END OF PROJECT EVALUATION REPORT

Basic Education/Literacy and Income Security for Vulnerable People Including Children and Women in Bhutan

Project Funded by The United Nations Trust Fund for Human Security

Field Research Conducted by: Mr. Saroj K. Nepal (Independent Consultant)

Report Written by: Mr. Huw Beynon (Independent Consultant)

EXECUTIVE SUMMARY

Land-locked high in the Himalayas, rural communities of Bhutan face many difficulties due to their remote location, unfavorable mountainous terrain, inadequate landholdings, and limited connectivity among scattered, remote settlements. The livelihoods of many rural Bhutanese are also highly vulnerable to natural disasters, harvest fluctuations and family sickness, exposing rural populations to economic and food insecurity, either continuously or on a seasonal basis. As a result, there are growing disparities between rural and urban areas of the country. At the time of the project’s formulation in 2007, 38% of the rural population lived below the national poverty line (US$0.58 per day) compared to 4.2% of the urban population. Providing a high-standard of education is also challenging among a sparsely spread rural population and literacy rates in rural areas stood at 52% compared with 75% in urban areas. Meanwhile, rural to urban migration, particularly among youth, continues to grow while the national unemployment rate is increasing; a contributing factor to increases in juvenile crime and drug use in urban areas.

To better address the needs of rural communities in Bhutan, the United Nations Country Team in Bhutan received US$2,175,449 from the United Nations Trust Fund for Human Security (UNTFHS) for the project ‘Basic Education/Literacy and Income Security for Vulnerable People Including Children and Women in Bhutan’. With UNDP as the coordinating agency, the goal of the project was to empower and increase the level of human security of vulnerable people, particularly women and children, in rural Bhutan through providing multi-sectoral support including literacy and vocational education, health, income generation and job creation in an integrated and sustainable manner. The project takes a multi-agency approach with UN agencies - UNDP, UNFPA, UNICEF, UNV and WFP, working in partnership with RGoB Ministries - Ministry of Education, Ministry of Economic Affairs, Ministry of Information and Communication, Ministry of Labour and Human Resources and the Bhutan Development Finance Corporation, Ltd. as well as district governments and Bhutanese civil society organizations - RENEW, the Handicrafts Association of Bhutan (HAB), the Youth Development Fund (YDF) and Tarayana. The duration of the project was November 2007 - April 2010, with a no-cost extension granted through December 2010.

From November 22nd to December 23rd, UNDP, as coordinating agency for the project, commissioned two independent consultants to evaluate the project with the aim of evaluating project delivery, assessing the extent to which the project was delivered as a human security approach, and providing recommendations to the UN County Team in Bhutan for future direction of the project. Data for analysis was collected through interviews with implementing partners based in Thimphu and interviews, focus groups and surveys with beneficiaries at project sites. The data collection faced significant time constraints, and, as total of 122 beneficiaries participated in the evaluation, the findings are constricted by the small sample size. In addition, the evaluation draws on the 2008 and 2009 Progress Reports already submitted to the UNTFHS.

The evaluation found that the project has been very successful in delivering against the agreed objectives and outputs. The 2008 and 2009 Progress Reports, verified to as great an extent possible through interviews with implementing partners and visits to project cites, tell us that the vast majority of agreed outputs have been met. Meanwhile, the Final Project Report, due for submission to the UNTFHS 6 months after the completion of the project, will report on the delivery of outputs though 2010.

At Langdurbi, Ngatshang and Limethang Community Primary Schools (CPS), the national consultant was able to witness the extremely positive impacts of improvements to school infrastructure and the Child Friendly Schools (CFS) initiative (Objectives 1 and 2). Schools where students were living in uninhabitable hostels, studying in dangerous, dilapidated classrooms, eating poor quality food, and suffering the effects of sub-standard sanitation with no separate facilities for girls and boys, have now been transformed. New hostels have been constructed and classrooms renovated; clean water supplies have been installed with separate sanitation facilities for boys and girls, while improvements have been made to the nutritional quality of the school feeding programme. Consequently, principals at all 3 schools noticed a marked improvement in student’s health and academic achievement and it appears that drop-out rates have decreased and enrollment rates have increased. For example, the principal of Ngatshang CPS noted attendance had improved from around 80%-90% in 2009 to close to 100% by 2010, while the number of girls enrolled increased from 10 in 2008 to 17 by 2010.

