term support between elections so they can develop more ambitious initiatives, raise their profiles further, and improve their leadership credentials.

Feedback from the focus group was very positive. **Focus group participants indicate that the 3-day training and seminars were highly beneficial and led to concrete results, including raising their profiles in the community and implementation of significant community initiatives.** Key benefits include:

- Improved project planning capabilities;
- Networking and exchange of experiences with councillors from other communities;
- Adoption of new approaches and ideas;
- Enhanced knowledge and understanding of legal issue;
- Increased confidence to propose community initiatives.

One participant in the discussion described how, after the training, she brought together 20 active women to discuss their role in the community. They subsequently made recommendations to the council and are now working with the council to address various issues, including:

- Partial reconstruction of inter-marz roads – some work has been completed on this;
- Repair of a damaged bridge between 2 districts – this quickly repaired;
- Improved/ repaired street lighting – 60% of the work has been done so far.

Other members of the focus group pointed to similar achievements.

At least one member of the focus group has been involved in **developing recommendations for the Ministry of Territorial Administration and Infrastructure**, although this activity was suspended due to the COVID-19 pandemic.

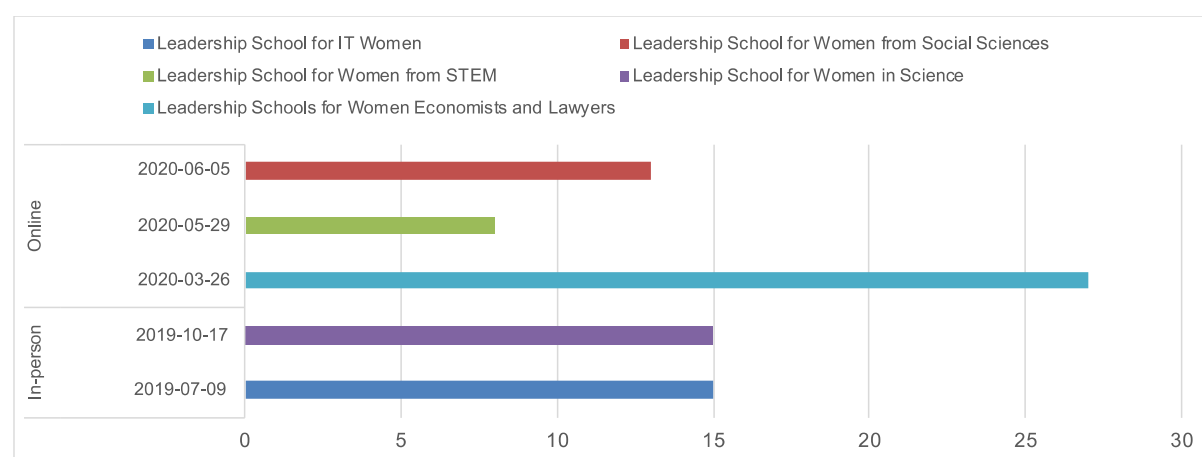
Focus group participants would like training and online meetings to continue (they would like more frequent online meetings) to take their knowledge and skills to the next level. In particular, they are keen to launch more ambitious community initiatives and would like continuing support for this.

It was planned to hold a second focus group with another group of local councillors who had not managed to implement any projects due to the COVID-19 pandemic, but this was not possible. It is not known why this group did not manage to implement any projects.

Leadership Schools for Professional Women

78 women have participated in five different Leadership Schools for Professional Women between July 2019 and June 2020 (see Figure 9 below). The 3 leadership schools in 2020, accounting for 62% were online. The school for economists and lawyers in March 2020 had the most participants, while the school for women from STEM had the fewest.

Figure 9: Participation in Leadership Schools for Professional Women



Source: author, based on UNDP project dataset

A focus group meeting was held with 5 participants who had implemented projects following leadership school. It was also planned to consult participants from another leadership school who had not been able to implement projects due to the COVID-19 pandemic, but they were not available.

Finding 9: Leadership Schools for Professional Women have raised participants' capacities, increased their confidence and changed their perceptions about their role in and contribution to dialogue on key issues. 56% of survey respondents started to think about a career in politics following their participation in the leadership schools. There is demand from this group for a follow-up phase to further realise their leadership aspirations.

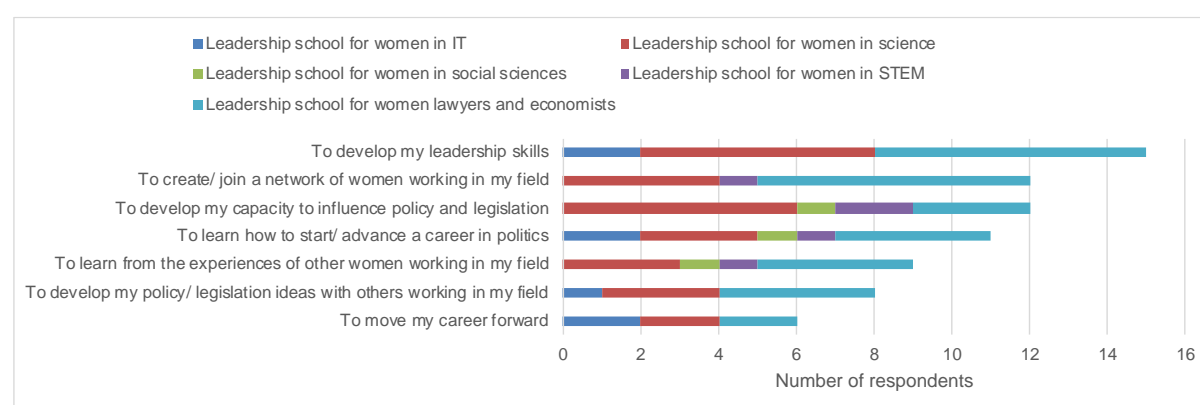
The feedback from the focus group was mainly very positive. The training was characterised as mind-changing and participants were stretched by the trainers. Participants learned about policy making and election processes, and networking was considered a significant outcome. However, it was suggested that the leadership schools were missing a link to policy-makers. Few of the focus group participants were considering

standing for election, and suggested that while the leadership schools covered the theory, they did not help to develop practical skills in this regard. The project team points out that as much as possible was done to develop practical skills, but online delivery inevitably involved some constraints.

The focus group **recommended maintaining networking meetings** and it was suggested that a **second phase of the leadership schools should be organised to initiate ‘real’ projects**. It was also suggested that **more fundraising tools and information** would be helpful. The online experience had some advantages (e.g. no travel) but 3 consecutive days of online working was considered too much. It was suggested that the deadlines for calls during the COVID-19 pandemic should be extended.

The survey of participants, which generated 25 responses,³² generally reflects this feedback. According to the survey response, the most ‘popular’ reason for taking part was to develop leadership skills (60%) (see Figure 10), followed by creating or joining a network³³ and to develop capacity to influence policy and legislation. 44% of respondents took part to start or advance a career in politics.

Figure 10: Reasons for taking part in Leadership Schools for Professional Women



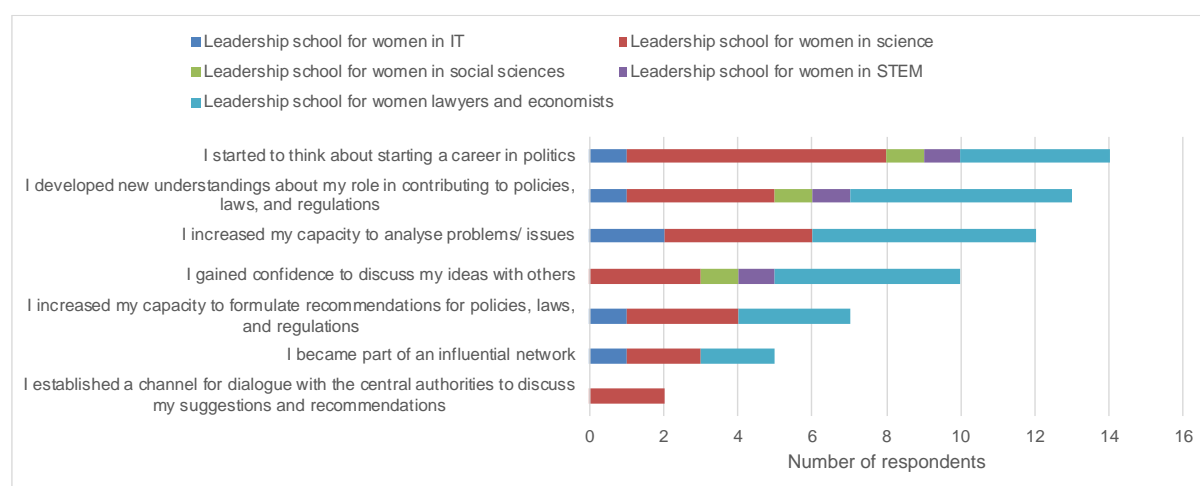
Source: survey of Leadership Schools for Professional Women participants

14 (56%) of survey respondents indicated that they started to think about a career in politics as a result of participating in the leadership schools (see Figure 11). Women in science made up half of this group. 13 (52%) developed new understandings of their role in contributing to policies, laws and regulations. Two (8%) actually developed a channel for dialogue with central authorities as a result of the leadership schools. The project team notes that the target groups were generally somewhat removed from politics at the start of activities.

³²44% of respondents were from women in economics and law, and 32% were from women in science.

³³ However, only 32% of respondents were still in regular contact with other participants from their leadership schools, and these were almost exclusively the women in science.

Figure 11: What changed as a result of participating in Leadership Schools for Professional Women?



Source: survey of Leadership Schools for Professional Women participants

12% of the 25 respondents indicated that the leadership schools had change their career aspirations a lot, while 76% considered that these had made a little different. 16% considered that the leadership schools had made no difference in this regard or were unsure.

4 respondents were planning to stand for election in the next 2 years – 3 of these were women in economics and law, and 1 was in science. 5 were thinking about it but did not yet have concrete plans – 3 of these were women in science. 9 were interested but did not have sufficient time or resources. Only 2 indicated that standing for elected office was not for them.

Of the 24 respondents who answered survey question No.4, **13 (54%) had made recommendations on policies, laws, or regulations to a ministry or state agency.** In 8 cases, the recommendations had been, or were expected to be, fully or partially adopted. 5 participants did not receive any response from the relevant authority, and 11 did not make any recommendations.

76% of the 25 respondents indicated that they were currently working on new initiatives.

Respondents have since participated in further courses, training, or seminars on gender equality (44%), fundraising (36%), leadership (32%), politics (20%), policy analysis/ formulation (16%), and policy dialogue (4%).

Of the 22 respondents who answered survey question No.5, 36% considered that the leadership schools had provided all the necessary support, while 32% considered there were gaps in the support, and 32% consider the support was not sufficient.

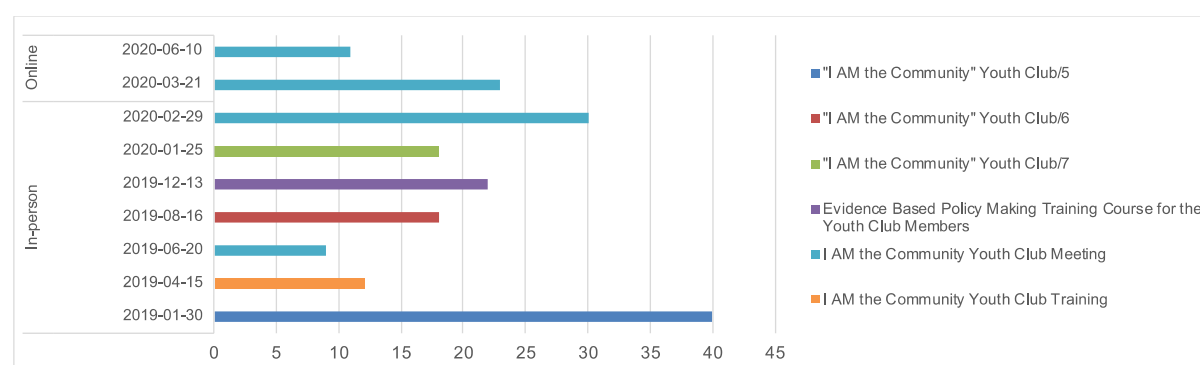
Overall, 22 participants agreed that they gained a lot from the leadership schools, while 1 disagreed. 24 out of 24 respondents agreed that the leadership schools were well organised, and 23 out of 23 respondents would recommend the leadership schools to other participants.

Other survey feedback indicated that **the leadership schools were mainly theoretical and more supervised practice would have been beneficial.**

7.2.3 'I AM the Community' Youth Leadership Club

There have so far been 3 'I AM the Community' Youth Leadership Club camps involving 76 young people. These ran for 7 or 8 days each and took place in January 2019, August 2019, and January 2020 and were therefore in-person. 'Graduates' of the camps who completed zero-budget projects then became members of the club itself. 22 Youth Club members were trained in evidence-based policy-making in December 2019. There have also been 4 'I AM the Community' Youth Leadership Club meetings (2 in 2019 and 2 in 2020) involving a total of 73 participants. Two of the meetings were online. Finally, there was a 1-day training event in 2019 involving 12 young people. These activities are summarised in Figure 12 below.

Figure 12: 'I AM the Community' Youth Leadership Club activities and participation



Source: author, based on UNDP project dataset

The following discussion is divided into two parts:

- 'I AM the Community' Youth Leadership Club camps;
- 'I AM the Community' Youth Leadership Club policy recommendations.

'I AM the Community' Youth Leadership Club camps

A focus group meeting was held with 4 'I AM the Community' Youth Leadership Club members (2 female, 1 male). All 4 are now WiP community mobilisers. It is understood that at least 1 of them participated in a camp several years before the start of WiP.

Finding 10: The 'I AM the Community' Youth Leadership Club camps have helped participants to better understand how to engage with local authorities to address community issues. Project planning and implementation capacities were developed and the camps have influenced participants' career choices. Confidence to put ideas forward increased, but less so among women. Some participants started to think about getting involved in politics.

The feedback from the focus group about the 'I AM the Community' Youth Leadership Club's influence on them was highly positive. Members of the focus group noted that the camps had enabled them to understand **how to promote and facilitate change in the community**, and they developed **new leadership skills and networks**. Through the projects they undertook at the end of the camps, they learned that many **local problems require attention rather than funding**. The fact they did not have funding to implement their projects helped to develop their self-sustainability. 2 members had **changed jobs** following their participation in camps – 1 now works for a regional authority, while the other works with young people. One member of the focus group **continues to implement her project with 6 other volunteers, with the support of the local**

government and a high school, more than one year after taking part in a camp (the project motivates and supports high school students to engage in civic activism).

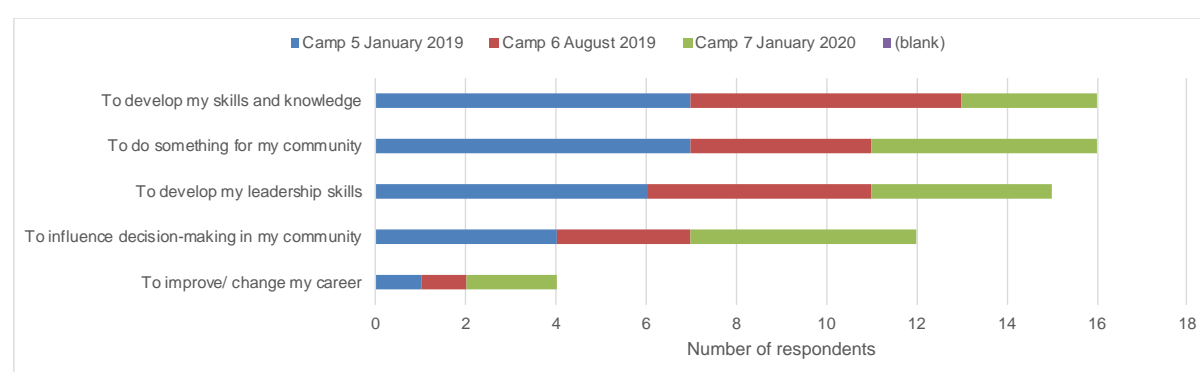
Members of the focus group consider that UNDP's work with young people, especially women, is **slowly breaking stereotypes** and they believe that **some Youth Club members will eventually stand for election** to public office, like female 'graduates' of past camps who have been elected. Further evidence of the impact of UNDP's work with young people is provided by the example of a 'graduate' of two successive youth camps before WiP (in 2014 and 2015), who has since become a lawyer – one of a small number of experts specialising in Armenian local government law.³⁴

As members of the 'I AM the Community' Youth Leadership Club, focus group members have been involved in **development of recommendations for draft legislation and legal amendments**. For example, they made **approximately 17 recommendations to the Ministry of Territorial Administration and Infrastructure regarding the law on local elections** and they note that they have been invited to discussions with state agencies.

