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Gevorg Torosyan, Azamat Usubaliev, and Davlat Umarov

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iii. Acronyms and Abbreviations

AIQGO Academic Institution and Quasi-Governmental Organization

COVID 19 Central Government Partner
COVID 19 Coronavirus Disease 2019

EC Evaluation Assistant
EValuation Consultant

ET Evaluation Team

ETL Evaluation Team Leader

KI Key Informant

KII Key Informant Interview

LG Local Government

LGP Local Government Partner

NAEMM National Association of Electronic Mass Media

NGO Non-Governmental Organization

OECD The Organization for Economic Co-operation and Development

PIMS Project Information Management System

Project "Youth for Social Harmony in the Fergana Valley" Project

PT Project Team

RUNO Regional UN Office

SDG Sustainable Development Goals

SMG Small Medium Grant
ToR Terms of Reference

UN PBF The United Nations Peace Building Fund
UNDP The United Nations Development Program

UNESCO The United Nations Educational, Scientific and Cultural Organization

UNODC The United Nations Office on Drugs and Crime

1. Executive Summary

Project Title: Youth for Social Harmony in the Fergana Valley

Project Duration: 2 years

Geographic Coverage: Fergana, Andijan, Namangan regions

Recipient Organizations: UNDP, UNODC, UNESCO

Total Project Budget: USD 2,199,369.56

Project Description: The Youth for Social Harmony in Fergana Valley project started in January 2020 and ended in December 2021 with a total duration of 2 years.

The Project aimed to support communities to better adapt to the rapid reform process in Uzbekistan while enabling local service providers to deliver the reform agenda inclusively. The Project specifically targeted young women and men in the Fergana Valley.

This initiative aligned with national priorities. The project was developed when the Government of Uzbekistan adopted the decree "On measures to implement the national goals and objectives in sustainable development for the period until 2030". The Five-Area Development Strategy for 2017-2021, noted to be largely in line with the SDGs, prioritizes a number of areas pertaining to the proposed PBF intervention (specifically the PBF focus area 3.2. Equitable Access to Social Services). The National SDGs were integrated into all sectors, regional strategies, and development programs.

This Project is built on the premise that in light of the government's political and economic reforms and increased willingness to engage with the international community, a) supporting community resilience by empowering youth as actors of positive change, b) assisting the ability of the government to build and deliver reform and services inclusively, and c) creating platforms between youth and local administrations that allow meaningful participation in decision making at this critical juncture will help strengthen social cohesion and sustain peace through increasing horizontal and vertical trust. This would help ensure that no one is left behind in the reform processes in the long run by facilitating service delivery and development policy informed by local needs and priorities and implemented fairly and transparently.

The purpose of this evaluation is to assess the achievements of the UN Joint Programme "Youth for Social Harmony in the Fergana Valley" in an inclusive way and to determine its overall added value to peacebuilding in Uzbekistan in the areas of youth policy, gender equality, women empowerment, youth employment and participation in political and social life. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation provides key lessons about successful peacebuilding approaches and operational practices, as well as highlights areas where the project performed less effectively than anticipated. The evaluation findings will serve two main intents: accountability and learning.

Evaluation Rating Table

Monitoring & Evaluation (M&E)	Rating1
M&E design at entry	4 = Moderately Satisfactory M(S)
M&E Plan Implementation	5 = Satisfactory (S)
Overall Quality of M&E	5 = Satisfactory (S)
Implementation & Execution	Rating
Quality of UN JP Implementation/Coordination and Jointness between RUNOs	4 = Moderately Satisfactory (MS)
Quality of Implementing Partner Execution	5 = Satisfactory (S): with UNDP and UNODC, primarily contributing to the score
Overall quality of Implementation/Execution	5 = Satisfactory (S)
Assessment of Outcomes	Rating
Relevance	6 = Highly Satisfactory (HS)
Effectiveness	5 = Satisfactory (S)
Efficiency	5 = Satisfactory (S)
Overall Project Outcome Rating	5 = Satisfactory (S)
Sustainability	Rating
Financial resources	3 = Moderately Likely (ML): moderate risks to sustainability
Socio-political/economic	4 = Likely (L): negligible risks to sustainability
Institutional framework and governance	3 = Moderately Likely (ML): moderate risks to sustainability
Overall Likelihood of Sustainability	3 = Moderately Likely (ML): moderate risks to sustainability

¹ Outcomes, Effectiveness, Efficiency, Evaluation, Implementation/Oversight & Execution, Relevance are rated on a 6-point scale: 6=Highly Satisfactory (HS), 5=Satisfactory (S), 4=Moderately Satisfactory (MS), 3=Moderately Unsatisfactory (MU), 2=Unsatisfactory (U), 1=Highly Unsatisfactory (HU). Sustainability is rated on a 4-point scale: 4=Likely (L), 3=Moderately Likely (ML), 2=Moderately Unlikely (MU), 1=Unlikely (U)

Findings and Recommendations' summary table

Summary Findings

Recommendations

Evaluation Criteria: Monitoring & Evaluation - 5 = Satisfactory (S)

The vertical logic of the intervention is clear and concise. However, more thorough impact/result-oriented indicators do not support this logic. This limits the evaluation capacity for cause-effect analysis and contribution-attribution thinking.

The Monitoring should be heavily based on the Results Framework and report on indicators as those are set. In this light, setting the right indicators to measure the real change and follow the project implementation pace is critical. Also, having indicator definitions at the design stage will help avoid misunderstandings regarding what the indicators measure and how and with what frequency to measure those.

Evaluation Criteria: Implementation & Execution - 5 = Satisfactory (S)

The Project's management structure was ineffective in internal affairs and external communication. However, even with this complicated management structure designed for this project, UNDP and UNODC demonstrated a strong performance, evidenced by the high ratings of the project given by the final beneficiaries.

It is recommended to streamline the project management and reporting structure at the project's design with clear role distribution and communication protocols. This is especially valid should more than one UN agency be involved in project implementation.

Evaluation Criteria: Outcomes - 5 = Satisfactory (S)

Relevance: The Project Document outlines a good analysis and justification for selecting intervention strategies, including geography. Engagement with final beneficiaries during the implementation stage allowed the Project Team to tailor the project content to the real needs on the ground.

<u>Effectiveness</u>: Almost all targets at the activity and output levels are met with some alteration in timing conditioned by the COVID-19 outbreak.

At the same time, Project activities have not had a significant direct impact on unemployment. Rather, the Project positively impacted young people's skills to become more competitive in the future (business project

Effectiveness: Given the country's context, it is recommended to undertake some preparatory explanatory work with their parents when working with young people. First of all, it concerns the gender context of participation in activities. One successful practical example could be to invite parents to the first day of the event if it lasts more than a few days. Such an option should be provided for parents against girls' participation.

Concurrent institutional capacity building of the Youth Agency and Youth Union along the next programming phase should be deemed an essential precondition for further sustainability.

<u>Efficiency</u>: The Evaluation Team strongly encourages the funding agency and RUNOs to (1) tailor the scope of

development, leadership, communication, self-confidence, and networking).

<u>Efficiency</u>: The project has been carried out as planned, for two years, including a 6-month non-cost extension conditioned mostly by circumstances beyond the control of the project, i.e., the COVID-19 pandemic.

At the same time, the Project spread over several thematic dimensions, which is less efficient than a "deeper dive" approach. intervention more narrowly, (2) put the guaranteed impact generation at the center of the design of new interventions, (3) manage impact generation risks by decreasing the number of newly piloted/tested interventions, (4) along-side with innovative interventions design and implement problem-focused and solution-oriented interventions that have proved to generate lasting impact in the specific institutional framework that RUNO's operate, (5) continue investing in outcomes that have the highest possible sustainability potential, such as legal clinics and media hubs to ensure institutional sustainability thereof.

It is recommended to improve the synergy with other interventions implemented in the same target area, plan a lifetime for an intervention that aims at behavior, attitude, and perception change.

In addition, it is recommended to design interventions focusing on one or two specific targets to enhance the overall effectiveness and efficiency potential. While all project components are recognized as relevant and needed, the "deep dive" approach can be achieved only if the focus or foci remain/s within a limited thematic range or distribution.

Evaluation Criteria: Sustainability - 3 = Moderately Likely (ML)

<u>Financial</u>: The Project Document presents a well-articulated plan for ensuring the sustainability of the project outcomes. At the same time, it recognizes that sustaining and/or replicating the achievements will require vast investment by the Central or local authorities or donors.

<u>Socio-political</u>: The Project is well aligned and contributes to the national youth and equality agenda.

Institutional: The Project visibly contributed to implementing the Government's 5-year National Strategy and Youth Policy by bringing in international best practices. The latter are scalable, respectively, and can be replicable through the autonomous application of various

<u>Financial</u>: We recommend RUNO proactively enhance collaboration with partners and donors to reach joint practical solutions and financial commitments.

Socio-political: When working with local partners, especially those with significant coverage or specific expertise, it is highly recommended to consider building their capacity along the project implementation. This will build a strong foundation for the next phase of programming and intervention, as well as increase the level of local ownership over the achievements of the intervention.

Institutional: To enhance the sustainability of future activities, it is important to include new functionalities into formal job descriptions of the public servants responsible for the consequent implementation (i.e., Legal Clinic lawyers, Youth Hub officers). Financial commitments supported by the amendment to the

models or by attracting donor funding for	budget of the public authority could also be effective in
continuous large-scale interventions.	terms of the financial sustainability of the activities,
	where relevant.

Conclusions

The Youth for Social Harmony in the Fergana Valley project implemented by UNDP, UNODC, and UNESCO with UN PBF funding was a timely and needed intervention in Uzbekistan. It achieved good results in supporting the Government of Uzbekistan in progressing toward the targets outlined in the national strategies and reforms and national SDGs.

It is recommended that the UN and partners commence with the second phase of the intervention. However, the second phase should consider several findings suggested in this Evaluation report that are significant for the successful continuous progress towards the high level and ambitious objectives and targets.

Those include:

- intensive stakeholder engagement with stakeholders not limited to the Central Government level during the design stage;
- more focused approach and more "in-depth" intervention strategies: though all components of the project are deemed relevant and important, design more than one intervention to cover those areas and to engage with those stakeholders;
- > streamlined management structure within the implementing UN agency/ies;
- ➤ longer intervention lifetime or continue with the next programming phase focusing on the outcomes with the best promising sustainability potential, such as the legal clinics and media hubs; and
- > stronger synergies and coordination with other organizations implementing projects in the same geographical or thematic area, with articulated ways of leveraging the strengths of each of the actors.

2. Introduction

Purpose and Objectives of the Evaluation

The purpose of this evaluation is to assess the achievements of the UN Joint Programme "Youth for Social Harmony in the Fergana Valley" in an inclusive way and to determine its overall added value to peacebuilding in Uzbekistan in the areas of youth policy, gender equality, women empowerment, youth employment and participation in political and social life. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation provides key lessons about successful peacebuilding approaches and operational practices, as well as highlights areas where the project performed less effectively than anticipated. The evaluation findings will serve two main intents: accountability and learning.

Objectives of the evaluation as set in the Terms of Reference are:

- To assess the relevance and appropriateness of the project in terms of 1) addressing key drivers of conflict and the most relevant peacebuilding issues; 2) whether the project responded efficiently to the needs of the actual stakeholders and beneficiaries, the youth or the affected communities in the Fergana Valley; 3) whether the project capitalized on the UN's added value in Uzbekistan; 4) the degree to which the project addressed cross-cutting issues such as conflict and gender-sensitivity in Uzbekistan; and 5) the extent of the project financial and/or programmatic catalytic effects;
- To assess to what extent the PBF project has made a concrete contribution to reducing a conflict factor in Uzbekistan. With respect to PBF's contribution, the evaluation may evaluate whether the project helped advance the achievement of the SDGs, and in particular, SDG 16;
- To evaluate the project's efficiency, including its implementation strategy, institutional arrangements as well as its management and operational systems, and value for money;
- To assess whether the support provided by the PBF has promoted the Women, Peace and Security
 agenda (WPS), allowed a specific focus on women's participation in peacebuilding processes, and
 whether it was accountable to gender equality;
- To assess whether the project has been implemented through a conflict-sensitive approach;
- To document good practices, innovations, and lessons emerging from the project;
- To provide actionable recommendations for future programming.

Approach and Methodology

The Evaluation Team has defined several key elements of the evaluation approach.

Utilization-focused approach: The evaluation is based on a consultative and iterative approach, which aims to increase: a) the Team's collaboration with the UN agencies implementing the project to clarify the expectations and objectives of the evaluation and b) the relevance and inclusion of recommendations by stakeholders. Due consideration has been made for the choice of data collection methods and a sample of stakeholders in the evaluation.

Participatory approach: The evaluation was conducted in a participatory manner allowing key stakeholders (UNDP, UNODC, UNESCO, and UN PBF) to provide input in the evaluation design and reflect

and validate the findings emerging from the data collection. The Evaluation Team consulted UNDP, the Project Team, and RUNOs throughout the process to achieve this. The Evaluation Team has also ensured that it has understood the information imparted by participants through probing and additional questions and summarizing the points made during the interviews to validate the information. Participants in the evaluation were invited to provide additional information as they felt relevant to the evaluation. Ensuring the participation of evaluation participants is not only a matter of ethics but also of utility, as it fosters the appropriation and buy-in of findings, conclusions, and recommendations among stakeholders.

Hybrid approach: The evaluation was conducted using a hybrid approach due to the COVID-19 pandemic and associated difficulties for international travel. The inception and report writing stages are delivered remotely. In contrast, the Evaluation Team was based in Uzbekistan during the KII stage, reaching out to the KII in person or via phone. Stakeholders and beneficiaries to be interviewed were divided among the Evaluation Team members.

Combined approach: The methodology employed by the Evaluation Team combines primary and secondary data collection, review, and analysis methods. This ensures a comprehensive understanding and examination of the Project and allows multi-dimensional findings to the evaluation questions. In addition, qualitative and quantitative methods were employed to enable a more effective triangulation of data generated through various sources and informants.

Methodology

The Evaluation Team has thoroughly analyzed the evaluation questions outlined in the ToR and the indicators set in the Results Framework. Based on this analysis, the evaluation methodology has been designed to reflect upon the Theory of Change and Results Framework and the key evaluation criteria per the OECD Development Assistance Committee guidelines.

For ease of analysis and reference, the evaluation questions are grouped into specific indicators per the main dimensions of relevance, effectiveness (including indicators from the Results Framework), efficiency, sustainability and ownership, and coherence. The additional evaluation criteria outlined in the ToR, which are conflict-sensitivity, catalytic, gender-responsiveness/gender-sensitivity, risk tolerance, and innovation, are merged and inter-woven into the instruments designed for the main evaluation dimensions.

Data Collection & Analysis

To ensure the quality of the evaluation process, the Evaluation Team developed an evaluation matrix, which provides a comprehensive and detailed outline of data sources and data collection methods for each evaluation question. Data was collected from secondary and primary data sources.

Secondary data sources

- Project design document,
- Programmatic reports,
- Monitoring reports,
- Financial reports,
- Research papers,

- UNDP, UNODC, and UNESCO country and regional reports,
- Government-approved country/sectoral development strategies,
- Reports developed by donor partners.

Primary data sources

The Project beneficiaries are divided into two main groups: direct (final) and indirect. Direct or final beneficiaries are the young men and women in Fergana Valley, directly targeted by the Project under Output 1.1 and Output 1.2. The young people constitute the backbone of communities in the Fergana Valley – the highest level and the most critical grouping of beneficiaries referenced in the expected project impact (as defined by ProDoc). In addition, the project outcome depicts the young people as the main actors of positive change with improved mechanisms to participate equally in their communities' political, economic, and social life.

The Evaluation Team reached the final beneficiaries with the survey instrument. Accordingly, a higher number of young men and women supported by the Project were contacted to assess their opinion on the outputs and outcomes that the Project has generated. Also, this allows evaluating the end-of Project value of the Outcome level indicators designed to measure attitude and behavior changes during the Project implementation. However, any attribution or contribution analysis will not be possible given the limited resources and lack of baseline information.

Contact information of a limited number of direct beneficiaries (91 in total) was made available to the Evaluation Team. As a result, the Evaluation Team utilized convenience sampling (contacting individuals that can be identified and approached).

Local administrators, educators, and duty barriers supported/targeted by activities under Output 1.3 and Output 1.4 of the Project are indirect beneficiaries. These beneficiaries act as conduits for inclusive service delivery for the benefit of young people (final beneficiaries) and the engagement of youth (final beneficiaries) as changemakers, thereby building community resilience.

The indirect beneficiaries were reached through qualitative methods, primarily through KII. This enriches the evaluation findings with deeper information, insight, and perspective of how this group of beneficiaries will change their practice to benefit the final beneficiaries. The proposed data collection approach also aligns with contact information available for the referenced two groups of beneficiaries.

Qualitative data collection and analysis: KII and direct observations

Key Informant Interviews (KII) were conducted with key stakeholders/counterparts of the Project, donor partners, and the UN agencies/Project Team. For that purpose, these actors were divided into respective groups of:

- Central government representatives,
- Local government representatives,
- Academic institutions and quasi-governmental organizations,
- Non-governmental organizations,
- Project Team and donors.

The Evaluation Team developed separate Questionnaires for each major stakeholder group. FIRST, the KII Questionnaires were piloted with 4-5 stakeholders to ensure that the questions the Evaluation Team asks are understood by key informants and serve the purpose of the evaluation.

To analyze the data/results of KII, the Evaluation Team summarized interview transcripts into a Microsoft Excel file, assigned codes for major stakeholder groups (CGP, LGP, AIQGO, NGOs, and PT), host regions (Andijan, Namangan, or Fergana), the scope of interventions (country or regional), data sources, etc. The Evaluation Team used the codified data entries of KII responses for pattern analysis.

Direct observations of respective Project outputs were another source of qualitative data with proper video/photo documentation². The following protocols were used when collecting data during direct observations: taking detailed field notes that were recorded in Evaluators' field notebook; (although typically textual notes) taking photo/video recording of outreach/awareness-raising documents, other beneficiary-provided documentation, visual confirmation of delivered activities, etc.; expanding those notes within 24 hours; transcribing them into the laptop and grouping them with the archive of written KII notes.

Quantitative data collection and analysis: survey

A survey was conducted with 91 direct beneficiaries of the Project, namely young men and women in the Fergana Valley. The direct beneficiaries were divided into two groups: general youth and young women. This ensured the gender-inclusive and gender-sensitive nature of collected information.

The survey questionnaire consists of close-ended questions pertaining to the Project's relevance, effectiveness, and sustainability. The questionnaire was translated into Uzbek and Russian languages, then tested with five beneficiaries in the initial stage to ensure that the respondents understood the questions and contributed to the evaluation results.

Data collection was conducted via Ona, an open-source data collection platform, by distributing the web link for the questionnaire primarily through Telegram channels/groups emails. The Evaluation Team uploaded raw data to a Microsoft Excel file to analyze the survey data to further analyze and integrate findings into the evaluation report.

Data triangulation

To summarize the primary and secondary data (both qualitative and quantitative) analysis activities, the Evaluation Team analyzed the key findings of KII questions (complemented by direct observations) along with the records of survey and desk review findings. Triangulation of data generated from both secondary and primary data sources, including KII and survey, are the final exercise of data analysis. It is reflected in this evaluation report to illustrate how various data do support or vary within a range of responses.

² The Evaluation Team will utilize the following when conducting direct observations: taking detailed field notes that were recorded in Evaluators' field notebook; although typically textual notes, data also taking photo/video recording and beneficiary-provided documentation (financial statements, pr/outreach/awareness raising documents); expanding those notes within 24 hours; transcribing them into the laptop and adding them to the archive of written interview notes.

Ethics, Confidentiality, and Personal Data Protection

This evaluation exercise is conducted adhering to the standards of integrity and respect for the beliefs, manners, and customs of the social and cultural environment, human rights and gender equality, and the 'do not harm' principle. Any sensitive data is protected and cannot be traced to its source.

Once the Project Team provided the contacts of the survey participants, those were immediately coded as separate entries into an Excel file. The file was then used to enter the survey results and analysis.

Aggregation of the collected primary data is another way of protecting confidentiality.

All respondents were requested to provide their prior verbal consent for the interviews and participation in the survey upon informing them of the purpose of the exercise. When taking photos or video recordings with the participation of project beneficiaries, additional verbal consent was taken. Such consent was not found necessary when shooting non-human objects.

Confidentiality of survey subjects was protected at full, including protection of identifying information.

Limitations to the Evaluation

The main limitations identified at this point are:

- There is no baseline value set at the start of the Project, particularly for the two indicators at the Outcome level, formulated to demonstrate perception and attitude change. This fact limits the Evaluation Team's ability to conduct a comparative analysis to demonstrate the pre-and post-intervention situation. However, the evaluation tools (particularly the survey questionnaire) are designed to enable some of this analysis.
- Limited (incomplete amount of) contact information of potential survey participants was made available to the Evaluation Team. This circumstance limited the survey sample to the available contacts.
- Due to COVID-19 restrictions, the Evaluation Team could not reach all key informant interviewees in person.

Structure of the Evaluation Report

As stipulated in the ToR, the content of the Evaluation Report includes:

- i. Title page
 - Title of the joint UN program supported by the PBF
 - UNDP PIMS ID and PBF ID
 - Evaluation timeframe and date of final evaluation report
 - Region and countries included in the Project
 - PBF Focal Area/Strategic Program
 - Executing Agency, Implementing partner, and other Project partners

- Evaluation Team members
- ii. Acknowledgments
- iii. Table of Contents
- iv. Acronyms and Abbreviations
- 1. Executive Summary (3-4 pages)
 - Project Information Table
 - Project Description (brief)
 - Evaluation Rating Table
 - Concise Summary of findings, conclusions, and lessons learned
 - Recommendations' summary table
- 2. Introduction (2-3 pages)
 - Purpose and objective of the evaluation
 - Scope
 - Methodology
 - Data Collection & Analysis
 - Ethics
 - Limitations to the evaluation
 - Structure of the evaluation report
- 3. Project Description (3-5 pages)
 - Project start and duration, including milestones
 - Development context: environmental, socioeconomic, institutional, and policy factors relevant to the Project objective and scope
 - Problems that the Project sought to address, threats and barriers targeted
 - Immediate and development objectives of the Project
 - Expected results
 - Main stakeholders: summary list
 - Theory of Change
- 4. Findings

(in addition to a descriptive assessment, all criteria marked with must be given a rating³)

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³ See ToR Annex F for rating scales.

4.1 Project Design/Formulation

- Analysis of Results Framework: Project logic and strategy, indicators
- Assumptions and Risks
- Lessons from other relevant Projects (e.g., same focal area) incorporated into Project design
- Planned stakeholder participation
 Linkages between Project and other interventions within the sector

4.2 Project Implementation

- Adaptive management (changes to the Project design and Project outputs during implementation)
- Actual stakeholder participation and partnership arrangements
- Project Finance and Co-finance
- Evaluation: design at entry, implementation, and overall assessment of evaluation
- UNDP implementation/oversight and Implementing Partner execution, overall Project implementation/execution, coordination, and operational issues
- Risk Management, including Social and Environmental Standards (Safeguards)

4.3 Project Results and Impacts

- Progress towards objective and expected outcomes
- Relevance
- Effectiveness
- Efficiency
- Overall Outcome
- Sustainability: financial, socioeconomic, institutional framework and governance, environmental, and overall likelihood
- Country ownership
- Gender equality and women's empowerment
- Cross-cutting Issues
- PBF Additionality
- Catalytic/Replication Effect
- Progress to Impact
- 5 Main Findings, Conclusions, Recommendations & Lessons
 - Main Findings

- Conclusions
- Recommendations
- Lessons Learned

6 Annexes

- Evaluation ToR (excluding ToR annexes)
- Evaluation Mission itinerary, including Summary of field visits
- List of persons interviewed
- List of documents reviewed
- Evaluation Question Matrix (evaluation criteria with key questions, indicators, sources of data, and methodology)
- The questionnaire used and Summary of results
- Co-financing tables (if not included in the body of the report)
- Evaluation Rating scales
- Signed Evaluation Consultant Agreement form
- Signed UNEG Code of Conduct form
- Annexed in a separate file: Evaluation Audit Trail

3. Project Description

Project start and duration, including milestones

The youth for Social Harmony in Fergana Valley project started in January 2020 and ended in December 2021, whereas the original project lifetime was 18 months, then extended for additional 6 months as a non-cost extension.

The Project aims to support communities to better adapt to the rapid reform process in Uzbekistan while enabling local service providers to deliver the reform agenda inclusively. The Project specifically targets young women and men in the Fergana Valley. They disproportionately bear the brunt of Uzbekistan's socioeconomic challenges and may perceive that they are left behind in the ongoing transformation. The political and economic transformation comes against the backdrop of a significant demographic shift, with the number of young people below the age of 30 now comprising 56% of society.⁴ At the same time, young people in Uzbekistan experience differentiated levels of political, social, and economic inclusion, which is also impacted by the ongoing transformation.

The geographic choice of the Project is conditioned by the fact that young women and men in the Fergana Valley face distinct political, social, and economic challenges that the transformation may impact. The fertile valley is shared between Uzbekistan, Tajikistan, and Kyrgyzstan, often featuring densely populated and multi-ethnic settlements. The valley has witnessed disputes across communities and countries⁵ and faced challenges from violent extremist groups that emerged in the immediate post-independence period.⁶ Additionally, Fergana was ranked the fourth highest-ranking area regarding crimes per 100.000 people. However, the three regions ranked in the top 5 regarding the proportion of juvenile criminal offenses.⁷ Working-level consultations with counterparts, such as the Ministry of Public Education, revealed a concern with juvenile delinquency and anti-social behavior patterns, such as school bullying.

This initiative aligns with national priorities, such as the decree "On measures to implement the national goals and objectives in sustainable development for the period until 2030". The Five-Area Development Strategy for 2017-2021, noted to be largely in line with the SDGs, prioritizes a number of areas pertaining to the PBF intervention (specifically the PBF focus area 3.2. Equitable Access to Social Services), including Priority Area 5.1 on security, religious tolerance, and inter-ethnic harmony, Priority Area 4.5 on improving the state youth policy, Priority Area 4.2 on improving the social security system and health care, enhancing the socio-political activity of women, Priority Area 1.3 on improving the public management system, and Priority Area 2.4 on improving the system for fighting crime and crime prevention, which emphasizes the importance of improving the legal culture and legal awareness of the population, organizing effective cooperation between government bodies and civil society institutions, the mass media in this field, as well

⁴ UNESCO (2018) "TVET Policy Review Uzbekistan"

⁵ https://worldview.stratfor.com/article/central-asia-tensions-grow-Fergana-valley

⁶ The World Bank (2019) "Project appraisal document on a proposed loan in the amount of US\$200 million to the Republic of Uzbekistan for a Fergana valley rural enterprise development Project"

⁷ Ibid.

as priority areas 2.2 on providing guarantees to the protection of rights and freedoms of citizens, and 2.5 on strengthening the rule of law in the judicial system.

This Project builds on the premise that in light of the government's political and economic reforms and increased willingness to engage with the international community: a) supporting community resilience by empowering youth as actors of positive change, b) assisting the ability of the government to build and deliver reform and services inclusively, and c) creating platforms between youth and local administrations that allow meaningful participation in decision making at this critical juncture will help strengthen social cohesion and sustain peace through increasing horizontal and vertical trust. This will help ensure that no one is left behind in the reform processes in the long run by facilitating service delivery and development policy informed by local needs and priorities and implemented fairly and transparently.

Theory of Change

The Project builds on the following Theory of Change:

- **IF** young people from diverse backgrounds are equipped with key competencies and opportunities to constructively participate in community life and act as key agents of change;
- **IF** young people have increased access to skills and knowledge that foster their employability and entrepreneurship and positively influence attitudes to prevent anti-social behavior;
- **IF** cooperation platforms are created between young people and local administrations and inclusive public service delivery is improved;
- **AND IF d**uty bearers have the skills and approaches necessary to address the needs of vulnerable youth based on the rule of law and a fair and humane justice system;
- THEN cooperation and trust between young people and the national and local government are strengthened in support of the national reform agenda, and THEN youth will have an increased ability to influence their conditions, a sense of belonging to their communities, and confidence in the government/public services and THEN dialogue mechanisms at the community level will be enhanced allowing young people entry points to act as decision-makers in their communities and apply their skills to make their communities more resilient to conflict and sustain peace;
- BECAUSE the potential of youth for constructive engagement in political, economic, and social life will be harnessed, and young people will have the opportunity to act as positive change agents in a period of key societal and economic transformation, thereby strengthening social cohesion by leaving no one behind and ensuring a more equitable distribution of reform benefits.

This theory of change is then put into the logical framework/results chain, which outlines the main outcome and outputs the Project intended to achieve as per the original design. Specifically, the following objectives or expected results are set:

- Outcome 1: Young people can act as actors of positive change and have the mechanisms to ensure inclusive service delivery to build community resilience in a period of political and economic transformation;
 - Output 1.1 Young people are equipped with capacities and knowledge that foster their civic participation and socio-economic inclusion;

- Output 1.2 Young people are provided with opportunities to constructively participate in decision-making socio-political life and act as key agents of change;
- Output 1.3 The capacity of local administrators and educators to implement government policies and ensure inclusive public service delivery is improved;
- Output 1.4 Duty bearers have the skills and approaches necessary to address the needs of vulnerable youth based on the rule of law and a fair and humane justice system.