The successful delivery of Objectives 1 and 2 demonstrate what can be achieved when UN agencies and implementing partners work together in a genuinely integrated fashion as the project tackled the full spectrum of threats that were compromising the student’s education, health, and physical wellbeing. The evaluation recommended that the CFS initiative and the school infrastructure improvements be replicated nation-wide. However, parents of the students still faced economic and food insecurity and struggle to meet the cost of school uniform and nominal school fees. If this initiative is to be expanded to other communities, it should also address threats to the human security of the wider community to ensure gains made within the school gates are not lost to downturns outside.

The national consultant surveyed 44 beneficiaries of the Non-Formal Education (NFE) classes, the micro-finance scheme, the Community Information Centers (CIC) and the Income Generation Support Programme (IGSP). The surveys reveled that these initiatives have certainly responded to the needs of the target beneficiaries. For example, many of the unemployed young people participating in the IGSP felt all beneficiaries surveyed now also felt considerably more empowered being self-employed, self-sufficient and independent, while micro-finance people reported significant improvements to their economic and food security. However, although the CICs have benefited the selected communities by reducing money and time spent traveling to access Xerox and fax services, the provision of computers and internet access for mainly illiterate rural farmers appears to be a top-down initiative rather than responding to the needs of the community.

Moreover, overall, the project has not been implemented using the human security approach. Most implementing partners are not familiar with the concept and, although UN agencies have come together to implement this project and coordination has improved, agencies continue to work parallel to each other and there is little geographical cohesion with one initiative in one community and another initiative elsewhere. Therefore, it cannot be said that the project has addressed the broad range of interconnected threats to human security in any given community.

In this regards, it is recommended that a network of ‘One-Stop-Shops’ be created to address the multiple needs of remote rural communities. The ‘One-Stop-Shops’ would include the provision of NFE classes, all services offered by the CICs, could provide the business training required by the IGSP, and act as the focal point for micro-credit savings clubs and ‘one-Gewog-three-product’ initiatives. Not only will this be a more cost effective way to reach remote populations, but will also ensure that the needs of rural communities are being addressed in a more holistic manner.

Finally, the evaluation has found that some of the beneficiaries are not the most vulnerable or the most needy within the selected districts. To ensure that future interventions target those most in-need, more detailed data is needed at Gewog-level and even village-level. Although such detailed information that was not available for the formulation of this project, the Small Area Estimation (SAE) of Poverty in Rural Bhutan at the Gewog-level recently released through the National Statistics Bureau and the village based development plan from Rural Economy Advancement Programme (REAP) may be utilized and expanded to ensure future projects that set out to meet the needs of the most vulnerable individuals and communities rather than broadly targeting the 4 poorest districts.