This positive feedback is reflected in the responses to the survey of 'I AM the Community' Youth Leadership Club camp participants. The survey generated 23 responses between 15 November and 25 November. Of these, 57% were from female respondents and 43% from male respondents. Responses were distributed fairly evenly between participants in the 3 camps, with most responses (9) coming from participants in the first camp in January 2019.

The main motivations for participating in the camps were to develop skills and knowledge, to do something for the community, and to develop leadership skills (see Figure 13 below). To influence decision-making in the community was also popular choice. The responses are similar across all 3 camps.

Figure 13: Motivation for participating in 'I AM the Community' Youth Leadership Club camps

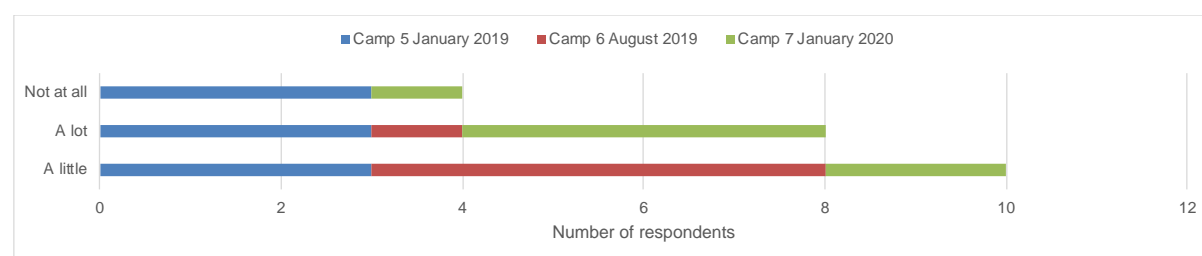


Source: survey of 'I AM the Community' Youth Leadership Club camp participants

Although only 4 (18%) respondents participated with a view to developing their careers, 82% indicated that participation had influenced their career paths (see Figure 14 below). 8 respondents (36%, of whom 6 are female) indicated that their career paths had been influenced a lot, while 10 (46%, of whom 6 are female) indicated that their career paths had been influenced a little.

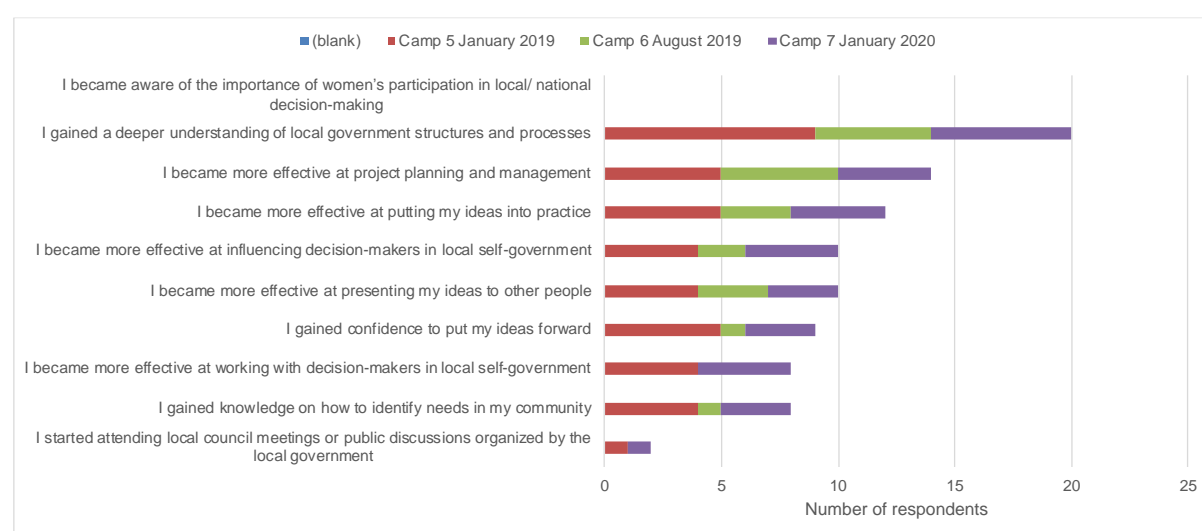
³⁴ Interviewed separately

Figure 14: Extent to which participation in an 'I AM the Community' Youth Leadership Club camp influenced participants' career path



Nearly all respondents increased their knowledge of local government structures and processes, the majority became more effective at project management and planning, and approximately half became more effective at putting ideas into practice (see Figure 15 below). Only 2 started to attend local council or local government meetings or discussion. It is interesting to note that respondents from Camp 6 in August 2019 did not consider that they had become more effective in working with local government decision-makers, and none had started to attend local council, or other local government meetings.

Figure 15: What changed for 'I AM the Community' Youth Leadership Club camp participants?



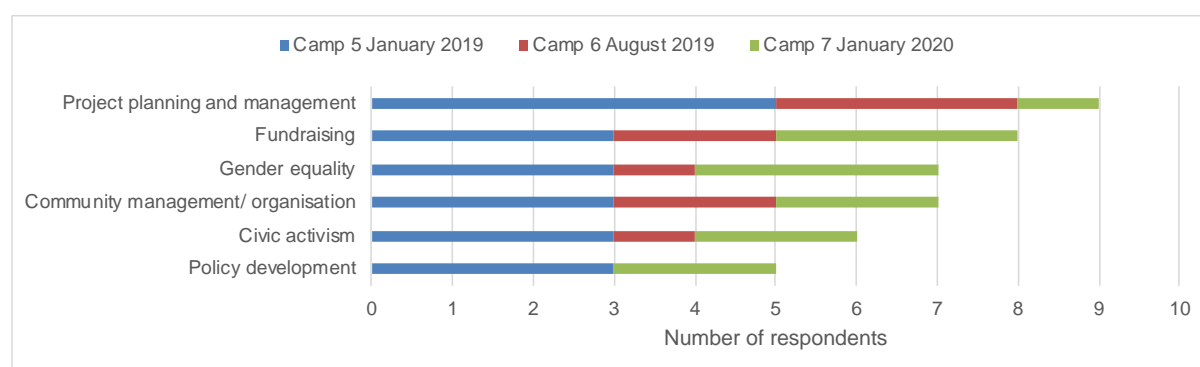
Source: survey of 'I AM the Community' Youth Leadership Club camp participants

'I AM the Community' Youth Leadership Club camps appear to have been less helpful in building women's confidence to put their ideas forward. Women account for 57% of all survey respondents but only 44% of the 9 respondents who gained confidence to put their ideas forward.

77% of respondents are currently involved in a community initiative or activity. 77% are still in frequent contact with other participants from their camps, and the rest are sometimes in contact.

All but 2 participants (both female) have since done further courses or training on related subjects (see Figure 16 below).

Figure 16: Training/ courses undertaken since the 'I AM the Community' Youth Leadership Club camps



Source: survey of 'I AM the Community' Youth Leadership Club camp participants

2 respondents (1 female and 1 male) are planning to stand in local or national or local elections in the next 2 years, and 12 (55%) are thinking about it, of whom 8 are female and 4 male.

For 15 (68%) respondents the camps met their expectations and for 6 (27%) respondents, the camps exceeded their expectations. 1 respondent considered that the camp fell short of their expectations – with this one exception, the responses are similar for all three camps.

19 (86%) respondents gained a lot from the 'I AM the Community' Youth Leadership Club camps and the same number agreed that the camps were well organised and would recommend them to others.

'I AM the Community' Youth Leadership Club policy recommendations

Finding 11: The 'I AM the Community' Youth Leadership Club developed many policy recommendations and some significant ones have been adopted.

Youth Club members have developed policy recommendations during 4 meetings (including training) between December 2019 and June 2020. Policy recommendations covering a range of subjects have been submitted to the Ministry of Territorial Administration and Infrastructure, and the Ministry of Labour and Social Affairs (see Annex 7 for further details). **A recommendation requiring a minimum of 30% female candidates in local elections and a minimum of 30% women when forming local councils was included in the final version of the Electoral Code.** There is no information about the results of recommendations submitted to the Ministry of Labor and Social Affairs.

7.2.4 Leadership schools for high school students

There have been 29 3-day Leadership Schools for High School Students in 2019 and 2020 involving 437 participants of whom 80% were female (see Figure 23 in Annex 6). Participation in each leadership school has ranged between 9 and 27. 19 of the 22 leadership schools run in 2020 have been online, and this have accounted for 61% of all participants.

Finding 12: Leadership Schools for High School Students have given participants new ideas about what they can do in the future. They have become more interested in how their communities are managed have they have developed their confidence and capacities to work with others to address community issues.

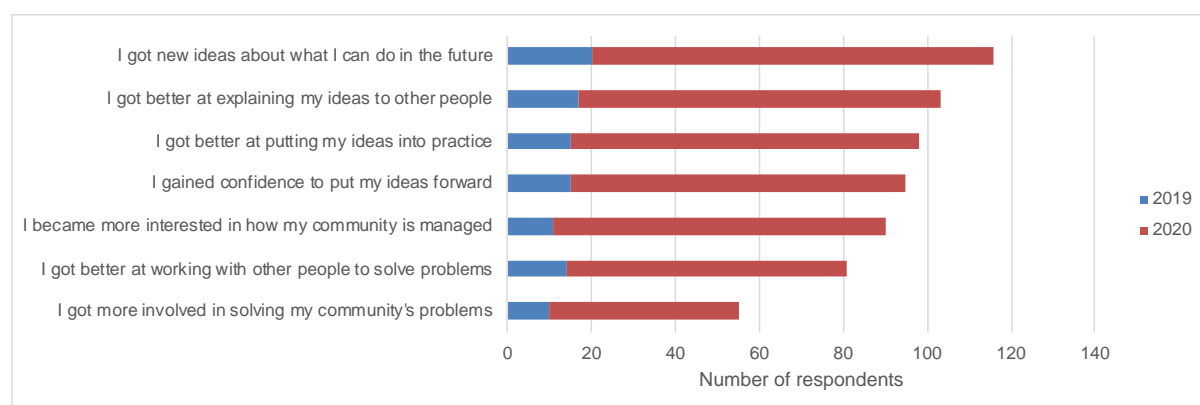
A focus group meeting was held with 3 participants who had taken part online in May and July 2020. They found that the leadership schools helped to break stereotypes about the roles of women. 1 of the focus group members noted that the leadership school helped to develop his career and he is now working as a project manager for a foreign non-governmental organisation (NGO). He developed a regional tourism project and was awarded a \$5,000 grant. Another member of the group had become an example to other girls in her community after implementing a project in the community. The opportunity to design and implement projects with other young people was highlighted as a benefit of the leadership schools. They were able to engage with the local authorities, whom they found supportive. Members of the group are still in contact with other leadership school participants and 1 has create a self-help group.

It was suggested that other subjects of global importance could be added to future Leadership Schools for High School Students, such as environment. As with WiP target groups who have been involved in online activities due to COVID-19, the group would have preferred face to face activities but understood this was not possible, although it was suggested that some socially distanced activities could have been undertaken outdoors in the summer. Some concern was expressed about the practical difficulty for some young people to participate online because they do not have access to the necessary technology, or they have poor internet connections. It was also noted that some online participants might be easily distracted. The group was somewhat critical of the presentation on local government, which was not sufficiently engaging.

There were **145 responses to the survey of Leadership Schools for High School Students participants**. 90% of respondents are female. 83% of respondents participated in 2020 and 77% participated online. **69% implemented projects. Feedback from the survey is highly positive** and reflects the feedback from the focus group.

80% of respondents developed new ideas about what they could do in future (see Figure 17 below). Survey responses indicate that a **large majority of participants developed in a range of leadership areas**. The one area that lagged, was getting involved in solving the community's problems (38% of respondents).

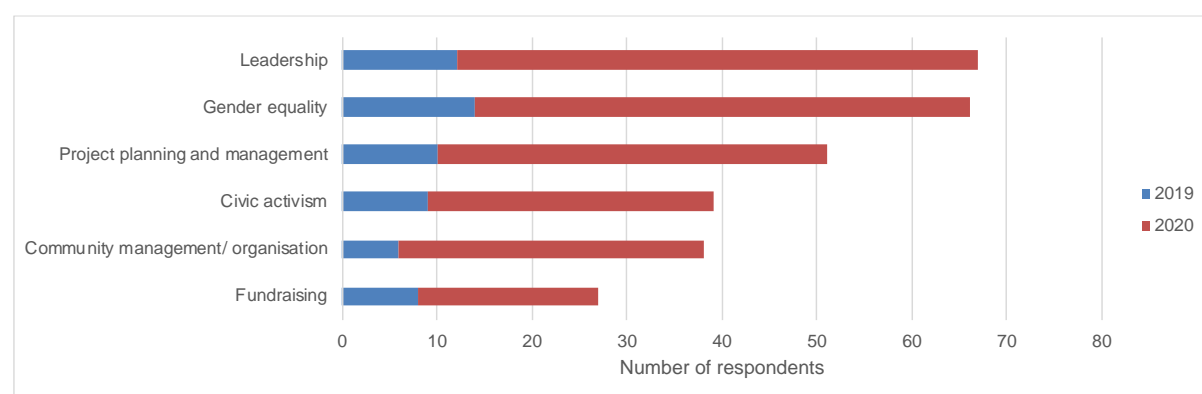
Figure 17: What has changed Leadership Schools for High School Students participants



Source: survey of Leadership Schools for High School Students participants

Approximately 50% of participants are currently engaged in community initiatives or activities – the level of engagement is similar for participants in leadership schools in 2019 and 2020. 74% of participants are still in contact with other participants, suggesting that networks have been established and are being maintained. 105 (72%) have since taken part in other leadership development courses or training (see Figure 18 below).

Figure 18: Leadership Schools for High School Students – subsequent leadership training



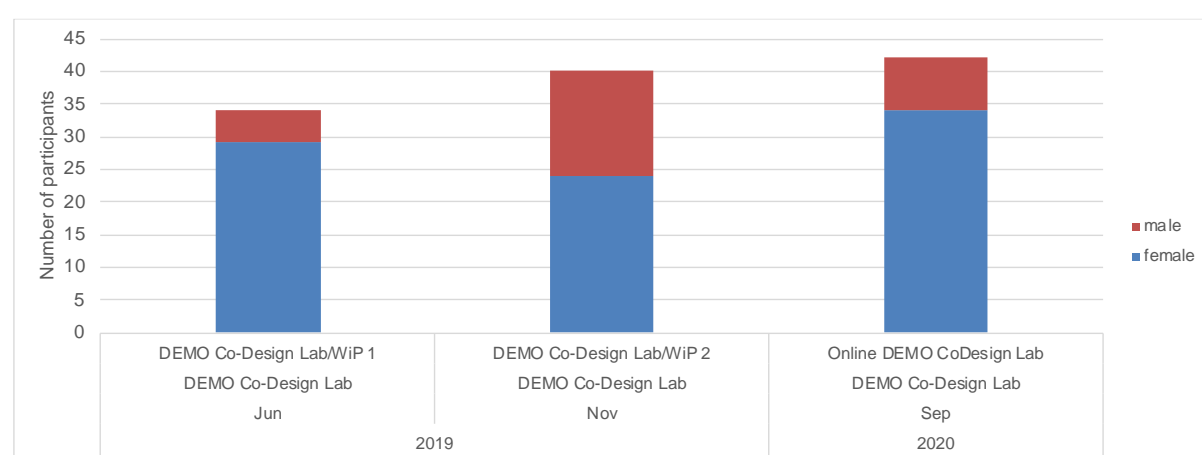
Source: survey of Leadership Schools for High School Students participants

94% of participants agree that they learned a lot. 90% liked the Leadership Schools for High School Students very much and 97% found them interesting. 94% consider the schools were well organised. 112 respondents found the schools convenient, while 20 did not and these were almost exclusively online participants – it is understood that the main concern related to the length of time spent online each day for 3 consecutive days.

7.2.5 DEMO Co-Design Labs

According to the project dataset, there have been 3 DEMO Co-Design Labs, 2 in 2019 and 1 online in 2020 (see Figure 19). These have involved 116 participants, of whom 75% were women.