The project was implemented in coordination with and/or with the participation of many stakeholders. The below table lists the main stakeholders in their respective grouping:

Table 1. Project Stakeholders

Table 1.1 Toject Otakeriolders	
Stakeholders' Group 1 - Central Government	Stakeholders' Group 2 - Local Govt
Youth Affairs Agency	Local government/Khokimiyats (Andijan, Fergana, Namangan)
Ministry of Public Education	Local police departments
Ministry of Support to Makhalla and Family	Probation services
General Prosecutor's Office	Mahalla "Bunyodkor" (Namangan)
Ministry of Interior (regional representative)	Stakeholders' Group 4 – NGOs, NGO-affiliated institutions, and private sector organizations
Ministry of Physical Culture and Sports	Youth Union
Anticorruption agency	National Association of Volunteers
Stakeholders' Group 3 - Academic institutions	Youth Hub: Namangan, Andijan, Fergana
and quasi-governmental organizations	Legal Clinics: Namangan, Andijan, Fergana
Academy for Public Administration	Media Hub
Academy for Prosecutors	SMG recipients (start-up Projects)
Namangan State University	
Tashkent State University of Law	
Partner schools	
Tashxis Republican Diagnosis Center of the MoPE	
Republican Education Center of the MoPE	
ITSM of the MoPE	

4. Findings

(in addition to a descriptive assessment, all criteria marked with must be given a rating8)

4.1 Project Design/Formulation

Analysis of Results Framework: Project logic and strategy, indicators

The results framework is built upon the Theory of Change, which is well articulated in the Project Design Document. The Document provides a strong analysis of the context, including the socio-economic background and the recent developments in which the Project is designed. The document also outlines the cause-effect relationships of the social developments and trends in the light of the Government reforms, referencing the Government Strategy on the one hand and various research that describes the situation on the ground on the other hand. The objectives of the Project, including the Outcome and Output, are visibly related to this analysis. In other words, the Project Design Document suggests a strong narrative description of a so-called problem tree and objective tree. This also suggests the strong relevance of the intervention strategy to the national context (*Relevance will be discussed in detail in the respective section below*).

At the same time, while the Outcome of the Project is very ambitious (Young people can act as actors of positive change and have the mechanisms to ensure inclusive service delivery to build community resilience in a period of political and economic transformation) and assumes significant behavior and attitude change, there is only one indicator formulated at the Outcome level to measure such a change (Rate of young people expressing confidence in their self-efficacy, agency, community participation, socio-economic inclusion and sense of belonging. Share of youth (women and men) consider themselves a citizen capable of positively influencing the policy of local administrations and responsible for community resilience.). The rest of the indicators at Outcome and Output levels are numeric or "completion" indicators, which do not support any assumptions on how the invested resources (e.g., training) transform into practice change (e.g., skills development and further application). Furthermore, the absence of the indicator's baseline measurement that should have been illustrating attitude and behavior change is missing, thus disabling us from concluding any dynamic through the project implementation period.

Also, the development practice shows that the project implementation timeframe, i.e., two years, is often too short to achieve the sustainable change assumed at the Outcome level. One of the Key Informants witnessed this: "...18 months that project operated was too short; more objectives might have been achieved if the project was longer". According to another respondent from the same group: "Overcoming bureaucratic barriers for timely implementation of activities was very difficult because they had to get the permission of several layers of bureaucratic apparatus." These considerations should have been addressed during the project design stage to achieve higher and more sustainable impact. This is especially true in the conditions of the COVID pandemic, which hampered the implementation of some activities in due time, allowing for a better and longer-term follow-up. This is supported by another respondent from the same group, who reported that: "COVID restrictions were one of the main challenges. Some activities were not organized timely and on a bigger scale. But as soon as those

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⁸ See ToR Annex F for rating scales.

restrictions were lifted, the project team was in a hurry to organize holding activities". However, it must be noted that at the time of the project design, back in 2019 COVID outbreak did not occur yet.

In the light of the above, the rating for the Results Framework: Project logic and strategy indicators would score 4 = Moderately Satisfactory, as per the Evaluation Rating Scale provided as Annex F to the ToR.

Assumptions and Risks

The Project Document review reveals a strong and extensive risk analysis and management plan. The identified risks are weighted for likelihood and impact, and the mitigation measures are rated for effectiveness.

The risks identified in the Document can be conditionally divided into internal and external factors.

<u>Internal risks</u> include delayed start date of the project implementation, speed of recruitment of the project implementation team, and staff turnover. Still, most importantly, the list of internal risks notes staff capacity in some specific aspects, such as the specificity of the main target groups that the project was supposed to reach out to.

<u>External risks</u> include a wide range of factors: public attitudes towards various components of the project (attitudes to participation in training sessions, engagement of girls, stigmas, etc.) to possible challenges related to the resistance of state agencies to some activities such as leadership training, etc.

The Document suggests well-thought mitigation plans for all these identified risks (14). Each plan item is unique and well-suited to its calculated risk. These plans consider internal capacity building, better coordination, strong participation of the national counterparts for reducing the level of resistance and negative attitude, etc.

However, the risk mitigation strategy highlights the plans transformed into activities in the Results Framework. For example, "... activities under Output 1.4 on expanding the dialogue between law enforcement and citizens will further contribute to addressing concerns and alleviating potential tensions". This remarkable risk management approach allows for concrete actions that are also "monitorable" during the project implementation stage.

The fact that the Risk Management section of the Project Document is well designed is also concluded based on the review of the Report on Challenges⁹ attached to the 2021 Annual Report. The latter mostly reveals the same risks as identified in the Project Document. There are slightly newlines mostly related to connectivity issues and COVID.

As for the Assumptions, those are briefly discussed in the Theory of Change, showing the "IF-THEN" logic of the intervention. These assumptions are built within and around Project Objectives. However, it would be good if the Project Document also discussed the external assumptions and risk analysis. In other words, what were the "enablers" or enabling factors that were out of the Project's control but would contribute to even more effective project implementation. For example, if some risks are

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⁹ "Challenges We Have Faced with", 2021 Annual Report

identified in the Project Document (e.g., Risk 4. The focus on vulnerable groups may become softer and involve fewer count of their representatives in project activities; or Risk 9. Conflict sensitivity: Youth beneficiaries of the project are stigmatized in their communities for participating in some project activities) taking account of the social capital or experience of other projects implemented in the target area (e.g., the WB and UNICEF projects).

Lessons from other relevant Projects (e.g., same focal area) incorporated into Project design

Even though the Project Document review reveals a good alignment analysis with Governmental and UN strategic frameworks, as well as the list of existing interventions in Fergana Valley implemented by other agencies, there is no specific section that illustrates any lessons learned from other projects.

Planned stakeholder participation

According to the Project Document, the initial consultations regarding the planned intervention started in early 2019 by the Resident Coordinator's office and were followed by a mission of the expert team, then a scoping mission for further and more detailed context analysis and identification of the potential entry points. The Document suggests that more tailoring and shaping of the intervention strategy was planned for the inception phase.

The review of the first Semi-Annual Progress Report (which the Evaluation Team considers the Project Inception Stage Report) shows that all planned research was conducted that later fed into the finalization of the Project design. Specifically, a Participatory, Gender-responsive Peace and Conflict Analysis in the Fergana Valley, Review of the Legal Framework, and Assessment of the Media and Information Literacy of the Youth in Fergana Valley.

While the research is a good instrument to tailor the intervention, this cannot be categorized as stakeholder participation. Those who participated in research through surveys, key informants, in-depth interviews, or focus group discussions are deemed informants and only remotely as stakeholders.

During the same first reporting period, agreements were signed with respective ministries, academic and research institutions, etc. However, the consultations held in 2019 and agreements signed in 2020 are high-level engagements. Those do not necessarily reflect the perspective/s of the Project's target groups, such as the youth in Fergana Valley.

The following two quotes from two of the Key Informants from the Central Government group come to prove the fact that more consultations were needed at the design stage: "Such projects could be organized in other regions of Uzbekistan on a smaller scale, but RUNOs should consult stakeholders for designing the project first." And "Youth Union and other stakeholders in youth policy were not involved in designing ProDoc. It was like a project "For youth, but without youth!"."

Linkages between Project and other interventions within the sector

As mentioned in the above sub-section titled Lessons from Other Relevant Projects, the Project Document review reveals a good analysis of alignment with Governmental and UN strategic frameworks, as well as a list of existing interventions in Fergana Valley implemented by other agencies. Specifically, the latter includes projects currently implemented by the World Bank, the European Union, UNICEF, and

UNDP. This analysis provides a short description of each intervention in the targeted area. In addition, the Document highlights the relation of each project towards this intervention (difference from or complementarity to).

4.2 Project Implementation

Adaptive management (changes to the Project design and Project outputs during implementation)

The major change requested by the Project Team was related to the duration of the Project. The alteration of the Project term from the initial 18+6 months to the final 24 months was explained in the PBF Project Document (date unavailable). The original Project Document identified most of the reasons for this request for a no-cost extension. These included: a possible late start date, a slow recruitment pace, and a belated formal agreement on signing the Action Plan. Last but not least (not foreseen in the Risk Management Plan), the outbreak of the COVID pandemic slowed down many operational and field-based programmatic activities. It made impossible to implement some other activities, including field surveys, school-based activities, summer camp, etc.

The impact of COVID restrictions on the project implementation in terms of the pace, timeliness, intensity, effective communication, and joint planning was recognized by all Stakeholder Groups, including representatives of the Central Government, local governments, partner NGOs, and the Project Team.

The NCE necessitated a budget revision. The Project Team redirected the funds released due to restricted travel, travel-related staff costs, etc., to programmatic budget lines and the procurement of COVID-related hygiene and safety items (masks, gloves, sanitizers).

No other changes to the original project design are reported.

Actual stakeholder participation and partnership arrangements

As described in the above sections, based on the document review, the <u>planned stakeholder</u> <u>participation</u> was conducted at higher levels of the Government in a more centralized manner by the Resident Coordinator's Office and teams of experts. Meanwhile, the participation of local counterparts during the design stage was rated as moderately unsatisfactory.

<u>Stakeholder participation</u> was evaluated through key informant interviews (KII) with project stakeholders and surveys among the beneficiaries. The responses from the KIIs vary mostly depending on the Stakeholder group. Also, the responses are differentiated for participation during the design and/or implementation stages. For example:

A representative from the Central Government assured that the Ministry of Sports had been heavily involved during the design of the intervention. In their opinion: "All the stakeholders were involved in the discussions, all the interests of government and people were taken into consideration."

However, some respondents think that a better effort of stakeholder participation could have been made. Another representative from the Central Government stated that: "RUNOs didn't involve Youth Union and other main stakeholders in the area of youth policy in Uzbekistan in designing ProDoc for the

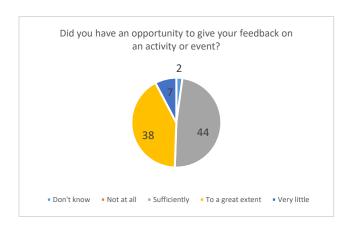
project. Youth Union received the ProDoc only after the MFA and UN signed it. They didn't feel involved in the project's design, while as the main institution for youth policy, they might have had ideas for the activities and project overall".

At the same time, an NGO representative shared that: "UN agencies had consultations with Youth Union while designing project. Youth Agency was not created by then".

On the same topic, a Project Team member suggested that: "The ProDoc of the project might not have been shown to the Youth Union in 2020 or before that by Ministry of Foreign Affairs, because YU was only an NGO, and MFA didn't have to agree on anything with Youth Union at that point. YAA came later on when the project was already being implemented".

Such contradictions in responses can be explained only by the unevenness or inconsistency of engaging with stakeholders during the design stage. Even though the Youth Union was an NGO, as the project design shows, it was a meaningful project partner considered in the intervention strategy. So, engaging with them, notwithstanding their registration form, would be recommended.

As for the implementation stage, the interviewed representative of the Academic Institutions and Quasi-Governmental Organizations Group recommended better and timely communication and coordination with the right agencies. The recommendation relates to the approval of the teaching materials developed within the scope of the Project. Specifically, the respondent mentioned: "To integrate the guidebooks on preventing corruption into the university programs, the Ministry of Higher Education should have been contacted. Because it is the Ministry that can adopt the changes into the curricular of state universities".



The survey finding reveals that out of the 91 surveyed beneficiaries, who were asked to rate the extent to which they had an opportunity to give feedback on an activity or event, 42% found that to a great extent, and 48,5% rated the opportunity as sufficient. 95,6% of female and 85% of male respondents preferred these response options.

Project Finance and Co-finance:

Financing the Project has been divided among three PUNOs. During the first year of implementation, the planned budgets of PUNOs varied from \$255 313.68 for UNDP, \$247 165.51 for UNODC, and \$26 888.59 for UNESCO. That is consistent with each agency's performance. In particular, UNESCO struggled to deliver any significant project activity per the implementation plan. During the second year, financing activities had become more uniform \$922 397.56 – for UNDP, \$667 500.00 for UNODC, and \$609 472.00 for UNESCO.

The Project did not have any co-financing, except in-kind contribution of the National partners such as premises and coordination of activities.

Evaluation: design at entry, implementation, and overall assessment of evaluation:

This section will be drafted after the audit trail.

UNDP implementation/oversight and Implementing Partner execution, overall Project implementation/execution, coordination, and operational issues

According to the Project Document, UNDP was the lead agency to provide overall oversight of the Project implementation. The UNDP hired a Project Team that was responsible for the overall project planning, implementation, and monitoring. At the same time, UNODC and UNESCO have hired other designated staff to support activities, respectively, led by these agencies.

In addition, a Steering Committee was established composed of representatives from national partners (MFA, Presidential Administration, General Prosecutor's Office, Academy of the General Prosecutor's Office, Academy of public administration, Youth Union, Institute for Strategic and Inter-Regional Studies, Ministry of Public Education, Ministry of Interior, Chamber of Advocates), UN RC, UNDP, UNODC, UNESCO. The purpose of the Committee was to ensure coordination among the Implementing Partners through convening regular meetings and consultations.

Topics related to implementation, oversight, IP coordination, and overall operations were discussed with all groups of Key Informants. The responses that repeat most frequently relate to the coordination among the UN partners. Specifically, the respondents from Central Government, partner NGOs, AIQGO, and the Project Team were united in their opinion of how the oversight and coordination were implemented. Some suggest that the lack of internal communication among the UN agencies caused a silo effect between the project components led by these agencies. According to one of the Project Team members: "UN agencies were implementing project autonomously without one supervising agency/project leader who had to be UNDP. UNDP should have kept its strategic vision as a lead agency in this project. Being a lead agency comes with a responsibility. The UNDP Project Manager didn't have direct supervision. There were very few activities that included all three RUNOs". The exchange of such operational documents as financial reports was often time and effort-consuming. Some responses indicate that sharing a common space by the representatives from the 3 UN agencies engaged in the Project would be very beneficial for internal communication, management, and coordination. A Central Government representative even suggested that: "The core team of the project should have been based in Fergana valley, not in Tashkent. If the Project Team were based in Fergana valley, the Project would have had better delivery, coordination, and monitoring".

This and many more responses state that the Project's management structure was ineffective in internal affairs and external communication. Many responses from the Central Government and Implementing Partners indicate that the UN agencies, UNDP, UNODC, and UNESCO, had different profiles, communication cultures, and bureaucracies. While one of the Central Government representatives

shares that: "Working with UN agencies was time-consuming, agreeing on a plan of activities required a long time," some stakeholders differentiate between these 3 agencies. "UNODC was effective in communication," says another state official. At the same time, the Ministry of Public Education representative reported a negative communication experience with UNESCO.

While the Project Document sets clear regularity for the Steering Committee meetings, the respondents underline that: "The Steering Committee had very few meetings, and those were not regular. Youth Agency was initiating most of the meetings. Most of the issues that could have been discussed during Committee meetings were resolved through internal communication".

The factors described above lower the effectiveness, transparency, and ownership over the decisions related to Project implementation.

Given the complicated management structure, the rating is split between the UN agencies: UNDP - 5 = Satisfactory, UNODC - 5 = Satisfactory, and UNESCO - 4 = Moderately Satisfactory.

4.3 Project Results and Impacts

Progress towards objective and expected outcomes

This section summarizes the findings from the document review of the Project progress and annual reports, lists of participants, small grants project documents, a survey conducted as part of the Project monitoring, Key Informant Interviews, and the survey conducted among the beneficiaries as a part of the evaluation.

According to the document review, the achievements and outreach per each Output are as follows:

	Activity	Achievements/Outreach
	Summer Camp	84
Output 1	Just Start Start-Up Accelerator	332
Output 1	Small Grants for start-uppers	10
	Technovation Girls	100
	Youth Hubs	300
	Y-Fikri_TED talks type Youth Discussions	301
Output 2	Small grants for infrastructural projects	10
	Volunteers	120
	Fergana Valley Model United Nations	150
Output 3	Civil Servants' Capacity building_APA_AGPO	400

	Youth Union representatives	83	
	Civic engagement initiatives by youth	47	
	Number of lawyers	65	
	Voice of Girls network	20	
	Key stakeholders trained	30	
	Civic engagement initiatives	450	
	Trained for life skills	418	
Output 4	Policy officers trained	80	
	Specialists and law students	80	
	Development of the state youth portal supported		
	Manuals on Legal Aid developed and disseminated among Namangan State Unive students and Tashkent State University.		
	Anti-corruption training program for secondary school educators was developed. Anticorruption campaigns were conducted in 50 schools in Fergana Valley.		
	State Anticorruption Agency adopted the initiative and conducted anti-corruption campaigns in other regions of Uzbekistan in 100 schools.		
	Anticorruption training programs	100	

Thus, the review of the programmatic reports concludes that at the Output and Activity level, almost all targets are met with some alteration in timing conditioned by the COVID-19 outbreak. Activities of small grants projects (1.1.4) and infrastructure projects (1.2.3) had to be revised and rearranged for successful implementation. The original project design did not consider the specific donor requirements related to transferring funds to individuals. Also, the low local capacity in the field constrained such opportunity. So, the funds assigned under these activities were transferred to local NGOs for implementation, which did not demonstrate significant capacity and willingness to engage in infrastructure projects. This is a good example of how well could the project design be informed by the lessons or best practices of other similar projects implemented in Fergana Valley.

There is another observation related to the reporting quality and the relevance of monitoring data collected. The following example illustrates one of these cases.

The Indicator 1.1.2 Number of Youth Union representatives who have successfully completed the training (Output 1.1 Young people are equipped with capacities and knowledge that foster their civic

participation and socio-economic inclusion) with the target of 45 women and 75 men from youth unions.

According to the annual report: 300 young women and men participated in 7 youth meetings, and 150 selected young women and men participated in FVMUN Conference. While the reported numbers are higher than planned, it is unclear how the youth meetings replace training and what successful completion means in this case.

Such inaccuracies in reporting and monitoring data collection conclude that the project's progress was challenging.

The rating for overall quality of M&E 5 = Satisfactory.

Relevance

The Project Document analyzes the intervention logic against the contextual background discussed in earlier sections. Given that the Project is designed to support the 5-year Government Strategy implementation, the document highlights some factors that had the potential to impede the successful implementation of the Strategy and suggests actions that could mitigate those factors. These factors had later been re-confirmed by the UNICEF-led research titled Youth of Uzbekistan: Challenges and Prospects, published in December 2020.

Was the project relevant in addressing unemployment issues among youth and gender inequality identified as driving factors of tensions in a conflict analysis? Were there any substantial background changes that impacted the relevance of project goals and approach? The most frequent pattern response from the KIIs indicates the usefulness and effectiveness of the youth capacity-building component. The Informants underlined the following aspects:

- opportunity to connect with qualified and higher-paid jobs (vs. construction work or trade-in bazaars
 in case of young men and housekeeping duties in the case of young women);
- the employability information that was collected and made part of the public education online system;
- opportunity to avoid extremist religious activity, replacing it with "modern" ideas like technology, IT, etc.

At the same time, according to an LG representative, it would be better to incorporate more practical activities to engage with youth to create interest and build real and sustainable skills.

LG representative from Andijan emphasized the gender aspect of the project impact:

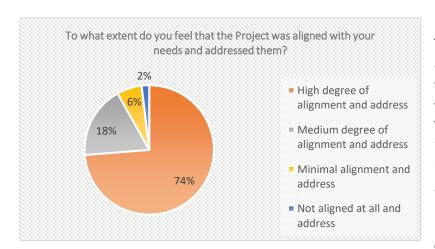
"Traditional Uzbek families usually impose restrictions on girls and young women, keeping them home and not allowing them to work. IT skills taught by Youth Hub have allowed them to have a decent income from homes. In my opinion, this in terms of unemployment has helped the girls a lot. Many girls have benefited greatly from the design course because they were already studying design before and could get computer design skills here. With these skills, they can now draw designs on the computer. Given the traditionalism

of our society, many girls are not allowed to leave the house and work. With IT skills, they can do things from home".

However, the best illustration of the usefulness of the capacity-building activities is expressed by a beneficiary: "The skills we were given during the Summer Camp are very important for the younger generation. As my field is medicine, I had little or no orientation in entrepreneurship, and now I am working on my project. Besides, I think psychological training is also very important for close people like me. After the camp, my communications increased. I was very shy about public speaking. Now, after the camp, that fear has been overcome".

Did the project meet the needs of the stakeholders and beneficiaries, and was it relevant to national priorities set in the sphere of youth policy? According to the KIIs, the project aligned with the 5-year Government Strategy. According to an NGO representative from Namangan: "The Project was in line with State program for 2021 "Year of Supporting Youth."

As a KI from the Central Government mentioned, the Project addressed some 80% of the issues identified through the Youth Perception Survey conducted by the Youth Agency.



The survey participants were asked, "To what extent do you feel that the Project was aligned with your needs and addressed them?". The following chart illustrates that 73,8% of 160 responses indicate a high degree of alignment and address.

Was the project appropriate and

strategic to assist the government in mitigating the socio-economic challenges that young women and men may face during the reforms? Did relevance continue throughout implementation? As mentioned in the above paragraphs, the project is very relevant to supporting the Government in its Strategy implementation. However, the survey conducted during the last monitoring of the project implementation period has found that only 8% out of 358 respondents found new jobs, and only 6% started their businesses. More response rates are given to reconsidering a formerly chosen carrier, continued education in higher education institutions, skills development, etc.

With this in mind, one can conclude that the Project was strategic to the Government and remained relevant throughout the project's life. Still, the Project did not show a statistically significant impact on the immediate mitigation of socio-economic challenges.

How were stakeholders involved in the project's design and implementation? This aspect is discussed in detail in sections of Planned and Actual Stakeholder Participation of this Report. To summarize once again:

Structured stakeholder participation was conducted at higher levels of the Government in a more centralized manner by the Resident Coordinator's Office and teams of experts during the design stage. Meanwhile, the participation of local counterparts during the design and implementation stage was poorly performed and mostly replaced by a needs assessment and perception survey during the implementation stage.

Was the project relevant to the UN's peacebuilding mandate and the SDGs, particularly to which the project was expected to contribute: SDGs 5, 8, 10, 16? All Project components were directly linked to these Goals. Specifically:

- SDG 5 Gender Equality: The gender aspect was targeted directly and as a cross-cutting theme. Women were intentionally engaged in capacity-building activities, summer camps, small grant schemes, IT-related activities, civic participation activities, etc. In addition, all relevant indicators in the Results Framework are gender-disaggregated.
- Output 1.1 Young people are equipped with capacities and knowledge that foster their civic participation, and socio-economic inclusion contributes to SDG 8 - Decent Work and Economic Growth.
- Output 1.2 Young people are provided with opportunities to constructively participate in decision-making and socio-political life and act as key agents of change directly contributing to SDG 10 Reduced Inequality.
- Output 1.3 The capacity of local administrators and educators to implement government policies and ensure inclusive public service delivery fits under SDG 16 Peace, Justice, and Strong Institutions.

Was the project relevant to the needs and priorities of the young women and men, girls and boys residing in the Fergana Valley? Were they consulted during the design and implementation of the project? As described in the above sections of the Report, the Project Document outlines a good analysis and justification for selecting both intervention strategies, including the geography. Also, in those sections, we discuss that young women and men, girls and boys in Fergana Valley, were not consulted during the design stage. However, several surveys conducted among these groups during the implementation stage have helped shape the outlined intervention strategy into a more detailed action plan and content. They were also allowed to provide feedback on various Project activities/components after the participation.

Was the project well-timed to address a conflict factor or capitalize on a specific window of opportunity? The timeliness of the Project was high on two planes: activation of state youth policy and the COVID pandemic. In recent years, the state policy of Uzbekistan can be generally characterized as more liberal. In the Project context, this applies to economic relations, law enforcement, educational systems, and attitudes towards gender equality — all potential conflict factors defined as a result of context assessment. Thus, we can say that the Project, by its objectives, was able to use the new mainstream of public policy and logically integrate it.

At the same time, a significant number of activities of the Project took place online, which also, to some extent, mitigated the impact of the pandemic. However, it led to the delay of the activities.

Did the project's theory of change articulate assumptions about why the project approach is expected to produce the desired change? Was the theory of change grounded in evidence? Again, this topic is well discussed in the above section. The Theory of Change does not articulate the assumptions; it only suggests the IF-THEN logic. However, when describing the role and engagement of each UN agency in this Project, it is well presented how these agencies will bring in respective evidence-based models and approaches developed and shaped by the UN for long years and in various contexts.

Did the pandemic create new tensions or exacerbate existing drivers of conflict, and if so, how well did the project adapt? No data was found either through document review, or primary data sources, which would suggest that pandemic created or exacerbated any conflicts or conflict drivers typical to the targeted geographic area.

Effectiveness

To what extent did the PBF project achieve its intended objectives and contribute to the project's strategic vision? Overall Outcome and Progress to Impact: The participants generally rated the Project as very successful. To a large extent, one-time project events such as Boot Camp, Technovation Girl, Summer Camp, FV MUN, and Life Skills increased the potential of participants. Young people mostly emphasized increased self-confidence, understanding of leadership, primary knowledge of business project development, entrepreneurship, etc. At the same time, such events stimulated young people to continue learning, activating social activities, and networking. One of the key factors was the participation of young people who already had certain achievements and skills and were able to become a motivating example for other participants.

The effectiveness of institutions formed under the Project varies from region to region. For example, Youth Hub, equipped with computers, began to work as a training center for IT training young people and schoolchildren instead of forming a platform "to be one of the concrete infrastructures that sustains project goals and cements youth's civic participation." Even with significantly narrowed functionality, Youth Hubs worked with varying efficiency. For example, the KII indicated different numbers of young people trained in Youth Hubs in the past periods: Andijan - up to 200 people; Namangan - up to 100 people/month; Fergana - up to 100 people. These figures are difficult to verify. Youth Hub in the Andijan region, located at the regional office of the Youth Affairs Agency, is available to visitors throughout the week. The occupants were recorded in this Hub during the field mission (12-14.04.22). In two other Hubs, there were no occupants. None of the Regional Agencies have systematic work to inform about the availability of Youth Hubs.

The figures also vary regarding the Legal Clinic: Andijan - an average of 3-4 appeals per day; Namangan - 10 appeals in 2 months; Fergana - an average of 5-10 appeals per day. Only in Andijan we managed to get an estimated forecast for 2022 - 1200 references (for the first three months, the number of references became equal to the total number of references in 2021). These figures are difficult to verify. However, it should be noted that the Legal Clinic operates three days a week in Fergana. In Andijan and Namangan, those Clinics are constantly open. The low level of resource utilization in the case of the Legal Clinic has two reasons: first, it is due to the low level of awareness among young people about the possibility of receiving free legal advice. An active information dissemination campaign is not carried out

because the work in the Clinic is entrusted to an in-house lawyer of the Agency, who also has other obligations. In addition, there is a perception among stakeholders that it is "inappropriate to disseminate information" due to the need to travel to the regional center for consultation.

Appeals to the Clinic are not always of a purely legal nature. To some extent, clinics became an entry point for young people to interact with government agencies. Young people apply with questions related to the transfer from one university to another, inclusion in the Youth Notebook, and receiving preferential funding under the state social support program for young people. Women mostly apply with regard to divorce and alimony. Only in the Andijan region were mentioned issues related to exemption from criminal punishment (under some articles) by young people at the request of the Agency. Since 2020, 49 young people have been released from prison and custody.

Training sessions among teachers received strongly positive feedback from the participants and found application in their practice. This was mostly true for physical education teachers, who could engage more children in sports activities due to their skills, and in some cases, even "problem" children. Teachers need this type of capacity building, bringing innovative pedagogical elements into their practice. A key success factor in this regard is immediately applying the skills learned in practice.

The pandemic had a negative impact on the Project's effectiveness. The negative impact was particularly strong on capacity-building-focused activities. The effectiveness of online training sessions was not high due to the limited engagement of beneficiaries/stakeholders.

Under the section analyzing the Results Framework, we discussed one limitation regarding the first Outcome level indicator set to measure perception and attitude change. Particularly, we concluded that the final evaluation finding on this indicator could not be analyzed and interpreted. There is no baseline assessment or comparison, which would only demonstrate any dynamics in this regard.

However, it is worth mentioning that the final monitoring survey conducted at the close of the project

Received grants for social projects	4.3	%
Started their own business	6.3	%
Got a job	7.8	%
Created a new mobile application	5.8	%
Continued higher education, of which	14.1	%
abroad	6.3	%
in country	7.8	%
Changed former career choices	19.1	%
Report improved professional knowledge and skills	24.6	%

implementation utilized a very effective approach to measuring the real change. In addition, such an approach allows attributing the documented change to the Project.