TABLE OF CONTENTS

Exacutive Summary 2

List of Acronyms 6

1. Introduction 7

 1.1 Project Background

 1.2 The Security Concept and the United Nations Trust Fund for Human Security

 1.3 Project Detail

1. Statement of Purpose 9

1. Scope of the Evaluation 9
2. Methodology 10
3. Analysis 11

 Section 1 - Analysis of field surveys

 Section 2 - Analysis of interviews with implementing partners

1. **Sustainability 20**
2. **Conclusion 21**

8. Reccomendations 21

Annexes 24

Annex 1: Tools for data collection

Annex 2: Data collection shedule

Annex 3: List of benficiaries surveyed

Annex 4: Progress Reports

LIST OF ACRONYMS

BDFCL - Bhutan Development Finance Corporation Limited

BMI - Body Mass Index

CIC - Community Information Center

GNH - Gross National Happiness

HAB - Handicraft Association of Bhutan

IGSP - Income Generation Support Programme

NFE - Non-Formal Education

RENEW - Respect, Educate, Nurture and Empower Women

RGoB - Royal Government of Bhutan

UN - United Nations

UNDP - United Nations Development Programme

UNFPA - United Nations Family and Population Agency

UNICEF - United Nations Children’s Fund

UNTFHS - United Nations Trust Fund for Human Security

UNV - United Nations Volunteers

WFP - World Food Programme

YDF - Youth Development Fund

**1. INTRODUCTION**

1.1 Project Background

Land-locked high in the Himalayas, Bhutan is a Least Developed Country that faces many difficulties due to its remote location and unfavorable mountainous terrain. With 69% of the country’s 670,000 inhabitants living in rural areas, poverty in Bhutan is very much a rural phenomenon. Rural populations make their living through subsistence farming on small, inadequate land-holdings with limited communication between the highly scattered settlements. Moreover, the livelihoods of many rural Bhutanese are highly vulnerable to natural disasters, harvest fluctuations and family sickness, exposing rural populations to economic insecurity and food insecurity, either continuously or on a seasonal basis.

As a result, there are growing disparities between rural and urban areas of the country. For example, at the time of the project’s formulation, 38% of the rural population lived below the national poverty line (US$0.58 per day) compared to 4.2% of the urban population. Providing a high-standard of education is also challenging among a sparsely spread rural population, and literacy rates in rural areas stand at 52% compared with 75% in urban areas. The conditions in rural schools are also sub-standard, with children often traveling considerable distances to attend schools that have inadequate boarding facilities, poor quality kitchens, and unhygienic water and sanitation facilities. Such conditions severely affect enrollment in rural schools, and especially deters the enrollment of girls whose literacy rates are around 48% compared to 69% for boys.

Meanwhile, rural to urban migration, particularly among youth, continues to grow while the national unemployment rate is increasing. The movement of rural unemployed youth to urban areas has been attributed as a contributing factor to increases in juvenile crime and drug use in urban areas. Consequently, Royal Government of Bhutan (RGoB) has placed great importance on providing basic education and literacy in rural areas while increasing income security for vulnerable people.

1.2 The Human Security Concept and the United Nations Trust Fund for Human Security

The United Nations Trust Fund for Human Security (UNTFHS) funds projects that tackle critical and pervasive threats to people’s survival, livelihood and dignity through the human security approach. The concept of human security has been defined by the Commission on Human Security (CHS) as:

“... protect(ing) the vital core of all human lives in ways that enhances human freedoms and human fulfillment. Human security means protecting fundamental freedoms - freedoms that are the essence of life. It means protecting people from critical (severe) and pervasive (widespread) threats and situations,... creating political, social, environmental, economic, military and cultural systems that together give people the building blocks of survival, livelihood and dignity.” (Human Security Now. p. 4)

Emerging as a response to the increased recognition that threats to the security of people and states are increasingly complex and far more interrelated than ever before, the human security concept recognizes the linkages and the interdependencies between development, human rights and national security. Aimed at the root causes of insecurities and promoting strategies that protect individuals and communities from “downturns with security”, human security is based upon 5 key principles; i) People-centered, ii) Multi-sector, iii) Comprehensive, iv) Context Specific, and v) Preventative.

Moreover, the human security concept operates through a mutually reinforcing protection and empowerment framework:

Protection: Recognizing that people face threats that are beyond their control and that states have the primary responsibility to implement such a protective structure to shield people from menaces.

Empowerment: Developing the capabilities of individuals and communities to make informed choices and to act on their own behalf and also allows them to find ways and to participate in solutions to ensure human security for themselves and others.

1.3 Project Detail

To respond to the prevailing poverty among Bhutan’s rural communities, the UN in Bhutan received US$ 2,175,449 from the United Nations Trust Fund (UNTFHS) in May 2007 for 30 month project entitled ‘Basic Education/Literacy and Income Security for Vulnerable People Including Children and Women in Bhutan’.

This project was developed to better address the needs of rural communities in Bhutan, through providing support to literacy and vocational education, health, income generation and job creation and to empower vulnerable populations, particularly women and children, through a holistic, multi-sector approach. Drawing upon the people-centered and comprehensive aspects of the human security concept, it was designed as an opportunity to promote targeted interventions tailored to the real needs of disadvantaged people and communities, especially in the remote and poor eastern and southern parts of the country.