Figure 19: DEMO Co-Design Labs events and participation



Source: author, based on UNDP project dataset

Finding 13: DEMO Co-Design Labs have developed participants' leadership, project management, and communication skills. Their capacities to work with local authorities have been developed, and their initiatives are helping to address tangible community issues.

A focus group meeting was held with 4 DEMO Co-Design Labs participants. Their feedback suggests that participation in DEMO Co-Design Labs and implementation of projects has **helped to develop their leadership, project management, and communication skills**, in part because they have had to overcome challenges in working in different communities. Moreover, the projects have **engaged directly with local authorities, whose understandings on some issues have evolved as a result**. The members of the group represented 3 projects involving team members from different parts of Armenia. 1 of the projects is helping a community to develop a statutory 5-year development plan. Another project has **successfully linked women in a community with municipality officials** – the project established a group of active women who, in discussion with the municipality, agreed a budget line to repair roads. There were also discussions with municipality on the use of overseas donations during the recent conflict, and on COVID-19. The third project, which covers different communities, is **helping local government to work with people with disabilities**. This has involved training for local government staff and elected representatives, and for people with disabilities. A website for local government members is under development. The team implementing this project has applied to participate in another co-design lab in order to extend the project to other communities.

2 of the projects **found the local authorities very supportive**. The other project had signed a memorandum of understanding with the local government but the latter subsequently declined to cooperate due to COVID-19 pressures. In one case, the local government had initially expected to receive funding, but once this misunderstanding had been resolved, there was good cooperation.

One project had to be revised several times to better fit the needs of the target community. The focus group suggested that it would have been good to have had more time for preliminary research about the target groups and communities to enhance the relevance of project design to community needs.

7.2.6 Integrity Islands

Finding 14: There has been significant interest amongst staff and the public in the two pilot municipalities around the development of the codes of conduct and action plans.

Feedback from the 2 pilot municipalities (Amasia and Etchmiadzin) indicates **high levels of engagement of women and men in developing action plans and codes of conduct, also public interest**.

Effectiveness is about changing the behaviour and/ or performance of target systems, institutions. However, it is not yet possible for the 2 municipalities to assess how or to what extent the new codes of conduct and related processes will change the performance or behaviour of target groups and systems. This is partly because the COVID-19 pandemic has closed some municipal services, but also because the action plans are still being rolled out. 1 of the interviewees **expects a lot of interest from other municipalities**. This is important because the 2 pilot municipalities are led by women and this **will help to promote visibility of women as leaders of change**.

7.2.7 Research, promotion of role models, combating sexism/ hate speech, public discourse

Finding 15: There appears to have been limited systematic follow-up to assess the effectiveness of research, promoting role models, combating hate speech, and outreach through social media and web articles

Assessment of the effectiveness of activities in this area is problematic, because there has so far been **no follow-up research to assess changes** in the performance or behaviour of target groups, although this is planned towards the end of the project. The small number of OxYGen partners/ consultants who were interviewed were reluctant to make any assessment of effectiveness and pointed out that this would require further research. Although relevant, the activities are **perhaps too fragmented and too small a scale** (with the exception of the research) to generate lasting change.

There was generally **limited awareness of OxYGen's research amongst interviewees**. However, it is understood from the project team that the target group for the research is decision-makers and that the research has been disseminated at central level and to groups of women and other stakeholders via regional forums. The project team also points out that the target group for this research are mainly decision-makers at central level. Furthermore, with the agreement of UNDP, OxYGen developed different communication products (e.g. infographics) for different target groups that focused on specific findings of the research, without referencing the source material, as it was considered that this might overload specific target groups with information and thus reduce the overall impact of key findings.

Raising the profile of female candidates, by involving female journalists to report on their campaigns is reported to have been helpful and this is supported by OxYGen's follow up research with a sample of candidates, who confirmed **increased visibility and self-confidence**. They also indicated that the articles helped them to build new partnerships and overcome stereotypes.³⁵ However, stakeholder feedback indicates that activities supporting female candidates in communities are more effective when they are implemented over time, but **limited time seems to have been spent in each community**.

Stakeholder feedback suggests that the promotion of role models may have limited effect.

There is very **little information on the effects of work relating to sexism/ hate speech**. It is a significant issue, and the resources dedicated to this are perhaps too small to make much difference. This is an issue that, due to its scale and complexity, **perhaps requires a project in its own right**. It is understood that this activity (5.3) was revised due to contextual risks and a manual on combating sexism in the public domain³⁶ has recently been produced and will be used in the training of journalists at the Yerevan State University Faculty of Journalism.³⁷ Depending on how it is used in this context, the **manual could potentially have a significant influence on journalism in the future**. OxYGen also notes that the Audio-visual Law was revised in line with project recommendations, although it is unclear from which activity(ies) these recommendations were developed.

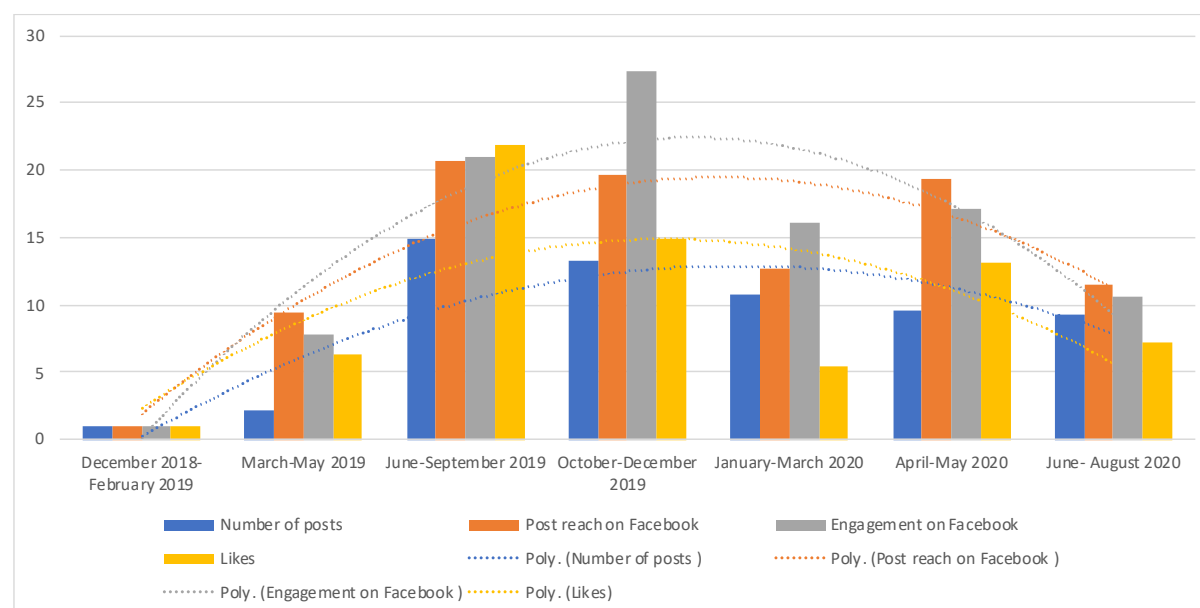
³⁵ OxYGen, (undated), 'Support to Women candidates during LSG elections – Assessment of the articles impact'

³⁶ Women in Politics Project (OxYGen), (2020), 'Manual on Combatting Sexism in the Public Domain', <https://bit.ly/3kmCf48>

³⁷ It is understood that this is a recent development as the manual was not available at the time of evaluation in late 2020.

Statistics on specific articles published in the context of WiP indicate high levels of ‘reach’ and ‘engagement’, but on its own, this information does **not indicate if/ how people’s behaviour, perceptions, or attitudes are changing**. There is no baseline against which to compare the statistics. Figure 20 below analyses Facebook statistics for the 7 quarters from December 2018 to August 2020. This compares each of the statistics for quarters 2-7 against the statistics for the first quarter, which are set to 1 for the purposes of this analysis. The actual values for the first quarter are presented in Table 6 below. This analysis suggests that all four statistics³⁸ peaked towards the end of 2019 and have since declined.

Figure 20: Analysis of normalised OxYGen Facebook statistics December 2018-August 2020



Source: author, based on OxYGen

Table 6: OxYGen Facebook statistics for first quarter and total up to August 2020

| | Statistics for first quarter of the project December 2018-February 2019 | Total statistics up to August 2020 |
|------------------------|---|------------------------------------|
| Number of posts | 19 | 1,160 |
| Post reach on Facebook | 1,1751 | 1,097,581 |
| Engagement on Facebook | 1,171 | 117,953 |
| Likes | 376 | 26,328 |

Source: OxYGen

Figure 21 below takes a similar approach to the analysis of WiP articles on the WomenNet.am website.³⁹ The actual values are shown in Table 7 below. This shows that **engagement with these articles increased at a faster rate than the number of articles**. It also shows a **high level of engagement around the time of the September**

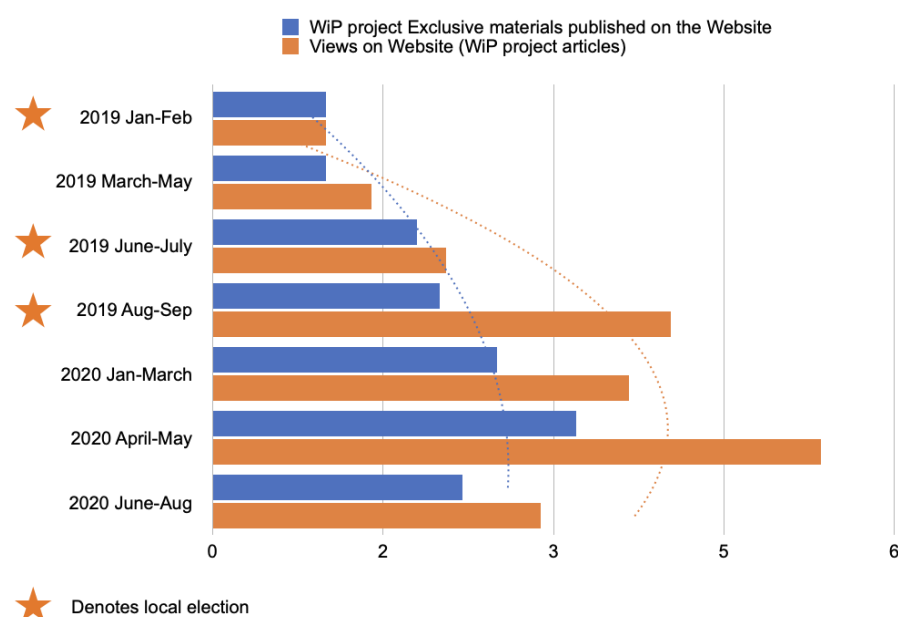
³⁸ Number of posts; post reach on Facebook; engagement on Facebook; likes.

³⁹ ProMedia-Gender NGO, (2020), 'WomenNet.am', <http://womennet.am>

2019 local elections, and again in April-May 2020, when both the number of articles and the level of engagement peaked.

However, neither the Facebook, nor the WomenNet.am statistics indicate which groups have been reached, or how and to what extent their views, perceptions, behaviour, etc. have been influenced by the posts and articles.

Figure 21: Analysis of normalised OxYGen WomenNet.am statistics



Source: author, based on OxYGen

Table 7: WiP project articles published on WomenNet.am

| | WiP project Exclusive materials published on the Website | Views on Website (WiP project articles) |
|----------------|--|---|
| 2019 Jan-Feb | 10 | 3,931 |
| 2019 March-May | 10 | 5,495 |
| 2019 June-July | 18 | 8,071 |
| 2019 Aug-Sep | 20 | 15,838 |
| 2020 Jan-March | 25 | 14,390 |
| 2020 April-May | 32 | 21,028 |
| 2020 June-Aug | 22 | 11,334 |

Source: author, based on OxYGen

Two post-training evaluation reports were provided towards the end of the evaluation. These covered training for journalists on the coverage of local elections in September 2019, and for 4 video bloggers and 4 podcasters in May and June 2020. Both reports are in Armenian and were translated using an online

translation tool with mixed results. Both documents appear to address only Level 1 (Reaction) and Level 2 (Learning) in terms of the Kirkpatrick model for the evaluation of training.⁴⁰ However, they do not address Level 3 (Behaviour) or Level 4 (Results). In other words, the two documents do not appear to assess how and to what extent new learning has been put into practice and how it has changed trainees' performance. There is also no analysis of how or to what extent changes in trainees' performance or behaviour have influenced the general public. The report on the training of the 8 video bloggers and podcasters appears to address only Level 1 (Reaction) i.e. satisfaction with the training.

7.3 Efficiency

UNDP-OxYGen coordination and synergies

Finding 16: Coordination between the two project partners has improved but to some extent the project appears to be still functioning as two individual projects.

UNDP and OxYGen originally submitted separate proposals to GGF. At the request of the donor, the two organisations submitted a joint application. This is reported to have caused some initial coordination difficulties but both organisations report that **coordination has been optimised** and that they have now extended cooperation to other activities outside the WiP project. Some synergies are evident, for example in the area of Pre-Electoral Support, where training was preceded or followed by OxYGen's "EQUAL" Campaign. Nevertheless, **1 of the consultants involved in project implementation characterised WiP as two separate projects**. This is supported by interview feedback, which suggests that project **stakeholders tend to be aware of either UNDP activities or OxYGen activities, but not both**. The lack of information available to UNDP on OxYGen activities also suggests that there is scope for strengthening coordination.

Coverage and cost

Finding 17: UNDP activities to date have been delivered at a modest cost per unique beneficiary and per participant-day. It is not possible to make the same kind of calculation on OxYGen's activities on the basis of the available information.

Table 8: Annual project costs 2019-2020

| | 2019 | 2020 | Total |
|--------------|----------------|----------------|----------------|
| OxYGen | 253,121 | 166,379 | 419,500 |
| UNDP | 269,603 | 288,051 | 557,654 |
| Total | 522,724 | 454,430 | 977,154 |

Source: author, based on UNDP⁴¹

Up to 22 October, UNDP activities have **supported 1,915 unique beneficiaries (83% women) through 34 different events and activities amounting to approximately 4,366 participant-days (79% women)**. As

⁴⁰ For example, see Kirkpatrick Partners, (2020), *'The Kirkpatrick Model'*, <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>

⁴¹ UNDP, (03/12/2020), *'Project Budget Balance 2020'*

UNDP, (03/12/2020), *'Project Budget Balance 2019'*

discussed in 7.2, there is positive feedback about the results of the activities that have been the focus of this evaluation. This has been achieved at a **cost (excluding management costs) of approximately USD 557,654,⁴² or approximately USD 291 per unique beneficiary or USD 128 per participant-day**. It is important to note, however, that the cost per beneficiary varies significantly depending on the type and duration of activity. Cost-benefit analysis per activity would be useful but is beyond the scope of this evaluation.

It is not possible to do the same calculation in respect of OxYGen activities due to a lack of information – UNDP’s dataset does not include details of participants in OxYGen’s activities. Perhaps more importantly, OxYGen’s activities are aimed more at changing attitudes and thinking amongst decision makers and the wider public but the project appears currently to lack a basis for any kind of ‘value for money’ calculation in respect of OxYGen’s activities.

The budget for 2019 was 92% utilised. The budget for 2020 has been reduced by approximately 24% from USD 660,241 to USD 500,241 and as of 14 December approximately 94% of the revised budget has been utilised. The reduction in the budget for 2020 is attributable to the ongoing COVID-19 pandemic and, more recently, the conflict in Nagorno-Karabakh which has greatly impacted the project context. As of 03 December 2020, the overall budget of USD 1,451,373 is approximately 67% utilised, leaving USD 474,219 to be utilised in the remaining 9 months of the project (including the no-cost extension).

43% of project costs to date are accounted for by OxYGen. However, there is minimal information on the effectiveness of these activities. It is therefore not possible to comment on the financial efficiency of these activities.

Flexibility

The WiP team **reacted quickly to the ongoing COVID-19 pandemic**, which emerged in early 2020, by focusing on activities that could be undertaken online. Beneficiaries also note that the project team has been helpful and supportive, for example when they have encountered problems with their initiatives.

Synergies with other projects

In some cases, WiP activities and costs have been shared with other projects, for example in the areas of evidenced-based policy making activities with members of the ‘I AM the Community’ Youth Leadership Club, and DEMO Co-Design Labs activities. The Youth Club is a joint initiative of WiP (funded by UK Good Governance Fund) and WYILD (funded by SDC) and all costs are shared by the two projects. The project dataset indicates that joint cost-shared activities have covered 366 project beneficiaries (see Table 9 below).