Specifically, the survey findings reveal that:

Again, this approach did not measure the indicator defined in the Results Framework. However, it shows the change generated through this Project.

The level of change documented for most lines cannot be considered statistically significant. However, activities aimed at professional orientation and training on professional skill development have achieved solid results.

In the section on Project Progress, it is discussed that based on the review of the Project Reports, Lists of Participants, and other project documentation, it can be concluded that most targets are met at the Output and Activity levels.

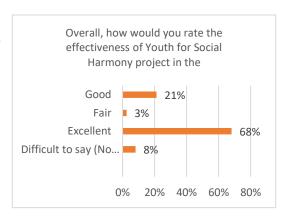


Through the survey conducted in the scope of the final evaluation among 91 young women and men, the following findings are revealed:

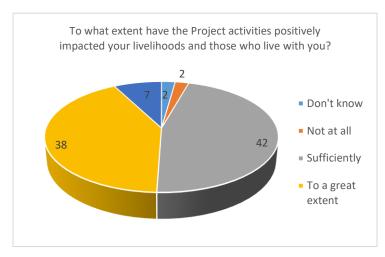
So, 56% rated the contribution at 5 = to a great extent, and 28% - at 4 = sufficiently. This result corresponds to the monitoring survey finding on satisfaction with the quality of the training component presented above.

Similarly, the vast majority of young women and men (68% and 21%) rate the effectiveness of the Youth for Social Harmony Project as excellent and good, respectively.

To the question "To what extent did the Project contribute to increasing your opportunities to participate in decision-making and socio-political life," 57%, 25,6%, and 10,6% of responses were within the excellent, good, and sufficient range.



The attitude and capacity of local administrations and educators were rated by 88 responses (50%) as excellent and 49 (30,6%) as good. The question on approaches of duty bearers to youth was also well-received: 60% rating as excellent and 24,4% as good. This is triangulated with some statements by Key Informants, particularly the fact that the Project created a unique platform for young women and men to raise their voices, express opinions, etc. And seeing representatives of local authorities listening to them, discussing their issues, etc., was very inspiring.



encountered challenges because of participating in the Project.

To what extent do you think the Project's activities led to a decrease in conflict potential within your community

(mahalla/district/village/city)?

	Female	Male	Total	
Don't know	3		6	9
Not at all	4		3	7
Sufficiently	22	1	18	40
To a great extent	8	1	14	22
Very little	8		5	13

Even though the economic development component did not achieve significant results, half of the interviewed young people think that the Project greatly or significantly impacted their livelihoods. Half of the responses (80 out of 160) indicate that participation in the Project positively changed their plans. At the same time, almost one-third (48 people, of which 22 were young women) stated that they had

Several Key Informants have mentioned the indirect effect of the Project on peacebuilding and decreasing tensions within the communities. According to them, the Project succeeded in redirecting the young people's attention from taking an extreme religious stance toward exploring

the new and modern IT world and its respective opportunities. Also, according to the KIIs, training of police and the introduction of the idea of community policing contributed to building trust between the community population, especially youth, and police and community administration on the other side. In addition, an NGO representative from Tashkent also mentioned the importance of such initiatives as summer camps. According to him: "Among the participants of the Summer Camp, there was a young guy with some radical views. After a trip with the head of NVA, he had changed views. The Summer camp gave a unique platform to observe the communication between the young people. It was a neutral environment that helped to understand that people are different".

To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding? To what extent has the project contributed to gender equality, women's empowerment, and the realization of human rights? As mentioned in this Report, the Project addressed gender mainstreaming by intentionally targeting young women and as a cross-cutting theme.

According to the surveyed young women and men, the Project successfully promoted gender equality and women's participation. Specifically, 92% of respondents think that the Project promoted to a great extent and sufficiently. Out of 92%, 48% are young women. This is an impressive outcome, which will need further action to ensure sustainable change in societal perceptions.

So, if we consider the reported evidence of change in perceptions and attitudes, the intervention can rank between <u>gender-sensitive</u> and <u>gender-transformative</u>.

At the same time, as mentioned by one of the Key Informants, capacity building of young women, especially in IT, increased women's social role by enabling them to earn. According to this LG representative: "Given the traditionalism of our society, many girls are not allowed to leave the house and work. With IT skills, they can do things from home". At first sight, this is an undoubtedly positive change. However, lessons learned from similar interventions show a risk of a different type of domestic violence or abuse, i.e., economic violence. This happens when the male member/s of the family dispose of the income earned by the female member/s. In this regard, the following interventions must keep this aspect focused and follow up through consistent activities to achieve a sustainable change in traditional practices. And only when evidence shows that the income generated by women is disposed by them and contributes to their well-being, along with meeting household needs, will the intervention qualify as fully gender-transformative.

How appropriate and clear was the PBF project's targeting strategy in terms of geographic and beneficiary targeting? The geographical focus of the Project on the three provinces of the Fergana Valley has generally been right due to the large proportion of young people in the general population and the high level of conservatism (especially concerning gender issues). At the same time, the organization of project institutions in provincial centers has a contradictory result. On the one hand, free legal services or capacity building for young people are needed in rural areas, where young people's standard of living and education is the lowest. On the other hand, being a center of activity, regional capitals attract many young people, potentially facilitating more youth involvement.

Rural areas should be the priority target in terms of geography. The deprivation of youth from several goods and services in urban areas is less significant, and such interventions should create equal opportunities.

Including school students aged 14-18 in such interventions is good and will show its impact in the long run. However, it is vital to engage the youth of older age, who already face problems like unemployment, scarcity of resources and opportunities, etc.

Based on these findings, the scale of generated change, and the short-term implementation, which will most likely impact the sustainability of the outcomes, it can be concluded that the **Project has achieved** its objectives at the rate of 5 = Satisfactory.

Efficiency

How efficient was the overall staffing, planning, and coordination within the project (including among RUNOs, implementing agencies, and stakeholders)? Have project funds and activities been delivered in a timely manner? The overall project management originally had a complicated structure, with UNDP being the lead agency. The UNDP hired a Project Team that was responsible for the overall project planning, implementation, and monitoring. At the same time, UNODC and UNESCO have hired other designated staff to support activities, respectively, led by these agencies.

The responses provided by the Key Informants of all Stakeholder Groups suggest that the lack of internal communication among the UN agencies caused a silo effect between the project components led by these agencies. KII respondents "UN agencies were implementing project autonomously without one

supervising agency/project leader who had to be UNDP. UNDP should have kept its strategic vision as a lead agency in this project. Being a lead agency comes with a responsibility. The UNDP Project Manager didn't have direct supervision. There were very few activities that included all three RUNOs". The exchange of such operational documents as financial reports was often time and effort-consuming. Some responses indicate that sharing a common space by the representatives from the 3 UN agencies engaged in the Project would be very beneficial for internal communication, management, and coordination.

Hiring staff took a very long time, delaying the actual project implementation. The Project Team explained this as a lack of qualified capacity. RUNOs have been hiring government workers from implementing stakeholders due to the lack of experts.

How efficient and successful were the project's implementation approach, including procurement, number of implementing partners, and other activities? As mentioned already, the Project management structure was very complicated. With 3 UN agencies directly involved in Project implementation, At the regional level, the Project's main partner was the regional departments of the Agency for Youth Affairs (established in mid-2020). The new Agency replaced the NGO Youth Union because its functions and property were transferred to it. The main advantage of the Agency over the Union is its state status, which allows it to influence local authorities directly - Khokimiyat, law enforcement agencies, etc., have access to more funding (budget). The administrative capacity, apparently, makes the Agency more attractive to donors.

However, during interviews in the provinces of the Fergana Valley, it was revealed that the regional administrations were not involved in the design of the Project. A similar conclusion can be made about other stakeholders - educational institutions, NGOs, and regional authorities. Regional Agencies provided organizational support for the Project activities. The project was guided by the results of the Needs Assessment, which was conducted through a survey.

How efficiently did the project use the project board? A Steering Committee was established composed of representatives from national partners (MFA, Presidential Administration, General Prosecutor's Office, Academy of the General Prosecutor's Office, Academy of public administration, Youth Union, Institute for Strategic and Inter-Regional Studies, Ministry of Public Education, Ministry of Interior, Chamber of Advocates), UN RC, UNDP, UNODC, UNESCO. The Committee's purpose was to ensure coordination among the Implementing Partners through convening regular meetings and consultations. While the Project Document sets clear regularity for the Steering Committee meetings, the respondents underline that: "The Steering Committee had very few meetings, and those were not regular. Youth Agency was initiating most of the meetings. Most of the issues that could have been discussed during Committee meetings were resolved through internal communication".

Were there any significant factors that led to delays in project implementation? The main reasons for delays documented during the project implementation are a much longer staff recruitment process than planned and restrictions related to the COVID-19 pandemic.

How well did the project team communicate with implementing partners, stakeholders, and project beneficiaries on its progress? This and many more responses state that the Project's management structure was ineffective in internal affairs and external communication. Many responses from the Central Government and Implementing Partners indicate that the UN agencies, UNDP, UNODC, and UNESCO, had different profiles, communication cultures, and bureaucracies. While one of the Central Government representatives shares that: "Working with UN agencies was time-consuming, every procedure required a long time," some stakeholders differentiate between these 3 agencies. "UNODC was effective in communication," says another state official. At the same time, the Ministry of Public Education representative reported a negative communication experience with UNESCO.

External communication issues revealed through the KIIs also indicate differences in IP and geography. For example, responses from the local government representatives from Andijan and Namangan varied in effectiveness. The former reported that the LG was not involved in all activities run by the UNODC and UNESCO. At the same time, the latter indicated that: "Communication with the project team was constant. Its intensity depended on the schedule of events and the stage of preparation. In some periods, contacts with the project team held daily".

Overall, did the PBF project provide value for money? Have resources been used efficiently? With a budget slightly exceeding 2 million USD, the Project delivered a wide range of activities aimed at increased economic well-being, improved social inclusion, streamlined public service delivery, and strengthening the rule of law/justice system for the benefit of young people. The large number and diverse nature of activities delivered by the Project de-facto turned the Project into a venture philanthropy type of funding vehicle that piloted and/or tested a number of technical assistance and capacity development activities in a wide range of areas, such as employment generation, workforce development, volunteerism promotion, entrepreneurship ecosystem strengthening, startup promotion, increased social, economic, and political inclusion through awareness-raising and capacity development, leadership skills enhancement, corruption -risk mitigation, juvenile delinquency prevention, etc. The described diverse set of interventions and the fact that many of these interventions were piloted and/or tested first time in Uzbekistan naturally increased the risk that some of the interventions will not generate the highest possible impacts. Accordingly, during the subsequent programming phase, we strongly encourage the funding agency and RUNOs to (1) tailor the scope of intervention more narrowly, (2) put the guaranteed impact generation at the center of the design of new interventions, and (3) manage impact generation-risks by decreasing the number of newly piloted/tested interventions, (4) along-side with innovative interventions design and implement problem-focused and solution-oriented interventions that have proved to generate lasting impact in the specific institutional framework that RUNO's operate.

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UNESCO delivered a limited number of activities during Year 1. As a result, the UNESCO burn rate was pick-up only during Year 2.

The non-cost extension that was caused by the slow pace of the project at the start, as well as the COVID-19 outbreak, necessitated a budget revision. The Project Team redirected the funds released due to

restricted travel, travel-related staff costs, etc., to programmatic budget lines and procurement of COVID-related hygiene and safety items (masks, gloves, sanitizers).

To what extent did the PBF project ensure synergies within different programs of UN agencies and other implementing organizations and donors with the same portfolio? At the design stage, the Project thoroughly assessed other projects currently implemented in the target area by other organizations, including other UN agencies. However, there is no evidence that practical synergies were built during the implementation.

Sustainability and Country Ownership

Did the PBF project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas, and policies? The results or products generated under Output 4 align well with the national youth and equality agenda. Such products include the development of the national youth portal as part of the national youth policy, training modules, and manuals already incorporated into university and school curricula. Youth hubs are equipped and currently under the maintenance of the regional authorities and legal clinics, which, if sustained, will be of great added value to the national justice system.

Did the intervention design include an appropriate sustainability and exit strategy (including promoting national/local ownership, use of national capacity, etc.) to support positive changes in peacebuilding after the end of the project? The Project Document presents a well-articulated plan for ensuring the sustainability of the project outcomes. At the same time, it recognizes that sustaining the achievements of the Central or local authorities will require vast investment. Thus, sustainability depends on donor funding and Government engagement with donors. According to the Project Document: "The increased interest of the Government to engage with the international community, particularly in the case of the PBF project on Government Priority Area 5.1 on security, religious tolerance, and inter-ethnic harmony, is a new development. This provides an important window of opportunity whereby if positive results are demonstrated through the PBF project, the Government's willingness to engage on Sustaining Peace and SDG16 with the UN system and beyond may be further expanded." Even though this evaluation reveals many positive results, the high-level analysis shows that the models applied by the Project are costly for replication and/or maintenance (see section the heading "Overall, did the PBF project provide value for money?" for details). By segregating and reviewing only activities that led to the establishment of institutions that were supposed to run after the completion of the (as opposed to the capacity development activities, conferences/round tables, or other types of activities generating "one-off" outputs), we can state that the sustainability of the institutions set up by the Projects varies across the regions of the Fergana valley. Legal Clinics and Youth Hubs are partially operational after the Project's closure. For example, Youth Hubs cannot be accessed during some days in Namangan or Fergana. Andijan Youth Hub is the best in terms of availability and access. However, in all cases, capacity building is focused only on providing IT classes without additional functionality that has been planned. Legal Clinics are more sustainable in delivering planned services and adding more. But the provision of the services is subject to the availability of the judicial staff of the Youth Agency, while the demand is quite high.

How has the project enhanced and contributed to developing national capacity to ensure the suitability of efforts and benefits? Overall, the project activities have a medium level of sustainability potential. In one-time capacity-building activities, sustainability is maintained through the established networks, where young people continue to exchange views on various issues (volunteer activities, implementation of socially significant projects, continuing education, etc.), as well as specific projects, which were to some extent motivated by the activities of the Project (discussion clubs, social projects, fundraising, participation in other competitions and projects). Training sessions for teachers also have fairly high sustainability through applying acquired skills in conducting classes, replication among other teachers, and printed methodological recommendations.

The sustainability of the institutions of the Project, as planned in the design, has been partially achieved only for the Legal Clinic. The work in the Clinics is assigned to in-house lawyers of the Agencies, while it is not spelled out in their job descriptions. In addition, work is not carried out in case of a vacancy in this position (for example, in Fergana).

Project partners regard Youth Hub as a computer lab designed to train young people in IT technologies. Such interpretation can be regarded as partially consistent with the objectives of the formation of this institution. However, the operational activities are not fully carried out even in this context. Only in the Andijan region was it decided to purchase additional computers in the Youth Hub and allocate budget funding for the organization of another similar class in the district center. In this sense, treating Youth Hub as a computer class has become a pilot for the Andijan Agency for Youth Affairs. Their plans also include opening 25 more similar IT centers throughout the region.

A key factor in the success of the project activities is that they are free of charge. If access to the services of the Legal Clinic is maintained, the demand should grow much more significantly.

Cross-cutting Issues

The main cross-cutting issue found both in the Project design and through implementation is Gender. As described in the respective section, gender considerations are targeted as direct interventions, mainstreamed throughout the whole intervention logic. No other cross-cutting issues or considerations, e.g., environment protection, came out of the evaluation exercise.

PBF Additionality

The weakening of institutional capacities of the Government is very much tied to a greater dependence on the donors, which was not the case under this specific project since the services delivered by the Project have been primarily installed on the current functionality of the Government institutions. The Government has been targeting to achieve substantial progress in decreasing conflict potential through the National policy focused on youth needs, empowering girls and building their potential, as well as own to work with those groups of the population. Meanwhile, the Project introduced services, which helped fill certain gaps, created new opportunities to activate youth potential, and built interdependence across conflict lines to encourage cohesion.

Catalytic/Replication Effect

The catalytic effect of the Project was two-fold: one at the national level and one at the local level. At the national level, the Project visibly contributed to implementing the 5-year National Strategy and Youth Policy of the Government by bringing in international best practices. This happened through creating sustainable outcomes (e.g., national youth portal), developing educational materials to boost the reform agenda, and bringing in and piloting various models of interventions (e.g., legal clinics, youth hubs). The latter are scalable, respectively, and can be replicable through the autonomous application of various models or by attracting donor funding for continuous large-scale interventions. This is particularly relevant for the educational programs that the Ministry of Public Education is committed to mainstreaming into the standard curricula. Despite the MoE commitment, this might require additional donor funding and oversight. Accordingly, UNESCO might consider another programming cycle focused on this aspect.

The Project recorded positive dynamics in public perceptions, attitudes, and practices at the local level. This relates to women's participation, promotion of entrepreneurship, and youth participation in decision-making. These changes being catalytic, still need further follow-up and replication.

5. Main Findings, Conclusions, Recommendations & Lessons

Overall Quality of M&E: Rating - 5 = Satisfactory (S)

M&E design at entry: Rating - 4 = Moderately Satisfactory (MS)

Finding: The vertical logic of the intervention is clear and concise. However, more thorough impact/result-oriented indicators do not support this logic. This limits the evaluation capacity for cause-effect analysis and contribution-attribution thinking.

Recommendation: For the next programming cycle, the UN agencies involved in the design phase should focus on setting adequate indicators. This will allow tracking of the project progress at the output and outcome levels more effectively and allow more space for contribution-attribution analysis at the evaluation phase. The Monitoring should be heavily based on the Results Framework and report on indicators as those are set. In this light, setting the right indicators to measure the real change and follow the project implementation pace is critical. Also, having indicator definitions at the design stage will help avoid misunderstandings regarding what the indicators measure and how and with what frequency to measure those.

M&E Plan Implementation: Rating - 5 = Satisfactory (S)

Finding: Review of the project progress reports reveals good reporting against activities and output level indicators.

Recommendation: Should the output level indicators be set correctly at the design stage (see above), the reports would better reflect the project progress at a high (impact) level. Thus, addressing the above recommendation will also improve the quality of M&E Plan implementation.

Overall quality of Implementation/Execution: Rating - 5 = Satisfactory (S)

Quality of UN JP Implementation/Coordination and Jointness between RUNOs: Rating - 4 = Moderately Satisfactory (MS)

Finding: The Project's management structure was not effective in internal affairs and terms of external communication. Many responses from the Central Government and Implementing Partners indicate that the UN agencies, UNDP, UNODC, and UNESCO, had different profiles, communication cultures, and bureaucracies.

Recommendation: It is recommended to streamline the project management and reporting structure at the design of the Project with clear role distribution and communication protocols. This is especially valid should more than one UN agency be involved in project implementation.

Quality of Implementing Partner Execution: Rating - 5 = Satisfactory (S): with UNDP and UNODC, primarily contributing to the score

Finding: Project Management should be organized in a very structured and straightforward manner to be effective and efficient. However, even with this complicated management structure designed for this project, UNDP and UNODC demonstrated a strong performance, evidenced by the high ratings of the project given by the final beneficiaries.

Recommendation: When more than one UN agency participates in a project management arrangement, it is recommended that they agree on one team sharing one office with a centralized reporting and chain of command lines.

Overall Project Outcome Rating - 5 = Satisfactory (S)

Relevance: Rating - 6 = Highly Satisfactory (HS)

Finding: The Project Document outlines a good analysis and justification for selecting intervention strategies, including geography. Even though the final beneficiaries of the project were not consulted during the design stage, several surveys conducted among these groups during the implementation stage have helped shape the outlined intervention strategy into a more detailed action plan and content. They were also allowed to provide feedback on various Project activities/components after the participation.

Effectiveness: Rating- 5 = Satisfactory (S)

Finding: Almost all targets at the activity and output levels are met with some alteration in timing conditioned by the COVID-19 outbreak.

Project activities have not had a significant direct impact on unemployment. A very small proportion of youth participants in the project activities were able to find jobs. The Project positively impacted young people's skills to become more competitive in the future. Youth who participated in capacity-building activities mainly noted business project development, leadership, communication, self-confidence, and networking skills. These skills, in some cases, contributed to the development of social or volunteer activities, continued study abroad (mainly for schoolchildren), development of new ideas for other competitions (startups), etc.

Recommendation: Given the country's context, it is recommended to undertake some preparatory explanatory work with their parents when working with young people. First of all, it concerns the gender context of participation in activities. One successful practical example could be to invite parents to the first day of the event if it lasts more than a few days. Such an option should be provided for parents against girls' participation.

Concurrent institutional capacity building of the Youth Agency and Youth Union along the next programming phase should be deemed as an essential precondition for further sustainability.

Efficiency: Rating- 5 = Satisfactory (S)

Finding: The project has been carried out as planned, with the important caveat that it continued for two years, including a 6-month non-cost extension conditioned mostly by circumstances beyond the control of the project, i.e., the COVID-19 pandemic.

At the same time, the large number and diverse nature of activities delivered by the Project de-facto turned the Project into a venture philanthropy type of funding vehicle that piloted and/or tested a number of technical assistance and capacity development activities in a wide range of areas, such as employment generation, workforce development, volunteerism promotion, entrepreneurship ecosystem strengthening, startup promotion, increased social, economic, and political inclusion through awareness-raising and capacity development, leadership skills enhancement, corruption -risk mitigation, juvenile delinquency prevention, etc. The described diverse set of interventions and the fact that many of these interventions were piloted and/or tested for the first time in Uzbekistan, especially during the COVID-19 pandemic, naturally increased the risk that some of the interventions will not generate the highest possible impacts.

Recommendation: during the subsequent programming phase, we strongly encourage the funding agency and RUNOs to (1) tailor the scope of intervention more narrowly, (2) put the guaranteed impact generation at the center of the design of new interventions, (3) manage impact generation-risks by decreasing the number of newly piloted/tested interventions, (4) along-side with innovative interventions design and implement problem-focused and solution-oriented interventions that have proved to generate lasting impact in the specific institutional framework that RUNO's operate, (5) continue investing in outcomes that have the highest possible sustainability potential, such as legal clinics and media hubs to ensure institutional sustainability thereof.

It is recommended to improve the synergy with other interventions implemented in the same target area, plan a lifetime for an intervention that aims at behavior, attitude, and perception change.

In addition, it is recommended to design interventions focusing on one or two specific targets to enhance the overall effectiveness and efficiency potential. While all project components are recognized as relevant and needed, the "deep dive" approach can be achieved only if the focus or foci remain/s within a limited thematic range or distribution.

Overall Likelihood of Sustainability: Rating - 3 = Moderately Likely (ML): moderate risks to sustainability

Financial resources: Rating - 3 = Moderately Likely (ML): moderate risks to sustainability

Finding: The Project Document presents a well-articulated plan for ensuring the sustainability of the project outcomes. At the same time, it recognizes that sustaining and/or replicating the achievements will require vast investment by the Central or local authorities. Also, the Evaluation Team collected almost no evidence about the attempt of RUNOs to foster the mobilization of resources from donor partners to build on the success and strengthen the sustainability of the Project's activities. The financial sustainability of the Project was based on its alignment with the National priorities as well as a partnership with the Government on the central and local levels and non-governmental organizations.

Most of the Activities were capacity-building for direct and indirect beneficiaries. During the field mission, it became clear that the impact of the Project activities on direct beneficiaries, i.e., participants of the Project's Activities, was sufficient while scaling is under question. It is important to note that the project did not cooperate with other donor-funded projects, which could have improved the financial sustainability.

Recommendation: We recommend RUNO proactively enhance collaboration with partners and donors. The level of awareness and engagement of donor partners in the project activities should not be restricted to participation in round-table discussions and face-to-face meetings. Rather, it should be enhanced to practical solutions and even financial commitments. Linking pilot and demonstration work to larger/longer lifetime projects or established processes could also improve the likelihood of financial (and institutional) sustainability and increase the opportunity for replication of results.

Socio-political/economic: Rating - 4 = Likely (L): negligible risks to sustainability

Finding: The results or products generated under Output 4 align well with the national youth and equality agenda. Such products include the development of the national youth portal as part of the national youth policy, training modules, and manuals already incorporated into university and school curricula. Youth hubs are equipped and currently under the maintenance of the regional authorities and legal clinics, which, if sustained, will be of great added value to the national justice system.

The state has taken many measures to develop and strengthen the potential of young people. In early 2019, the President of Uzbekistan announced the Five Initiatives for Youth and Women (2021 was declared the Year of Youth Support and Health Promotion). The Project's activities aligned with the outlined agenda - developing digital skills and entrepreneurship, healthy lifestyles and sports, and supporting women's employment. However, as shown by the interviews, government activities are of lower quality than what the Project did (in general, other donor-funded projects). This is due to the amount of funding, which allows for attracting more qualified coaches, mentors, and a higher level of organization. In this sense, the role of this Project (and apparently others) is to set a certain bar to which the State should strive to implement its activities.

Institutional framework and governance: Rating - 3 = Moderately Likely (ML): moderate risks to sustainability

Finding: This dimension of sustainability relates to institutional frameworks and the capacity required to sustain results but also concerns policies and legislation. The effect of the Project was two-fold: one at the national level and one at the local level. At the national level, the Project visibly contributed to implementing the 5-year National Strategy and Youth Policy of the Government by bringing in international best practices. This happened through creating sustainable outcomes (e.g., national youth portal), developing educational materials to boost the reform agenda, and bringing in and piloting various models of interventions (e.g., legal clinics, youth hubs). The latter are scalable, respectively, and can be replicable through the autonomous application of various models or by attracting donor funding for continuous large-scale interventions.

The sustainability of the institutions set up by the Projects varies across the regions of the Fergana valley. Legal Clinics and Youth Hubs are partially operational after the Project's closure. For example, Youth Hubs cannot be accessed during some days in Namangan or Fergana. Andijan Youth Hub is the

best in terms of availability and access. However, in all cases, capacity building is focused only on providing IT classes without additional functionality that has been planned. Legal Clinics are more sustainable in delivering planned services and adding more. But the provision of the services is subject to the availability of the judicial staff of the Youth Agency, while the demand is quite high.

Recommendation: To enhance the sustainability of future activities, it is important to include new functionalities in formal job descriptions of the public servants responsible for the consequent implementation (i.e., Legal Clinic lawyers, Youth Hub officers). Financial commitments supported by the amendment to the budget of the public authority could also be effective in terms of the financial sustainability of the activities, where relevant.

One overarching lesson documented by one of the Key Informants during the interview: "Establish trusting relations with national partners not as between a client and executor, but as one team. This is imperative for achieving good results".

When working with local partners, especially those with significant coverage or specific expertise, it is highly recommended to consider building their capacity along the project implementation. This will build a strong foundation for the next phase of programming and intervention, as well as increase the level of local ownership over the achievements of the intervention. The Youth Union has a very high potential based on a wide network of youth leaders. For example, there are 18,176 school classroom leaders, 13,342 school leaders, 266 district leaders, and 14 provincial youth leaders. Even if some organizational infrastructures are not working, their potential can be very significant. At the moment, this potential remains untapped.

It is recommended that the UN and partners commence with the second phase of the intervention. RUNOs may consider findings suggested in this Evaluation report that are significant for the successful continuous progress towards the high level and ambitious objectives and targets.

Annexes

Annex 1 Evaluation ToRs

Evaluation Team Leader's ToR



UNITED NATIONS DEVELOPMENT PROGRAMME

TERMS OF REFERENCE/SERVICE CONTRACT

I. Job Information	
Job title:	International Consultant for Evaluation of UN JP "Youth for Social Harmony in the Fergana Valley"
Type:	Individual Contract
Project Title/Department:	Youth for Social Harmony in the Fergana Valley / GCC/ UNDP Uzbekistan
	59 working/days during January 4, 2022 - March 31, 2022
Duration of the service:	Part-time
	Tashkent
Work status (full time /part-time):	Andijan, Namangan and Fergana regions
Duty station:	Deputy Resident Representative, UNDP in Uzbekistan
Expected travel site:	
Reports To:	
II. Background and context	1

II. Background and context

In partnership with UNODC and UNESCO, UNDP launched a new project entitled "Youth for Social Harmony in the Fergana Valley" in January 2020, intending to support communities to better adapt to the rapid reform process Uzbekistan while enabling local service providers to deliver the reform agenda inclusively. This Project focuses on young people as a fast-growing demographic and the future of the country and aims to ensure that they are not left behind in the context of the rapid changes linked to the reform process. In practical terms, the Project aims to ensure that young women and young men continue to have equitable access to socio-economic opportunities

and benefit from its positive outcomes while enabling them to have a stronger say about their future. The Project has supported community resilience and sustained peace by empowering youth as actors of positive change, increasing their opportunities for self-fulfillment, and piloting new models for the government to deliver reform and services inclusively in the Fergana Valley. The Project aimed to provide timely support to the implementation of the country's youth policy and to be innovative by introducing for the first time life skills and civic engagement as catalysts for sustainable development and peace in Uzbekistan. UNDP is the lead agency for the Project. UNDP is responsible for the overall coordination of the activities, organizing efficient processes, and evaluating the Project.

The leading partner on the Project is the Youth Affairs Agency of Uzbekistan. The main stakeholders included Presidential Administration, Institute for Strategic and Inter-Regional Studies, and line ministries for each output.

For output 1 – Presidential Administration, Ministry of Justice, Ministry of Public Education, Ministry of Employment and Labor Relations, Ministry of Economic Development and Poverty Reduction, Youth Union and local government;

For output 2 – Youth Affairs Agency, Development Strategy Center, NGO "Yuksalish", Ministry of Support to Makhalla and Family, National Volunteer Association, State T.V. and Radio Company, National Association of Electronic Mass Media (NAESMI);

For output 3 – Ministry of Public Education, Ministry of Support to Makhalla and Family, Local governments, Academy for Public Administration, General Prosecutor's Office, including Academy for Prosecutors;

For output 4 – Ministry of Interior, including local police departments and probation services, General Prosecutor's Office including Academy for Prosecutors, Ministry of Justice, Chamber of Advocates.