With UNDP as the coordinating agency, the project takes a multi-agency approach with UN Participating Organizations - UNFPA, UNICEF, UNV and WFP, working in partnership with RGoB Ministries - Ministry of Education, Ministry of Economic Affairs, Ministry of Information and Communication, Ministry of Labour and Human Resources and the BDFC as well as district governments and Bhutanese civil society organizations - RENEW, the Handicrafts Association of Bhutan (HAB), the Youth Development Fund (YDF) and Tarayana.

The goal of the project is to:

Empower and increase the level of human security of vulnerable people, particularly women and children, in rural Bhutan through providing multi-sectoral supports including literacy and vocational education, health, income generation and job creation in an integrated and sustainable manner.

To this end, the project has 6 objectives:

1. Improved access and 15 child-friendly schools resulting in higher enrollment and completion of rural children, girls and boys, in primary education.
2. Provision of clean drinking water in 20 community schools, latrine in 8 schools and kitchens with fuel efficient stoves to improve school sanitation and environment in 14 schools.
3. Increased knowledge, skills and income of rural poor households through the provision of non-formal education, village skills training and the establishment of a network of 10 Integrated Community Development Centers.
4. Micro finance services for the rural poor households, particularly women, improved reaching the unreached.
5. Increased jobs, self-employment and small business to reduce unemployment, particularly among youth and women.
6. Capacity of civil society organizations enhanced in supporting vulnerable populations and promoting gender equality.

2. STATEMENT OF PURPOSE

The purpose of the evaluation is twofold:

1) To determine the extent to which the project has met its agreed objectives and delivered the agreed outputs as measured against previously stated indicators.

2) To assess whether the project’s activities have achieved the goals of the concept of human security by promoting multi-sectoral responses, being community driven, increasing empowerment and protection, and addressing issues of sustainability.

3. SCOPE OF THE REPORT

The report will look at the following 8 areas of concern:

1) Validating the results against pre-set objectives, indicators, and outputs.

2) Responding to communities’ needs for sustainable benefits.

3) Applying the human security concept in the implementation of the project.

4) Integrating areas of specialization of UN agencies with other agencies for a multi-sectoral response at the field level.

5) Developing a sense of empowerment in beneficiaries at the end of the project.

6) Fostering a sense of protection in beneficiaries at the end of the project.

7) Addressing the challenges/hindrances to meeting the goal of sustainability.

8) To examine gaps/weaknesses in the project design and identify areas of the project where improvements could be made to ensure that it alleviates the identified human insecurities towards identifying opportunities for and recommend possible future interventions, up-scaling and replications of activities, using the Joint Programme modality.

4. METHODOLOGY[[1]](#footnote-1)

This evaluation is based on data collected by a national consultant from 23 November to 12 December 2010. Data was collected using a combination of closed interviews, focus groups and survey questionnaires with beneficiaries, and closed interviews with implementing partners. In addition, the evaluation draws on the 2008 Progress Report and the 2009 Progress Report submitted to the UNTFHS. Copies of the evaluation tools used, the timetable for date collection, and both Progress Reports can be found in Annex 1 through 4.

On 25 and 26 November the national consultant conducted interviews with UN agencies and implementing partners from the RGoB and civil society in Thimphu. The following UN agencies and implementing partners were available to meet with the national consultant over the two days: UNFPA, UNDP, UNICEF and WFP, the Ministry of Labour and Human Resources, Department of Education and Department of Information and Technology, and the Handicraft Association of Bhutan, the Youth Development Fund, RENEW and Tarayana.

A set of closed ended questions were posed to the UN agencies and implementing partners with the aim of gauging: i) their understanding of the human security concept; ii) their ability to apply the human security concept to their work; iii) the extent to which the project was implemented integrated, multi-agency project; and iv) the sustainability of the project. The UN agencies and implementing partners were also asked the complete the ‘Protection and Empowerment Framework’, to assess the extent to which the project has contributed to protecting and empowering the targeted beneficiaries, and the ‘Externalities Framework’, to highlight both positive and negative externalities emerging from the project.