Table 9: Summary of cost-shared activities

| Donor/ project | Count of participants |
|-------------------|-----------------------|
| UNDP_GGF_WILD 2/2 | 12 |
| WIP-WILD 2/2 | 12 |
| UNDP-GGF-SDC | 354 |
| WEGE | 43 |

⁴² This calculation uses only UNDP’s costs and project beneficiary numbers.

| | |
|--------------|------------|
| WIP | 75 |
| WIP-WYILD | 236 |
| Total | 366 |

Source: author, based on UNDP project dataset

Nevertheless, feedback from SDC suggests that there may be scope for additional synergies with the WYILD project in the area of networking amongst women in the different types of community targeted by the two projects. The project team notes that the Online Community of Practice has been launched.

Research, promotion of role models, and combating sexism/ hate speech

In view of the lack of information about the effectiveness of research, promotion of role models, and combating sexism/ hate speech, it is **not possible to conclude where or not the allocation of 30% of the WiP budget to these activities represents an efficient allocation of resources.**

7.4 Sustainability

Finding 18: High levels of motivation are evident amongst project beneficiaries.

Stakeholder feedback and the survey results suggest high levels of motivation amongst beneficiaries for continuing self-development and many continue to be actively engaged in civic activism.

The **benefits of the leadership schools and related activities continue to be built on, pointing to high levels of sustainability at the personal level.** Stakeholder feedback and survey results also suggest **networks developed through participation in WiP activities are being maintained.**

Finding 19: Many project participants from different groups have been involved in policy development. Feedback suggests that, for some groups, this could be more systemised and further supported to channel diverse efforts in a more sustainable way.

An important aspect of the project is the work that has been done in the area of participatory development of recommendations for new and amended policies, legislation, and regulations. A recommendation on gender quotas developed by 'I AM the Community' Youth Leadership Club members is now enshrined in the Electoral Code. However, stakeholder feedback and survey results suggest that **the processes has not yet been institutionalised and more work is required to ensure sustainability in this area**, not only for Youth Club members but also for women who participated in leadership schools for councillors and professional women.

Finding 20: Initial indications from the two pilot municipalities suggest good prospects for the sustainability of Integrity Islands activities.

Although Integrity Island action plans are still being rolled out, feedback from the 2 pilot municipalities that are implementing **Integrity Islands suggest that the benefit of this work is likely to be maintained and there are expectations that this approach will be of interest to other municipalities** across Armenia, including the new Codes of Ethics developed by the 2 municipalities

Finding 21: More continuous engagement with women in target communities between elections would help to promote the sustainability of pre-election support

Stakeholder feedback suggests that a **more continuous engagement with women in target communities between elections would help to promote the sustainability of pre-election support** by helping to develop the capacities and credentials of candidates and elected councillors.

Finding 22: The sustainability of research, promotion of role models, combating sexism/ hate speech, and other public engagement activities is unclear.

It is understood that the research conducted at the beginning of the project has been used to raise awareness at central decision-making level. Its sustainability is ensured to the extent that legislative and institutional changes, and changes in norms and perceptions amongst decision-makers can be attributed to this research. However, this is unclear. The **sustainability of some activities is doubtful due to their small scale relative to the scale and complexity of the issues they aim to address** (e.g. combating hate speech).

7.5 Impact

Perhaps the biggest visible impact to date has been achieved through the policy work with young people, which has led to several legislative amendments, **in particular the introduction of a 30% gender quota for women in local elections in communities with populations greater than 4,000**. It is important to note that the young people involved in 'I AM the Community' Youth Leadership Club are 'graduates' of the youth leadership camps, and in many cases also probably of the Leadership Schools for High School Students. This points to the **effectiveness of UNDP's systemic, long-term approach**.

Impact could be further enhanced by reactivating strategic work with political parties to ensure gender equity in political representation beyond the minimum established by the quota system.

The Leadership Schools for High School Students, and the 'I AM the Community' Youth Leadership Club camps have **influenced the career decisions of some participants** and some indicated that they had started careers in public service as a result (e.g. local/ regional government, social services).

The **scale of WiP activities, the large number of people involved, and the positive results reported** in respect of the sample of activities covered by this evaluation, suggest that the project can be expected to have a **positive influence on thinking and actions beyond the immediate project beneficiaries**.

7.6 Inclusion of vulnerable groups

Quarterly reports identify various initiatives addressing the needs of vulnerable groups. In some cases these are direct initiatives of the project itself, for example to engage people with disabilities in project activities as beneficiaries and trainers. Several of the projects resulting from leadership schools and DEMO Co-Design Labs also address the needs of vulnerable groups. One of the DEMO Co-Design Labs was dedicated exclusively to empowering people with disabilities and 4 people with disabilities were hired as interns by the Municipality of Yeghegnadzor as a result of these activities – this model is to be extended to other regions in early 2021. However, there appears to be no overall summary or analysis of results of the project's work in this area.

8 Conclusions

Relevance

Conclusion 1: Overall project design is coherent but the number of distinct activities may over-complicate project management.

WiP takes a systemic approach to the complex issue of women's participation in leadership and decision-making, in particular as local elected representatives. The 28 distinct activities are all relevant to the project's goals but are perhaps too many for a single project. However, it is important to note that the project combines two separate projects at the request of the donor.

A separate project on unconsolidated communities makes sense, as interview feedback and project documentation indicate that there are significant differences in the challenges faced by women entering local politics in the two types of communities. Nevertheless, WiP could perhaps already start to prepare female leaders in the target communities for the new challenges they will face when their communities are eventually amalgamated.

The introduction of gender quotas guarantees women's participation in local government up to a point. However, it is up to political parties to ensure full gender-equality beyond minimum established by the quota system. Thus capacity building of political parties, which is included in WiP's design, is increasingly important.

There is a lack of clarity in some areas of the project design about what changes in the performance or behaviour of target systems, institution, and groups the project is intended to bring about.

Effectiveness

Conclusion 2: Leadership development activities are changing attitudes and self-perception, raising capacities and aspirations, influencing career decisions, and getting participants interested in political engagement.

Stakeholder feedback and survey responses indicate significant concrete results in terms of developing capacities, building confidence, breaking stereotypes, and building networks. This applies in particular to:

- Leadership Schools for Women (councillors and professional women)
- 'I AM the Community' Youth Leadership Club activities
- DEMO Co-Design Labs
- Leadership Schools for High School Students

These activities have led to concrete women-led initiatives in communities addressing a wide range of issues from local infrastructure to social services.

Conclusion 3: The effectiveness of pre-election support would be enhanced by providing more support between elections to address underlying structural constraints to women's participation, and to build capacities, raise profiles, and develop leadership credentials.

It is a significant achievement that 18 project beneficiaries (female candidates) were elected in local elections in 2019. However, in 67% of the 35 communities where the project undertook pre-electoral support activities, there was insufficient interest from the target groups and no project beneficiaries were elected due to a range of constraints on women's participation, which can not be overcome by a single project, and require attention from a range of actors over a long period. A range of stakeholders suggest that effectiveness would be enhanced by providing more support between elections to address underlying structural constraints to women's participation, and to build capacities, raise profiles, and develop leadership credentials. This is to some extent already being done, for example through the leadership schools for women (councillors and other female leaders in the community, and professional women), but needs to be significantly scaled up. This could perhaps be achieved by working with one or more Armenian organisations to undertake some of this work under UNDP's supervision.

It is not possible to assess the effectiveness of research, promotion of role models, and combating sexism/ hate speech because there is no information about how or to what extent these activities are changing perceptions, attitudes, performance and behaviours. Feedback from a limited number of stakeholders⁴³ that were interviewed specifically about OxyGen activities was not so informative (e.g. *'follow-up research required to understand effects'*). There was limited awareness amongst consulted stakeholders of the research carried out at the start of the project.

Conclusion 4: Project results to date have been constrained by the COVID-19 pandemic, the Nagorno-Karabakh conflict, and the subsequent political tension in Armenia.

The ongoing COVID-19 pandemic and, more recently, the Nagorno-Karabakh conflict have significantly constrained project activities, including pre-election support (there have been no local elections in 2020 due to COVID-19) and the strategically important work with political parties (considered highly problematic in the present political climate). These events have thus constrained project results to date.

Efficiency

Conclusion 5: Overall project implementation is efficient but there appears to be scope for further coordination between the two project partners

The project has engaged a large number of beneficiaries in many activities at modest overall cost but there is insufficient information to comment on the financial efficiency of work covering research, promotion of role models, and combating sexism/ hate speech. The merging of separate proposals from UNDP and OxyGen at the request of the donor caused some initial coordination difficulties but both organisations report that coordination has been optimised. However, WiP is still perceived as 2 distinct projects and stakeholders tend to be aware of either UNDP activities or OxyGen activities. Limited information is available to UNDP on OxyGen's activities, which are not included in the project dataset. Nevertheless, stakeholder feedback indicates that day to day project management is efficient.

⁴³ See section 5.3 Challenges for the evaluation.

Conclusion 6: Cost benefit could perhaps be enhanced by increasing the focus on strategic activities, such as working with political parties, and reducing focus on Leadership Schools for High School Students for the remainder of the project.

As noted above, WiP takes a systemic approach to the issues constraining women's participation in decision-making roles, in particular as local elected representatives. This means working with the central government, the National Assembly, and political parties, as well as working directly with women and young people in many communities throughout Armenia. The latter is an important long-term investment, and as noted above, the results are mainly very positive. For reasons discussed in section 2 (Context), it has not been possible, in 2020, to make progress with Activity 3, which focuses on the role and capacities of political parties, which are now central to ensuring full gender equity in political representation following the introduction of gender quotas and party lists in communities with populations above 4,000. The WiP team quickly reoriented project activities to address the COVID-19 pandemic when it emerged in early 2020. As result, the project has focused heavily on work at community level, in particular the Leadership Schools for High School Students,⁴⁴ which may be more resource intensive from a management perspective. Cost-benefit could perhaps be enhanced by rebalancing activities to ensure more focus on strategic activities at central level, such as working with political parties.

Conclusion 7: The large number of activities may have implications for their cost effectiveness and management resource intensiveness.

In order address the issues in systemic way, the project currently encompasses 28 distinct activities. The variable quality of qualitative and quantitative project information suggests that the inclusion of such a large number of activities may be challenging. This also means that (1) the resources available for some activities are limited and this may have implications for their effectiveness, and (2) management of the project may be more resource-intensive from a management perspective.

Sustainability

Conclusion 8: There is considerable evidence of sustainability at institutional and individual levels.

There is considerable evidence of sustainability at the institutional level (gender quotas) and individual level but sustainability at both levels could perhaps be further enhanced by focusing on fewer activities, addressing some gaps (e.g. institutionalisation of participatory policy making), and rebalancing project activities to provide more support to councillors and other women active in target communities (including those already supported by WiP), and professional women (including those already supported by WiP).

At a more strategic level, sustainability is heavily dependent on UNDP's continuing implementation of various activities, such as different leadership schools, which will be needed well beyond the timeframe of WiP. Long-term sustainability in this area could perhaps be enhanced by developing the capacities of Armenian organisations working at regional level.

⁴⁴ The project team notes that it was necessary to focus on Leadership Schools for High School Students intensively during the summer holiday period as the project had a high target for this activity. High school students account for approximately 20% of all project participants to date and approximately 30% of participant-days.

Impact

Conclusion 9: The introduction of a gender quota will have a significant impact on women's participation in politics as local elected representatives, but the quota alone will not ensure equitable participation of women and men, which depends on the commitment of political parties.

The introduction of gender quotas in local elections (a result of the project) will have a significant impact on future local elections. Further impact depends on the engagement of political parties to ensure that (1) they go beyond the minimum established by the quota, and (2) women participate equitably in leadership positions. The impact of UNDP's leadership development work with young people is indicated in discussions with young people who took part in previous years and whose career paths have been shaped by their experience in these activities. The impact of this approach could be further substantiated by surveying beneficiaries from before WiP.

Conclusion 10: Leadership development work with local councillors has had some localised impact but this has not yet achieved a 'critical mass'.

Leadership development work with local councillors and other women who are active in target communities has had some localised impact but this has not yet achieved a 'critical mass'. Stakeholder feedback suggests that impact could be significantly increased for women in the target communities (and for the communities generally), by deepening and scaling up this type of support on a more continuous basis. This would further develop their capacities, raise their profiles, and improve their leadership credentials. Stakeholder feedback indicates that there is an urgent need to mobilise women's leadership potential to address issues facing communities, especially in view of the double emergency that Armenia is currently experiencing (COVID-19 and effects of the recently ended conflict in Nagorno-Karabakh). Similarly, the impact of leadership development work with professional women would be enhanced by deepening the support provided.

Conclusion 11: Leadership development work with young people is a long-term investment with a significant impact

Feedback from young people who have participated in WiP leadership development activities, and in similar activities in previous years suggests that these activities are breaking stereotypes and self-perceptions, influencing career paths, and getting young people engaged in civic activism, public service, and politics.

Conclusion 12: Research and discourse activities have the potential for significant impact, but some may be on too small a scale.

Some of the research and discourse activities have the potential for significant impact but there is little information about their effects, and some are possibly too small scale to have significant impact.

9 Recommendation

Strategic recommendations

- 1) Leadership development activities with young people are an important and effective long-term investment but they are resource intensive. More impact could be achieved in the shorter-term by **increasing the focus on more strategic activities with key actors at national level, in particular political parties**. The current political climate makes it difficult at present to engage with political parties on the

scale originally envisaged. UNDP could explore the possibility of starting this work on a more low-key basis, or in partnership with an Armenian NGO. Discussions with two members of the National Assembly from different political parties indicate that there are people in political parties with whom WiP can engage in dialogue on this issue, even in the current climate.

- 2) Feedback from a range of stakeholders indicates that it would be beneficial to **deepen and scale up leadership development activities with women in target communities**, and to provide support on a more regular basis, not only around elections. This would help to further develop their leadership capacities, raise their profiles, develop their leadership credentials, and enhance their electability in a sustainable way. Interviewed councillors who took part have reported concrete results and are keen to continue to develop more ambitious initiatives. More intensive engagement in this area is currently much needed, to mobilise women's leadership potential to address issues resulting from the double crisis that Armenia is currently dealing with. UNDP could consider working with or through one or more Armenian organisations to help scale up this work. Further research is necessary to identify specific focus areas but potential examples could involve work relating to:
 - a) Services and support for spontaneous arrivals;
 - b) Psychological support for veterans, family members, spontaneous arrivals, and people isolated as a result of the COVID-19 pandemic;
 - c) Supporting national COVID-19 vaccination efforts at community level, as vaccines become available.
- 3) It is suggested to **identify communities with potential for the development female leaders on a periodic basis throughout the year**, not only immediately prior to local elections. WiP could then focus on developing the capacities of female leaders in these communities, not only to participate in elections, but also to develop and lead initiatives that will help to raise their profiles and enhance their 'electability'.
- 4) WiP takes a systemic approach to a complex issue. As a result, the project encompasses 28 distinct activities some of which are small in scale. This suggests that **project implementation may be resource-intensive from a management perspective. It may be worth considering how, and to what extent, the project could be simplified to enable more in-depth work on fewer activities, without sacrificing the systemic approach**. This applies to UNDP and OxyGen activities.
- 5) A major achievement of WiP is the adoption of recommendation to introduce gender quotas in local elections. It would be desirable to **institutionalise the process of participatory policy-making** to support the quality of future recommendations and to ensure that feedback is systematically provided to those who submit recommendations to different institutions.
- 6) UNDP's **leadership development work**, which has been implemented for a number of years, is highly valued by participants and it is considered an asset to be able to include participation in this in a CV. UNDP could **consider developing these activities into a more structured leadership development programme that women and young people can engage in at different stages in their careers**.