The Project envisages that young people will be empowered to act as actors of positive change and have the mechanisms to participate equally in political, economic, and social life, and duty bearers will have the necessary approaches and skills to ensure inclusive service delivery and to engage with youth as changemakers, thereby strengthening vertical and horizontal trust and building community resilience in a period of political and economic transformation. The outcome as mentioned above will be delivered through the following outputs:

Output 1.1. Young people are equipped with knowledge and skills that foster their civic participation and socio-economic inclusion;

Output 1.2. Young people are provided with opportunities to constructively participate in decision making, socio-political life and act as key agents of change;

Output 1.3. The capacity of local administrators and educators to implement government policies and ensure inclusive public service delivery is improved;

Output 1.4. Duty bearers have the skills and approaches necessary to address the needs of vulnerable youth based on the rule of law and a fair and humane justice system.

Initially, the Project was 18 months (commenced on 31.01.2020), and it was extended up to 6 months (it is expected to be completed on 31.12.2021) with a total budget of USD 2,199,369.56 funded by the U.N. Peacebuilding Fund.

The young women and men in the Fergana Valley face distinct political, social and economic challenges that may be impacted by reforms. The Fergana Valley is shared between Uzbekistan, Tajikistan, and Kyrgyzstan, across a boundary that is not fully demarcated and often features densely populated and multi-ethnic settlements. The valley has witnessed disputes across communities and countries and faced challenges emanating from violent extremist groups that emerged in the immediate post-independence period.

The most considerable portion of the valley falls under Uzbekistan's territory, which is divided into the Andijan, Fergana, and Namangan regions. It has the highest population density in Uzbekistan, surpassing the country average of 71.5 people per square kilometre (i.e., Andijan has 689 people/km², Fergana 527.3 people/km² and Namangan 356.5 people/km²). 28.6 percent of the total population of Uzbekistan live in the valley, with 11.1% living in Fergana, 9.2% living in Andijan, and 8.3% living in Namangan.

Andijan, Namangan, and Fergana reflect the average national age (28.8 national, 28.9, 28.5, and 29.4 respectively in the three regions). In Fergana and Namangan especially, the average age at the time of first marriage for both men and women is very low.

Against its highly productive agricultural land and relatively high level of industrial development compared to the rest of Uzbekistan, the Fergana Valley region features numerous demographic and economic challenges. As displayed in Table 1 below, compared to the country average, Fergana, Andijan, and Namangan are among the lowest-performing regions in terms of average income and average wages, and also with the lowest growth rate in terms of average nominal wages, suggesting that the gap with the rest of the country will continue to widen if this trend continues.

According to World Bank estimates, Fergana Valley is also one of the main areas of origin for outgoing labour migrants, with the share of migrants in total population standing at 4.6% in Andijan, 3% at Fergana, and 2.8% in Namangan, respectively. Subsequently, remittances make up 18.4% of total comprehensive income in Andijan, 15% in Namangan, and 13.5% in Fergana.

Featuring a very densely populated and young society facing considerable socio-economic challenges and a history of societal disputes, the communities in Fergana Valley, therefore, face a set of vulnerabilities that prioritize the valley for engagement.

Given the rapid political, economic and social transformation Uzbekistan is experiencing and the opportunities and risks associated with it, the Project is extremely timely. It aims to capitalize on a narrow window of opportunity to move towards a more inclusive government and economic structure. The catalytic effect of the proposed PBF intervention would be to add on top of ongoing projects by the international community, notably the World Bank and the European Union, that mostly focus on capacity and infrastructure building, by focusing on dialogue and civic engagement skills and establishing meaningful platforms for dialogue and community engagement among youth and local administrations in the midst of rapid social, economic and political transformation

brought forth by the reforms. This component is an essential gap in the increasing official initiatives as well, which are presented with limited engagement with the community. Furthermore, Fergana Valley offers significant opportunities for scalability, whereby successes in the valley can be replicated in other regions of Uzbekistan, as well as across the borders in Tajikistan and Kyrgyzstan that also share parts of the valley and are faced with similar challenges. The Project is innovative, as it aims to prioritize fostering social, economic and political inclusion in support of the reform agenda, with a particular focus on young people.

COVID-19 related note:

The COVID-19 pandemic has significantly slowed or contracted economic growth for most countries globally and halted, or in some cases significantly reversed, progress on the 2030 Agenda for Sustainable Development. Uzbekistan's GDP growth in 2020 was suboptimal and poverty levels increased for the first time in two decades as a result of the impact of the COVID-19 crisis.

The project beneficiaries are communities living in Andijan, Fergana and Namangan regions, which are located in the Fergana region. COVID-19 lockdown impacts their income generation activities due to the strict requirements aimed at mitigation of the pandemic impacts. As it is already recognized by the Government, COVID19 impacts result in increased unemployment and poverty, decrease of economic development paces and increased demand for social protection needs as well as health protection and urgent pandemic response measures. In this regard, the Project had to make changes and adapt to the situation relevant to COVID-19 by changing the mode of interventions and rescheduling activities envisaging mass gatherings since it became important to avoid and mitigate the COVID19 adverse impacts on youth residing in the Fergana valley. To some extent the quarantine measures implemented during a year had a negative influence on the achievement of set goals and attaining gender marker score. The field surveys within activities of the Project have been rescheduled from 2020 to 2021 due to quarantine measures and administrative requirements. Also, due to the COVID-19 restrictions, schools' closures and sanitary precautions in the schools affected the timely execution of the project activities related to the training of teachers and piloting the programmes in the schools.

As of March 11 2020, the World Health Organization (WHO) declared COVID-19 a global pandemic as the new coronavirus rapidly spread to all regions of the world. Travel to the country was restricted from March 25 2020 and travel within the country was also restricted. At the end of 2020 the lockdown was lifted but since mid-July, 2021, new coronavirus cases were recorded in Uzbekistan – unexpectedly high in recent months, i.e., on July 23, Uzbekistan updated the record for the daily increase in new cases of coronavirus since the beginning of the year – 773.

On July 15 2021, the cases of the confirmed coronavirus cases demonstrated an increase and surpassed 174,213 in Uzbekistan with the confirmed death reaching 1,271 (see at https://www.worldometers.info/coronavirus/country/uzbekistan/). Tashkent (capital) still leads in the number of infected people but cases are identified again in all regions in Uzbekistan. The vaccination under the national program has started since April 3 but only 5% (1 007 993) of the total of over 20 mln of population to be vaccinated per the national programme as of July 17 2021. In Uzbekistan, citizens are obliged to wear medical masks and take other precautions (social distance, disinfection). Starting March 25, 2021 foreigners entering the republic should present a

PCR test certificate issued exclusively by laboratories recognized by the Sanitary and Epidemiological Service of Uzbekistan.

III. Evaluation purpose, scope and objectives

Purpose

This project evaluation presents an opportunity to assess the achievements of U.N. Joint Programme "Youth for Social Harmony in the Fergana Valley" in an inclusive way and to determine its overall added value to peacebuilding in Uzbekistan, in the areas of youth policy, gender equality, women empowerment, youth employment and participation in political and social life. In assessing the degree to which the Project met its intended peacebuilding objective(s) and results, the evaluation will provide key lessons about successful peacebuilding approaches and operational practices, as well as highlight areas where the Project performed less effectively than anticipated. In that sense, this project evaluation is equally about accountability as well as learning.

Objectives of the evaluation:

Assess the relevance and appropriateness of the Project in terms of: 1) addressing key drivers of conflict and the most relevant peacebuilding issues; 2) whether the Project responded efficiently to the needs of the actual stakeholders and beneficiaries, the youth or the affected communities in the Fergana Valley; 3) whether the Project capitalized on the U.N.'s added value in Uzbekistan; and 4) the degree to which the Project addressed cross-cutting issues such as conflict and gendersensitivity in Uzbekistan; 5) the extend of the project financial and/or programmatic catalytic effects;

Assess to what extent the PBF project has made a concrete contribution to reducing a conflict factor in Uzbekistan. With respect to PBF's contribution, the evaluation may evaluate whether the Project helped advance achievement of the SDGs, and in particular SDG 16;

Evaluate the Project's efficiency, including its implementation strategy, institutional arrangements as well as its management and operational systems and value for money;

Assess whether the support provided by the PBF has promoted the Women, Peace and Security agenda (WPS), allowed a specific focus on women's participation in peacebuilding processes, and whether it was accountable to gender equality;

Assess whether the Project has been implemented through a conflict-sensitive approach;

Document good practices, innovations and lessons emerging from the Project;

Provide actionable recommendations for future programming.

IV. Evaluation Approach and Methodology

The evaluation will be summative and will employ a participatory approach whereby discussions with and surveys of key stakeholders provide/ verify the substance of the findings. Proposals submitted by prospective consultants should outline a strong mixed method approach to data

collection and analysis, clearly noting how various forms of evidence will be employed vis-à-vis each other to triangulate gathered information.

Proposals should be clear on the specific role each of the various methodological approaches plays in helping to address each of the evaluation questions.

The methodologies for data collection may include but not necessarily be limited to:

Desk review of key documents;

Key informant interviews and focus group discussions, as appropriate, with major stakeholders including country PBF team, officials from key ministries and the government, representatives of civil society organizations; community and religious leaders. Evaluators should be aware not to deploy KIIs with officials, professionals and other higher-status stakeholders while relegating grassroots stakeholders to Focus Group Discussions. ToRs should make clear that the different approaches should meaningfully relate to the different kinds of data yielded by each and their connection to the evaluation questions. ToR should be clear that evaluators must ensure participation among men and women and across age groups;

Systematic review of monitoring data and internal assessments and evaluations;

Systematic review of existing, relevant data at the outcome or country context level;

Systematic review of PBF Eligibility Requests and Annual Reports;

On-site field visits;

Surveys.

The evaluation is to be carried out on-site and interviews with stakeholders will be held face-to-face. It is expected that international consultant and national consultants will visit, work at the project implementation regions and carry out on-site data collection. In-country travels will be organized to collect the evidence and feedback from the project beneficiaries as long as it is safe to do. This approach will provide the reliability of the data analysis during the evaluation process. In case the situation with COVID-19 worsens, the evaluation team should take safety measures and be ready to work and conduct interviews and data collection in online mode. Considering the overall epidemiologic situation, the inception report should account for both contingencies. It is expected from the evaluation team to develop a methodology that takes into account the conduct of the evaluation on-site and remotely as well, including the use of remote interview methods and extended desk reviews, data analysis, surveys and evaluation questionnaires. This should be detailed in the evaluation Inception Report and agreed with the Commissioning Unit.

The specific design and methodology for the evaluation should emerge from online/on-site consultations between the evaluation team and the above-mentioned parties regarding what is appropriate and feasible for meeting the evaluation purpose and objectives and answering the evaluation questions, given limitations of budget, time and data. The team must use gender-responsive methodologies and tools and ensure that gender specific issues are addressed, also, other cross-cutting issues and SDGs should be incorporated into the evaluation report.

The final methodological approach including interview schedule and data to be used in the evaluation must be clearly outlined in the evaluation Inception Report and be fully discussed and agreed among UNDP, PBF, stakeholders and the evaluation team. The evaluation team will consist of an International Evaluator (Team Leader), 2 local National Consultants - Evaluator and Evaluation Team Assistant, who will determine the best methods and tools for collecting and analysing data, e.g., questionnaires. However, the evaluation team will be able to revise the approach in consultation with the evaluation manager and key stakeholders. These changes in approach should be agreed and reflected in the evaluation Inception Report.

The final report must describe the full evaluation approach used and the rationale for the approach, making explicit the underlying assumptions, challenges, strengths and weaknesses about the methods and approach of the evaluation.

V. Detailed Scope of the evaluation

This evaluation will examine the Project's implementation process and peacebuilding results, drawing upon the Project's results framework as well as other monitoring data collected on the project outputs and outcomes as well as context. Evaluation questions are based on the OECD DAC evaluation criteria as well as PBF specific evaluation criteria, which have been adapted to the context (See Section VI).

Evaluators should take care to ensure that evaluation of the peacebuilding result is the main line of inquiry. Peacebuilding projects frequently employ approaches that work through thematic areas that overlap with development or humanitarian goals. An evaluation of peacebuilding projects, however, must include not only reflection on progress within the thematic area but the degree to which such progress may or may not have contributed to addressing a relevant conflict factor.

The evaluation will assess the theory of change and, if required, offer a reconstructed theory of change that addresses the underlying assumptions about how the anticipated changes are meant to positively affect a conflict factor. The evaluation should then be weighing what was accomplished against these assumptions and aims. A part of that process will involve evaluating project performance against expectations set out in the Project's Logical Framework/Results Framework (see ToR Annex A). The evaluation will assess results according to the criteria outlined in the UNDP Evaluation guidelines

(http://web.undp.org/evaluation/guideline/documents/PDF/UNDP_Evaluation_Guidelines.pdf).

The evaluation should go beyond this if the Logical Framework was inadequate for capturing the higher level changes the Project should have been seeking.

A full outline of the evaluation report's content is provided in ToR Annex C.

The quality of the evaluation report will be assessed based, as shown below:

ToR Table: Evaluation Ratings Table for the U.N. Joint Programme titled "Youth for Social Harmony in the Fergana Valley"

Monitoring & Evaluation (M&E)	Rating ¹⁰
M&E design at entry	
M&E Plan Implementation	
Overall Quality of M&E	
Implementation & Execution	Rating
Quality of UN JP Implementation/Coordination and Jointness between RUNOs	
Quality of Implementing Partner Execution	
Overall quality of Implementation/Execution	
Assessment of Outcomes	Rating
Relevance	
Effectiveness	
Efficiency	
Overall Project Outcome Rating	
Sustainability	Rating
Financial resources	
Socio-political/economic	
Institutional framework and governance	
Overall Likelihood of Sustainability	

VI. Evaluation Questions

The evaluation will take into account criteria such as relevance, efficiency, effectiveness, sustainability and ownership, coherence, conflict-sensitivity, catalytic, gender-responsive/gender-sensitive, risk-tolerance and innovation to review the final results and progress of the Project. Below are the guiding evaluation questions. The questions will be further agreed with the evaluation team through the inception report. Priorities

Relevance:

Was the Project relevant in addressing issues of unemployment among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis? Were there any substantial background changes that impacted relevance of project goals and approach?

Did the Project meet the needs of the stakeholders and beneficiaries and was it relevant to national priorities set in the sphere of youth policy?

Was the Project appropriate and strategic to assist the government in mitigating the socioeconomic challenges that the young women and men may face during the reforms? Did relevance continue throughout implementation?

How were stakeholders involved in the Project's design and implementation?

Was the Project relevant to the U.N.'s peacebuilding mandate and the SDGs, in particular to which the Project was expected to contribute: SDGs 5, 8, 10, 16??

Was the Project relevant to the needs and priorities of the young women and men, girls and boys residing in the Fergana Valley? Were they consulted during design and implementation of the Project?

Was the Project well-timed to address a conflict factor or capitalize on a specific window of opportunity?

Did the Project's theory of change clearly articulate assumptions about why the project approach is expected to produce the desired change? Was the theory of change grounded in evidence?

Did the pandemic create new tensions or exacerbate existing drivers of conflict and if so, how well did the Project adapt?

Efficiency:

How efficient was the overall staffing, planning and coordination within the Project (including among RUNOs, implementing agencies and with stakeholders)? Have project funds and activities been delivered in a timely manner?

How efficient and successful was the Project's implementation approach, including procurement, number of implementing partners and other activities?

How efficiently did the Project use the project board?

Were there any significant factors that led to delays in project implementation?

How well did the project team communicate with implementing partners, stakeholders and project beneficiaries on its progress?

Overall, did the PBF project provide value for money? Have resources been used efficiently?

To what extent did the PBF project ensure synergies within different programs of U.N. agencies and other implementing organizations and donor with the same portfolio?

Effectiveness:

To what extent did the PBF project achieve its intended objectives and contribute to the Project's strategic vision?

To what extent did the PBF project substantively mainstream a gender and support gender-responsive peacebuilding?

How appropriate and clear was the PBF project's targeting strategy in terms of geographic and beneficiary targeting?

To what extent has the Project contributed to gender equality, the empowerment of women and the realization of human rights?

Sustainability and Ownership:

Did the PBF project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas and policies?

Did the intervention design include an appropriate sustainability and exit strategy (including promoting national/local ownership, use of national capacity etc.) to support positive changes in peacebuilding after the end of the Project?

How strong is the commitment of the government and other stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision making processes, supported under PBF Project?

How has the Project enhanced and contributed to the development of national capacity in order to ensure suitability of efforts and benefits?

Coherence:

To what extent did the PBF project complement work among different entities, especially with government and World Bank?

Conflict-sensitivity:

Did the PBF project have an explicit approach to conflict-sensitivity?

Were RUNOs and NUNOs' internal capacities adequate for ensuring an ongoing conflict-sensitive approach?

Was the Project responsible for any unintended negative impacts?

Was an ongoing process of context monitoring and a monitoring system that allows for monitoring of unintended impacts established?

Important Note to evaluation managers: within the structure of the report, the below criteria may either be reflected separately or integrated into the above evaluation criteria. Regardless, the evaluation must identify specific evaluation questions on the below criteria.

Catalytic:

Was the Project financially and/or programmatically catalytic?

Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?

Gender-responsive/Gender-sensitive:

Did the Project consider the different challenges, opportunities, constraints and capacities of women, men, girls and boys in project design (including within the conflict analysis, outcome statements and results frameworks) and implementation?

Were the commitments made in the project proposal to gender-responsive peacebuilding, particularly with respect to the budget, realized throughout implementation?

Risk-tolerance and Innovation:

Were the risks of the PBF project properly estimated at the design stage and were there any changes during implementation?

Did the Project take suitable risks mitigation actions while implementing the interventions?

How novel or innovative was the project approach? Can lessons be drawn to inform similar approaches elsewhere?

VII. Timeframe

The total duration of the evaluation will be approximately 59 working days over a time period of 14 weeks starting on January 4, 2022. The tentative evaluation timeframe is as follows:

Deliverable	Anticipated timing	Number of days
Inception Report	January 5, 2022 – January 26, 2022	15 w/d

ſ	Analysis of collected field	January 27, 2022 – February 17,	15 w/d
	data	2022	
	Validation exercise (Presentation of key findings)	17 - 21 February, 2022	4 w/d
	Draft report	21 – March 4, 2022	10 w/d
	Final Report	March 5 – March 25, 2022	15 w/d

Options for stakeholder online/on-site meetings, interviews, etc. should be provided in the Evaluation Inception Report.

VIII. Evaluation Deliverables

#	Deliverable	Description	Timing	Responsibilities
1	The inception report should include the following key elements: Overall approach and methodology; Key lines of inquiry, linking	Evaluation team clarifies objectives, methodology and timing of the evaluation	No later than 2 weeks before stakeholder online/on-site meetings, interviews, etc., by January 26, 2022	Evaluation team submits Inception Report to Commissioning Unit and project management
	refined evaluation questions to data collection instruments; Data collection instruments and mechanisms;			
	Proposed list of interviewees; A work plan and timelines to be agreed with relevant PBF focal points.			

1.1	Develop design with detailed method, tools and techniques that are gender-inclusive and gender-sensitive, generating information from and about men, women and other marginalized groups, as well as key gender and human rights issues	International Consultant will design method of evaluation and share with National Consultants	At the beginning of evaluation National Consultants will provide reports according to the developed matrix by January 26, 2022	
2	Presentation/valid ation of preliminary findings to relevant incountry stakeholders and PBF	Initial Findings	End of stakeholder online/on-site meetings, interviews, etc., by February 21, 2022	Evaluation team presents to Commissioning Unit and project management
3	Draft evaluation Report	Full draft report (using guidelines on report content in ToR Annex C) with annexes	Within 3 weeks of end of stakeholder online/on-site meetings, interviews, etc., by March 4, 2022	Evaluation team submits to Evaluation Reference Group, composed of representatives of all direct fund recipients and the PBF (at a minimum), for their comments
4	Final Evaluation Report* + Audit Trail	Revised final report and evaluation Audit trail in which the evaluation details how all received comments have (and have not) been addressed in the final	Within 1 week of receiving comments on draft report by March 25, 2022	Evaluation team submits both documents to the Commissioning Unit

evaluation report (See	
template in ToR Annex	
G)	

*All final evaluation reports will be quality assessed by the UNDP Independent Evaluation Office (IEO). Details of the IEO's quality assessment of decentralized evaluations can be found in Section 6 of the UNDP Evaluation Guidelines.¹¹ The final accepted version of the report will reflect Evaluation Reference Group's comments. The Final Report must be approved by both the evaluation manager and the PBF.

IX. Evaluation Arrangements

The principal responsibility for managing the evaluation resides with the Commissioning Unit. The Commissioning Unit for this Project's evaluation is the UNDP Country Office.

The Commissioning Unit will contract the evaluators. An updated stakeholder list with contact details (phone and email) will be provided by the Commissioning Unit to the evaluation team. The RUNOs, and implementing partners will collaborate on liaising with the evaluation team to provide all relevant documents, set up online/on-site stakeholder interviews. The PBF HQ retains the authority of providing ultimate quality assurance to the deliverables and endorse as well as approve deliverables.

X. Team composition

A team of 3 independent evaluators will conduct the evaluation – one international consultant as a team leader (with experience and exposure to projects and evaluations in other regions) and 2 national consultants. The team leader will be responsible for the overall design and writing of the evaluation report, while 2 national experts will assess emerging trends with respect to regulatory frameworks, budget allocations, capacity building, work with the Project Team in arranging stakeholder online/on-site meetings, interviews, etc., providing translation to local language, collecting stakeholders' feedback, etc.)

UNDP will sign the contract with each Consultant in accordance with the approved UNDP procurement procedures for an individual contract. Payment for services will be made from the Project funds with satisfactory discharge of duties and achievement of results. The results of the work shall be approved by the UNDP DRR through SPIU Associate/C.O. Evaluation focal point.

The Consultant will work under the direct supervision of the UNDP DRR, with support from SPIU Associate/C.O. Evaluation focal point

The Consultant is responsible for the quality and timely submission of the deliverables;

The Consultant ensures timely and rational planning, implementation of activities and achievement of results in accordance with the Terms of Reference;

The Consultant provides the results of work in accordance with Deliverables;

The Consultant shall provide reports in electronic form in M.S. Word format in English.

Prior to approval of the final report, UNDP Project Manager, in close coordination with SPIU Associate/C.O. Evaluation focal point and UNDP DRR will circulate the draft for comments to government counterparts: Youth Affairs Agency of Uzbekistan and Steering Committee key members. UNDP, UNODC, UNESCO and PBF HQ will provide comments and suggestions within 5 working days after receiving the draft. The finalized Evaluation Report, addressing all comments received shall be submitted by February 28, 2022.

If any discrepancies have emerged between the findings of the evaluation team and the aforementioned parties, these should be explained in an annex attached to the final report.

The evaluator(s) cannot have participated in the project preparation, formulation and/or implementation (including the writing of the project document), must not have conducted this Project's Mid-Term Review and should not have a conflict of interest with the Project's related activities.

The selection of the Team Leader (international evaluator) will be aimed at maximizing the overall "team" qualities in the following areas:

Education

Advanced university degree (Master's degree or equivalent) in sociology, development studies, political science, statistics or a related field;

Experience

At least 7 years of demonstrated relevant work experience with designing and conducting evaluations of development, peacebuilding experience is preferred or peacebuilding interventions is required. Project evaluation/review experience within United Nations system will be considered as an asset;

Extensive experience in mixed methods research and participatory gender-sensitive approaches is required;

Knowledge of and experience with youth policy, social cohesion, human rights, youth empowerment, gender equality, women empowerment is required;

Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability;

Demonstrated experience with report writing is required;

Familiarity with the country/region and previous work experience in/with similar geopolitical settings is an asset;

Experience in conducting remote evaluations is an asset;

Excellent communication skills;

Strong analytical skills;

Familiarity with the U.N. system is a strong asset;

Language

Fluency in written and spoken English. Knowledge of Russian will be considered as an asset.

XI. Evaluator Ethics

The evaluation team will be held to the highest ethical standards and is required to sign a code of conduct upon acceptance of the assignment. This evaluation will be conducted in accordance with the principles outlined in the UNEG' Ethical Guidelines for Evaluation'. The evaluator must safeguard the rights and confidentiality of information providers, interviewees and stakeholders through measures to ensure compliance with legal and other relevant codes governing collection of data and reporting on data. The evaluator must also ensure security of collected information before and after the evaluation and protocols to ensure anonymity and confidentiality of sources of information where that is expected. The information knowledge and data gathered in the evaluation process must also be solely used for the evaluation and not for other uses without the express authorization of UNDP and partners.

XII. Payment Schedule

20% payment upon satisfactory delivery of the final Evaluation Inception Report and approval by the Commissioning Unit

40% payment upon satisfactory delivery of the draft Evaluation report to the Commissioning Unit

40% payment upon satisfactory delivery of the final evaluation report and approval by the Commissioning Unit and RTA and delivery of completed evaluation Audit Trail

Criteria for issuing the final payment of 40%:

The final evaluation report includes all requirements outlined in the evaluation TOR and is in accordance with the evaluation guidance.

The final evaluation report is clearly written, logically organized, and is specific for this Project (i.e., text has not been cut & pasted from other evaluation reports).

The Audit Trail includes responses to and justification for each comment listed.

In line with the UNDP's financial regulations, when determined by the Commissioning Unit and/or the consultant that a deliverable or service cannot be satisfactorily completed due to the impact of COVID-19 and limitations to the evaluation, that deliverable or service will not be paid.

Due to the current COVID-19 situation and its implications, a partial payment may be considered if the consultant invested time towards the deliverable but was unable to complete to circumstances beyond his/her control.

XIII. Application Process¹²

Recommended Presentation of Proposal:

Letter of Confirmation of Interest and Availability using the

https://intranet.undp.org/unit/bom/pso/Support documents on IC Guidelines/Template for Confirmation of Interest and Submission of Financial Proposal.docx¹³ provided by UNDP;

CV and a Personal History Form

(http://www.undp.org/content/dam/undp/library/corporate/Careers/P11_Personal_history_form .doc¹⁴);

Brief description of approach to work/technical proposal of why the individual considers him/herself as the most suitable for the assignment, and a proposed methodology on how they will approach and complete the assignment; (max 1 page)

Financial Proposal that indicates the all-inclusive fixed total contract price, supported by a breakdown of costs, as per template attached to the

https://popp.undp.org/_layouts/15/WopiFrame.aspx?sourcedoc=/UNDP_POPP_DOCUMENT_LIBR ARY/Public/PSU_%20Individual%20Contract_Offerors%20Letter%20to%20UNDP%20Confirming%2 OInterest%20and%20Availability.docx&action=default. If an applicant is employed by an organization/company/institution, and he/she expects his/her employer to charge a management fee in the process of releasing him/her to UNDP under Reimbursable Loan Agreement (RLA), the applicant must indicate at this point, and ensure that all such costs are duly incorporated in the financial proposal submitted to UNDP.

Applicants are requested to apply online through the UNDP website at http://www.undp.uz/. Application shall be submitted by indicated deadline. Incomplete applications will be excluded from further consideration. Application should contain a current and complete C.V. or P.H. form with indication of the e-mail and phone contact. Shortlisted candidates will be requested to submit a price offer indicating the total cost of the assignment (including daily fee, per diem and travel costs). Incomplete applications will be excluded from further consideration.

Criteria for Evaluation of Proposal: Only those applications which are responsive and compliant will be evaluated. Offers will be evaluated according to the Combined Scoring method – where the educational background and experience on similar assignments will be weighted at 70% and the price proposal will weigh as 30% of the total scoring. The applicant receiving the Highest Combined Score that has also accepted UNDP's General Terms and Conditions will be awarded the contract.

XIV. TOR Annexes

ToR Annex A: Project Logical/Results Framework

ToR Annex B: Project Information Package to be reviewed by evaluation team ToR Annex C: Content of the evaluation report ToR Annex D: Evaluation Criteria Matrix template ToR Annex E: UNEG Code of Conduct for Evaluators ToR Annex F: Evaluation Rating Scales ToR Annex G: Evaluation Audit Trail UNDP is an equal opportunity employer. Qualified female candidates, people with disabilities, and minorities are highly encouraged to apply. UNDP Gender Balance in Management Policy promotes achievement of gender balance among its staff at all levels. XV. Signatures - Post Description Certification Incumbent (if applicable) Name: **Gevorg Torosyan** Signature Date: January 6, 2022 Officer of Commissioning Unit Name / Title Ms. Doina Munteanu Signature Date **Deputy Resident Representative UNDP** Uzbekistan

Evaluation Consultant's ToR

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IC/023/21 - National Consultant/Evaluator for Evaluation of UN JP "Youth for Social Harmony in the Fergana Valley"

Application Deadline : Type of Contract : Post Level:

Languages Required:

Starting Date :

(date when the selected candidate is expected to start)

Duration of Initial Contract:

Expected Duration of Assignment:

Tashkent, UZBEKISTAN

05-Nov-21 (Midnight New York, USA)

Individual Contract National Consultant English Russian

21-Nov-2022

59 working days within 3 months November 22, 2021 - February 28, 2022

UNDP is committed to achieving workforce diversity in terms of gender, nationality and culture. Individuals from minority groups, indigenous groups and persons with disabilities are equally encouraged to apply. All applications will be treated with the strictest confidence.