From 29 November to 12 December, 2010, the national consultant embarked on a visit of project sites and met with project beneficiaries, a list of whom can be found in Annex 5. The rational for the selection of project sites and beneficiaries were based on those that could be accessed during the limited data collection period of 12 days and their proximity to the main roads. Therefore all project sites were in the districts of Mongar and Zhemgang, areas accessible from the capital, Thimphu, in the time available. In addition, one remote area in Zhemgang was visited. Thus, the random selection of the sites was done purely on the time availability and distance from the road head, and was not biased in visiting, for example only the successful sites. A total of 110 beneficiaries participated in the evaluation.

The national consultant visited three rural Community Primary Schools (CPS) in the villages of Limethang and Ngatshang which were participating in the CFS initiative and the construction of latrines and improved water facilities, and Langburdi where a new hostel had been created and improvements made to the school feeding programme.

Interviews were conducted with the 3 school principals to evaluate: i) the delivery of the objectives to, ii) the extent to which the project had responded to threats to the survival and dignity of the students, and iii) to obtain information on changes in school enrollment figures. Focus groups were conducted with a total of 20 parents (8 from Limethang CPS, 8 from Ngatshang CPS and 4 from Langburdi CPS), and a total of 55 students, 26 boys and 29 girls in gender specific groups (26 from Limethang CPS, 17 from Ngatshang CPS and 12 from Langburdi CPS). Students and parents were selected by the principals of each school. The focus group method was employed to meet with as many beneficiaries as possible during the limited period available for data collection, with the aim of evaluating the impact of the project on the students and the extent to which is has responded to their needs.

Surveys were conducted with 14 beneficiaries of the Non-formal Education Centers (NFE), 10 recipients of micro-finance loans, 10 users of the Community Information Centers (CIC) and 10 participants of the Income Generation Support Programme (IGSP), a total of 44 beneficiaries. Of these, 14 (32%) were male and 30 (68%) were women. The selection of beneficiaries was made by local implementing partners from the RGoB. Surveys aimed to assess the impact of the project on beneficiaries’ lives and their perceived ability to protect themselves from identified threats. The use of standardized surveys allowed for the rapid gathering of information under time constraints has been beneficial to compare situations of beneficiaries before and after project interventions.

The main limitation of the evaluation was the very short time available to collect data. As a result, the sample size of beneficiaries was small and the amount of time spent with beneficiaries was not sufficient. The same is true for consultations with UN agencies and implementing partners. Furthermore, there was not sufficient time for UN agencies and implementing partners to complete the ‘Protection and Empowerment Framework’ and the ‘Externalities Framework’, which would have been a valuable source of data on the human security impact of the project. Moreover, under the allotted time, the national consultant was not able to visit project sites in the remotes areas where the impact of the project may have been different to that seen at the less remote sites. Finally, as the project is coming to an end in December 2010, some activities have only been underway for around 6 months and the full impact of the project cannot yet be deduced. Therefore, due to the small sample size, lack of access to the remotest areas, and recent completion of project activities, findings of this evaluation are only indicative of the project’s impact.

It must also be noted that, although the project document was approved by the UNTFHS, the project has not been designed as an integrated, human security project and this should be taken into consideration when evaluating the human security impact of the project and the extent to which the project has been implemented as an integrated human security approach.

5. ANALYSIS

Section 1

 This section will look at the following areas of concern:

* Validating the results against pre-set objectives, indicators, and outputs.
* Responding to communities’ needs for sustainable benefits.
* Applying the human security concept in the implementation of the project.
* Developing a sense of empowerment in beneficiaries at the end of the project.
* Fostering a sense of protection in beneficiaries at the end of the project.
* Objective 1: Improved access and 15 child-friendly schools resulting in higher enrollment and completion of rural children, girls and boys, in primary education.
* Objective 2: Provision of clean drinking water in 20 community schools, latrine in 8 schools, and kitchens with fuel stoves to improve school sanitation and environment in 14 selected rural schools

The 2008 and 2009 Progress Reports, already submitted to the UNTFHS, state that all outputs under both Objective 1 and Objective 2 have been successfully delivered, with numbers exceeded for some outputs. The national consultant was able to witness the extremely positive impacts this has had on students in 3 Community Primary Schools in Langdurbi, Ngatshang and Limethang.