Operational recommendations

- 7) Feedback from **women** from various **professional groups** who participated in pilot Leadership Schools for Professional Women was positive but they would have liked the experience to take them further in their leadership journey. This group **would benefit from substantive follow-up activities spread over time**. It is understood that UNDP has already started to address this through an online community.
- 8) The **leadership schools for women** from various **professional groups would benefit from the participation of decision-makers** so that participants can engage directly with them. The lack of direct contact with decision-makers was considered to be a gap in an otherwise positive experience.
- 9) When working with candidates and councillors in unconsolidated communities, it would be helpful to start to prepare them for the new challenges they can expect when their communities are eventually consolidated. In this regard, it has been suggested that there may be scope for additional synergies with the WYILD project.
- 10) **Follow-up research is needed to assess the reach and effectiveness of WiP research and discourse activities**. It is understood that this will be done towards the end of the project, but interim research would have been useful to assess whether fine tuning or a change in focus was required. The social media and website statistics are useful but on their own, they provide no insight into changes in perceptions, attitudes, behaviours, etc. Summaries of effectiveness and impact analysis should be made available in English for communication to a wider audience. The following list provides examples of where additional activity follow-up might have provided useful insight into intermediate changes:
 - a) Survey of all regional forum participants to understand what changed as a result of learning about the results of the research.
 - b) Follow-up research with a sample of men and women of different ages who have engaged with different research products to understand:
 - i) The extent to which the research findings were new to them.
 - ii) How and to what extent the findings changed their thinking and whether this led to specific actions or changes in behaviour.
 - iii) If they shared the research findings with others.
 - iv) If/ how the impact of the research findings could be strengthened amongst different groups.
 - c) Systematic survey of all Tier 3 pre-election support participants to:
 - i) Gain deeper insight into how and to what extent specific activities helped and how they might be adjusted to better support female candidates in future elections.
 - ii) Understand what additional support elected women need to maximise their effectiveness and leadership credentials.

- d) Systematic survey of Tier 1 and Tier 2 pre-election support participants. Although Tier 1 and Tier 2 participants did not stand for election, it would be useful to understand, for example:
 - i) If and how the meetings changed their thinking about female leaders.
 - ii) If their awareness of different female candidates increased.
 - iii) To what extent the project increased the viability of female candidates in local elections.
 - iv) If they might consider getting more involved in community decision-making at some point in the future, either informally or as election candidates.
 - e) Survey in a sample of target communities to gain deeper insights into the effects, in the general community, of media articles about female leaders and candidates. This should cover men and women of different ages in order to understand:
 - i) The extent to which they have engaged with the articles, and what effect the articles had on their thinking and actions.
 - ii) If the impact of the activity amongst different groups could be enhanced by changing the approach in some way.
 - f) Addition of buttons and/ or mini-surveys to social media posts and web articles to collect information to understand:
 - i) If the information is new to the reader.
 - ii) The extent to which the content is likely to change the thinking, behaviour, and actions of the reader.
 - iii) If and how the content could be made more effective.
 - iv) The gender and age group of readers.
 - v) If readers would be willing to be interviewed in more depth about their reactions to the content, and/ or participate in focus groups to discuss the content.
- 11) When following up different activities to assess effectiveness, it is important not only to assess immediate participant reaction and learning, but also subsequent changes in behaviour and wider results.⁴⁵ It is therefore recommended that the project partners **undertake follow-up at different times after the implementation of specific activities.**

⁴⁵ For example, see Kirkpatrick Partners, (2020), *'The Kirkpatrick Model'*, <https://www.kirkpatrickpartners.com/Our-Philosophy/The-Kirkpatrick-Model>. Although the Kirkpatrick model was developed to evaluate training, the basic principles can be applied more generally to capacity building and awareness raising.

- 12) In order to **assess the contribution of specific project activities to specific developments at national level** (e.g. new and amended legislation, appointment of women to leadership roles, etc.), it is suggested that the project partners undertake a **survey of parliamentarians, members of the government, and relevant civil servants** to understand what these groups consider to have been the most important influences that led to specific developments and if/ how project activities might be adjusted to increase the project's contribution. In this context, a survey could employ a combination of methods including interviews, questionnaires, and focus groups.
- 13) While the project is not responsible for the implementation of new and amended legislation and regulations, it would nevertheless be useful to **research the extent to which the public is aware of and understands relevant new and amended legislation** and regulations. This would inform future activities under the current project, and potentially also the design of a future project. Questions on this could be incorporated into social media posts and web articles.
- 14) It would be desirable for project reports to **provide a clearer and more concise picture of WiP's activities and effectiveness**. The following suggestions would support enhanced external communication of activities and results with the funder, potential future funders, partner ministries and agencies, etc. For example:
 - a) Develop a **spreadsheet of all initiatives that have resulted from leadership schools, youth club camps, DEMO Co-Design Labs, etc.** This should indicate, among other things, which group or individual designed and implemented the project, when it was designed, start and end dates of implementation, where it was implemented, project budget, type of initiative, target group(s), objectives of the initiative, results of the initiative. This may not be feasible for Leadership Schools for High School Students due to the large numbers involved but would be worth considering for other groups;
 - b) Develop a spreadsheet of all policy/ legislative/ regulatory recommendations resulting from leadership schools, youth club activities, etc. This should indicate which group made the recommendations, when, to which authority, if a response was received, and if the recommendations was adopted in full or in part, and if not, why it was not adopted. Various groups and individuals have submitted policy recommendations to different institutions. However, these important outputs are not well-documented and project reports focus primarily on the work of the 'I AM the Community' Youth Leadership Club. Other interviewees and survey respondents indicated that they too had submitted recommendations to different bodies.
- 15) The **clarity of project reports would be improved** by (1) making more use of tables in project reports to summarise activities and results, and (2) by making a clear distinction between activities and results in report narrative. For example, quantitative analysis on pre-election support provided to the evaluator significantly facilitates understanding of pre-election support but this does not appear to be included in project reports. The coherence of standard progress reports could be enhanced in some parts.
- 16) The project team has developed a **well-structured and potentially very useful dataset**. However it is **undermined** by anomalies and small errors that take time to remove. Some data inconsistencies can be hard to identify and rationalise when the data is in an unfamiliar language and script. It is recommended to **ensure that the data is 'clean' and consistent. To facilitate this, it may be helpful to retain the services**

of a data expert from time to time. Furthermore, a data expert could help to identify other types of quantitative data that could be usefully collected to substantiate project results, and support the project team with analysis.

- 17) It is recommended to integrate information on OxYGen's activities into the project dataset.
- 18) It is recommended to **update the results framework from time to time to reflect changes in the project.** OxYGen appears to be using a modified results framework in its 2020 report. This is not to suggest that it must use the original results framework if it is no longer relevant or is found to be impractical or unachievable. However, changes should be systematically documented and justified.

10 Lessons learned

Short-term vs. long-term results

Two important WiP indicators are the number of women standing for election in local elections and the number of women elected. In order to achieve the relevant targets in a single project there is a risk that the project is pushed towards activities that produce short-term results without addressing the underlying structural issues that constrain women's participation in leadership and decision-making roles, including as elected representatives. These complex structural issues can not be addressed in such a short timeframe. This is supported by information in project documentation which indicates that the proportion of female councillors has tended to fall following community amalgamation.

Online activities

Although it is generally agreed that online activities are less satisfactory than in-person activities, stakeholder feedback indicates that online activities are accepted as the best option during COVID-19 pandemic restrictions, and these activities have produced concrete results.

After some initial reluctance, project participants became accustomed to engaging in online activities. Some also highlight advantages of online activities, such as the absence of travel time, and no need to make childcare arrangements. However, several disadvantages have also been highlighted:

- It is not possible to spend the same amount of time each day in online activities as would be possible with in-person activities. It is preferable to split online activities into shorter session spread over more days. This is considered particularly important for younger participants, who may be more easily distracted and/ or lose interest.
- For some participants, large online groups made it difficult to engage substantively in discussions.
- Some young people do not have access to the necessary technology to participate in online activities.

ANNEXES

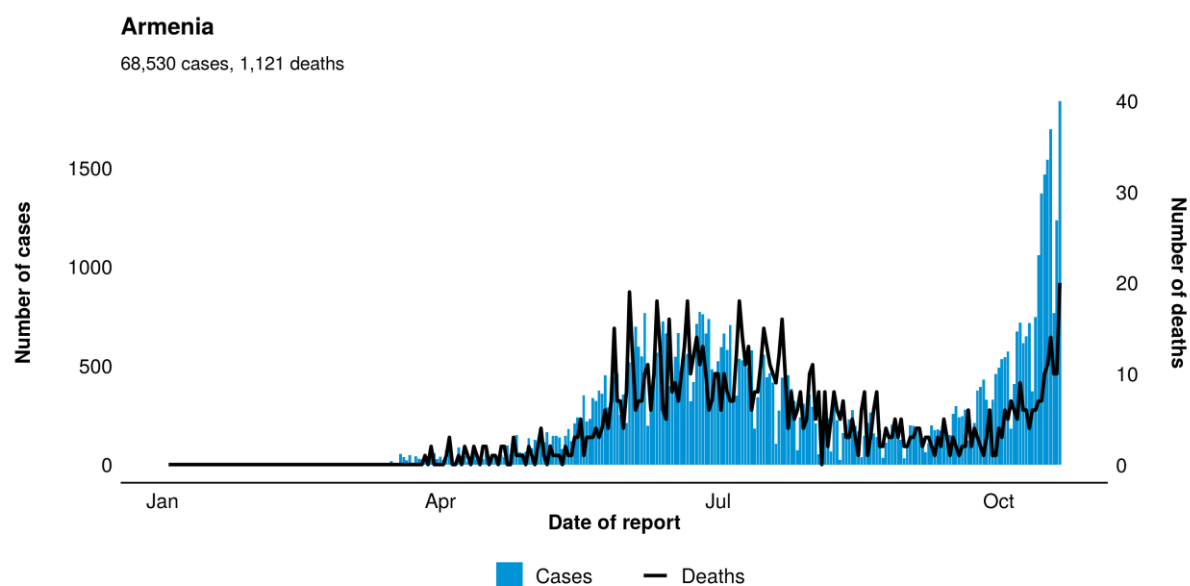
Annex 1. Project structure

Implemented by UNDP Armenia

Implemented by OxyGen



Annex 2. COVID-19 cases in Armenia as of mid-October 2020



World Health Organization⁴⁶

⁴⁶ World Health Organisation, (undated), 'COVID-19 Explorer', <https://worldhealthorg.shinyapps.io/covid/>, accessed 22/10/2020

Annex 3. Detailed list of project events (UNDP activities only)

| Event | In-person | Online | Total |
|---|------------|------------|------------|
| "I AM the Community" Youth Club | 127 | 34 | 161 |
| "I AM the Community" Youth Club/5 | 40 | | 40 |
| "I AM the Community" Youth Club/6 | 18 | | 18 |
| "I AM the Community" Youth Club/7 | 18 | | 18 |
| I AM the Community Youth Club Meeting | 39 | 34 | 73 |
| I AM the Community Youth Club Training | 12 | | 12 |
| Community Mobilizers' Training | 23 | 45 | 68 |
| Community Mobilizers' Training on Gender Equality and Women's Political Participation | | 23 | 23 |
| Community Mobilizers' Training on Gender Equality in Local, National and International Development Agenda | | 22 | 22 |
| Orientation Training for Community Mobilizers | 23 | | 23 |
| DEMO Co-Design Lab | 74 | 42 | 116 |
| DEMO Co-Design Lab/WiP 1 | 34 | | 34 |
| DEMO Co-Design Lab/WiP 2 | 40 | | 40 |
| Online DEMO CoDesign Lab | | 42 | 42 |
| Leadership Schools for High School Students | 169 | 268 | 437 |
| Evaluation Meeting on Leadership Schools for High School Students with Community Mobilizers | | 6 | 6 |
| Evidence Based Policy Making Training Course for the Youth Club Members | 22 | | 22 |
| Integrity Islands workshop | 29 | | 29 |
| Integrity Islands workshop | 9 | | 9 |
| Integrity Islands Workshop for Echmiadzin Municipality Staff | 20 | | 20 |
| Leadership School for Women | 65 | 48 | 113 |
| Leadership School for IT Women | 15 | | 15 |
| Leadership School for Women from Social Sciences | | 13 | 13 |
| Leadership School for Women from STEM ⁴⁷ | | 8 | 8 |
| Leadership School for Women in Science | 15 | | 15 |
| Leadership School for Women Local Councillors | 35 | | 35 |
| Leadership Schools for Women Economists and Lawyers | | 27 | 27 |

⁴⁷ Science, technology, engineering, and mathematics

| Event | In-person | Online | Total |
|---|-------------|------------|-------------|
| Online Community Platform Meeting | | 15 | 15 |
| Pre-electoral Meeting | 784 | | 784 |
| Pre-Electoral Meeting Discussion with Women Candidates | 16 | | 16 |
| Pre-electoral Meeting/Tier 1 | 377 | | 377 |
| Pre-electoral Meeting/Tier 2 | 224 | | 224 |
| Pre-electoral Meeting/Tier 2/EQUAL Marathone | 130 | | 130 |
| Pre-electoral Meeting/Tier 3 | 37 | | 37 |
| Regional Forums on Women's Political Participation | 165 | | 165 |
| WiP | 253 | | 253 |
| Assessment / planning meeting with trainers | 15 | | 15 |
| Certificate awarding /"I AM the community" youth camp 5 / Leadership Schools for High School Students | 52 | | 52 |
| Think EQUAL Conversations | 102 | | 102 |
| Women in Politics project launch | 84 | | 84 |
| Women Empowerment and Gender Equality Programme | 43 | | 43 |
| Community of Practice | 43 | | 43 |
| Total | 1754 | 458 | 2212 |

Annex 4. Project beneficiaries elected in 2019 and communities

| Position/ community | Count of elected project beneficiaries |
|--------------------------|--|
| Head of Community | 1 |
| Qaradzor | 1 |
| Local Councillor | 17 |
| Antaramut | 2 |
| Anushavan | 2 |
| Chkalov | 1 |
| Ddmashen | 1 |
| Ditak | 4 |
| Getahovit | 1 |
| Ghursali | 1 |
| Khnkoyan | 1 |
| Margara | 2 |
| Sorik | 2 |
| Total | 18 |

Source: author, based on UNDP

Annex 5. Additional information on project documentation and monitoring

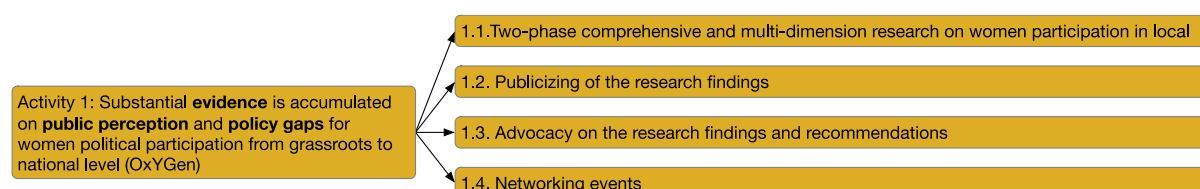
It was difficult to get a clear picture of the numerous activities and their relationship to each other from the available project documentation. Some of the activities are a continuation of activities from previous projects or other ongoing projects and there is an assumption that reader already knows the details of these activities. Key project concepts and activities are not explained and project reports use many acronyms and abbreviations but these are not defined (e.g. WEGE, WiLD, and WYILD among many others). There is much detail in the project reports but there is no synthesis, summarisation, or analysis. It is difficult to reconcile quantitative data and information in project reports and there appear to be some inconsistencies (see 7.2.1). Information in project reports is not clearly presented. For example, the Standard Progress Report 01 Jan 2019 – 30 June 2020 notes in one paragraph that 3 women were elected in 2019, while the following paragraph indicates that 18 women were elected.⁴⁸ The report states that there were local elections in 16 communities, of which only 4 were electing local councillors, while data provided by the project team indicates that female councillors were elected in 11 communities. This suggests that content has been copied from different documents without rationalising or fully updating the information. This undermines the usefulness of project reports and additional time is required to make sense of the information.

The quarterly reports include detailed narrative on activities but there is limited summarisation or analysis and little systematic information on the results/ outcomes of activities.

Some documentation was available only in Armenian (e.g. post-activity reports) and content had to be translated using an online tool, which was time-consuming and the resulting translations were not entirely satisfactory.

Project reports do list OxYGen activities, and social media and website data and examples of various outputs have been provided. However little information or stakeholder feedback was available to support analysis of the effectiveness of OxYGen's activities. In some cases, although there is substantial text the report, it remains unclear concretely what was done during the reporting period. For example, approximately 1.5 pages are devoted to Activity 1.1.1 in Quarterly Report No.3 but without making it clear what has been done in the reporting period. In other places information relates to plans rather than activities or outcomes e.g. Activity 1.1.2 in the same report. On the other hand, information on Activity 5.2.1 in the same report is much more concrete, although analysis of effectiveness is still missing. The numbering of some activities in the reports appears not to correspond to the numbers in the project document. For example, Activity 1 is divided into 4 sub activities as shown Figure 22 below. However, project reports report only on Activities 1.1.1 and 1.1.2.