UNDP does not tolerate sexual exploitation and abuse, any kind of harassment, including sexual harassment, and discrimination. All selected candidates will, therefore, undergo rigorous reference and background checks.

Background

In partnership with UNODC and UNESCO, UNDP launched a new project entitled "Youth for Social Harmony in the Fergana Valley" in January 2020, intending to support communities to better adapt to the rapid reform process Uzbekistan while enabling local service providers to deliver the reform agenda inclusively. This project focuses on young people as a fast-growing demographic and the future of the country and aims to ensure that they are not left behind in the context of the rapid changes linked to the reform process. In practical terms, the project aims to ensure that young women and young men continue to have equitable access to socio-economic opportunities and benefit from its positive outcomes while enabling them to have a stronger say about their future. The project has supported community resilience and sustained peace by empowering youth as actors of positive change, increasing their opportunities for selffulfillment, and piloting new models for the government to deliver reform and services inclusively in the Fergana Valley. The project aimed to provide timely support to the implementation of the country's youth policy and to be innovative by introducing for the first time life skills and civic engagement as catalysts for sustainable development and peace in Uzbekistan, UNDP is the lead agency for the project UNDP is responsible for the overall coordination of the activities, organizing efficient processes, and evaluating the project. The leading partner on the project is the Youth Affairs Agency of Uzbekistan. The main stakeholders included Presidential Administration,

For output 1 - Presidential Administration, Ministry of Justice, Ministry of Public Education, Ministry of Employment and Labor Relations, Ministry of Economic Development and Poverty Reduction, Youth Union and local government;

For output 2 - Youth Affairs Agency, Development Strategy Center, NGO "Yuksalish", Ministry of Support to Makhalla and Family, National Volunteer Association, State TV and Radio Company, National Association of Electronic Mass Media (NAESMI);

Institute for Strategic and Inter-Regional Studies, and line ministries for each output.

For output 3 - Ministry of Public Education, Ministry of Support to Makhalla and Family, Local governments, Academy for Public Administration, General Prosecutor's Office, including Academy for Prosecutors;

For output 4 - Ministry of Interior, including local police departments and probation services, General Prosecutor's Office including Academy for Prosecutors, Ministry of Justice, Chamber of Advocates.

The project envisages that young people will be empowered to act as actors of positive change and have the mechanisms to participate equally in political, economic, and social life, and duty bearers will have the necessary approaches and skills to ensure inclusive service delivery and to engage with youth as changemakers, thereby strengthening vertical and horizontal trust and building community resilience in a period of political and economic transformation. The outcome as mentioned above will be delivered through the following

Output 1.1. Young people are equipped with knowledge and skills that foster their civic participation and socio-economic inclusion;

Output 1.2. Young people are provided with opportunities to constructively participate in decision making, socio-political life and act as key agents of change:

Output 1.3. The capacity of local administrators and educators to implement government policies and ensure inclusive public service delivery is improved:

Accessibility

Output 1.4. Duty bearers have the skills and approaches necessary to address the needs of vulnerable youth based on the rule of law and a fair and humane justice system.

Initially, the project was 18 months (commenced on 31.01.2020), and it was extended up to 6 months (it is expected to be completed on 31.12.2021) with a total budget of USD 2,199,369.56 funded by the UN Peacebuilding Fund.

The young women and men in the Fergana Valley face distinct political, social and economic challenges that may be impacted by reforms. The Fergana Valley is shared between Uzbekistan, Tajikistan, and Kyrgyzstan, across a boundary that is not fully demarcated and often features densely populated and multi-ethnic settlements. The valley has witnessed disputes across communities and countries and faced challenges emanating from violent extremist groups that emerged in the immediate post-independence period.

The most considerable portion of the valley falls under Uzbekistan's territory, which is divided into the Andijan, Fergana, and Namangan regions. It has the highest population density in Uzbekistan, surpassing the country average of 71.5 people per square kilometer (i.e., Andijan has 689 people/km2, Fergana 527.3 people/km2 and Namangan 356.5 people/km2). 28.6 percent of the total population of Uzbekistan live in the valley, with 11.1% living in Fergana, 9.2% living in Andijan, and 8.3% living in Namangan.

Andijan, Namangan, and Fergana reflect the average national age (28.8 national, 28.9, 28.5, and 29.4 respectively in the three regions). In Fergana and Namangan especially, the average age at the time of first marriage for both men and women is very low.

Against its highly productive agricultural land and relatively high level of industrial development compared to the rest of Uzbekistan, the Fergana Valley region features numerous demographic and economic challenges. As displayed in Table 1 below, compared to the country average, Fergana, Andijan, and Namangan are among the lowest-performing regions in terms of average income and average wages, and also with the lowest growth rate in terms of average nominal wages, suggesting that the gap with the rest of the country will continue to widen if this trend continues.

According to World Bank estimates, Fergana Valley is also one of the main areas of origin for outgoing labour migrants, with the share of migrants in total population standing at 4.6% in Andijan, 3% at Fergana, and 2.8% in Namangan, respectively. Subsequently, remittances make up 18.4% of total comprehensive income in Andijan, 15% in Namangan, and 13.5% in Fergana.

Featuring a very densely populated and young society facing considerable socio-economic challenges and a history of societal disputes, the communities in Fergana Valley, therefore, face a set of vulnerabilities that prioritize the valley for engagement.

Given the rapid political, economic and social transformation Uzbekistan is experiencing and the opportunities and risks associated with it, the project is extremely timely. It aims to capitalize on a narrow window of opportunity to move towards a more inclusive government and economic structure. The catalytic effect of the proposed PBF intervention would be to add on top of ongoing projects by the international community, notably the World Bank and the European Union, that mostly focus on capacity and infrastructure building, by focusing on dialogue and civic engagement skills and establishing meaningful platforms for dialogue and community engagement among youth and local administrations in the midst of rapid social, economic and political transformation brought forth by the reforms. This component is an essential gap in the increasing official initiatives as well, which are presented with limited engagement with the community. Furthermore, Fergana Valley offers significant opportunities for scalability, whereby successes in the valley can be replicated in other regions of Uzbekistan, as well as across the borders in Tajikistan and Kyrgyzstan that also share parts of the valley and are faced with similar challenges. The project is innovative, as it aims to prioritize fostering social, economic and political inclusion in support of the reform agenda, with a particular focus on young people.

The COVID-19 pandemic has significantly slowed or contracted economic growth for most countries globally and halted, or in some

COVID-19 related note:

cases significantly reversed, progress on the 2030 Agenda for Sustainable Development. Uzbekistan's GDP growth in 2020 was suboptimal and poverty levels increased for the first time in two decades as a result of the impact of the COVID-19 crisis.

The project beneficiaries are communities living in Andijan, Fergana and Namangan regions, which are located in the Fergana region.

COVID-19 lockdown impacts their income generation activities due to the strict requirements aimed at mitigation of the pandemic impacts. As it is already recognized by the Government, COVID19 impacts result in increased unemployment and poverty, decrease of economic development paces and increased demand for social protection needs as well as health protection and urgent pandemic response measures. In this regard, the project had to make changes and adapt to the situation relevant to COVID-19 by changing the mode of interventions and rescheduling activities envisaging mass gatherings since it became important to avoid and mitigate the COVID19 adverse impacts on youth residing in the Fergana valley. To some extent the quarantine measures implemented during a year had a negative influence on the achievement of set goals and attaining gender marker score. The field surveys within activities of the project have been rescheduled from 2020 to 2021 due to quarantine measures and administrative requirements. Also, due to the COVID-19 restrictions, schools' closures and sanitary precautions in the schools affected the timely execution of the project activities related to the training of teachers and piloting the programmes in the schools.

As of March 11 2020, the World Health Organization (WHO) declared COVID-19 a global pandemic as the new coronavirus rapidly spread to all regions of the world. Travel to the country was restricted from March 25 2020 and travel within the country was also restricted. At the end of 2020 the lockdown was lifted but since mid-July, 2021, new coronavirus cases were recorded in Uzbekistan – unexpectedly high in recent months, i.e., on July 23, Uzbekistan updated the record for the daily increase in new cases of coronavirus since the beginning of the year – 773.

On October 11, 2021, the cases of the confirmed coronavirus cases demonstrated an increase and surpassed 174,213 in Uzbekistan with the confirmed death reaching 1,271 (see at https://www.worldometers.info/coronavirus/country/uzbekistan/). Tashkent (capital) still leads in the number of infected people but cases are identified again in all regions in Uzbekistan. The vaccination under the national program has started since April 3 but only 5% (1 007 993) of the total of over 20 mln of population to be vaccinated per the national programme as of July 17 2021. In Uzbekistan, citizens are obliged to wear medical masks and take other precautions (social distance, disinfection). Starting March 25, 2021 foreigners entering the republic should present a PCR test certificate issued exclusively by laboratories recognized by the Sanitary and Epidemiological Service of Uzbekistan.

Duties and Responsibilities

Purpose

This project evaluation presents an opportunity to assess the achievements of UN Joint Programme "Youth for Social Harmony in the Fergana Valley" in an inclusive way and to determine its overall added value to peacebuilding in Uzbekistan, in the areas of youth policy, gender equality, women empowerment, youth employment and participation in political and social life. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation will provide key lessons about successful peacebuilding approaches and operational practices, as well as highlight areas where the project performed less effectively than anticipated. In that sense, this project evaluation is equally about accountability as well as learning.

Objectives of the evaluation:

- Assess the relevance and appropriateness of the project in terms of: 1) addressing key drivers of conflict and the most relevant peacebuilding issues; 2) whether the project responded efficiently to the needs of the actual stakeholders and beneficiaries, the youth or the affected communities in the Fergana Valley; 3) whether the project capitalized on the UN's added value in Uzbekistan; and 4) the degree to which the project addressed cross-cutting issues such as conflict and gender-sensitivity in Uzbekistan; 5) the extend of the project financial and/or programmatic catalytic effects;
- Assess to what extent the PBF project has made a concrete contribution to reducing a conflict factor in Uzbekistan. With respect to PBF's contribution, the evaluation may evaluate whether the project helped advance achievement of the SDGs, and in particular SDG 16.
- Evaluate the project's efficiency, including its implementation strategy, institutional arrangements as well as its management and operational systems and value for money;
- Assess whether the support provided by the PBF has promoted the Women, Peace and Security agenda (WPS), allowed a specific focus on women's participation in peacebuilding processes, and whether it was accountable to gender equality;
- · Assess whether the project has been implemented through a conflict-sensitive approach;
- · Document good practices, innovations and lessons emerging from the project;
- · Provide actionable recommendations for future programming.

Competencies

- · Demonstrated ability to prepare and follow interview/focus groups protocols and other data collection tools is required;
- · Experience in using participatory techniques in data collection, including gender-sensitive and youth-friendly approaches, is required;
- · Deep knowledge of the peacebuilding and political context in the country is required;
- · Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability;
- Knowledge of and experience with youth policy, social cohesion, human rights, youth empowerment, gender equality, women empowerment, etc. is required;
- · Demonstrated experience with report writing is required;
- · Experience in evaluating projects;
- Familiarity with the country/region and previous work experience in/with similar geopolitical settings is an asset;
- Experience in conducting remote evaluations is an asset;
- · Excellent communication skills;
- · Strong analytical skills;
- · Familiarity with the UN system is a strong asset.

Required Skills and Experience

Academic Qualifications:

 Advanced university degree (Master's degree or equivalent) in sociology, development studies, political science, statistics or a related field. A first level university degree (Bachelor's degree or equivalent) in similar fields in combination with two additional years of qualifying experience may be accepted in lieu of the advanced university degree.

Years of experience:

• At least 4 years of demonstrated relevant work experience at the national level in monitoring, evaluation, reporting, or research is required. The candidate should have understanding of peacebuilding concept. Project evaluation/review experience within United Nations system will be considered as an asset..

Language requirements:

Fluency in written and spoken English, Russian and Uzbek is required

Application Process:

Interested candidates need to apply online at www.jobs.undp.org and upload requested documents in Part 4 of Procurement Notice no later than end of November 5, 2021 (New York time). Please combine all your documents into one (1) single PDF document as the system only allows to upload maximum one document. Your on-line applications submission will be acknowledged to your email address provided in application. If you do not receive an e-mail acknowledgement within 24 hours of submission, your application may not have been received. In such cases, please resubmit the application, if necessary.

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IC/024/21 - National Consultant/Evaluation Team Assistant for **Evaluation of UN JP "Youth for Social Harmony in the Fergana** Vallev"

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Multimedia

Location:

Application Deadline: Type of Contract : Post Level: Languages Required: Starting Date :

(date when the selected candidate is expected to start)

Duration of Initial Contract: Expected Duration of Assignment: Tashkent, UZBEKISTAN 05-Nov-21 (Midnight New York, USA)

Individual Contract National Consultant English Russian 22-Nov-2021

59 working days within 3 months November 22, 2021 - February 28, 2022

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Administration, General Prosecutor's Office, including Academy for Prosecutors;

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COVID-19 related note:

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Accessibility

Duties and Responsibilities

Purpose:

This project evaluation presents an opportunity to assess the achievements of UN Joint Programme "Youth for Social Harmony in the Fergana Valley" in an inclusive way and to determine its overall added value to peacebuilding in Uzbekistan, in the areas of youth policy, gender equality, women empowerment, youth employment and participation in political and social life. In assessing the degree to which the project met its intended peacebuilding objective(s) and results, the evaluation will provide key lessons about successful peacebuilding approaches and operational practices, as well as highlight areas where the project performed less effectively than anticipated. In that sense, this project evaluation is equally about accountability as well as learning.

Objectives of the evaluation:

- Assess the relevance and appropriateness of the project in terms of: 1) addressing key drivers of conflict and the most relevant peacebuilding issues; 2) whether the project responded efficiently to the needs of the actual stakeholders and beneficiaries, the youth or the affected communities in the Fergana Valley; 3) whether the project capitalized on the UN's added value in Uzbekistan; and 4) the degree to which the project addressed cross-cutting issues such as conflict and gender-sensitivity in Uzbekistan; 5) the extend of the project financial and/or programmatic catalytic effects:
- Assess to what extent the PBF project has made a concrete contribution to reducing a conflict factor in Uzbekistan. With respect to PBF's contribution, the evaluation may evaluate whether the project helped advance achievement of the SDGs, and in particular SDG
 16:
- Evaluate the project's efficiency, including its implementation strategy, institutional arrangements as well as its management and operational systems and value for money;
- Assess whether the support provided by the PBF has promoted the Women, Peace and Security agenda (WPS), allowed a specific focus on women's participation in peacebuilding processes, and whether it was accountable to gender equality;
- · Assess whether the project has been implemented through a conflict-sensitive approach;
- · Document good practices, innovations and lessons emerging from the project;
- · Provide actionable recommendations for future programming.

Competencies

- · Ability to prepare and follow interview/focus groups protocols and other data collection tools is required;
- · Experience in using participatory techniques in data collection, including gender-sensitive and youth-friendly approaches, is required;
- · Deep knowledge of the peacebuilding and political context in the country is required;
- Displays cultural, gender, religion, race, nationality and age sensitivity and adaptability;
- Knowledge of and experience with youth policy, social cohesion, human rights, youth empowerment, gender equality, women empowerment, etc. is required;
- · Experience in writing reports is required;
- · Experience in evaluating projects;
- · Familiarity with the country/region and previous work experience in/with similar geopolitical settings is an asset;
- Experience in conducting remote evaluations is an asset:
- · Excellent communication skills;
- · Strong analytical skills;
- Familiarity with the UN system is a strong asset.

Required Skills and Experience

Academic Qualifications:

• A first level university degree (Bachelor's degree or equivalent) in sociology, development studies, political science, statistics or a related field.

Years of experience:

• At least 4 years of demonstrated relevant work experience at the national level in monitoring, evaluation, reporting, or research is required. The candidate should have understanding of Peacebuilding concept. Project evaluation/review experience within United Nations system will be considered as an asset.

Language requirements:

Fluency in written and spoken English, Russian and Uzbek is required.

Application Process:

Interested candidates need to apply online at www.jobs.undp.org and upload requested documents in Part 4 of Procurement Notice **no** later than end of November 5, 2021 (New York time). Please combine all your documents into one (1) single PDF document as the system only allows to upload maximum one document. Your on-line applications submission will be acknowledged to your email address provided in application. If you do not receive an e-mail acknowledgement within 24 hours of submission, your application may not have been received. In such cases, please resubmit the application, if necessary.

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Annex 2 Evaluation Mission Itinerary and Summary of Field Visits

Evaluation Team Leader's Itinerary

Time	Stakeholder					
Time	Organization	Key Informant (name, position)				
Day 1 in W	Day 1 in Washington: Monday, April 11, 2022					
09:00- 09:45	UNDP	Nodira Mukhammadkulova, Project Manager				
Day 2 in W	ashington: Tuesday, April 12	2, 2022				
10:00- 10:45	PBF	Nicolas Gonzalez, PBF Programme Officer				
Day 1 in Ta	shkent: Monday, April 18, 2	2022 – Arrival day				
Day 2 in Ta	shkent: Tuesday, 19 April 20	022				
11:00- 11:45	UN RCO	Manzura Khusnidinova, Youth focal point				
12:30- 13:15	UNODC	Koen Marquering, International Manager				
13:15- 14:30	Lunch					
14:30- 15:15	UNDP	Sherzodbek Sharipov, Programme Associate				
15:15- 18:00	Expanding, coding, and str	ucturing interview notes				
Day 3 in Ta	Day 3 in Tashkent: Wednesday, April 20, 2022 – trip to Ferghana					
09:00- 09:45	Youth Hub	Muzaffar Mamatkulov, (Focal point for Youth Hub)				
11:30- 12:15	Media Hub	Zarnigor Ubaydullaeva, (Focal point for Hub)				
12:15- 13:15	Lunch					

Time	Stakeholder				
Time	Organization Key Informant (name, position)				
13:45- 14:30	Partner schools	Melikuzieva Namunakhon			
14:45- 16:00	Group Discussion	Bootcamp participants			
16:00- 18:00	Expanding, coding, and stru	ucturing interview notes			
Flying back	to Tashkent				
Day 4 in Ta	shkent: Thursday, April, 21,	2022			
11:00- 11:45	Youth Union	Mukhtarama Abdullakhanova, Head of the Council of Youth Union of Uzbekistan in Namangan			
14:15- 15:15	Lunch				
15:15- 18:00	Expanding, coding, and structuring interview notes				
Day 5 in Ta	shkent: Friday, 22 April 2022	2			
09:00- 09:45	Beneficiary Azizbek Salomov, SMG recipient				
10:00- 10:45	Youth Affairs Agency	Ilyos Matlabov, specialist of International Department of YAA			
13:15- 14:15	Lunch				
14:30- 15:15	Youth Affairs Agency	Islombek Okhunov, Head of International Department of YAA			
15:15- 18:00	Expanding, coding, and structuring interview notes				
Day 8 in Ta	Day 8 in Tashkent: Monday, April 25, 2022				
14:00- 14:45	Ministry of Physical Culture and Sports of the Republic of Uzbekistan	Dilshod Toshpulatov, Head of Department			
15:00- 15:45	UNODC	Azizkhon Bakhadirov, Programme Management Officer			

Time	Stakeholder			
Time	Organization	Key Informant (name, position)		
16:10- 16:55	UNESCO	Murodjon Khalikov, Project Assistant, Youth Focal Point		
16:55- 17:40	UNESCO	Bakhtiyor Namazov, Programme Officer		
17:40- 18:00	Expanding, coding, and stru	ucturing interview notes		
Day 9 in Ta	ashkent: Tuesday, April 26, 2	022		
09:00- 09:45	National Association of Volunteers	Shirin Abidova, Head of NAV		
10:15- 11:00	Academy for Prosecutors	Sadulla Inoyatullayev, Researcher from the Academy of GPO		
11:30- 12:15	Tashkent State University of Law	Otabek Narziev, Head of Legal Clinic in TSUL		
12:30- 13:15	Academy for Prosecutors	Bakhodir Ismailov, Head of the Anti-corruption department of the AGPO		
13:15- 14:30	Lunch			
14:30- 15:15	Academy for Public Administration	Alexandra Nam, Head of the International Relations Department of the APA		
15:15- 18:00	Expanding, coding, and stru	ucturing interview notes		
Day 10 in	Tashkent: Wednesday, April	27, 2022		
Reserve da	ау			
Day 11 in	Tashkent: Thursday, April 28,	. 2022		
09:00- 09:45	Republican Education Center of MoPE	Mehriniso Pardayeva, Former Deputy Director of Education Center		
10:30- 11:15	ITSM, MoPE	Sarvar Jalolov (Director) and Davron Aripov (Head of the department)		
12:45- 13:30	Ministry of Public Education	Akbar Tagaev, Head of Deptartment		

Time	Stakeholder				
	Organization	Key Informant (name, position)			
13:00- 15:00	Lunch				
15:00- 15:45	Ministry of Interior Shohruh Sadriddinov, Inspector of International Department				
16:45- 18:00	Expanding, coding, and structuring interview notes				
Day 12 in T	ashkent: Friday, 29 April 202	22			
10:00- 10:45	Anti Corruption Agency	Akmal Muratov, Specialist of International Department			
11:00- 18:00	Expanding, coding, and structuring interview notes				

Evaluation Consultant's Itinerary

Time	Stakeholder					
Time	Organization	Key Informant (name, position)				
Day 1 in Andijan: Sunday, April 10, 2022 – Arrival						
Day 2 in Andijan: N	Day 2 in Andijan: Monday, April 11, 2022					
09:00-09:45	Youth Hub	Farruhbek Karimov (Focal point for Hub) Youth Affairs Agency				
10:15-11:00	Regional Youth Affairs Agency	Yuldashev Oybek Bahodir o'g'li				
	,	(head of the Youth Affairs in Andijan)				
12:15-13:15	Lunch					
13:30-14:15	Project Beneficiary	Zulunova Gulruxbonu Boburmirzo qizi (Y-Fikri)				
14:15-18:00	Expanding, coding, a	nd structuring interview notes				
Day 3 in Andijan: 1	Tuesday, April 12, 2022					
09:00-09:45	Local police departments	Nishonov Sodiqjon (police officer)				
10:15-11:00	Partner schools	Zokirov Jakhongir (educator school # 41)				
11:30-12:15	Project Beneficiary	Yuldasheva Maftuna (Youth Affairs Agency - Focal point Legal Clinic in Andijan)				
12:15-13:15	Lunch	(Touth Arian's Agency - Focal point Legal Clinic III Andijan)				
12.13-13.13	Luticii					
13:45-14:30	Project Beneficiary	Abduhalilov Mirsohibjon Qahramanjon ugli (Summer Camp)				
14:30-18:00	Expanding, coding, a	nd structuring interview notes				
Day 4 in Andijan: \	Day 4 in Andijan: Wednesday, April 13, 2022					
09:00-09:45	SMG recipients	Komilova Ugilkhon (Just Start Up)				
10:15-11:00	Project Beneficiary	Karimbayeva Sevinch Alisher qizi (Technovation Girls)				
Travel to Namanga	Travel to Namangan					
Day 1 in Namangan: Thursday, April 14, 2022						
09:00-09:45	Youth Hub	Akhmadjanova Dildora (focal point for the HUB)				

Time	Stakeholder			
Time	Organization	Key Informant (name, position)		
10:15-11:00	Regional Youth Affairs Agency	Oqiljon Hasanov (Deputy Chairman)		
11:30-12:15	Project Beneficiary	Jaloliddin Makhmudov (FV MUN)		
12:15-13:15	Lunch			
13:45-14:30	Project Beneficiary	Odilov Lutfillo (Summer Camp)		
14:30-18:00	Expanding, coding, a	nd structuring interview notes		
Day 2 in Namanga	n: Friday, 15 April 2022	2		
09:00-09:45	Makhalla (Bunyodkor)	Soliev Ikromjon (Forum participant)		
10:15-11:00	Local police departments	Ahror Mamajanov (Participant of the training)		
11:30-12:15	Project Beneficiary	Khurshidbek Tursunov		
12:15-13:15	Lunch			
13:45-14:30	Project Beneficiary Abduganieva Munira (Summer Camp)			
14:30-18:00	Expanding, coding, a	nd structuring interview notes		
Day 3 in Namanga	n: Saturday, 16 April 2	022		
09:00-09:45	Partner schools	Kidirova Gulsora (educator school #11)		
10:15-11:00	Legal Clinic	Tojibaev Bokhodir (focal point for the clinic)		
11:30-12:15	Project Beneficiary	Jasurbekova Nodirakhon (Technovation girls)		
12:15-13:15	Lunch			
13:45-14:30	Project Beneficiary	Inomjonov Jakhongir (Life skill traings)		
14:30-18:00	Expanding, coding, and structuring interview notes			
Day 5 in Namanga	n: Monday, Day April 1	18 - Travel to Ferghana		
Day 1 in Ferghana: Tuesday, 19 April 2022				
09:00-09:45	SMG recipients	Islombek Usmonov (Just Start Accelerator)		
10:15-11:00	Regional Youth Affairs Agency	Ganiev Mukhamadamin (Chairman)		

Time	Stakeholder			
Time	Organization	Key Informant (name, position)		
12:15-13:15	Project Beneficiary	Mokhidil Yuldashalieva (FV MUN)		
	Lunch			
13:45-14:30	Regional Youth Union in Fergana	Ynusaliev Sardorbek (Head of Council of Youth Union), Orifov Sardorbek (Deputy head of Council)		
15:00-18:00	Expanding, coding, a	nd structuring interview notes		
Day 2 in Ferghana:	Wednesday, April 20,	2022		
09:00-09:45	Youth Hub	Muzaffar Mamatkulov (Focal point for Youth Hub)		
10:15-11:00	Youth Union	Yunusaliev Sardorbek G'ayratjon o'g'li (Head of Council of Youth Union of Uzbekistan in Fergana region)		
11:30-12:15	Media Hub	Zarnigor Ubaydullaeva (Focal point for Hub)		
12:15-13:15	Lunch			
13:45-14:30	Partner schools	Melikuzieva Namunakhon		
14:45-16:15	Group Discussion	Bootcamp participants		
16:15-18:00	Expanding, coding, a	nd structuring interview notes		
Day 3 in Ferghana:	Thursday, 21 April 20	22		
09:00-09:45	Project Beneficiary	Shermukhammad Buranboev (Summer Camp)		
10:15-11:00	Project Beneficiary	Farangiza Kenjaeva (Technovation girls)		
11:30-12:15	Project Beneficiary	Ozoda Mirazizova (Bootcamp)		
12:15-13:15	Lunch			
Departure	1			

Summary of field visits

Mission's Objectives:

- i. Explore the Project's pertinence and coherence, particularly on the achievement of the final objective;
- ii. Explore if the developed mechanisms and instruments are efficient and effective for their purposes; especially activities efficiency and effectiveness, and the acceptability, quality, and quantity of the received assistance and training,
- iii. Identify and visualize Project's possible impacts;
- iv. Identify Project's strengths and weaknesses;
- v. Become acquainted with stakeholders' ownership.



Andijan

11.04.22 11.40

Youth Hub

The Hub premises were open, and no occupants were seen during the visit. Access to the Hub was not restricted. Computers were on and ready to use.





12.04.22 14:40

Youth Hub

The Hub premises were open, and a group of young women and men had a class.

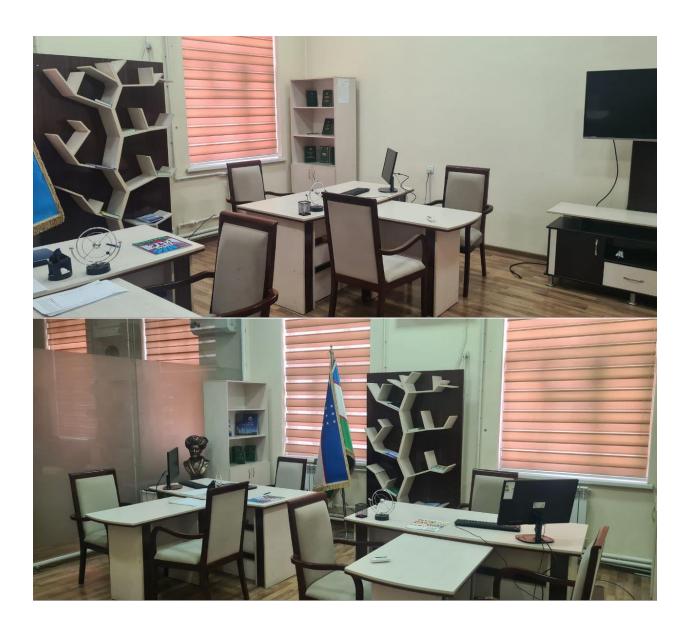


13.04.22 11.45

Legal Clinic

The Clinic was open. However, no visitors were seen during the visit. Access to the Clinic was not restricted. The location was accessible and easy to find (on the first floor seen from the lobby). There were no staff members or interns present at the Legal Clinic premise.





Namangan

15.04.22 10.50

Youth Hub

The Hub premises were open, and no occupants were seen at the visit. Access to the Hub was not restricted. Computers were turned off and not connected to the electricity. Many screens had covers on the surfaces with no signs of often use.





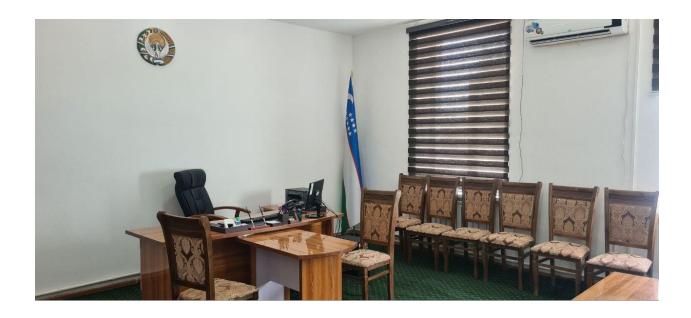


16.04.22 Saturday (a working day in Uzbekistan)

Legal Clinic

The Clinic was open. However, no visitors were there during the visit. Access to the Clinic was not restricted. The location was accessible and easy to find (on the first floor seen from the lobby). The focal point of the Legal Clinic mentioned that services had been sometimes held at his office as he was also responsible for the Youth Affair Agency's legal work. There were no staff members or interns present at the Legal Clinic premise. During the visit, the Legal Clinic was inspected by the Commission from Tashkent as it was planned to be used for local elections the day after.





Fergana

19.04.22 14:45

Youth Hub

Youth Hub is located on the basement floor of the Youth Affairs Agency. A coded door restricted access to the Hub. There were no visitors during the visit. The Hub was equipped with seven monoblock computers out of 9 supplied by the Project. Computers were turned off and not connected to the electricity.



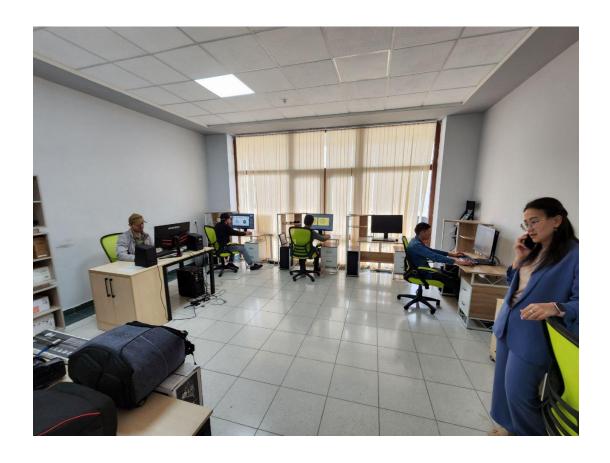




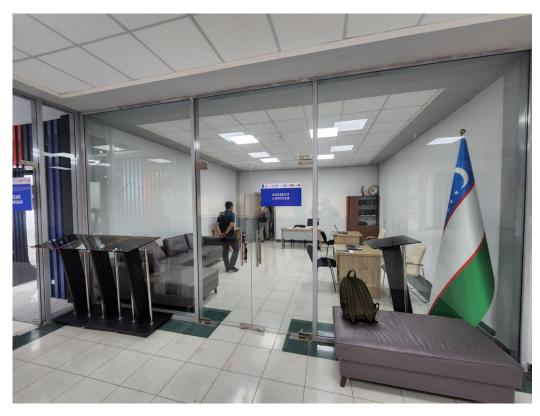
The Evaluation Team also visited MediaHub in the Ferghana region.







The Project has established Legal Clinic in the Ferghana region, which the Regional Youth Affairs Agency representative coordinates. The Evaluation Team has also paid a visit to the Clinic.



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Annex 3 List of Persons Interviewed

Stakeholder Type	Organization		
	Youth Affairs Agency		
Central Government		I., , ,	
	Youth Affairs Agency	Islombek Okhunov, Head of the International Department of YAA	Tashkent
	Ministry of Physical Culture and Sports of the Republic of Uzbekistan	Dilshod Toshpulatov, Head of the Department	Tashkent
	Ministry of Public Education	Akbar Tagaev, Head of the Department	Tashkent
	Ministry of Interior	Shohruh Sadriddinov, Inspector of the International Department	Tashkent
	Anti Corruption Agency	Akmal Muratov, Specialist of the International Department	Tashkent
Local Government	Regional Youth A	Affairs Agency	
	Media Hub	Zarnigor Ubaydullaeva,	Ferghana

		/F 1	
		(Focal point for	
	Danianal Vandh	Hub)	A
	Regional Youth	Farruhbek	Andijan
	Affairs Agency	Karimov (Focal	
		point for Hub)	
		Youth Affairs	
		Agency	_
	Regional Youth	Oybek Yuldashev	Andijan
	Affairs Agency	Bahodir o'g'li	
		(head of the	
		Youth Affairs in	
		Andijan)	
	Local Police	Nishonov	Andijan
	departments	Sodiqjon (police	
		officer)	
	Regional Youth	Akhmadjanova	Namangan
	Affairs Agency	Dildora (Focal	
		point for Youth	
		Hub)	
	Regional Youth	Oqiljon Hasanov	Namangan
	Affairs Agency	(Deputy	
	,	Chairman)	
	Local Police	Ahror	Namangan
	Department	Mamajanov	_
	Regional Youth	Bokhodir Tojibaev	Namangan
	Affairs Agency	(Focal point for	_
	,	the legal Clinic)	
	Regional Youth	Ganiev	Ferghana
	Affairs Agency	Mukhamadamin	
		(Chairman)	
Academic Institutions and Quasi- Governmental	Academy for Pro	osecutors	
Organizations			
	Tashkent State	Otabek Narziev,	Tashkent
	University of	Head of Legal	
	Law	Clinic in TSUL	

		Bakhodir	Tashkent
		Ismailov, Head of	Idankene
	Academy for	the Anti-	
	Prosecutors	corruption	
		department of	
		the AGPO	
		Alexandra Nam,	Tashkent
		Head of the	
	Academy for	International	
	Public	Relations	
	Administration	Department of	
		the APA	
		Mehriniso	Tashkent
	Republican	Pardayeva,	. asimeire
	Education	Former Deputy	
	Center of	Director of	
	MoPE	Education Center	
		Sarvar Jalolov	Tashkent
	ITSM, MoPE	(Director)	Tastikette
		Davron Aripov	Tashkent
	ITSM, MoPE	(Head of the	I GSTINETIL
	11 SIVI, IVIUFE	Department)	
	Partner	Melikuzieva	Ferghana
	schools	Namunakhon	reignana
	30110013		Andiian
	Partner	Zokirov Jakhongir	Andijan
	schools	(educator school # 41)	
		Kidirova Gulsora	Namangan
	Partner	(educator school	ivallialigali
	schools	#11)	
	+	Inomjonov	Namangan
	Beneficiary	Jakhongir	Namangan
Non governmental		Takiloliğli	
Non-governmental Organizations		ation of Volunteers	
	Makhlla	Soliev Ikromjon,	Namangan
	Bunyodkor	Mahalla	
		Ynusaliev	Ferghana
	Youth Union	Sardorbek (Head	
	- Touch official	of Council of	
		Youth Union)	
		Orifov Sardorbek	Ferghana
	Youth Union	(Deputy Head of	
		Council)	
		Mukhtarama	Tashkent
	Youth Union	Abdullakhanova,	
		Head of the	
		Council of Youth	

	1	T	1
		Union of	
		Uzbekistan in	
		Namangan	
	UNDP		
	01121		
Project Team		T	
		Koen	Tashkent
	UNODC	Marquering,	
	ONOBE	International	
		Manager	
		Sherzodbek	Tashkent
	UNDP	Sharipov,	
	UNDF	Programme	
		Associate	
		Azizkhon	Tashkent
		Bakhadirov,	
	UNODC	Programme	
		Management	
		Officer	
		Murodjon	Tashkent
		Khalikov, Project	
	UNESCO	Assistant, Youth	
		Focal Point	
		Bakhtiyor	Tashkent
		Namazov,	rasiment
	UNESCO	Programme	
		Officer	
		Officer	
	Group Discussio	m	
	Group Discussio	11	
Project Beneficiaries			
1 Toject beneficiaries		Azizbek Salomov,	Tashkent
	Beneficiary	SMG recipient	TUSTINETIL
	Beneficiary	Maftuna	Andijan
	Jenemorary	Yuldasheva (Focal	,aijaii
		Point)	
	Beneficiary	Gulruxbonu	Andijan
	Deficition y		Alluljali
		Zulunova (Y-Fikri)	

	Beneficiary	Mirsohibjon	Andijan
	Deficition	Abduhalilov	Alluljali
	Donoficioni	(Summer Camp)	Andiica
	Beneficiary	Ugilkhon	Andijan
		Komilova (Just	
	- C	Start Up)	
	Beneficiary	Sevinch	Andijan
		Karimbayeva	
		(Technovation	
	_	Girls)	
	Beneficiary	Jaloloddin	Namangan
		Makhmudov (FV	
		MUN)	
	Beneficiary	Latfullo Odilov	Namangan
		(Summer Camp)	
	Beneficiary	Munira	Namangan
		Abduganieva	
		(Summer Camp)	
	Beneficiary	Nodirakhon	Namangan
		Jasurbekova	
		(Technovation	
		Girls, Y-Fikri)	
	Beneficiary	Islombek	Ferghana
		Usmonov (Just	
		Start Accelerator)	
	Beneficiary	Mokhidil	Ferghana
		Yuldashalieva (FV	
		MUN)	
	Beneficiary	Shermukhammad	Ferghana
	,	Buraboev	
		(Summer Camp)	
	Beneficiary	Farangiza	Ferghana
	,	Kenjaeva	
		(Technovation	
		girls)	
		, ,	ı
Donors/International	PBF		
Organizations			
<u> </u>		Manzura	Tashkent
	UN RCO	Khusnidinova,	
		Youth focal point	
	I	1 . Jacii i Jocai ponit	

Annex 4 List of Documents Reviewed

Academy of Prosecutor General's Office, Final report on expenditures of the project "Youth for social harmony in Ferghana Valley," 2021

Academy of Prosecutor General's Office, Final report on the implementation of the project "Youth for social harmony in Ferghana Valley," 2021

Academy of Public Administration, Interim Activity Report, 2021

Concept of development of state youth policy until 2025 in Uzbekistan, 2021

IOM, Assessment of the impact of COVID-19 on the socio-economic situation in Uzbekistan: income, labor market and access to social protection, 2020

IOM, Socioeconomic Vulnerabilities as a factor in long-term risk of radicalization: Prevention potential of local communities and official assistance in selected Central Asian Countries, 2020

ITSM, Report on the final completed project activities "Getting a Job in Uzbekistan and Globally" for employment opportunities school for graduates in Fergana valley," 2021

Norma.uz, "On the Concept of state youth policy," 2021

Project Team, Annual Report, 2020

Project Team, Annual Report, 2021

Project Team, Brief Survey, 2021

Project Team, Challenges, 2021

Project Team, Final Budget, 2021

Project Team, Minutes of Annual Steering Committee Online Meeting, 2020

Project Team, Minutes of Final Steering Committee Meeting, 2021

Project Team, Minutes of Steering Committee Meeting, 2020

Project Team, Minutes of the Local Project Appraisal Committee (LPAC) Online Meeting, 2020

Project Team, PBF Project Document, 2021

Project Team, Presentation for Annual Steering Committee Meeting, 2020

Project Team, Presentation for Final Steering Committee Meeting, 2021

Project Team, Project Budget, 2020

Project Team, Project Organigramme, 2021

Project Team, Project Presentation, 2021

Project Team, Project Work plan, 2020

Project Team, Project Work plan, 2021

Project Team, Semi-annual Budget, 2021

Project Team, Semi-annual Report, 2021

Project Team, Surveys List and Info, 2021

Sidorov & Bezhanishvili, UNODC, Needs assessment report on the examination of the needs for capacity building intervention in the area of Community Policing and Crime Prevention in the Republic of Uzbekistan, 2021

Tashxis, Progress Report, 2022

The State Program for the implementation of the Action Strategy in five priority areas of development of the Republic of Uzbekistan in 2017–2021 in the Year of supporting youth and improving public health, 2021

U.N., Progress report of Counter-Terrorism project, 2020

UNDP, Analytical Report, 2021

UNDP, Presentation on the results of Youth Needs Assessment report, 2021

UNDP, Questionnaire 1 for Youth Needs Assessment report, 2021

UNDP, Questionnaire 2 for Youth Needs Assessment report, 2021

UNDP, Report on Legal Framework, 2021

UNDP, Youth Needs Assessment report, 2021

UNESCO, Final Needs Assessment Report, 2022

UNESCO, Implementation Partners Agreement with ITSM, 2021

UNESCO, Mission reports, 2021

UNESCO, Needs Assessment Report for Andijan, 2021

UNESCO, Needs Assessment Report for Fergana, 2021

UNESCO, Needs Assessment Report for Namangan, 2021

UNESCO, Observation Reports, 2021

UNICEF, Youth of Uzbekistan: Challenges and Prospects report, 2020

UNODC, "UNODC support free legal aid in Fergana Valley," 2021

UNODC, Concept of Organization and Implementation of the Project "Lawyer," 2021

UNODC, Corruption Risk Assessment, Survey results among university students, 2021

UNODC, Ferghana Valley Model United Nations report, 2021

UNODC, Hackaton4UnlimitedEducation Activity description, 2020

UNODC, Rule of Law Integrity & Ethics Activity Report, Education for Justice, 2021

UNODC, Youth Crime Prevention Activity Report, 2020

USAID, Uzbekistan Youth Workforce Development and Entrepreneurship Activity, 2021

Uzbekiston Volunteer Association, Progress report, 2021

Uzbekiston Volunteer Association, The Narrative and the financial report, 2021

World Bank, Growth and Job Creation in Uzbekistan: An In-Depth Diagnostic, 2018

World Bank, Youth Employment in Uzbekistan: Opportunities and Challenges report, 2021

Annex 5. Evaluation Matrix

Key Dimensions	Indicators	Evaluation questions	Data Source/Mean of Verification	Data collection methods
Relevance	The extent to which the Project was relevant to the local priorities; The extent to which	Was the Project relevant in addressing issues of unemployment among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis? Were there any substantial background changes that impacted relevance of Project goals and approach?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey with youth.
	the Project was relevant to the national priorities, including international	Did the Project meet the needs of the stakeholders and beneficiaries and was it relevant to national priorities set in the sphere of youth policy?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey with youth.
	commitments.	Was the Project appropriate and strategic to assist the government in mitigating the socio-economic challenges that the young women and men may face during the reforms? Did relevance continue throughout implementation?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII Central Govt, L.G., NGOs, Academia, Project team.
		How were stakeholders involved in the Project's design and implementation?	Secondary data: Project design document; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia.
		Was the Project relevant to the U.N.'s peacebuilding mandate and the SDGs, in particular to which the Project was expected to contribute: SDGs 5, 8, 10, 16?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, Project team.
		Was the Project relevant to the needs and priorities of the young women and men, girls and boys residing in the Fergana Valley? Were they consulted during design and implementation of the Project?	Secondary data: Project design document, progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey with youth.
		Was the Project well-timed to address a conflict factor or capitalize on a specific window of opportunity?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team;

				Survey with youth.
		Did the Project's theory of change clearly articulate assumptions about why the Project approach is expected to produce the desired change? Was the theory of change grounded in evidence?	Secondary data: Project design document; Primary data.	Desk review; KII with the Project team.
		Did the pandemic create new tensions or exacerbate existing drivers of conflict and if so, how well did the Project adapt?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team.
Effectiveness	The extent to which the Project achieved its targets The extent to which	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey with youth.
	the Project managed the risks, both those identified at the design stage and those that emerged during the implementation; The extent to which the Project mainstreamed gender-responsive or gender-sensitive approaches.	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding?	Secondary data: Project design document, progress and monitoring reports; Primary data.	Desk review; KII with L.G., NGOs, Project team; Survey with youth.
		How appropriate and clear was the PBF Project's targeting strategy in terms of geographic and beneficiary targeting?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team;
		To what extent has the Project contributed to gender equality, the empowerment of women and the realization of human rights?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team.
		<u>Catalytic</u> : Was the Project financially and/or programmatically catalytic?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Project team.
		Catalytic: Has PBF funding been used to scale-up other peacebuilding work and/or has it helped to create broader platforms for peacebuilding?	Secondary data: progress and monitoring reports; Primary data.	Desk review;

				KII with Central Govt, L.G., NGOs, Project team.
		Gender-responsive/gender-sensitive: Did the Project consider the different challenges, opportunities, constraints and capacities of women, men, girls and boys in Project design (including within the conflict analysis, outcome statements and results frameworks) and implementation?	Secondary data: Project design document, progress and monitoring reports.	Desk review.
		Gender-responsive/gender-sensitive: Were the commitments made in the Project proposal to gender-responsive peacebuilding, particularly with respect to the budget, realized throughout implementation?	Secondary data: Project design document, progress and monitoring reports.	Desk review.
		Risk tolerance and Innovation: Were the risks of the PBF Project properly estimated at the design stage and were there any changes during implementation?	Secondary data: Project design document, progress and monitoring reports; Primary data.	Desk review; KII with L.G., NGOs, Project team.
		Risk tolerance and Innovation: Did the Project take suitable risks mitigation actions while implementing the interventions?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with the Project team.
		Risk tolerance and Innovation: How novel or innovative was the Project approach?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Project team.
		Risk tolerance and Innovation: Can lessons be drawn to inform similar approaches elsewhere?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Project team; Survey with youth.
Efficiency	The extent to which the Project resources	How efficient was the overall staffing, planning and coordination within the Project (including among RUNOs, implementing agencies and with	Secondary data: procurement, H.R.,	Desk review; KII with the Project team.

	were utilized to their maximum capacity;	stakeholders)? Have Project funds and activities been delivered in a timely manner?	financial and monitoring reports; Primary data.	
	The extent to which the Project management consulted the governing board;	How efficient and successful was the Project's implementation approach, including procurement, number of implementing partners, and other activities?	Secondary data: procurement, H.R., financial and monitoring reports; Primary data.	Desk review; KII with the Project team.
	The extent to which the Project management was informed through the participation of stakeholders and partners.	How efficiently did the Project use the Project board?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team.
		Were there any significant factors that led to delays in Project implementation?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team.
		How well did the Project team communicate with implementing partners, stakeholders, and Project beneficiaries on its progress?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey with youth.
		Overall, did the PBF Project provide value for money? Have resources been used efficiently?	Secondary data: financial and monitoring reports; Primary data.	Desk review; KII with the Project team.
		To what extent did the PBF Project ensure synergies within different programs of U.N. agencies and other implementing organizations and donor with the same portfolio?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt and Project team.
Sustainability and Ownership	Did the Project produce outcomes that will sustain after	Did the PBF Project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas and policies?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, Project team.
	the Project close-out?	Did the intervention design include an appropriate sustainability and exit strategy (including promoting national/local ownership, use of national capacity etc.)	Secondary data: progress and monitoring reports; Primary data.	Desk review;

		to support positive changes in peacebuilding after the end of the Project? How strong is the commitment of the government and other stakeholders to sustaining the results of PBF	Secondary data: progress and monitoring reports;	KII with Central Govt, L.G., NGOs, Project team; Survey with youth. Desk review; KII with Central Govt,
		support and continuing initiatives, especially women's participation in decision making processes, supported under PBF Project?	Primary data.	L.G., NGOs, Project team.
		How has the Project enhanced and contributed to the development of national capacity in order to ensure suitability of efforts and benefits?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Project team .
Coherence	How well was the Project synergized with other actors?	To what extent did the PBF Project complement work among different entities, especially with government and World Bank?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, Project team .
Conflict Sensitivity	Did the PBF Project have an explicit approach to conflict sensitivity?	Did the PBF Project have an explicit approach to conflict-sensitivity?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Project team.
	The extent to which the "Do No Harm"	Were RUNOs and NUNOs' internal capacities adequate for ensuring an ongoing conflict-sensitive approach?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with the Project team.
	principles were respected by the Project.	Was the Project responsible for any unintended negative impacts?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with Central Govt, L.G., NGOs, Academia, Project team; Survey.
		Was an ongoing process of context monitoring and a monitoring system that allows for monitoring of unintended impacts established?	Secondary data: progress and monitoring reports; Primary data.	Desk review; KII with the Project team.

Annex 6 The Questionnaire Used and Summary of Results

KII QUESTIONNAIRE: CENTRAL GOVERNMENT

N	Question
RELE	VANCE
	Was the Project relevant in addressing unemployment issues among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis?
	Were there any substantial background changes that impacted the relevance or timeliness of
	Project goals and approach? (This might include any context change, e.g., COVID-19)
	Did the Project meet the needs of the local stakeholders and beneficiaries, and was it
	relevant to the national priorities for youth policy? Were you as a stakeholder involved in the Project's design and implementation?
	Was the Project appropriate and strategic to assist the government in mitigating the socio- economic challenges that the young women and men may face during the reforms? Did relevance continue throughout implementation?
	Was the Project relevant to the SDGs, in particular, to which the Project was expected to contribute: SDGs 5, 8, 10, 16?
EFFE	CTIVENESS
	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision, as communicated to the government at the emergence of the Project?
	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding? Is it in line with the national development targets?
	How appropriate and clear was the PBF Project's targeting strategy in terms of geographic and beneficiary targeting?
EFFIC	CIENCY
	How efficiently did the Project use the Project board?
	Were there any significant factors that led to delays in Project implementation?
	How well did the Project team communicate with implementing partners, stakeholders, and Project beneficiaries on its progress?
	To what extent did the PBF Project ensure synergies with other implementing organizations in your region?
SUST	AINABILITY
	Did the PBF Project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas, and policies?
	Did the intervention design include appropriate sustainability and exit strategy (including promoting local ownership, etc.) to support positive peacebuilding changes after the Project's end?
	How strong is the commitment of the national government and other stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project?
	How has the Project enhanced and contributed to developing national capacity to ensure the suitability of efforts and benefits?

N	Question				
COF	COHERENCE				
	To what extent did the PBF Project complement work among different entities, especially				
	with government and World Bank?				
CON	CONFLICT-SENSITIVITY				
	Was the Project responsible for any unintended negative impacts?				
CAT	ALYTIC				
	Has PBF funding been used to scale-up other peacebuilding work, and/or has it helped to				
	create broader platforms for peacebuilding?				
RISK	TOLERANCE AND INNOVATION				
	How novel or innovative was the Project approach? Can lessons be drawn to inform similar				
	approaches elsewhere?				
FINA	AL REMARKS				
	Are there any DON'T DO's that you would recommend considering in future programming?				

N	Question							
RELE	VANCE							
1.	Was the Project relevant in addressing unemployment issues among youth and gender							
	inequality that were identified as driving factors of tensions in a conflict analysis?							
2.	Were there any substantial background changes that impacted the relevance or timeliness of Project goals and approach? (This might include any context change, e.g., COVID-19)							
3.	Did the Project meet the needs of the local stakeholders and beneficiaries, and was it relevant to the local priorities for youth? Were they consulted during the design and implementation of the Project?							
4.	Was the Project appropriate and strategic to assist the local government in mitigating the socio-economic challenges that the young women and men may face during the reforms?	Was the Project appropriate and strategic to assist the local government in mitigating the						
5.	Were you as a stakeholder involved in the Project's design and implementation?							
EFFE	CTIVENESS							
6.	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision, as communicated to the local government at the emergence of the Project?							
7.	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding? Is it in line with the L.G. development targets?							
8.	How appropriate and clear was the PBF Project's targeting strategy in terms of geographic and beneficiary targeting?							
EFFIC	CIENCY							
9.	How efficiently did the Project use the Project board?							
10.	Were there any significant factors that led to delays in Project implementation?							
11.	How well did the Project team communicate with implementing partners, stakeholders, and Project beneficiaries on its progress?							
12.	To what extent did the PBF Project ensure synergies with other implementing organizations in your region?							
SUST	TAINABILITY							
13.	Did the intervention design include appropriate sustainability and exit strategy (including promoting local ownership, etc.) to support positive peacebuilding changes after the Project's end?							
14.	How strong is the commitment of the local government and other stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project?							
CONFLICT-SENSITIVITY								
15.	Did the PBF Project have a straightforward approach to conflict sensitivity?							
16.	Was the Project responsible for any unintended negative impacts?							
CATA	ALYTIC							
17.	Has PBF funding been used to scale-up other peacebuilding work, and/or has it helped to create broader platforms for peacebuilding?							
GEN	DER-RESPONSIVE/GENDER-SENSITIVE							

N	Question
18.	Did the Project consider the different challenges, opportunities, constraints, and capacities of
	women, men, girls, and boys in Project design (including within the conflict analysis, outcome
	statements, and results frameworks) and implementation?
RISK	TOLERANCE AND INNOVATION
19.	How novel or innovative was the Project approach? Can lessons be drawn to inform similar
19.	approaches elsewhere?
FINA	L REMARKS
20.	What are the main recommendations that you have drawn from the PBF Project for your
20.	agency or others?
21.	Are there any DON'T DO's that you would recommend considering in future programming?

N	Question							
RELE	VANCE							
1.	Was the Project relevant in addressing unemployment issues among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis?							
2.	Were there any substantial background changes that impacted the relevance or timeliness of Project goals and approach? (This might include any context change, e.g., COVID-19)							
3.	Did the Project meet the needs of the local stakeholders and beneficiaries, and was it relevant to the national priorities for youth policy? Were you as a stakeholder involved in the Project's design and implementation?							
EFFE	CTIVENESS							
4.	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision, as communicated to the government at the emergence of the Project?							
5.	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding? Is it in line with the national development targets?							
6.	To what extent has the Project contributed to gender equality, women's empowerment, and the realization of human rights?							
EFFIC	CIENCY							
7.	How efficiently did the Project use the Project board?							
8.	How well did the Project team communicate with implementing partners, stakeholders, and Project beneficiaries on its progress?							
9.	To what extent did the PBF Project ensure synergies with other implementing organizations in your area of operations?							
SUST	AINABILITY							
10.	Did the PBF Project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas, and policies?							
11.	Did the intervention design include appropriate sustainability and exit strategy (including promoting local ownership, etc.) to support positive peacebuilding changes after the Project's end?							
12.	How strong is the commitment of the stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project?							
13.	How has the Project enhanced and contributed to developing the national capacity to ensure the suitability of efforts and benefits?							
CON	FLICT-SENSITIVITY							
14.	Was the Project responsible for any unintended negative impacts?							
CATA	ALYTIC							
Has PBF funding been used to scale-up other peacebuilding work, and/or has it help create broader platforms for peacebuilding?								
RISK	RISK TOLERANCE AND INNOVATION							
16.	How novel or innovative was the Project approach? Can lessons be drawn to inform similar approaches elsewhere?							
FINA	L REMARKS							

N	Question	
17.	Are there any DON'T DO's that you would recommend considering in future programming?	

KII QUESTIONNAIRE: NON-GOVERNMENTAL ORGANIZATIONS AND DONOR PARTNERS

N	Question						
RELE	RELEVANCE						
1.	Was the Project relevant in addressing unemployment issues among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis?						
2.	Were there any substantial background changes that impacted the relevance or timeliness of Project goals and approach? (This might include any context change, e.g., COVID-19)						
3.	Did the Project meet the needs of the local stakeholders and beneficiaries, and was it relevant to the national priorities for youth policy? Were you as a stakeholder involved in the Project's design and implementation?						
4.	Was the Project relevant to the needs and priorities of the young women and men, girls and boys residing in the Fergana Valley? Were they consulted during the design and implementation of the Project?						
EFFE	CTIVENESS						
5.	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision, as communicated to the government at the emergence of the Project?						
6.	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding? Is it in line with the national development targets?						
7.	How appropriate and clear was the PBF Project's targeting strategy in terms of geographic and beneficiary targeting?						
8.	To what extent has the Project contributed to gender equality, women's empowerment, and the realization of human rights?						
EFFIC	CIENCY						
9.	How efficiently did the Project use the Project board?						
10.	How well did the Project team communicate with implementing partners, stakeholders, and Project beneficiaries on its progress?						
11.	To what extent did the PBF Project ensure synergies with other implementing organizations in your area of operations?						
SUST	AINABILITY						
12.	Did the PBF Project contribute to the broader strategic outcomes identified in national youth policy, legislative agendas, and policies?						
13.	Did the intervention design include appropriate sustainability and exit strategy (including						
14.	How strong is the commitment of the stakeholders to sustaining the results of PBF support and continuing initiatives, especially women's participation in decision-making processes, supported under the PBF Project?						
15.	How has the Project enhanced and contributed to developing the national capacity to ensure the suitability of efforts and benefits?						
CON	FLICT-SENSITIVITY						

N	Question					
16.	Was the Project responsible for any unintended negative impacts?					
CATA	CATALYTIC					
17.	Has PBF funding been used to scale-up other peacebuilding work, and/or has it helped to					
17.	create broader platforms for peacebuilding?					
RISK	TOLERANCE AND INNOVATION					
18.	How novel or innovative was the Project approach? Can lessons be drawn to inform similar					
10.	approaches elsewhere?					
FINA	FINAL REMARKS					
19.	Are there any DON'T DO's that you would recommend considering in future programming?					