Figure 22: Structure of Activity 1



⁴⁸ UNDP Armenia, (undated), 'Women in Politics Standard Progress Report 01 Jan 2019 – 30 June 2020', p3

The project team provided a large (2,212 entries),⁴⁹ well structure dataset (spreadsheet) listing participants in project activities, the types of activity, the community of each participant, the location of the activity, etc. Some of the information was translated into English but 252 community names were available only in Armenian script – online translation from Armenian proved unreliable and it was not possible, in the available time, to undertake analysis disaggregated by community. Processing (using Python)⁵⁰ was required to remove errors and anomalies (typos, trailing spaces, data formatting inconsistencies, missing values, etc), to convert dates into a format that could be used in calculations and charts, and to translate one of the columns (necessary to determine the number of online activities and participants in 2020). Processing was also required to assign participants with unique identification numbers in order to calculate the number of unique participants.⁵¹ Two versions of the dataset were provided –the first one included only 1,441 records and was missing information from 2019 (e.g. some pre-election support activities). To facilitate the evaluation, the project team quickly added the missing data. As a result of changes introduced in the second version of dataset, it was necessary to adjust the Python code used on the first dataset in order to apply it to the second version, which consumed additional time. The project team did provide a helpful analysis of participants in pre-election support activities.

The project dataset does not include information on OxYGen activities.

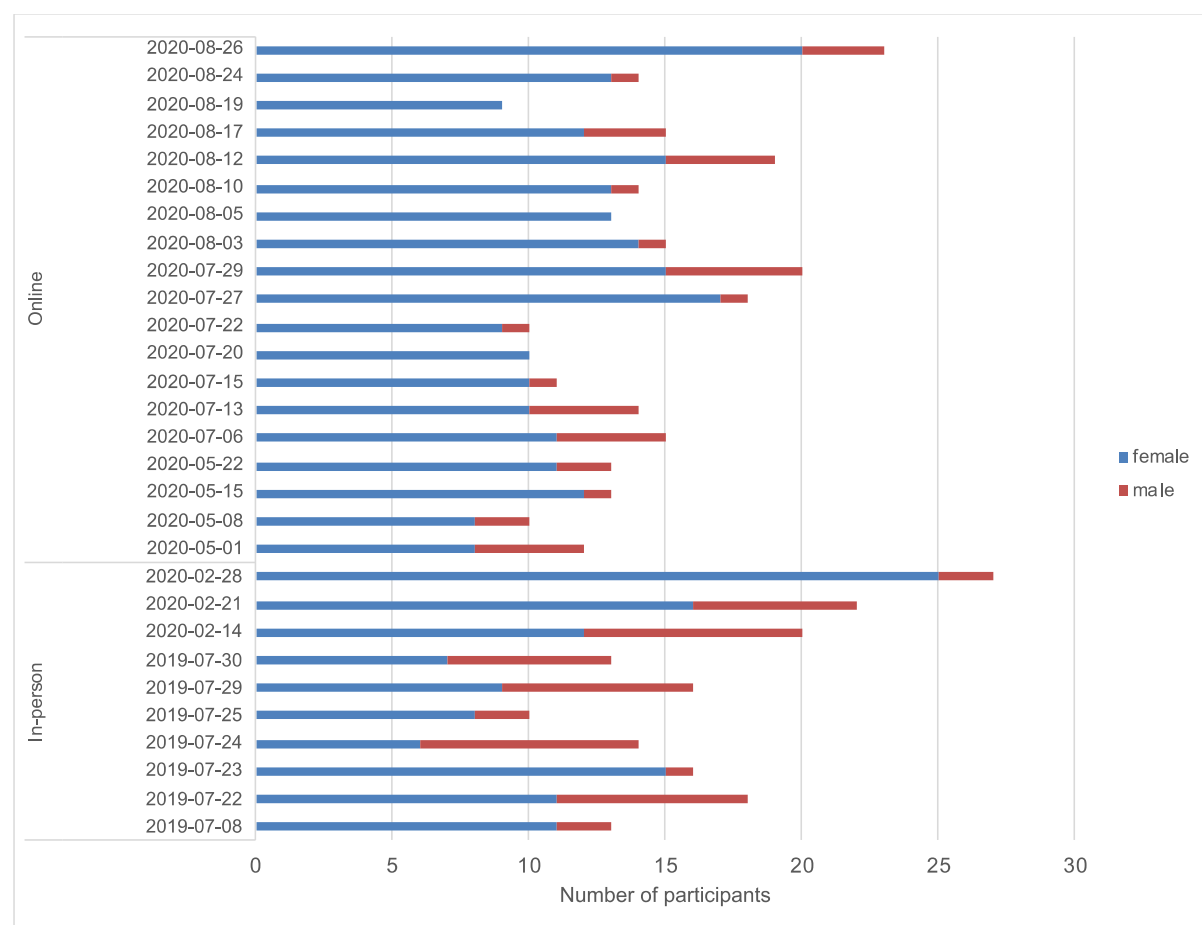
⁴⁹ A small number of entries were removed during processing operations due to missing values or other errors

⁵⁰ See <https://www.python.org/>

⁵¹ While the dataset has 2,212 entries, the number of unique participants up to 22 October 2020 is approximately 13% lower (1,915) – i.e. some beneficiaries took part in more than one event or activity. Unique identification keys were generated on the basis of 'Name' + 'Last Name' + 'Community'

Annex 6. Leadership Schools for High School Students

Figure 23: Leadership Schools for High School Students



Annex 7. 'I AM the Community' Youth Leadership Club policy recommendations

- December 2019
 - Government Action Plan on UN Resolution 1325;
 - Draft Republic of Armenia National Strategy on Human Rights Protection;
 - 2 Ministry of Labour and Social Affairs programs on positive discrimination for young mothers in employment.
 - 2 recommendations from a package of 18 recommendations developed earlier in 2019 by the Youth Club and presented to the Deputy Speaker of the National Assembly in May were included in the finally adopted version of the Law on Local Self-Government:
 - One of the recommendations refers to Local Self-Governments publishing their draft decisions and normative legal acts on their websites which will also be reflected on the e-draft.am website ensuring more participatory process.
 - The second recommendation suggests online broadcasting of local council sessions on communities with population of 3000 and more (as opposed to the previous requirement of airing local council sessions in the communities with minimum 5000 residents).

- February 2020, legal amendments to
 - The Electoral Code;
 - The Law on Local Self Government;
 - The Law on Political Parties

12 recommendations were developed and submitted to the Ministry of Territorial Administration and Infrastructure, and subsequently presented to a closed working group discussion in National Assembly in March. A recommendation requiring a minimum of 30% female candidates in local elections and a minimum of 30% women when forming local councils was included in the final version of the Electoral Code.

- March 2020
 - Support programme for unemployed persons to gain professional experience in the area of their expertise;
 - Support programme for young mothers with low employability and no professions to enter the labour market;
 - Draft Law on Disabilities.

Approximately 35 recommendations developed in 3 packages and were expected to be submitted to the Ministry of Labor and Social Affairs in April.
- Quarter 2 2020
 - Draft Law on Volunteerism. Recommendations were presented during online discussion involving the Ministry of Labour and Social Affairs.

Annex 8. Terms of reference

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Terms of Reference

| | |
|---------------------------|--|
| Post Title: | International Consultant for Mid-Term Evaluation of the “Women in Politics” Project |
| Project Title: | Women in Politics |
| Contract modality: | Individual Contract (IC) |
| Starting Date: | 1 October 2020 |
| Duration: | 1.5 months (30 working days) |
| Duty Station: | Yerevan, Armenia |

1. Background:

Gender equality and women’s empowerment remains a critical development issue in Armenia: women comprise 52.2% of population in Armenia and 56% of those with higher education, still, leadership positions in government, in policy-making institutions or the private sector in Armenia are male-dominated. Due to their limited representation in leadership positions women have very little influence over policy decisions. While a 25% quota system ensures women are represented in political parties, they face distinct barriers to enter the office at the local and national levels.

UNDP Armenia has been continuously working in the area of the political empowerment of women, advancing leadership of women, supporting the local governments to engender local decision-making and development processes, enabled youth to get knowledge and skills on participatory governance advance their potential and raise their voice in policy-making at national and local levels. UNDP’s has considerably contributed to increase of representation of women at the local level, as well as formation of dynamic group and women and youth who not only benefit from projects’ support, but also lead local initiatives on broad spectrum of aspects, including participatory governance, women empowerment, and other.

Currently, UNDP’s Women Empowerment and Gender Equality (WEGE) Programme is comprised of four parallel projects working on political leadership of women, economic empowerment of women, innovative public services, youth leadership advancement, strengthening gender equality in the public administration system of Armenia and other. Projects are implemented in strong synergy and coordination with one another building on the ongoing activities, relying on the cadre of women and youth already capacitated from previous projects and joining forces to upscale number of support schemes countrywide. UNDP enjoys broad partnerships among national, regional and local governments, donor and international community, civil society organizations, media and other.

One of those projects is “Women in Politics” (hereinafter WiP) project, implemented by UNDP Armenia with financial support from UK Good Governance Fund (UK GGF), and in partnership with the RA Ministry of Territorial Administration and Development (RA MTAI) and OxYGen Foundation. The overarching goal of the

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project is to contribute to enhanced political participation of women, with specific focus on increased representation and participation of women, including young generation, in community development processes.

The project objectives are:

- a) Research on policy gaps and perceptions for women's political participation;
- b) Women empowerment through leadership schools, pre- and post-electoral support, setting female-led integrity islands, etc.;
- c) Strengthening the role of political parties for inclusiveness and gender equality;
- d) Facilitation of bottom-up policy dialogue and networking events;
- e) Advancing public discourse, awareness raising and advocacy campaigns on gender equality;
- f) Advancing youth leadership through upscale of UNDP's "I AM the Community" youth leadership model, and engaging youth in community democratization and development processes.

To that end, UNDP Armenia seeks a qualified Project Evaluation Specialist (hereinafter "the Evaluator") to conduct mid-term Evaluation of the "Women in Politics" Project and present the findings and recommendations in the Evaluation Report.

2. Objectives and Scope of work:

The overall objective of the mid-term evaluation assignment is to assess the continued relevance of an intervention and the progress made towards achieving its planned objectives, effectiveness, efficiency as well as, if available already at this stage, the impact and sustainability of interventions under the "Women in Politics" project.

The evaluation findings will be used:

- by the project partners to align/modify the planned scope of activities with the proposed recommendations to ensure all the project objectives are reached within the lifetime of the project;
- by the project partners and the stakeholders to maximize the project impact;
- by the Donor to use the collected data when planning further potential GGF interventions in the country.

The geographical coverage of the evaluation mainly includes 450 non-consolidated communities of Armenia where the project implements its actions.

The evaluation will primarily focus on direct and indirect beneficiaries of the project and will include beneficiary women, young people aged 18-30, high school students aged 16-18, municipalities, local councils, partner media outlets, as well as other stakeholders.

The evaluation will be carried out in close cooperation and consultation with the project team, responsible party OxYGen Foundation, Ministry of Territorial Administration and Infrastructure and UK Embassy based on the results framework, reviewing the project documents and conducting in-depth and key informant interviews with main stakeholders, members of the beneficiary groups and selected communities.

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Interviews should be organized and held online in view of the COVID-19 restrictions. Findings of the mid-term evaluation will be communicated to the implementing partners, stakeholders, and donor organization – UK GGF.

Evaluation Framework and Criteria

All project related documents and materials will be thoroughly reviewed in the Inception phase by the Evaluator to finalize the evaluation design with a clear Evaluation Matrix, a clear logic and workplan of the evaluation, which shall be agreed by all parties. Five core OECD DAC evaluation criteria, namely the relevance, effectiveness, efficiency, as well as sustainability and impact (to the extent possible) will be analyzed. Key evaluation questions will include, but are not limited to the following:

Relevance

- ☐ Are the project activities/components relevant to the actual/defined needs of the beneficiaries? Were the objectives clear and feasible? How do the main components of the project contribute to the planned objectives and are logically interlinked?
- ☐ Is the project in line with the current priorities of the country? Is the Government committed to the project? How is the project aligned with and supports the national, regional and community strategies/plans?
- ☐ Has the project involved relevant stakeholders through consultative processes or information-sharing during its preparation phase? Was the needs assessment/analysis on women's political participation carried out at the beginning of the project reflecting the various needs of different stakeholders? Are these needs still relevant? Have there any new, more relevant needs emerged that the project should address?
- ☐ How project adjusted to COVID-19 context with activities and mode of operation?

Effectiveness

- ☐ How effective has the project been in establishing ownership by the stakeholders? How has the project encouraged ownership on behalf of the beneficiaries for learning and applying the newly acquired knowledge and skills in practice? Can the project management and implementation be considered as participatory?
- ☐ Is the project making sufficient progress towards its planned objectives/outcomes/outputs? What are the key achievements, challenges and implementation lessons? How can these be applied to the project?
- ☐ To what extent has the online capacity building work been effective and did it serve its purpose?

Efficiency

- ☐ To what extent has the UNDP made good use of the human, financial and technical resources, and has used an appropriate combination of tools and approaches to pursue the achievement of project results in a cost-effective manner?
- ☐ Was there a clear distribution of roles and responsibilities of key actors involved?
- ☐ To what extent did the project capitalize on other complementary initiatives to the project to reinforce the results of the project?
- ☐ Have project funds and activities been delivered in a timely manner? If not, what were the bottlenecks encountered? To what extent are the activities and achieved results cost-efficient?

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Sustainability (to the extent possible)

- ☐ To what extent and how has the project been able to support the government and beneficiary communities in developing capacities and establishing mechanisms to ensure ownership and the durability of effects under the ongoing government reforms initiatives?
- ☐ Is there a need to adjust the project (i.e. timeline in relation to COVID-19)? If so, do project objectives and strategies have to be adjusted?
- ☐ What are the possible sustainability prerequisites for each of the project components? What are the hindering factors for ensuring the sustainability of project outcomes beyond the project lifecycle?

Impact (to the extent possible)

- ☐ Has the project contributed or is likely to contribute to long-term political or social changes for individuals, communities and institutions in achieving the SDG agenda?
- ☐ To what extent has the project achieved its overarching goal of contributing to enhanced political participation of women and youth in community development processes?
- ☐ Has the project had any intended or unintended secondary effect throughout the implementation?

Evaluation questions will be adjusted and refined by the Evaluator during the desk review phase.

In addition to five main evaluation criteria, the evaluation will focus on cross-cutting issues, such as inclusion of vulnerable groups (especially people with disabilities), conflict sensitivity, anti-corruption, user-centric approaches.

Inclusion of vulnerable groups:

- How were vulnerable groups (including people with disabilities) involved in the project? What are the entry points for the involvement of people with disabilities? Have vulnerable groups been inadvertently excluded of the opportunity to benefit from project activities (during online or offline work)?

Evaluation methodology

The evaluation methodology will be guided by the Norms and Standards of the United Nations Evaluation Group (UNEG). The evaluation will be conducted in a participatory manner: representatives of key stakeholders, including communities, line ministries, NGOs, beneficiary women and youth, donor community, etc. will be involved in the evaluation as key informants.

In this evaluation mixed method approach will be applied by combining qualitative and quantitative components to ensure complementarity. The independent evaluator will collect data from desk review and verify them with soft in-depth interviews. The analysis will be built on triangulating information collected from different stakeholders (project staff, project partners, stakeholders and beneficiaries) through different methods including secondary data and documentation review and primary data. It should critically examine the information gathered from the various sources and synthesize the information in an objective manner. If contradictory information is obtained from different stakeholders, an effort should be made to understand the reasons for such information, including any gender-based factors and differences.

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The Evaluator will review the following documents before conducting any interviews: project documentation, progress reports, work plans, monitoring data, workshop reports, country data, policies, legal documents, etc.

Preliminary suggestions for data collection methods to be envisaged include:

- ☐ Desk review including review of analysis of existing documents, legal and policy framework (RA Gender Policy Strategic Programme and Action Plan 2019-2030; the Strategy and Action Plan for the Implementation of Gender Policy 2019-2023; The Law of the RA on Local Self-Governance; European Charter of Local Self-Government, UN 2030 Agenda for Sustainable Development and other);
- ☐ Review of monitoring and evaluation reports, available reports and analysis generated through the project;
- ☐ Key informant interviews with beneficiaries, duty-bearers and policy-makers, community focal points, partner organizations;
- ☐ Expert interviews with project implementing agencies;
- ☐ Focus group discussions with beneficiaries.