N	Question						
RELE	RELEVANCE						
1.	Was the Project relevant in addressing unemployment issues among youth and gender inequality that were identified as driving factors of tensions in a conflict analysis?						
2.	Were there any substantial background changes that impacted the relevance or timeliness of Project goals and approach? (This might include any context change, e.g., COVID-19)						
3.	Did the Project meet the needs of the local stakeholders and beneficiaries, and was it relevant to the national priorities for youth policy? Were you as a stakeholder involved in the Project's design and implementation?						
4.	Was the Project relevant to the needs and priorities of the young women and men, girls and boys residing in the Fergana Valley? Were they consulted during the design and implementation of the Project?						
5.	Was the Project appropriate and strategic to assist the government in mitigating the socio-economic challenges that the young women and men may face during the reforms? Did relevance continue throughout implementation?						
6.	How were stakeholders involved in the Project's design and implementation?						
7.	Was the Project relevant to the U.N.'s peacebuilding mandate and the SDGs, in particular to which the Project was expected to contribute: SDGs 5, 8, 10, 16?						
8.	Did the Project's theory of change articulate assumptions about why the Project approach is expected to produce the desired change? Was the theory of change grounded in evidence?						
EFFE(CTIVENESS						
9.	To what extent did the PBF Project achieve its intended objectives and contribute to the Project's strategic vision, as communicated to the government at the emergence of the Project?						
10.	To what extent did the PBF Project substantively mainstream a gender and support gender-responsive peacebuilding? Is it in line with the national development targets?						
11.	How appropriate and clear was the PBF Project's targeting strategy in terms of geographic and beneficiary targeting?						
12.	To what extent has the Project contributed to gender equality, women's empowerment, and the realization of human rights?						
EFFIC	CIENCY						
13.	How efficient was the overall staffing, planning, and coordination within the						
14.	How efficiently did the Project use the Project board?						
15.	How efficient and successful was the Project's implementation approach, including procurement, number of implementing partners, and other activities?						
16.	How well did the Project team communicate with implementing partners						
17.	Were there any significant factors that led to delays in Project implementation?						

18.	To what extent did the PBF Project ensure synergies with other implementing			
	organizations? To what extent did the PBF Project ensure synergies within			
	different programs of U.N. agencies and other implementing organizations and			
	donors with the same portfolio?			
19.	Overall, did the PBF Project provide value for money? Have resources been used			
19.	efficiently?			
SUST	AINABILITY			
20.	Did the PBF Project contribute to the broader strategic outcomes identified in			
20.	national youth policy, legislative agendas, and policies?			
	Did the intervention design include appropriate sustainability and exit strategy			
21.	(including promoting local ownership, etc.) to support positive peacebuilding			
	changes after the Project's end?			
	How strong is the commitment of the stakeholders to sustaining the results of PBF			
22.	support and continuing initiatives, especially women's participation in decision-			
	making processes, supported under the PBF Project?			
22	How has the Project enhanced and contributed to developing national capacity to			
23.	ensure the suitability of efforts and benefits?			
CON	FLICT-SENSITIVITY			
24.	Was the Project responsible for any unintended negative impacts?			
CATA	ALYTIC			
25	Has PBF funding been used to scale-up other peacebuilding work, and/or has it			
25.	helped to create broader platforms for peacebuilding?			
RISK	TOLERANCE AND INNOVATION			
20	How novel or innovative was the Project approach? Can lessons be drawn to			
26.	inform similar approaches elsewhere?			
FINAL REMARKS				
27	Are there any DON'T DO's that you would recommend considering in future			
27.	programming?			

N	Question	Answer	Relevant E.Q.s
	General Profile of the Respondent	Gender Age Region Occupation	
Rele	evance	-	
	In which type of the events/activities organized by this Project have you participated approximately?	Activity 1 Activity 2	
	How did you first hear about this respective event or activity?	Advertising or Media (Print/Electronic/Internet) Word of mouth/previous participants Public authority (Government Agency/Khokimiyat/Youth Agency) UNDP/UNODC/UNESCO NGO/Partner	2.5
	To what extent do you feel that the Project was aligned with your needs and addressed them?	High degree of alignment and address Medium degree of alignment and address Minimal alignment and address Not aligned at all and address	1.2 1.6
	Overall, how would you rate the effectiveness of Youth for Social Harmony in the Fergana Valley?	Excellent Good Fair Difficult to say (No opinion)	3
Effe	ctiveness		
	On a 5 point scale, where 1 is no impact, and 5 is a significant impact, what impact do you believe your overall participation in the Project's respective activity/event has had on you in terms of: Increasing your knowledge and skills Increasing your opportunities to participate in decision making and socio-political life Attitude and capacity of local administrations and educators Approaches of duty bearers to youth		3.1 3.2
	How well were the activities/events of the Project managed?	Excellent Good Fair Difficult to say (No opinion)	2.1

N	Question	Answer	Relevant E.Q.s
	To what extent do you think it was the right time to implement this Project?	To a great extent Sufficiently Very little Not at all	1.7
	To what extent have you noted advocation for gender equality and women's participation in the Project's activities?	Don't know To a great extent Sufficiently Very little Not at all	3.2
	To what extent have the Project activities positively impacted your livelihoods and those who live with you?	Don't know To a great extent Sufficiently Very little Not at all	3.1 3.3 4.1
	To what extent has participation in the Project's activities/events positively changed your plans?	Don't know To a great extent Sufficiently Very little Not at all Don't know	4.1 7.1 8.1
	To what extent have you faced any challenges because of participating in the Project's activities or events (with/within you family, friends, or community)?	To a great extent Sufficiently Very little Not at all Don't know	4.1 6.1 6.3 9.1 8.1
	Do you think the Project's activities led to a decrease in conflict potential within your community (mahalla/district/village/city)?	To a great extent Sufficiently Very little Not at all Don't know	0.1
	To what extent did you have an opportunity to give your feedback on an activity or event?	To a great extent Sufficiently Very little Not at all Don't know	2.5 1.6
Sust	ainability	•	
	To what extent are the material, services, and equipment support likely to continue after the Project has finished?	To a great extent Sufficiently Very little Not at all Don't know	4.2 7.1 7.2
	To what extent do you think there is a need to have more of those types of Projects?	To a great extent Sufficiently Very little Not at all	7.1

N	Question	Answer	Relevant E.Q.s
		Don't know	
		To a great extent	7.1
	To what extent are you willing to continue to	Sufficiently	
	communicate/collaborate with the new network of	Very little	
	people resulting from the Project?	Not at all	
		Don't know	

Summary of results

Coding Results in Tashkent and Regions (with sensitive information hidden)

Typ e of KII	City	Scope: country / regional	Evaluation criteria	Themes	Sub-themes	Finding narrative	Key quote / Anecdotic story
PT	Tashkent	Country	Relevance		UN's peacebuilding mandate	Uzbekistan is one of the 10 fast-track countries in UN's Youth 2030 Agenda.	More than 60% of the population are young people. Youth are also one of the fast growing demographically part of the society. In ten years in countries like Uzbekistan, Ghana Bangladesh, Jordan young people will be a driving force for workforce, decisionmaking.
PT	Tashkent	Country	Relevance	context	Young women and men from Ferghana Valley	Project played key role for the social lift or social well-being of the region and the young people.	Ferghana valley is the most densely populated region of the country. Conflictogenecity, social conditions in these regions are tense, they border with Kyrgyzstan and Tajikistan, and their ethnic composition is multicultural.
PT	Tashkent	Country	Effectivene ss	targeting strategy	In terms of beneficiary targeting	The coverage, number of participants was not wide due to the limited resources and timeframe.	I can't say that coverage was wide, because the resources were limited, target groups were also limited in three regions project needed additional financing, it could

							have been longer for example
							5 years.
PT	Tashkent	Country	Gender- responsive/ Gender- sensitive	gender- related activites	During the implementation	The project was contributed to the gender issues through activities.	I have participated in several Y_fikri events and most of the participants were girls. And they were very active, some of them gave speeches in Russian, English. They understand problems of the region.
PT	Tashkent	Country	Effectivene ss	succesfull activities	Relevance to unemploymen t challenges	Just_Start accelerator gave good knowledge and skills for the participants. But the sustainability of the projects and their success is under question	Financing start-ups gave good knowledge and skills for the participants. Presentations were good. But I don't know what happened to those projects afterwards. But there is no such a project at this point that might follow up with the success stories of these startups.
PT	Tashkent	Country	Sustainabili ty and Ownership	support by the other stakeholder s	sustainability and exit strategy	Youth Hubs are one of the most sustainable activities.	Youth Hubs are tangible results, all the infrastructure, computers stay after the project and young people can use these technological communications.
PT	Tashkent	Country	Effectivene ss	context	Young women and men from Ferghana Valley	Youth Perceptions Survey gave better understanding about the context of youth issues in Ferghana valley	Youth Perceptions Surveys was also successfull, it reports about the social status, values of youth in these regions.
PT	Tashkent	Country	Efficiency	commitme nt by governmen t agencies	Communicatio n with - governmental stakeholders	Interaction with national partners was very challenging due to difficult bureaucratic apparatus	Bureaucratic barriers in timely implementing activities was very difficult, because they had to get the permission of

							several layers of bureaucratic
							apparatus.
PT	Tashkent	Country	Relevance	context	Impact of pandemic	Covid restrictions were one of the main challenges, due to which some activities were not organized as planned.	Covid restrictions were one of the main challenges, due to which some activities were not organized timely and on a bigger scale. But as soon as those rectrictions were lifted, project team was in a hurry to organize holding activities
PT	Tashkent	Country	Relevance	targeting strategy	In design	The Youth Affairs Agency is planning to expand Youth Hub in order to deliver its services due to increasing demand for its services.	The hub will be supported by the agency. I suggested to the director that we expand the number of computers. Right now there are 10 computers and the members are 12. I think we will buy additional computers next year or even this year.
РТ	Tashkent	Country	Effectivene ss	Targeting effectivene ss	In terms of geographic targeting	Project should have covered more young people from rural areas rather than urban.	I would pay attention to the young people from rural areas, not urban. As I see the project focused on the young people from urban areas. Yes, they are more active, more informed and free. I would have focused at some disctricts of the regions, I think more impact would have been reached in this scenario.
PT	Tashkent	Country	Gender- responsive/ Gender- sensitive	Considerati on of gender related	During the implementatio	Project team worked with the parents of girls that didn't allow their children to	Girls from urban areas are allowed to participate in different activities, for example summer camps. Parents of

				challenges/ opportuniti es		participate in the activities of the Project	some of the girls didn't allow them to come to the summer camp. Project manager was waiting for the parents to let their daughters come to the camp. Such stereotypes limit girls to actively participate. If the project covered more rural areas, I think the participation of girls would have been better.
PT	Tashkent	Country	Relevance	targeting strategy	In implementation	Y_fikri covered mostly youth in education, not unemployed or not in education	TED talk style activity covered mostly university and college students, they could have cover young people who are not in employment or education.
PT	Tashkent	Country	Conflict- sensitivity	context	Young women and men from Ferghana Valley	Young people in Ferghana valley need to learn more about their rights	Young people don't know their rights, they don't understand they have right to medical care, right to education — Youth need to learn about their rights. Ferghana valley is very traditional conservative society, which might constraint rights of youth living there.
PT	Tashkent	Country	Efficiency	coordinatio n	Among RUNO's	UNDP and UNODC were working tightly and were very proactive, UNESCO didn't interact with others well.	UNDP and UNODC were working tightly and were very proactive. But I don't know anything about UNESCO, I am not sure who was in charge of the project.
PT	Tashkent	Country		lessons learned		Establish more trusting relations with national	

						partners not as client and executor, but as a one team in order to achieve good results.	
PT	Tashkent	Country	RELEVANCE	Thematical relevance	Relevance to conflict factor/issues	Project was aimed at drawing the attention of youth from religious extremistic thoughts towards modern ideas like technology, IT and etc.	Youth should be given better perspectives to contemporary issues, like technology, IT. Religious radical ideas were more actively spreading in these regions, so it was necessary to draw the attention of youth to other contemporary issues. so they could see better opportunities.
PT	Tashkent	Country	RELEVANCE	Thematical relevance	Relevance to general socio-economic challenges of the young women and men	Project created a dialogue platforms to communicate with youth and fostered their participation	Young people don't know how to engage. Project opened up spaces for communication for young people, fostered participation of youth, facilitate dialogue with young people to prevent radicalization
PT	Tashkent	Country	SUSTAINAB ILITY	Sustainabili ty	The government/st akeholder commitment to ensure ownership/continuity of project results	Ministry of Interior followed up with the success of Life skills trainings and conducted such trainings in schools. Ministry of Public Education also mentioned it might follow up.	After witnessing success of life skliss trainings conducted by UNODC in 22 schools of Kokand (Ferghana region), Ministry of Interior decided to provide such trainings for other schools.
PT	Tashkent	Country	EFFICIENCY	Internal:Op erational efficiency	Timely delivery	Timeline for the project was very short	18 months that project operated was too short, more objectives might have been achieved if the project was longer.

PT	Tashkent	Country	SUSTAINAB ILITY	Ownership	National capacity in place to ensure ownership of project result	Legal Clinic in Namangan State University providing legal aid to ensure rights and responsibilities of young people is continuing to operate after the end of project.	Establishing Legal Clinic in Namangan State University in cooperation with Tashkent State University of Law helped foster collaboration between two universities, broadened network of the teachers and instructors there.
PT	Tashkent	Country	EFFICIENCY	External Communic ation efficiency	Communicatio n with - governmental stakeholders	Youth Agency was involved in the design, implementation and provided access to the regional stakeholders.	Youth Agency facilitated project with the government, helped the Project team to access local institutions in order to deliver activities. But since Youth Agency was main partner and implementer, top-down risk poses a risk to sustainability, more civil society engagement is needed.
PT	Tashkent	Country	SUSTAINAB ILITY	Ownership	The government/st akeholder commitment to ensure ownership/continuity of project results	Youth portal was created for young people to contact Youth Agency	Together with Youth Agency UNODC created Youth portal, so that young people can contact agency on different issues.
PT	Tashkent	Country	EFFICIENCY	Internal:Op erational efficiency	Staffing	Project team had to hire consultants from the partner state institutions due to the lack of experts.	Project hired consultants from government agencies because expert community and civil society in Uzbekistan is limited and in such a setting for effective implementation of the proejct it was necessary.

PT	Tashkent	Country	EFFICIENCY	Internal: Coordinatio n efficiency	Among RUNO's	UN agencies were implementing project autonomously without one supervising agency/project leader which had to be UNDP	UNDP should have kept strategic vision as a lead agency in this project. Being a lead agency comes with a responsibilty. Nodira (UNDP project manager) didn't have direct supervision. There were very few activities that included all three RUNOs
PT	Tashkent	Country	EFFICIENCY	Internal: Coordinatio n efficiency	Among RUNO's	Project team of all RUNOs might have worked in one common space, but it didn't happen due to logistical reasons.	In the beginning of implementation of the project RUNOs had a discussion about working in one common office, but because of logistical reasons it didn't happen and they had to use resources they had
PT	Tashkent	Country	SUSTAINAB ILITY	Sustainabili ty	National capacity in place to ensure ownership of project result	Organizers of Model UN in Ferghana valley were left with important organizing, team- working skills which will be useful for the future conferences	MUN in Ferghana valley helped reach many young people. Kokand State University came up with a request that they want to hold next MUNs.
PT	Tashkent	Country	GENDER	Considerati on of gender related challenges/ opportuniti es	During the design	Model UN held Women Committee.	
PT	Tashkent	Country	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	Knowledge products, such as cartoon movies created in frame of project was	Project team created 4 social movies dedicated to sports to prevent crime, 2 of them were

						integrated into the curricular of primary schools	included into the curricular of the schools in the country.
PT	Tashkent	Country	EFFECTIVE NESS	Achieveme nt of objectives	The level achievements	Local police officers enhanced their understanding of the importance of building trust with citizens	Trainings for police officers, makhalla inspectors and youth leaders in makhallas explained the importance of building trust between police and local community. Idea of community policing is being discussed in the initial stages.
NGO	Namang an	Regional	RELEVANCE	Relevance to benef/stak. priorities	National/gove rnment priorities	Project helped to improve the performance in makhalla's which was on the policy agenda of the central government.	With the help of Project Youth Union organized trainings for makhalla inspectors in order to prevent crime. This helped to tackle the National policy of working at makhalla levels and improving the performance of makhalla committees
NGO	Namang an	Regional	EFFICIENCY	Internal:Op erational efficiency	Delay factors	Due to COVID-19 pandemic some projects were organized offline.	While the projects was meant to be organized offline, due to covid restrictions some were organized online.
NGO	Namang an	Regional	RELEVANCE	Relevance to benef/stak. priorities	National/gove rnment priorities	Project was in line with State program for 2021 "Year of Supporting youth"	
NGO	Namang an	Regional	EFFICIENCY	External Communic ation efficiency	Communicatio n with - governmental stakeholders	Stakeholders helped with coordination of the project in the regions.	Youth Agency and Youth Union appointed responsible workers, who coordinated the project's work in three regions
NGO	Namang an	Regional	GENDER	Contributio n to gender equality / women	Extent of contribution	Young girls gained valuable skills through participating in Voice of Girls network.	Project gathered active, young femal leaders and conducted trainings.

NGO	Namang an	Country	RELEVANCE	empowerm ent Stakeholde r engagemen t level	In design	UN agencies had consultations with Youth Union while designing project. Youth Agency was not created by then.	
NGO	Namang	Regional	EFFECTIVE NESS	Targeting effectivene ss	In terms of geographic targeting	More young people from rural areas should have been involved to the project activities.	Most of the participants in the activities were from urban areas. Young people from rural areas could have been more. For example, it is difficult for rural youth to access Youth Hub, because it was created in the city center
NGO	Namang an	Regional	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	Youth Hubs are operating after the end of project, but they lack content and don't have regular staff.	Youth Hubs are working after the project ended, Youth Agency have assigned a person from its own workers to look after the Hub and he is not paid for it. Hub needs a coordinator that works on the development of Hub's activities and improves content. UNDP didn't take care of the content after the end of project.
NGO	Namang an	Regional	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	Legal Clinics in Namangan are continuing to operate based on the resources of the stakeholders, but only with the participation of existing teachers and lawyers of the	Legal Clinics in Namangan State University and Youth Agency is continuing to operate. In University it already functioned before the project, but improved due to project's support, its

						university and implementing organizations.	operations are supported by the faculty, professors and students. In Youth Agency it is supported by the lawyers that work for the agency or Youth Union at the same time.
NGO	Namang an	Country	RELEVANCE	Relevance to benef/stak. priorities	National/gove rnment priorities	Youth Union is a sort of a Youth Agency's instrument in order to work with grants and projects with international organizations	
NGO	Namang an	Regional	EFFECTIVE NESS	Achieveme nt of objectives	The level achievements	The project contributed to the goal of peacebuilding, but the interviewee couldn't give any example for it.	
РВ	Namang an	Regional	EFFICIENCY	Internal:Op erational efficiency	Timely delivery	Project team executed everything timely, the procedures and deadlines were clearly communicated to recipients.	The grant money was transferred to the recipients on the time as promised by the project team. Project Team also helped with all the documentations
PB	Namang an	Regional	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	After the end of project, the platform is expanding outside of Ferghana valley.	The platform "My dentist" that was created by the support from SMG is now expanding in Tashkent. The recipient is working in Tashkent to add dentists from the capital to the playform.
PB	Namang an	Regional	GENDER	Considerati on of gender related challenges/	During the implementation	The project contributed to address women's needs to visit female doctors.	In Ferghana valley many women want to go to female doctors due to religious and other social reasons. In order to satisfy this demand, the platform created a filter, that

				opportuniti es			helps women to find female doctors in their areas.
РВ	Namang an	Regional	EFFICIENCY	External Communic ation efficiency	Communicatio With project beneficiaries	Project helped participants of Just_Start accelerator to build networks.	Recipients of SMGs knew about each other's projects well and communicated with each other.
РВ	Namang an	Regional	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	Recipients received grant money, but they would want to have some specialists, consultants, that would help them to develop their products further: by helping them doing marketing of the product or bringing best practices from foreign countries	
РВ	Namang an	Regional	RELEVANCE	Relevance to benef/stak. priorities	Young women and men from Ferghana Valley	Recipients would want to have sight visits to foreign countries in order to see foreign experience.	
PB	Namang an	Regional	EFFICIENCY	External Communic ation efficiency	Communicatio n with - governmental stakeholders	UN agencies should have worked with IT park, Ministry of communications and other stakeholders better in order to ensure the success of the implemented projects, instead they heavily relied on Youth Agency's institutional resources.	Even though the government agencies were participating in conducting trainings, recipient didn't feel their role in the process of trainings
CG	Tashkent	Country	SUSTAINAB ILITY	Sustainabili ty	sustainability and exit strategy	Continuing the work of Youth Hubs requires extra effort and work on content, also finding people who would coordinate them fully.	Youth Hubs are continuing to operate and Youth Agency is stimulating the mentors of the programs conducted in there not by salaries, but with some

							bonuses, this might be not enough though
CG	Tashkent	Country	EFFICIENCY	Value for money	Result generation efficiency (money vs output)	Summer Camp was one of the most successful according to feedback of the participants.	enough though
CG	Tashkent	Country	RELEVANCE	Relevance to benef/stak. priorities	National/gove rnment priorities	Youth Perceptions Survey identified the problems and youth issues that needed work in Ferghana valley	Youth Agency found Survey very useful and they found a lot of new ideas in the final document that could be given to the central government as a recommendation for the government youth policy.
CG	Tashkent	Country	EFFICIENCY	External Communic ation efficiency	Communicatio n with implementing partners	UNESCO didn't cooperate with Youth Agency and didn't work on any projects with them	Youth Agency was intending to organize 2-3 projects with UNESCO, but due to the problems in communication and because UNESCO didn't provide required documents, the proejcts were not realized. At the same time UNESCO implemented some projects with MoPE.
CG	Tashkent	Country	RELEVANCE	Relevance to benef/stak. priorities	National/gove rnment priorities	Design of the project took into consideration theoretical aspects while more practical activities would have been more beneficial for the youth.	50-60% of the project activities were practice based, but more such activities were needed, because youth are more interested in them. Theoretical aspects of activities required more money, more experts and more time.
CG	Tashkent	Country	RELEVANCE	Stakeholde r	In design	RUNOs didn't involve Youth Union and other main	Youth Union received the ProDoc only after it was signed

				engagemen t level		stakeholders in the area of youth policy in Uzbekistan in designing ProDoc for the project	by the MFA and UN, they didn't feel involved in the design of the project, while as a main institution for youth policy in the country they might have had ideas for the activities and project overall.
CG	Tashkent	Country	EFFICIENCY	External Communic ation efficiency	Communication with implementing partners	Working with UN agencies was time consuming, every procedure required long time	
LG	Andijan	Regional	EFFECTIVE NESS	Targeting effectivene ss	In terms of geographic targeting	Andijan has an abundant youth population, in most cases lacking opportunities to build potential. As the region's centre, it attracts youth from the neighbouring areas increasing potential outreach.	We have a lot of young people in our neighborhoods. They want to study and learn programming, many have a talent for it, but they didn't have the opportunity before. Thanks to this project, we were able to build their capacity. First of all, it's all free, and in this regard it gives them some hope that there are such opportunities.
LG	Andijan	Regional	RELEVANCE	Relevance to benef/stak. priorities	Relevance to general socio- economic challenges of the young women and men	Traditional Uzbek families usually impose restrictions on girls and young women, keeping them home and not allowing them to work. IT skills taught by Youth Hub have allowed them to have a decent income from homes.	In my opinion, this in terms of unemployment has helped the girls a lot. A lot of girls have benefited a lot from the design course because they were already studying design before, and here they were able to get computer design skills. With these skills they can now draw designs on the computer. Given the traditionalism of our

						Youth Hub has shown	society, many girls are not allowed to leave the house and work. With IT skills, they can do things from home. We have 2 guys who were able
LG	Andijan	Regional	EFFECTIVE NESS	Achieveme nt of objectives	Success stories	concrete results by equipping youth with appropriate skills to increase their well-being.	to design software and sell it. Now they have probably moved to Tashkent.
LG	Andijan	Regional	EFFICIENCY	Internal:Op erational efficiency	Within the project	COVID had a devastating effect on face to face presence requiring activities. Some of the activities such as Youth Hub opening was postponed due to the restrictions.	The most significant factor was COVID. Because of COVID, we weren't able to open the Hub in time (as planned) - there were major restrictions on movement in the city, boroughs, and region. No other obstacles I noticed.
LG	Andijan	Regional	RELEVANCE	Thematical relevance	Relevance to general socio- economic challenges of the young women and men	Capacity building activities provided on a free-of-charge basis were highly demanded by the target audience.	When we opened the Hub and gave the first announcement (online) I started getting calls after 4 hours. The first question was whether it was free of charge or for a fee. The next day the guys started coming in. The Hub was opened in October 2021. It also works on Sundays; yesterday, for example, four people sat there.
LG	Andijan	Regional	RELEVANCE	Thematical relevance	Relevance to general socio- economic challenges of the young	Most of the young men in Andijan are seeking jobs in construction or bazaars. The project has shown an opportunity for a more qualatative job/education.	Mostly young people were taught construction specialties and, accordingly, young people earned money at the construction site or at the bazaars. Now this project has

					women and		given the opportunity to learn
					men		a better way of earning money.
LG	Andijan	Regional	EFFICIENCY	External Communic ation efficiency	Communicatio n with - governmental stakeholders	Local Youth Affaris Agency cooperated with the project team on organizational issues.	I personally interacted only with the project team, online once a week. When more intensive communication was required, we communicated by phone (with Nodira). For example, at the stage of launching the hub, we called 3-4 times a week, and then once a week. All the information for the management, accordingly, I passed on.
LG	Andijan	Regional	EFFICIENCY	External Communic ation efficiency	Communicatio n with - governmental stakeholders	As the focal point for the most of the activities of the project, Youth Affairs Agency however, did not coordinate a vast number of the activities held by UNODC and UNESCO.	I was not involved to the activities like Technovation girls, Life skills program or the training delivered to the local police.
LG	Andijan	Regional	SUSTAINAB ILITY	Ownership	The government/st akeholder commitment to ensure ownership/continuity of project results	Youth Hub is fully supported by the Youth Affairs Agency and can be considered as sustainable activity.	the Hub's future activities will be supported by the Agency. The Internet will be paid for by the Agency. We have provided another space for the teachers to use for programming courses on a commercial basis. Computer maintenance also comes from our budget.
LG	Andijan	Regional	IMPACT	Acted as catalysator of intended additional impacts	Acted as a financial catalyst	The Youth Affairs Agency is planning to expand Youth Hub in order to deliver its services due to increasing demand for its services.	The hub will be supported by the agency. I suggested to the director that we expand the number of computers. Right now there are 10 computers

							and the members are 12. I think we will buy additional computers next year or even this year.
LG	Andijan	Regional	EFFECTIVE NESS	Risk- tolerance	Risk mitigation during the implementatio n stage	Some parents of girls attending the Youth Hub have demostrated worries regarding their visits. Even visiting the premises of the Youth Hub. However, the Hub earned their trust and they let their daughters to continute attending the classes.	Some of the project's activities, such as the Hub class, were a bit wary of the girls' parents. They would come here K14and observe the classes. Once they were sure that the classes were conducted, they began to trust us and parents stopped coming.
LG	Andijan	Regional	IMPACT	Acted as catalysator of intended additional impacts	Acted as programmatic catalyst	Regional Government planning to expand the Youth Hub to the other districts of the region.	As I said, the Agency is planning to scale-up Youth Hubs across the region. The project demonstrated a clear demand for capacity building in certain areas.
LG	Andijan	Regional	EFFECTIVE NESS	Risk- tolerance	During the design	Amount of beneficiaries of the projects' could have been more if there more less costly in terms of transport costs.	We announced the opening of Hubs in all districts of the region (16), they were very interested because it's a long drive to Andijan from the districts, plus you have to spend money on travel. That is why they wanted to open similar hubs in their area. Of the Hub's visitors 60% are from the city of Andijan, the rest are from the districts.
LG	Andijan	Regional	IMPACT	Created unintended impacts	Positive impacts	Partially, activities could be sustained by providing non financial commitments to the	For example, it is very good that we were able to negotiate with teachers for free, at the

						service providers such as office spaces in publicly owned premises.	expense of providing space for commercial activities. Many state agencies could use this approach to avoid diverting budgets.
LG	Andijan	Regional	EFFECTIVE NESS	Targeting effectivene ss	In terms of geographic targeting	Andijan has an abundant youth population, in most cases lacking opportunities to build potential. As the region's centre, it attracts youth from the neighbouring areas increasing potential outreach.	We have a lot of young people in our neighborhoods. They want to study and learn programming, many have a talent for it, but they didn't have the opportunity before. Thanks to this project, we were able to build their capacity. First of all, it's all free, and in this regard it gives them some hope that there are such opportunities.
LG	Fergana	Regional	SUSTAINAB ILITY	Ownership	The government/st akeholder commitment to ensure ownership/continuity of project results	The project promotes gender equality and girls empowerment. Approximately 25 girls from Fergana province participated in the Technovation girls, 15 of whom are involved in the work of the regional Youth Affairs Agency. In particular, during meetings with young people in the districts, they share their experiences and talk about their achievements, setting an example for other girls. Such work is very important to change girls' perceptions of their prospects,	

						as society often assigns them	
						a secondary role.	
			MAIN INSIGTHS			The Legal Clinic is located in a co-working space organized by the Regional Youth Agency. The clinic's hours are limited to 3 days a week (Monday, Friday, and Saturday). Perhaps the limitation is due to the low number of appeals, which indicates that young people	
LG	Fergana	Regional				are not sufficiently informed.	
LG	Fergana	Regional	RELEVANCE	Relevance to benef/stak. priorities	Relevance to conflict factor/issues	The average number of appeals to the Legal Clinic is 20-25 per week. The topics of appeals vary around solving family issues (divorce, alimony) and advice on youth support issues (obtaining loans, inclusion in the Youth Notebook).	
LG	Fergana	Regional	EFFICIENCY	Achieveme nt of objectives	Unsuccessful stories	The Clinic is staffed by full-time employees (lawyers) of the Agency, the Youth Union and volunteers from the Law School. The work of the Clinic depends on the availability of a lawyer at the Agency, at the time of the interview the position of a lawyer at the Agency was vacant for a month. Thus, the resources of	

						the Clinic are used on a limited	
						basis.	
						Boot Camp and Media Hub are	
						considered to be the most	
						successful project initiatives in	
						Fergana. During the Boot	
						Camp it was possible to train	
						about 60 young people in	
						different media fields, some of	
					Dala a contra	whom were able to start	
				Thematical	Relevance to	earning money from the skills	
			RELEVANCE	relevance	unemploymen	acquired. For example, using	
					t challenges	the equipment received for	
						the Media Hub, Boot Camp	
						graduates perform photo	
						shoots for the private sector	
						(bridal salons, magazines),	
						ensuring sustainability.	
						However, the employment is	
LG	Fergana	Regional				informal in nature.	
LO	reigana	Regional				Youth Hub, after its opening,	
						was used as a computer lab	
						for young people to work on	
						their academic assignments.	
						Thus, it did not provide	
				Achieveme		educational services. Later, as	
			EFFICIENCY	nt of	Unsuccessful	a result of cooperation with a	
				objectives	stories	private training center, free	
				,,,,,,,,,,		courses for young people	
						were organized. Since the	
						course began, 45 people have	
						taken the courses. However,	
						training at the Youth Hub is	
LG	Fergana	Regional				limited to 3 days a week. In	