Because of COVID-19 interviews and focus group discussions may be conducted online to ensure no risk for evaluator and interviewees.

The independent evaluator will identify key stakeholders/informants (including but not limited to project implementers, decision makers, direct and indirect beneficiaries, etc.), and appropriate data collection methods for each informant category (such as semi-structured or in-depth interviews, expert interviews, focus groups), in close coordination with the project team.

A combination of these methods should be proposed by the independent evaluator in the detailed evaluation methodology.

In close cooperation with the project team, the Evaluator will also be responsible for the development of appropriate instruments, including questionnaires, interview and focus group guides, for each of the methods selected. All materials should be gender-sensitive in language and presentation, as well as shall take into consideration human rights and equity angles.

The evaluation will follow the principles of the UN Evaluation Group's norms and standards in particular with regard to independence, objectiveness, impartiality and inclusiveness and will be guided by the UN ethics guidance as guiding principle to ensure quality of evaluation process, especially apropos conflict of interest, confidentiality of individual informants, sensitive to beliefs, manners and customs, discrimination and gender equality, to address issues of vulnerable population.

A major limitation to the evaluation will be in some cases impossibility of face-to-face interviews due to COVID-19 restricting measures, thus, data will be obtained through online means and digital tools, though following all strict guidelines to the extent possible.

3. Duties and responsibilities:

Under the direct supervision of UNDP Project Coordinator, UNDP CO Evaluation Manager and in coordination with the project team, the incumbent will evaluate the following:

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Key Documents to review

- ☐ Project Document
- ☐ Results Framework
- ☐ Annual and Progress Reports
- ☐ Other relevant documents provided by the implementing partner or requested by the Consultant
- ☐ Project Budgets and Expenditure Reports
- ☐ Detailed Workplans and Revisions
- ☐ CCA and UNDAF Evaluation, other relevant Evaluations (UNDP, stakeholders, etc), UNDP Annual Results-Oriented Analysis Report

Suggested contents page

Opening pages (acknowledgments, list of acronyms)

Executive Summary (5-6 pages)

Chapter I Background, Object and Methodology

- 1.1. Introduction
- 1.2. Background and context of the project
- 1.3. Object of the Evaluation
- 1.4. Purpose, Objectives and Scope of the Evaluation
- 1.5. Evaluation Methodology (short)
- 1.6. Major Limitations
- 1.7. Ethical considerations, Human Rights and Cross-cutting aspects

Chapter II Analysis and Findings

- 3.1 Relevance
- 3.2 Effectiveness
- 3.3 Efficiency
- 3.4 Sustainability
- 3.5 Impact

Chapter III Conclusions and Recommendations

- 3.1 Conclusions and Lessons Learned
- 3.2 Recommendations

ANNEXES

1. Terms of Reference
2. Desk Review and Background Documents
3. List of Key Informants Interviewed
4. Detailed Methodology
5. Interview Guides and Survey Instruments

5. Required qualifications:

Education:

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- Advanced university degree (MA and equivalent or higher) in development studies, social sciences, public administration or related field;

Experience:

- At least **7 years** of professional experience in programme/project development, implementation, monitoring and evaluation for the international organizations in democratization and local governance, community development, gender and youth.
- At least **5 years** of experience in managing and leading evaluation assignments for a range of major aid agencies or NGOs in particular evaluating community based, country wide or large donor programmes;
- Proven experience in development and application of methodologies for evaluation and assessment, including tools and techniques.
- Proven experience of working in community development projects/programmes;

Language Skills:

- Proficiency in English, knowledge of Russian is an advantage.

Competencies/Skills:

- Broad knowledge of development issues and national policy and practice in local governance and community development processes, political participation, leadership schemes, etc.;
- Advanced knowledge of gender equality issues;
- Strong data collection, analysis;
- Substantive knowledge of concept and principles of local development and governance processes, as well as subject-matter international instruments;
- Strong analytical capacity and creative thinking;
- Proven capacity to write analytical reports;
- Strong planning skills and ability to respect deadlines;
- **Excellent writing skills in English.**
- **Excellent communication and oral presentation skills;**
- Excellent teamwork skills; ability to consult, involve and work with stakeholders of different backgrounds, points of view and interests;
- Demonstrated initiative, high sense of responsibility and discretion;
- High level of integrity, **professionalism and respect for diversity.**
- Availability to travel as required.

6. Payment mode:

100% of the payment will be made upon effective conclusion of the Deliverables and submission for approval by WEGE Programme Manager and UNDP CO Evaluations Manager.

Annex 9. Documents reviewed

In addition to the documents listed above, the evaluation has referred to numerous other documents amongst the approximately 65 items of project documentation provided by UNDP at the start of the evaluation.

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Annex 10. List of consultations

| Name | | Organisation/ institution | Position |
|-----------|--------------|--|---|
| Natalya | Harutyunyan | UNDP | Programme Manager, Gender Equality and Women Empowerment |
| Milena | Nahapetyan | UNDP | Task Leader “Women in Politics” Project |
| Lilit | Kochinyan | OxYGen Foundation for Protection of Youth and Women Rights | Communication and Campaign Officer |
| Margarita | Hakobyan | OxYGen Foundation for Protection of Youth and Women Rights | Executive Director |
| Kristine | Hovhannisyan | OxYGen Foundation for Protection of Youth and Women Rights | Program Manager |
| Artak | Ordyan | UK Embassy | |
| Oksanna | Abrahamyan | UK Embassy | |
| Kate | Whyte | UK Foreign, Commonwealth and Development Office | Senior Governance Adviser and Head of the Adviser Hub - Good Governance Fund |
| Sergey | Hovhannisyan | SDC Swiss Agency for Development and Cooperation | |
| Ashot | Giloyan | Ministry of Territorial Administration and Infrastructure | Head of Local Self Government Policy Development |
| Emin | Yeritsyan | Union of Communities of Armenia | |
| Gohar | Shahnazaryan | Yerevan State University, Center for Gender and Leadership Studies | Associate Professor of Sociology; Director of Yerevan State University Center for Gender and Leadership Studies; Co-director of Women's Resource Center NGO |
| Siran | Hovhannisyan | Yerevan State University, Center for Gender and Leadership Studies | |
| Anton | Ivchenko | Helsinki Citizens' Assembly Vanadzor | |

| Name | Organisation/ institution | Position |
|--|---------------------------|---|
| Taguhi | Ghazaryan | National Assembly, My Step Faction |
| Tamara | Hovnatanyan | Pro-Media Gender NGO |
| Ani | Samsonyan | National Assembly, Bright Armenia Faction |
| Suren | Deheryan | Journalists for the Future NGO |
| Leadership schools for professional women | | |
| Gohar | Tsakanova | |
| Tatevik | Karapetyan | |
| Karolina | Sahakyan | |
| Meri | Hovsepyan | |
| Emilia | Titanyan | |
| Leadership schools for female local councillors | | |
| Arevik | Lokyan | |
| Alvard | Avetikyan | |
| Anik | Ghratyan | |
| Armenuhi | Arakelyan | |
| Leadership schools for high school students – 5 participants consulted | | |
| Youth Club members | | |
| Alina | Grigoryan | |
| Roza | Yeghiazaryan | |
| Kristine | Hovsepyan | |
| Artyom | Mesropyan | |
| Co-Design Labs | | |
| Nelli | Drnoyan | |
| Lilit | Gevorgyan | |
| Tigran | Atoyan | |
| Nina | Shahmuradyan | |
| Blogger | | |
| Hayk | Mkrtchyan | |

| Name | | Organisation/ institution | Position |
|---------------------------|----------|---------------------------|----------|
| Local election candidates | | | |
| Karine | Asatryan | | |
| Zhanna | Sargsyan | | |
| Heriknaz | Asatryan | | |

Annex 11. Detailed methodology

This annex is not needed as the methodology is covered in Section 5.

Annex 12. Interview guides and survey instruments

Table 10: Survey questions for participants in 'I AM the Community' Youth Leadership Camps

| No. | Questions and answer options |
|-----|--|
| 1 | Gender |
| 1.1 | Female |
| 1.2 | Male |
| 2 | When did you participate in the 'I AM the Community' Youth Camp? |
| 2.1 | January 2019 / Camp 5 |
| 2.2 | August 2019 / Camp 6 |
| 2.3 | January 2020/ Camp 7 |
| 3 | Which of the following best describes your main motivation for participating in the Camp? Please select all that apply |
| 3.1 | To do something for my community |
| 3.2 | To develop my skills and knowledge |
| 3.3 | To improve/ change my career |
| 3.4 | To influence decision-making in my community |
| 3.5 | To develop my leadership skills |
| 3.5 | Other |
| 4 | Overall, did the Camp meet your expectations |
| 4.1 | Exceeded my expectations |
| 4.2 | Met my expectations |
| 4.3 | Fell short of my expectations |
| 5 | What changed for you as a result of participating in the Camp? Please select all that apply |
| 5.1 | I gained a deeper understanding of local government structures and processes |
| 5.2 | I gained knowledge on how to identify needs in my community |
| 5.3 | I gained confidence to put my ideas forward |
| 5.4 | I became more effective at presenting my ideas to other people |
| 5.5 | I became more effective at project planning and management |
| 5.6 | I became more effective at putting my ideas into practice |
| 5.7 | I started attending local council meetings or public discussions organized by the local government |
| 5.8 | I became more effective at working with decision-makers in local self-government |
| 5.9 | I became more effective at influencing decision-makers in local self-government |
| 5.1 | I became aware of the importance of women's participation in local/ national decision-making |

| | |
|------|--|
| 5.11 | Other... |
| 6 | To what extent do you think that participation in the Camp has influenced your career path? |
| 6.1 | A lot |
| 6.2 | A little |
| 6.3 | Not at all |
| 7 | Are you currently involved in any community initiative or activity? |
| 7.1 | Yes |
| 7.2 | No |
| 8 | Are you still in contact with other participants from your Camp? |
| 8.1 | Yes, frequently |
| 8.2 | Sometimes |
| 8.3 | Rarely/ never |
| 9 | Have you done any further courses or training on any of the following subjects? Please select all that apply |
| 9.1 | Leadership |
| 9.2 | Project planning and management |
| 9.3 | Fundraising |
| 9.4 | Civic activism |
| 9.5 | Community management/ organisation |
| 9.6 | Gender equality |
| 9.7 | Policy development |
| 10 | Have you considered standing for election in local or national elections? |
| 10.1 | Yes, I am planning to stand for election in the next 2 years |
| 10.2 | I am thinking about it but I don't have concrete plans at present |
| 10.3 | I haven't thought about it |
| 10.4 | It's not for me |
| 11 | Looking back on your experience of the Camp, do you agree with these statements: |
| 11.1 | I gained a lot from the Camp [agree/ disagree] |
| 11.2 | It was well organised [agree/ disagree] |
| 11.3 | I would recommend 'I AM the Community' Youth Camp to other people [agree/ disagree] |
| 12 | Do you have any suggestions for UNDP to improve the 'I AM the Community' Youth Camp? |

Table 11: Survey questions for participants in Leadership Schools for Professional Women

| No. | Questions and answer options |
|-----|---|
| 1 | Which leadership school did you participate in |
| 1.1 | Leadership school for women in IT |
| 1.2 | Leadership school for women in social sciences |
| 1.3 | Leadership school for women in STEM |
| 1.4 | Leadership school for women in science |
| 1.5 | Leadership school for women lawyers and economists |
| 2 | Which of the following best describe your main motivation(s) for participating in the leadership school? Please select all that apply |
| 2.1 | To develop my capacity to influence policy and legislation |
| 2.2 | To develop my policy/ legislation ideas with others working in my field |
| 2.3 | To learn from the experiences of other women working in my field |
| 2.4 | To move my career forward |
| 2.5 | To create/ join a network of women working in my field |
| 2.6 | To develop my leadership skills |
| 2.7 | To learn how to start/ advance a career in politics |
| 2.8 | Other |
| 3 | What has changed for you as a result of participating in the leadership school? Please select all that apply |
| 3.1 | I gained confidence to discuss my ideas with others |
| 3.2 | I developed new understandings about my role in contributing to policies, laws, and regulations |
| 3.3 | I increased my capacity to analyse problems/ issues |
| 3.4 | I increased my capacity to formulate recommendations for policies, laws, and regulations |
| 3.5 | I became part of an influential network |
| 3.6 | I established a channel for dialogue with the central authorities to discuss my suggestions and recommendations |
| 3.7 | I started to think about starting a career in politics |
| 3.8 | Other |
| 4 | Did you make recommendations about policy, laws, regulations, etc. to any ministry or state agency? |
| 4.1 | Yes, my/ our suggestions have been or will be fully adopted |
| 4.2 | Yes, my/ our suggestions have been or will be partly adopted |
| 4.3 | Yes, but my/ our suggestions were not adopted |
| 4.4 | Yes, my/ our suggestions are still under discussion |

| | |
|------|--|
| 4.5 | Yes, but I/ we did not get any response |
| 4.6 | No, I/ we did not make any such recommendations |
| 4.7 | Other |
| 5 | Did you get all the support you needed to help you develop your ideas? |
| 5.1 | Yes, I/ we had all the support that I/ we needed |
| 5.2 | Yes, but there were some gaps in the support |
| 5.3 | No, the support was not sufficient |
| 6 | Did participation in the leadership school change your aspirations about your career path? |
| 6.1 | A lot |
| 6.2 | A little |
| 6.3 | Not at all |
| 6.4 | Not sure |
| 7 | Are you currently working on any new initiatives? |
| 7.1 | Yes |
| 7.2 | No |
| 8 | Are you still in contact with other participants from your leadership school? |
| 8.1 | Yes, frequently |
| 8.2 | Sometimes |
| 8.3 | Rarely/ never |
| 9 | Have you done any further seminars, courses or training on any of the following subjects? Please select all that apply |
| 9.1 | Policy analysis/ formulation |
| 9.2 | Policy dialogue |
| 9.3 | Fundraising |
| 9.4 | Gender equality |
| 9.5 | Leadership |
| 9.6 | Politics |
| 10 | Have you considered standing for election in local or national elections? |
| 10.1 | Yes, I am planning to stand for election in the next 2 years |
| 10.2 | I am thinking about it but I don't have concrete plans at present |
| 10.3 | I am interested but don't have enough time or resources |
| 10.4 | I haven't thought about it |
| 10.4 | It's not for me |
| 11 | Looking back on your experience of the leadership school, do you agree with these statements: |

| | |
|------|---|
| 11.1 | I gained a lot from the leadership school [agree/ disagree] |
| 11.2 | It was well organised [agree/ disagree] |
| 11.3 | I would recommend the leadership school to other people [agree/ disagree] |
| 12 | Do you have any suggestions for UNDP to improve the leadership school? |

Table 12: Survey questions for participants Leadership Schools for High School Students

| No. | Questions and answer options |
|-----|--|
| 1 | Gender |
| 1.1 | Female |
| 1.2 | Male |
| 2 | When did you participate in the leadership school? |
| 2.1 | 2019 |
| 2.2 | 2020 |
| 3 | Was your leadership school in-person or online? |
| 3.1 | In person |
| 3.2 | Online |
| 4 | Did you/ your group implement a community initiative at the end of the leadership school? |
| 4.1 | Yes |
| 4.2 | No |
| 5 | What changed for you as a result of participating in the leadership school? Please select all that apply |
| 5.1 | I became more interested in how my community is managed |
| 5.2 | I gained confidence to put my ideas forward |
| 5.3 | I got better at explaining my ideas to other people |
| 5.4 | I got better at putting my ideas into practice |
| 5.5 | I got better at working with other people to solve problems |
| 5.6 | I got more involved in solving my community's problems |
| 5.7 | I got new ideas about what I can do in the future |
| 5.8 | Other... |
| 6 | Are you currently involved in any community initiative or activity? |
| 6.1 | Yes |
| 6.2 | No |
| 7 | Are you still in contact with other people from your leadership school? |
| 7.1 | Yes |
| 7.2 | No |
| 8 | Have you done any further courses or training on any of the following subjects? Please select all that apply |
| 8.1 | Leadership |
| 8.2 | Project planning and management |

| | |
|------|---|
| 8.3 | Fundraising |
| 8.4 | Civic activism |
| 8.5 | Community management/ organisation |
| 8.6 | Gender equality |
| 9 | Looking back on your experience of the leadership school, do you agree with these statements: |
| 9.1 | I learnt a lot [agree/ disagree] |
| 9.2 | I enjoyed it [agree/ disagree] |
| 9.3 | It was interesting [agree/ disagree] |
| 9.4 | It was well organised [agree/ disagree] |
| 9.5 | It was convenient [agree/ disagree] |
| 10 | Would you recommend the leadership school to other high school students? |
| 10.1 | Yes |
| 10.2 | No |
| 11 | 11. Do you have any suggestions for UNDP to improve the leadership school for high school students? |