			RECOMME NDATIONS			addition, access to the Youth Hub is limited (closed by a code door and located in the basement floor). There are 2 centers of attraction in Fergana region - the cities of Fergana and Kokand. Young people from Kokand have trouble accessing them due to geographical remoteness (150 km). At the same time there are 5 universities in Kokand with about 9000 students. When planning projects, it is necessary to consider the location of places with a high concentration of young	
LG	Fergana	Regional				people, such as Kokand. The opening of the Media Hub was supposed to coincide with	
LG	Fergana	Regional	EFFICIENCY	Internal:Op erational efficiency	Procurement	the beginning of Boot Camp. It was supposed to use the resources of the Media Hub to educate young people at Boot Camp. Due to the delayed delivery of equipment by 2 weeks, the classes started later than planned.	
LG	Fergana	Regional	RELEVANCE	Relevance to benef/stak. priorities	Young women and men from Ferghana Valley	The number of applicants to the Boot Camp significantly exceeded the number of places. On the one hand, this caused discontent among the	

LG		Regional	RECOMME NDATIONS			youth who were not selected for the training, and on the other hand, this indicates a high demand for its content. The traditionalism of society greatly limits young girls in their choice of profession. In this regard, the greatest interest among them is the opportunity to learn some skills in short time, which will allow them to earn an income. In this regard, when working with girls from conservative families, among other things, it is necessary to consider the duration of capacity building activities, especially in offline format.	
LG	Fergana	Regional	SUSTAINAB ILITY	Ownership	The government/st akeholder commitment to ensure ownership/continuity of project results	The resources of Media Hub are currently used by the Agency for the production of media products in its areas of activity with further placement in social networks. In particular, Media Hub resources are used by popular blogger Oybek Kasimov (YouTube, Instagram, Telegram) providing visibility.	
LG	Fergana	Regional	IMPACT	Acted as catalysator of intended	Acted as programmatic catalyst	Traditionally, the Agency conducts its activities to coincide with some holidays or events, which do not arouse	

				additional impacts		much interest among young people. On the contrary, the Project activities in general were innovative for the Agency and allowed attracting a large number of young people to them.	
LG	Fergana	Regional	GENDER	Contributio n to gender equality / women empowerm ent	Extent of contribution	Paternalistic attitudes often dominate among young people in the region. Project activities such as Boot Camp or Technovation girls changed attitudes, increasing the sense of responsibility for their future, stimulating independence. In addition, working in Project teams gave them communication skills.	
LG	Fergana	Regional	MAIN INSIGTHS			The Agency uses the resources of the Media Hub as a platform for the production of media products about youth initiatives. At the same time, it should be noted that the Media Hub only indirectly contributes to improving media literacy among young people.	
LG	Fergana	Regional	EFFECTIVE NESS	Achieveme nt of objectives	The level achievements	For the Media Hub, the Project provided \$50,000 worth of equipment that allowed the Agency to create a full-fledged production center, with three studios, five	

						editing computers, and other	
						equipment, on the basis of a	
						small studio. The project	
						significantly complemented	
						the Agency's efforts to expand	
						youth outreach.	
						Recently, the government	
						authorities have been	
						conducting a significant	
						number of activities dedicated	
						to start-ups. According to a	
				Relevance	Young women	participant at the Just Start	
				to	and men from	event, the quality of events	
			RELEVANCE	benef/stak.	Ferghana	organised by state and quasi-	
				priorities	Valley	state organisations is much	
				p		lower than that of UNDP. For	
						this reason, some young	
						people prefer not to	
	Namang					participate and wait for new	
РВ	an	Regional				events organised by donors.	
	un	Regional				The experience of	
						participating in government-	
						organised events is that	
						products with a potentially	
						large market are not favoured.	
				Relevance	Young women	This seems to be due to the	
					and men from		
			RELEVANCE	to		need for large investments in	
				benef/stak.	Ferghana	order to promote them	
				priorities	Valley	further. Instead, small projects	
						with limited market demand	
						are supported. Thus, start-ups	
	l					able to reach a large number	
	Namang					of users may be left without	
PB	an	Regional				support.	

РВ	Namang an	Regional	RELEVANCE	Relevance to benef/stak. priorities	Young women and men from Ferghana Valley	In some cases, the grant money (\$5000) was partially used to increase participants' capacity and then implement the business idea developed, indicative of the need to continue capacity building, which might have been induced by the Just Start.	
PB	Namang	Regional	RELEVANCE	Thematical relevance	National/gove rnment priorities	Some of the products developed at the Just Start were inspired by the COVID epidemic and aimed to provide online medical care. For example, an app developed by one of the participants is expected to launch a service providing recommendations based on the analysis of available medical information. However, the implementation is experiencing difficulties accessing medical information from healthcare institutions. Despite the creation of 9 paid jobs, the feasibility and sustainability of such a large-scale project are questionable, as the developer no longer receives resource support and complexity.	

РВ	Namang an	Regional	RELEVANCE	Thematical relevance	Relevance to unemploymen t challenges	Some of the smaller-scale projects developed at the Just Start have had commercial success and even created some jobs. For example, one of the grantees has purchased a 3D printer, which has become the basis of a small business. The company has two paid jobs. The hydroponics project attracted four paid workers.	One girl created the Hydroponics project, with all the funds going to this project, the lab, etc. The Hydroponics hired four workers. Then the guy also spent on the project, bought a 3D printer, and now he has two workers in his business.
PB	Namang an	Regional	MAIN INSIGTHS			COVID has had a positive impact on the digital literacy of the population. Given the restrictions on mobility, the population has become more interested in gadgets and the Internet. In this sense, it has significantly increased the demand for IT products in the country.	
РВ	Namang an	Regional	SUSTAINAB ILITY	Ownership	National capacity in place to ensure ownership of project result	The Just Start provided an opportunity to form a sustainable network of participants and their mentors. Some participants are still receiving advice from them on their projects started during Just Start.	
РВ	Namang an	Regional	GENDER	Considerati on of gender related	During the implementation	Just Start did not practice any preferential treatment to girls during the selection process. However, the proportion of	

				challenges/		female participants in the	
						· · · · ·	
				opportuniti		event was approximately 30%,	
				es		and of the 10 participants who	
						received the \$5000 grant, four	
						were girls.	
						The online format of the event	
						may have reduced the	
						educational impact of the	
						training sessions, as	
						participation from home led to	
			RECOMME			reduced concentration of	
			NDATIONS			participants and frequent	
						distractions. In order to be	
						more effective, such events	
						should be partly conducted	
	Namang					offline, especially as far as	
РВ	an	Regional				training is concerned.	
						A significant number of the	
						Project's activities contributed	
						to reducing the potential for	
						conflict. Activities such as the	
						Youth Hub have provided	
						additional training	
						opportunities for young	
			RELEVANCE	Thematical relevance	Relevance to	people, thereby improving	
					conflict	their future employment	
					factor/issues	prospects. Indirectly, the	
					ractor/issues	activities reduce crime by	
						reducing the free time of	
						adolescents and young	
						people, as being unemployed	
						is seen as one of the risk	
	Name on =						
	Namang					factors for their involvement	
LG	an	Regional				in illegal activities.	

LG	Namang an	Regional	RELEVANCE	Thematical relevance	Relevance to conflict factor/issues	The Legal Clinic reduces the potential for conflict by providing legal advice to socially vulnerable groups who cannot afford the initial services of private lawyers. In addition, the clinic increases the legal literacy of people seeking legal advice.	
LG	Namang an	Regional	GENDER	Contributio n to gender equality / women empowerm ent	Extent of contribution	Discussion events build the self-confidence of young people, especially women. Traditionally, women's position in Uzbek society has been regarded as secondary, and as a result there are many obstacles exercising their rights to express their thoughts and opinions.	
LG	Namang an	Regional	GENDER	Considerati on of gender related challenges/ opportuniti es	During the implementatio n (e.g. in the budget)	Training for the police included information on the specifics of working with female adolescents. Psychological aspects were dealt with in detail. This was of great help to the staff of the Youth Inspectorate and the psychologists working for the police.	
LG	Namang an	Regional	COHERENC E	Coherency/ synergies of activities	With the government	The Youth Hub helps about 100 young people each month, some of whom are from vulnerable backgrounds, with access to computers and	The simplest example of such self-employment opportunity with the notebooks is opening a "Paynet" point (a point for paying utility bills, recharging

						technology. Nineteen participants in the '1 Million Programmers' training have been trained by YouthHub. The agency assisted these young people in obtaining a loan of SUM 2,700,000 to purchase laptops and is currently reimbursing the interest rates. With the help of a laptop, young people can start earning money.	mobile phones, etc.). Most importantly, it may contribute to solving the problem of employment of young people with disabilities, since with the help of a laptop they may receive an order and through its implementation from home they may earn money.
LG	Namang an	Regional	EFFECTIVE NESS	Achieveme nt of objectives	The level achievements	The project aims to promote gender equality and improve the unemployment situation can only be achieved in the long term. In Namangan, young people constitute about 60% of the population, of which the Project has covered only a small part. There are even fewer direct examples of impact. Even greater efforts and resources are required to improve the statistical indicators.	
РВ	Andijan	Regional	EFFECTIVE NESS	Value for money	Result generation efficiency (money vs output)	Projects that promote the interests of young people are alligned with the goals of the national youth policy. The governmental bodies also carry out youth oriented events quite often. It has been noted that the activities	

						carried out by the project are of much higher quality than the similar activities are carried out by the state. Some of the state events are allegedly held for the sake of appearances.	
РВ	Andijan	Regional	RELEVANCE	Thematical relevance	Young women and men from Ferghana Valley	The basics of entrepreneurship, development of a business plan, psychology skills obtained during the Summer Camp helped young men and women to change their lifes. Young people from different fields are applying them in practice. Some of them start a business. In addition, psychological trainings provide an opportunity for closed young people to learn how to build communication.	The skills we were given during the Summer Camp are very important for the younger generation. As my field is medicine, I had little or no orientation in entrepreneurship, and now I am working on my own project. Besides, I think psychological training is also very important for closed people like me. After the camp, my communications increased. I was very shy about public speaking. Now after the camp, that fear has been overcome.
РВ	Andijan	Regional	MAIN INSIGTHS				I believe that woman should come after man. According to the Quran, woman was created from the rib of Adam. Women are very sensitive and cannot be entrusted with governance. That is why, for example, they cannot be entrusted with government. We respect women, but after us, men.

PB	Andijan	Regional	IMPACT	Created unintended impacts	Positive impacts	Summer Camp participants have created an active network to date that includes not only the participants themselves, but also the mentors. The online group is used to communicate with each other and provide help when needed. The inclusion of mentors in the group allows for further advice from them, ensuring the relative sustainability of the one-off event.	
РВ	Andijan	Regional	EFFECTIVE NESS	Achieveme nt of objectives	The level achievements	The young people who participated in the Summer Camp were motivated by the success of their peers in various fields. In some cases, this led to practical action, such as learning English.	

ANNEX 7 Evaluation Rating Scales

ToR Annex F: Evaluation Rating Scales

Ratings for Outcomes, Effectiveness, Efficiency, Evaluation, Implementation/Oversight, Execution, Relevance	Sustainability ratings:
6 = Highly Satisfactory (HS): exceeds expectations and/or no shortcomings 5 = Satisfactory (S): meets expectations and/or no or minor shortcomings 4 = Moderately Satisfactory (MS): more or less meets expectations and/or some shortcomings 3 = Moderately Unsatisfactory (MU): somewhat below expectations and/or significant shortcomings 2 = Unsatisfactory (U): substantially below expectations and/or major shortcomings 1 = Highly Unsatisfactory (HU): severe shortcomings Unable to Assess (U/A): available information does not allow an assessment	4 = Likely (L): negligible risks to sustainability 3 = Moderately Likely (ML): moderate risks to sustainability 2 = Moderately Unlikely (MU): significant risks to sustainability 1 = Unlikely (U): severe risks to sustainability Unable to Assess (U/A): Unable to assess the expected incidence and magnitude of risks to sustainability

Evaluation Team Leader's Signed Contract

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UNITED NATIONS DEVELOPMENT PROGRAMME



Contract for the services of an Individual Contractor

No IC/0001/22

This Contract is entered into on 6 January 2022 between the United Nations Development Programme (hereinafter referred to as "UNDP" and TOROSYAN GEVORG hereinafter referred to as "the Individual Contractor") whose address is

WHEREAS UNDP desires to engage the services of the Individual Contractor on the terms and conditions hereinafter set forth, and:

WHEREAS the Individual Contractor is ready and willing to accept this Contract with UNDP on the said terms and conditions.

NOW, THEREFORE, the Parties hereby agree as follows:

1. Nature of services

The Individual Contractor shall perform the services as described in the Terms of References which form an integral part of this Contract and are attached hereto as Annex I in the following Duty Station(s): Tashkent, Uzbekistan, International Consultant for Evaluation of UN JP "Youth for Social Harmony in the Fergana Valley", UNDP CO.

2. Duration

This Individual Contract shall commence on **January 6**, **2022** and shall expire upon satisfactory completion of the services described in the Terms of Reference mentioned above, but not later than **March 31**, **2022**, unless sooner terminated in accordance with the terms of this Contract. This Contract is subject to the General Conditions of Contract for Individual contractors which are available on UNDP website at www.undp.org/procurement and are attached hereto as *Annex II*.

3. Consideration

As full consideration for the services performed by the Individual Contractor under the terms of this Contract, including, unless otherwise specified, his/her travel to and from the Duty Station(s), any other travel required in the fulfillment of the Terms of Reference in Annex I, and living expenses in the Duty Station(s), UNDP shall pay the Individual Contractor a total of accordance with the table set forth below¹. Payments shall be made following certification by UNDP that the services related to each Deliverable, as described below, have been satisfactorily performed and the Deliverables have been achieved by or before the due dates specified below, if any.

DELIVERABLE	DUE DATE	AMOUNT
Final Evaluation Inception Report and approval by the Commissioning Unit	January 26, 2022	
Draft Evaluation report to the Commissioning Unit	March 4, 2022	
Final evaluation report and approval by the Commissioning Unit and RTA and delivery of completed evaluation Audit Trail	March 25, 2022	

¹ For payments which are output-based lump sum, indicate the maximum number of working days/hours/units, any out of pocket expense (travel, per diem...) and the corresponding fee/cost in the Deliverable (s) table.

If unforeseen travel outside the Duty Station not required by the Terms of Reference is requested by UNDP, and upon prior written agreement, such travel shall be at UNDP's expense and the Individual Contractor shall receive a *per diem* not to exceed United Nations daily subsistence allowance rate in such other location(s).

Where two currencies are involved, the rate of exchange shall be the official rate applied by the United Nations on the day the UNDP instructs its bank to effect the payment(s).

4. Rights and Obligations of the Individual contractor

The rights and obligations of the Individual Contractor are strictly limited to the terms and conditions of this Contract, including its Annexes. Accordingly, the Individual Contractor shall not be entitled to any benefit, payment, subsidy, compensation or entitlement, except as expressly provided in this Contract. The Individual Contractor shall be solely liable for claims by third parties arising from the Individual Contractor's own acts or omissions in the course of performing this Contract, and under no circumstances shall UNDP be held liable for such claims by third parties.

5. Beneficiary

The Individual Contractor selects Ani Balayan as beneficiary of any amounts owed under this Contract in the event of death of the Individual Contractor while performing services hereunder. This includes the payment of any service-incurred liability insurance attributable to the performance of the services for UNDP.

Mailing address, email address and phone number of beneficiary: 7-2	
Mailing address, email address and phone number of emergency contact (if different from beneficiar	/):
IN WITNESS WHEREOF, the Parties hereto have executed this Contract.	

By signing below, I, the Individual Contractor, acknowledge and agree that I have read and accept the terms of this Contract, including the General Conditions of Contracts for Individual contractors available on UNDP website at www.undp.org/procurement and attached hereto in Annex II which form an integral part of this Contract, and that I have read and understood, and agree to abide by the standards of conduct set forth in the Secretary-General's bulletins ST/SGB/2003/13 of 9 October 2003, entitled "Special Measures for Protection from Sexual Exploitation and Sexual Abuse" and ST/SGB/2002/9 of 18 June 2002, entitled "Regulations Governing the Status, Basic Rights and Duties of Officials other than Secretariat Officials, and Experts on Mission".

□ The Individual Contractor has submitted a Statement of Good Health and confirmation of immunization.

AUTHORIZING OFFICER: United Nations Development Programme	INDIVIDUAL CONTRACTOR:		
Name: Shavkat Muminov, OiC DocuSigned by:	Name: TOROSYAN GEVORG		
Signature: Shavkat Muninou	Signature:		
07-Jan-2022 Date:	Date: January 6, 2022		

Evaluation Consultant's Contract

If unforeseen travel outside the Duty Station not required by the Terms of Reference is requested by UNDP, and upon prior written agreement, such travel shall be at UNDP's expense and the Individual Contractor shall receive a *per diem* not to exceed United Nations daily subsistence allowance rate in such other location(s).

Where two currencies are involved, the rate of exchange shall be the official rate applied by the United Nations on the day the UNDP instructs its bank to effect the payment(s).

4. Rights and Obligations of the Individual contractor

The rights and obligations of the Individual Contractor are strictly limited to the terms and conditions of this Contract, including its Annexes. Accordingly, the Individual Contractor shall not be entitled to any benefit, payment, subsidy, compensation or entitlement, except as expressly provided in this Contract. The Individual Contractor shall be solely liable for claims by third parties arising from the Individual Contractor's own acts or omissions in the course of performing this Contract, and under no circumstances shall UNDP be held liable for such claims by third parties.

5. Beneficiary

The Individual Confractor selects as beneficiary of any amounts owed under this Contract in the event of death of the Individual Contractor while performing services hereunder. This includes the payment of any service-incurred liability insurance attributable to the performance of the services for UNDP.

Mailing address, email address and phone number of beneficiary:

Mailing address, email address and phone number of emergency contact (if different from beneficiary):

IN WITNESS WHEREOF, the Parties hereto have executed this Contract.

By signing below, I, the Individual Contractor, acknowledge and agree that I have read and accept the terms of this Contract, including the General Conditions of Contracts for Individual contractors available on UNDP website at www.undp.org/procurement and attached hereto in Annex II which form an integral part of this Contract, and that I have read and understood, and agree to abide by the standards of conduct set forth in the Secretary-General's bulletins ST/SGB/2003/13 of 9 October 2003, entitled "Special Measures for Protection from Sexual Exploitation and Sexual Abuse" and ST/SGB/2002/9 of 18 June 2002, entitled "Regulations Governing the Status, Basic Rights and Duties of Officials other than Secretariat Officials, and Experts on Mission".

□ The Individual Contractor has submitted a Statement of Good Health and confirmation of immunization.

AUTHORIZING OFF United Nations Dev	FICER: relopment Programme	INDIVIDUAL CONTRACT	TOR:
Name: Shavkat Mu Operation		Name: USUBALIEV AZA ABDYKADYROVICH	MAT U
Signature:	ilavkat Muninov -79ABB9AF1F3B4FC	Signature:	Jago J
Date:		Date: 27-Jan-2022	

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UNITED NATIONS DEVELOPMENT PROGRAMME



Contract for the services of an Individual Contractor

No IC/0002/22

This Contract is entered into on 6 January 2021 between the United Nations Development Programme (hereinafter referred to as "UNDP") and **UMAROV DAVLAT SULAYMONOVICH** hereinafter referred to as "the Individual Contractor") whose address is

WHEREAS UNDP desires to engage the services of the Individual Contractor on the terms and conditions hereinafter set forth, and:

WHEREAS the Individual Contractor is ready and willing to accept this Contract with UNDP on the said terms and conditions,

NOW, THEREFORE, the Parties hereby agree as follows:

1. Nature of services

The Individual Contractor shall perform the services as described in the Terms of References which form an integral part of this Contract and are attached hereto as Annex I in the following Duty Station(s): Tashkent, Uzbekistan, National Consultant/Evaluation Team Assistant for Evaluation of UN JP "Youth for Social Harmony in the Fergana Valley", UNDP CO.

2. Duration

This Individual Contract shall commence on **January 6** and shall expire upon satisfactory completion of the services described in the Terms of Reference mentioned above, but not later than **March 31**, unless sooner terminated in accordance with the terms of this Contract. This Contract is subject to the General Conditions of Contract for Individual contractors which are available on UNDP website at www.undp.org/procurement and are attached hereto as *Annex II*.

3. Consideration

As full consideration for the services performed by the Individual Contractor under the terms of this Contract, including, unless otherwise specified, his/her travel to and from the Duty Station(s), any other travel required in the fulfillment of the Terms of Re the Individual Contractor a total in accordance with the table set forth below¹. Payments shall be made following certification by UNDP that the services related to each Deliverable, as described below, have been satisfactorily performed and the Deliverables have been achieved by or before the due dates specified below, if any.

DELIVERABLE	DUE DATE	AMOUNT
Final Evaluation Inception Report and approval by the Commissioning Unit	January 26, 2022	
Draft Evaluation report to the Commissioning Unit	March 4, 2022	
Final evaluation report and approval by the Commissioning Unit and RTA and delivery of completed evaluation Audit Trail	March 25, 2022	

¹ For payments which are output-based lump sum, indicate the maximum number of working days/hours/units, any out of pocket expense (travel, per diem...) and the corresponding fee/cost in the Deliverable (s) table.

1

If unforeseen travel outside the Duty Station not required by the Terms of Reference is requested by UNDP, and upon prior written agreement, such travel shall be at UNDP's expense and the Individual Contractor shall receive a *per diem* not to exceed United Nations daily subsistence allowance rate in such other location(s).

Where two currencies are involved, the rate of exchange shall be the official rate applied by the United Nations on the day the UNDP instructs its bank to effect the payment(s).

4. Rights and Obligations of the Individual contractor

Mailin address, email address and hone number of beneficiary:

The rights and obligations of the Individual Contractor are strictly limited to the terms and conditions of this Contract, including its Annexes. Accordingly, the Individual Contractor shall not be entitled to any benefit, payment, subsidy, compensation or entitlement, except as expressly provided in this Contract. The Individual Contractor shall be solely liable for claims by third parties arising from the Individual Contractor's own acts or omissions in the course of performing this Contract, and under no circumstances shall UNDP be held liable for such claims by third parties.

5. Beneficiary

The Individual Contractor selects Hoshimova Sadolat as beneficiary of any amounts owed under this Contract in the event of death of the Individual Contractor while performing services hereunder. This includes the payment of any service-incurred liability insurance attributable to the performance of the services for UNDP.

Mailing address, email address and phone number of emergen	cy contact (if different from beneficiary):
IN WITNESS WHEREOF, the Parties hereto have executed this	s Contract.
By signing below, I, the Individual Contractor, acknowledge terms of this Contract, including the General Condition available on UNDP website at www.undp.org/procurement are integral part of this Contract, and that I have read and under conduct set forth in the Secretary-General's bulletins "Special Measures for Protection from Sexual Exploitation 18 June 2002, entitled "Regulations Governing the Status than Secretariat Officials, and Experts on Mission".	ns of Contracts for Individual contractors of attached hereto in Annex II which form an erstood, and agree to abide by the standards ST/SGB/2003/13 of 9 October 2003, entitled n and Sexual Abuse" and ST/SGB/2002/9 of
□ The Individual Contractor has submitted a Statement of Good	Health and confirmation of immunization.
AUTHORIZING OFFICER: United Nations Development Programme	INDIVIDUAL CONTRACTOR:
Name: Shavkat Muminov, UNDP OM	Name: UMAROV DAVLAT SULAYMONOVICH
Signature:	Signature:
Date:	Date: 06.01.2022

Annex 9 UNEG Code of Conduct signed by evaluators

Evaluation Team Leader's Signed UNEG Code of Conduct

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ToR Annex E: UNEG Code of Conduct for Evaluators

Evaluators/Consultants:

- Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
- 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. Sometimes uncover evidence of wrongdoing while conducting evaluations. 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.
- 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 imitations, findings and recommendations.
- Should reflect sound accounting procedures and be prudent in using the resources of the evaluation.
- Must ensure that independence of judgement is maintained, and that evaluation findings and recommendations are independently presented.
- Must confirm that they have not been involved in designing, executing or advising on the project being evaluated and did not carry out the project's Mid-Term Review.

Evaluation Consultant Agreement Form

Agreement to abide by the Code of Conduct for Evaluation in the UN System:	
Name of Evaluator: Gevorg Torosvan	

Name of Consultancy Organization (where relevant):

I confirm that I have received and understood and will abide by the United Nations Code of Conduct for

Signed in Rockville, MD, USA on January 6, 2022

Signature:

Independence entails the ability to evaluate without undue influence or pressure by any party (including the hiring unit) and providing evaluators with free access to information on the evaluation subject. Independence provides legitimacy to and ensures an objective perspective on evaluations. An independent evaluation reduces the potential for conflicts of interest which might arise with self-reported ratings by those involved in the management of the project being evaluated. Independence is one of ten general principles for evaluations (together with internationally agreed principles, goals and targets: utility, credibility, impartiality, ethics, transparency, human rights and gender equality, national evaluation capacities, and professionalism).

Evaluation Consultant's Signed UNEG Code of Conduct

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ToR Annex E: UNEG Code of Conduct for Evaluators

Evaluators/Consultants:

- Must present information that is complete and fair in its assessment of strengths and weaknesses so that decisions or actions taken are well founded.
- 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. Sometimes uncover evidence of wrongdoing while conducting evaluations. 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.
- 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 imitations, findings and recommendations.
- Should reflect sound accounting procedures and be prudent in using the resources of the evaluation
- Must ensure that independence of judgement is maintained, and that evaluation findings and recommendations are independently presented.
- Must confirm that they have not been involved in designing, executing or advising on the project being evaluated and did not carry out the project's Mid-Term Review.

Evaluation Consultant Agreement Form

•
Agreement to abide by the Code of Conduct for Evaluation in the UN System:
Name of Evaluator: Azamat Usubaliev
Name of Consultancy Organization (where relevant): <u>N/A</u>
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.
Signed atBishkek, Kyrgyz Republic (Place) on 24 Jan 2022 (Date)
Signature:

Independence entails the ability to evaluate without undue influence or pressure by any party (including the hiring unit) and providing evaluators with free access to information on the evaluation subject. Independence provides legitimacy to and ensures an objective perspective on evaluations. An independent evaluation reduces the potential for conflicts of interest which might arise with self-reported ratings by those involved in the management of the project being evaluated. Independence is one of ten general principles for evaluations (together with internationally agreed principles, goals and targets: utility, credibility, impartiality, ethics, transparency, human rights and gender equality, national evaluation capacities, and professionalism).

Evaluation Team Assistant's Signed UNEG Code of Conduct

ToR Annex E: UNEG Code of Conduct for Evaluators

Evaluators/Consultants:

- 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. Sometimes uncover evidence of wrongdoing while conducting evaluations. 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 imitations, findings and recommendations.
- 7. Should reflect sound accounting procedures and be prudent in using the resources of the evaluation
- 8. Must ensure that independence of judgement is maintained, and that evaluation findings and recommendations are independently presented.
- 9. Must confirm that they have not been involved in designing, executing or advising on the project being evaluated and did not carry out the project's Mid-Term Review.

Evaluation Consultant Agreement Form

· ·
Agreement to abide by the Code of Conduct for Evaluation in the UN System:
Name of Evaluator: Davlat Umarov
Name of Consultancy Organization (where relevant):
I confirm that I have received and understood and will abide by the United Nations Code of Conduct for Evaluation.
Signed at Tashkent, Uzbekistan on 06.01.2022
Signature:

Independence entails the ability to evaluate without undue influence or pressure by any party (including the hiring unit) and providing evaluators with free access to information on the evaluation subject. Independence provides legitimacy to and ensures an objective perspective on evaluations. An independent evaluation reduces the potential for conflicts of interest which might arise with self-reported ratings by those involved in the management of the project being evaluated. Independence is one of ten general principles for evaluations (together with internationally agreed principles, goals and targets: utility, credibility, impartiality, ethics, transparency, human rights and gender equality, national evaluation capacities, and professionalism).