Annex 13. Results framework

The results framework presented on the following pages is extracted from the most recent Standard Progress Report⁵²

⁵² UNDP Armenia, (undated), '*Women in Politics Standard Progress Report 01 Jan 2019 – 30 June 2020*'

Results Framework²

| Intended Outcome as stated in the UNDAF/Country [or Global/Regional] Programme Results and Resource Framework: | | | | | | | | | | | | | | | |
|--|---|---|----------|------|---|--------|-------------|--------|---|--------|-------------|--------|---|--------|---|
| Outcome 3 of UNDAF 2016-2020: “By 2020, Armenia has achieved greater progress in reducing gender inequality and women are more empowered and less likely to suffer domestic violence | | | | | | | | | | | | | | | |
| Outcome indicators as stated in the Country Programme [or Global/Regional] Results and Resources Framework, including baseline and targets: | | | | | | | | | | | | | | | |
| “By 2020, Armenia has achieved greater progress in reducing gender inequality, and gender-based violence and in promoting women’s empowerment | | | | | | | | | | | | | | | |
| Output indicator 3.2: Percentage of decision-making positions (executive, legislative) occupied by women at national and local levels increased. | | | | | | | | | | | | | | | |
| Baseline: Women represented by 18% at RA National Assembly; by 13% in the Government (including Ministers, Deputy Ministers, Governors, Deputy Governors); and by 9.5% of women representation in local government. Target (2021): Women representation at local level increased by 10% | | | | | | | | | | | | | | | |
| Applicable Output(s) from the UNDP Strategic Plan: Output: 1.6.1. Country-led measures accelerated to advance gender equality and women’s empowerment | | | | | | | | | | | | | | | |
| Project title and Atlas Project Number: Women in Politics - 00109276 | | | | | | | | | | | | | | | |
| EXPECTED OUTPUTS | OUTPUT INDICATORS ³ | DATA SOURCE | BASELINE | | TARGETS (by frequency of data collection) | | | | | | | | DATA COLLECTION METHODS & RISKS | | |
| | | | Value | Year | Year 1 (2018) | | Year 2 2019 | | Year 3 2020 | | Year 4 2021 | | | FINAL | |
| | | | | | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | Planned | Actual | |
| Output 1. Evidence on women participation and representation in local governance; set of policy recommendations for all | 1.1 Ratio of policy recommendations suggested by the project research, beneficiary groups (women, youth, representatives | Recommendation packages developed and submitted, review of newly introduced laws and regulation, public | 0 | 2018 | 0 | 0 | 0 | 0 | At least 30% of the submitted recommendations | | | | At least 30% of the submitted recommendations | 0 | Review of the research documentation and recommendation packages RISK: Lack of prioritization of the gender equality aspects |

² UNDP publishes its project information (indicators, baselines, targets and results) to meet the International Aid Transparency Initiative (IATI) standards. Make sure that indicators are S.M.A.R.T. (Specific, Measurable, Attainable, Relevant and Time-bound), provide accurate baselines and targets underpinned by reliable evidence and data, and avoid acronyms so that external audience clearly understand the results of the project.

³ It is recommended that projects use output indicators from the Strategic Plan IRRF, as relevant, in addition to project-specific results indicators. Indicators should be disaggregated by sex or for other targeted groups where relevant.

| | | | | | | | | | | | | | | | |
|--|--|--|--------------------|------|---|---|-----|--|-----|-------|----|---|-----|-------|--|
| relevant decision-makers | of political party regional branches) which are agreed with/ committed by national and local governments | statements, media interviews, public speeches, meeting notes. Respective laws, by-laws and other regulations | | | | | | | | | | | | | among beneficiary groups and/or policy makers. |
| Output 2 Women advanced in political participation, party democracy and local leadership | 2.1. (UNDP) Number of women running for/ being elected to local self-government. (Note: the uncertain status of the community consolidation process would not allow for annual planning of beneficiaries; such a planning with targets will be added at a later stage. End note) | WiLD project database | 0 | 2018 | - | - | 150 | 30 women nominated / 18 elected (1 elected as a head of community) | 150 | - | 50 | - | 400 | 30/18 | Regular update of project database of beneficiaries CEC website data RISK: High competition in cluster communities, women getting insufficient number of votes. Big cycle of local elections is expected in autumn of 2021 and 2022. |
| | 2.2. (UNDP) Percentage of women representation in community councils | RA Central Electoral Committee (CEC) website | 0 (as of 2016 12%) | 2018 | - | - | 17% | 9.5% | 17% | 10.7% | - | | 17% | 10.7% | Regular update of project database of beneficiaries CEC website data |

| | | | | | | | | | | | | | | | |
|--|--|--|---|------|---|---|----|-----------------|----|---|----|---|----|----|--|
| | | | | | | | | | | | | | | | RISK: High competition in cluster communities, women getting insufficient number of votes |
| | 2.3. (UNDP) Number of local democratization activities led by women (such as participatory research to substantiate recommendations to local government on community issues, participatory decision-making processes on budget allocations, etc..) | WiLD project database | 0 | 2018 | 0 | 0 | 20 | 2 DEMO projects | 20 | 4 DEMO projects + 6 community initiatives by local counsellor women | 10 | - | 50 | 12 | Survey among beneficiary women, high school girls, Monitoring visits/observations Interviews with local government representatives RISK: lack of support networks in the communities |
| | 2.4. (UNDP) Number of engendered strategies, policies and procedures of leading/active political parties | RA Central Electoral Committee (CEC) website | With the help of AAWUE and ODIHR 4 strategies were engendered | 2018 | 0 | 0 | 2 | 0 | 2 | - | 1 | - | 5 | 0 | The strategies are in place and accompanied with the action plans. |

| | | | | | | | | | | | | | | | |
|--|---|---|----------------------------------|------|---|---|-------------------------|--|-------------------------|---|---------|--|-------------------------|---|--|
| Output 3 The role and capacities of political parties for advancing women in politics enhanced | 3.1. (UNDP) Number of women and youth in all ten regions who lead and/or facilitate women participation and bottom up policy making processes | Event documentation: lists of participants, WiLD project database, Contracts, Reports | 0 | 2018 | 0 | 0 | 50 | 0 | 50 | | 30 | | 130 | 0 | Project staff monitoring reports; progress tracking matrix |
| | 3.2. (UNDP) Increase in the level of gained capacities and competence of women and youth on local democracy and leadership | Pre-and post-training evaluation report | 0 | 2018 | 0 | 0 | 50% increase in average | 0 | 50% increase in average | 30% increase – LS for high school students, 43% for women | 0 | | 50% increase in average | 0 | Analysis of pre-and post-training evaluation forms |
| | 3.3. (UNDP) Share of women and youth/ beneficiaries of leadership advancement component who applied the gained capacities and competence in any public role | Monitoring reports | 0 | 2018 | 0 | 0 | 25%-30% | 0 | 25%-30% | | 25%-30% | | 25%-30% | 0 | Monitoring inquiries, interviews, visits |
| Output 4 Policy dialogue on gender equality and participatory | 4.1. (UNDP) Number of solutions that are co-designed by multi-stakeholder | Co-design events documentation: agenda, lists of participants, hand-out materials | 0 (3 by 2016, result of WiLD, | 2018 | 0 | 0 | 4 | 2 recommendations on more transparent LSG meetings included in | 4 | 1 recommendation on quotas for local elections in the | 2 | | 10 | 3 | Feedback from stakeholders on the solutions Feedback from local |

| | | | | | | | | | | | | | | | |
|---|--|---|------------------------|------|-----------------------------------|---|-----|--|-----|--|-----|--|-----|---|---|
| democracy in the context of local development and ongoing reforms from local to subnational and national levels | groups for participatory planning and decision making and those solutions are undertaken | Reports from the event with description of solutions | WILD 2) | | | | | <i>the draft Law on LSG</i> | | <i>Electoral Code</i> | | | | | governments on the applicability of the solutions Monitoring the progress of the initiatives |
| Output 5 Discourse on issues of gender equality and women participation at all levels is advanced through advocacy and public campaigns | 5.1. (OxYGen) Positive change in public perception on women political participation (Perceptions, activities, skills, attitude, motivation, beliefs) | Pre-and -post survey reports | Not Available | 2018 | To be established by a pre-survey | 0 | - | - | - | | 15% | | 15% | - | |
| | 5.2. (OxYGen) Reach of the public awareness products about women political participation in print, social, broadcast media, public meetings, conferences, other online | Social media viewership reports, TV station reports, number of publications, event registration lists | Not Available 0 | 2018 | 0 | 0 | 15% | <i>Percentage cannot be assessed at this point</i> <i>Views on website – 10,536</i> <i>Post reach on Facebook – 231,019</i> <i>Engagement on Facebook – 31,993</i> <i>Facebook Posts – 252</i> | 20% | <i>Percentage cannot be assessed at this point</i> <i>Views on website – 21,000</i> <i>Post reach on FB – 227,500</i> <i>Engagement of Facebook – 20,046</i> <i>Facebook posts – 182</i> | 25% | | 25% | - | Monitoring the social media and national TV stations views RISK: Tracking the local TV stations reach will be challenging as there is no systems in place. Survey reports |

| | | | | | | | | | | | | | | | |
|---|--|---|---|------|---|---|----|----|----|---|-----|--|-----|----|---|
| | and off-line platforms. | | | | | | | | | | | | | | |
| | 5.3. OxyGen) Share of target audience with increased positive perception/exposure to issues related to gender equality. | Pre-and post-survey reports | 0 | 2018 | 0 | 0 | - | - | - | | 15% | | 15% | - | |
| | 5.4. (OxyGen, UNDP) Number of affirmative measures that taken up by respective governmental bodies to increase women political participation | Government records, meeting minutes, public statements, interviews and meeting notes, revisions in the policies, in state action plans. | 0 | 2018 | - | - | - | - | - | | 3 | | 3 | - | Research, stakeholder feedback on the proposed affirmative measures, reporting RISK: Significant timeframe required for possible redesign of the TARA/community consolidation process |
| Output 6 Youth advanced as future leaders, changemakers and enablers of local democracy | 6.1. (UNDP) Number of local democratization activities led by youth (awareness raising initiatives on women political participations, | Event documentation: agenda, lists of participants, project proposals by campers, narrative and photo reports | 0 | 2018 | 0 | 0 | 30 | 27 | 40 | <i>14 by youth camp graduates and 8 by high school students</i> | 30 | | 100 | 49 | Survey among camp graduates Monitoring visits/observations Interviews with local government representatives RISK: lack of support |

Annex 14. Tabular summary of findings

| # | Finding |
|------------|--|
| Finding 1 | WiP takes a systemic approach to the complex issue of women's participation in leadership and decision-making in public life. However it could be argued that the resulting 28 distinct sub-activities are too many for a single project. |
| Finding 2 | A separate project focusing on unconsolidated communities justified, as there are significant contextual differences between these and consolidated communities. |
| Finding 3 | The introduction of gender quotas party lists in local elections means that it is increasingly important for the project to work with political parties. |
| Finding 4 | The 28 project sub-activities directly address the project's theory of change. |
| Finding 5 | Out of 30 project beneficiaries who stood for election in 2019, 18 were elected in 11 communities. In 67% of the 35 communities where the project undertook pre-electoral support activities, there was a lack of demand for project support due to lack of interest in local government and standing for election. Long-term structural constraints on women's participation in leadership roles were also an important factor. |
| Finding 6 | Pre-election support training increased participants' motivation to stand in elections and engage in civic activities. It also increased understanding of the role of local councillors. |
| Finding 7 | Stakeholder feedback indicates that pre-electoral support activities would have greater impact if women in target communities were supported on a more regular basis between elections. |
| Finding 8 | Participants in Leadership Schools for Female Councillors report tangible results in their communities as a result of project support. There is demand from this group for more intensified, longer-term support between elections so they can develop more ambitious initiatives, raise their profiles further, and improve their leadership credentials. |
| Finding 9 | Leadership Schools for Professional Women have raised participants' capacities, increased their confidence and changed their perceptions about their role in and contribution to dialogue on key issues. 56% of survey respondents started to think about a career in politics following their participation in the leadership schools. There is demand from this group for a follow-up phase to further realise their leadership aspirations. |
| Finding 10 | The 'I AM the Community' Youth Leadership Club camps have helped participants to better understand how to engage with local authorities to address community issues. Project planning and implementation capacities were developed and the camps have influenced participants' career choices. Confidence to put ideas forward increased, but less so among women. Some participants started to think about getting involved in politics. |
| Finding 11 | The 'I AM the Community' Youth Leadership Club developed many policy recommendations and some significant ones have been adopted. |

| # | Finding |
|------------|---|
| Finding 12 | Leadership Schools for High School Students have given participants new ideas about what they can do in the future. They have become more interested in how their communities are managed have they have developed their confidence and capacities to work with others to address community issues. |
| Finding 13 | DEMO Co-Design Labs have developed participants' leadership, project management, and communication skills. Their capacities to work with local authorities have been developed, and their initiatives are helping to address tangible community issues. |
| Finding 14 | There has been significant interest amongst staff and the public in the two pilot municipalities around the development of the codes of conduct and action plans. |
| Finding 15 | There appears to have been limited systematic follow-up to assess the effectiveness of research, promoting role models, combating sexism/ hate speech, and outreach through social media and web articles |
| Finding 16 | Coordination between the two project partners has improved but to some extent the project appears to be still functioning as two individual projects. |
| Finding 17 | UNDP activities to date have been delivered at a modest cost per unique beneficiary and per participant-day. It is not possible to make the same kind of calculation on OxYGen's activities on the basis of the available information. |
| Finding 18 | High levels of motivation are evident amongst project beneficiaries. |
| Finding 19 | Many project participants from different groups have been involved in policy development. Feedback suggests that, for some groups, this could be more systemised and further supported to channel diverse efforts in a more sustainable way. |
| Finding 20 | Initial indications from the two pilot municipalities suggest good prospects for the sustainability of Integrity Islands activities. |
| Finding 21 | More continuous engagement with women in target communities between elections would help to promote the sustainability of pre-election support |
| Finding 22 | The sustainability of research, promotion of role models, combating sexism/ hate speech, and other public engagement activities is unclear. |

Annex 15. Code of conduct

Ethical Code of Conduct for UNDP Evaluations

Evaluations of UNDP-supported activities need to be independent, impartial and rigorous. Each evaluation should clearly contribute to learning and accountability. Hence evaluators must have personal and professional integrity and be guided by propriety in the conduct of their business

Evaluators:

1. Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded
2. Must disclose the full set of evaluation findings along with information on their limitations and have this accessible to all affected by the evaluation with expressed legal rights to receive results.
3. Should protect the anonymity and confidentiality of individual informants. They should provide maximum notice, minimize demands on time, and: respect people's right not to engage. Evaluators must respect people's right to provide information in confidence and must ensure that sensitive information cannot be traced to its source. Evaluators are not expected to evaluate individuals and must balance an evaluation of management functions with this general principle.
4. Evaluations sometimes uncover evidence of wrongdoing. Such cases must be reported discreetly to the appropriate investigative body. Evaluators should consult with other relevant oversight entities when there is any doubt about if and how issues should be reported.
5. Should be sensitive to beliefs, manners and customs and act with integrity and honesty in their relations with all stakeholders. In line with the UN Universal Declaration of Human Rights, evaluators must be sensitive to and address issues of discrimination and gender equality. They should avoid offending the dignity and self-respect of those persons with whom they come in contact in the course of the evaluation. Knowing that evaluation might negatively affect the interests of some stakeholders, evaluators should conduct the evaluation and communicate its purpose and results in a way that clearly respects the stakeholders' dignity and self-worth.
6. Are responsible for their performance and their product(s). They are responsible for the clear, accurate and fair written and/or oral presentation of study limitations, findings and recommendations.
7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.