At Langdurbi CPS, hostels have been successfully constructed for both boys and girls with attached latrines, bathrooms and warden and matron quarters, while kitchen and food storage facilities were constructed with school feeding training given to one teacher and the school cook. Limethang CPS and Ngatshang CPS are reaping the benefits of participating in the Child Friendly Schools (CFS) initiative, while 6 latrines for girls and 4 for boys and of 4 latrines for girls have been constructed in school respectively.

During interviews with the principals of each school and focus groups with students and parents, it has emerged that the improvements made to the schools under this project have met the needs of the students. Prior to the project, students identified poor sanitation, due to pit latrines and insufficient water supply, a lack of separate facilities for boys and girls, hostels unfit for habitation, and the poor conditions of classrooms, sports facilities, playgrounds and dining halls as the main threats they faced at school. Moreover, student’s education was undermined as they were unable to engage with teachers and raise concerns, both academic and personal, for fear of corporal punishment.

With the improvements to the school’s infrastructure, all 3 principals noted that an improvement in school sanitation and hygiene has helped maintain the health of students, which has improved their academic performance. The principal at Langdurbi CPS also noted an increase in student’s BMI and an improvement in the quality of their work since a teacher received training on food nutrition, rationing and storage. Moreover, parents also saw improvements in the hygiene and cleanliness within their villages as children pass the new hygiene standards acquired at school.

Through training provided to teachers under the CFS initiative, they are now more aware of the emotional and psychological needs of the students, including gender specific issues and the needs of students requiring special academic assistance. Students now felt more confident in communicating their doubts and seeking help from teachers during class and enjoyed the cleaner school environment and extra-curricular activities now available. However, all students reported the continued use of corporal punishment.

Therefore, it appears that the improvements made at these 3 schools will contribute to the protection and empowerment of the beneficiaries. All 55 students who participated in the focus groups now felt safer attending school, while the improvement in their academic performance can potentially empower them for many years to come. Moreover, all parents believed that schools were now providing the necessary protective environment to their children and both parents and students felt more empowered as they were now included in the school’s decision making processes as a result of the CFS initiative.

Consequently, despite the limitations of the sample size, the project has had a positive impact of the stated performance indicators of increasing school enrollment, particularly among girls, and reducing the number of school drop-outs. For example, the principal of Ngatshang CPS noted attendance had improved from around 80%-90% in 2009 to close to 100% by 2010. In Limethang CPS there were no drop-outs reported in 2010, while Ngatsang CPS reported a decrease in drop-outs from 3 in 2008 to 1 in 2010. Ngatshang CPS also reported an increase in enrollment from 23 in 2008 to 32 in 2010. With regard to enrollment of girls, Limethang CPS could not report concrete figures but believed there had been a slight increase in girls enrollment since 2008, while Ngatsang CPS reported an increase from 10 girls enrolled in 2008 to 17 by 2010.

By working together and drawing upon their comparative advantage, WFP, UNICEF and the RGoB Ministries of Education and Health have successfully applied the human security concept under Objectives 1 and 2. In tackling the full spectrum of threats that were compromising the student’s education and physical wellbeing, the project has contributed to their protection and empowerment while safeguarding them from threats survival, livelihood and dignity.

However, such an approach cannot be completely effective or sustainable when only implemented within the school premises. From the focus groups it emerged that some parents still face significant food and income insecurity, and expressed concern that the project was not designed to address these issues. As many parents struggle to meet the nominal school fees and to purchase their children’s school uniform, a sudden downturn in their economic situation could easily put an end to their children’s education. A human security approach should address the needs of the community as a whole to ensure the gains made behind the school gates are not lost to changing conditions outside.

* Objective 3: Increased knowledge, skills and income of rural poor households through the provision of non-formal education, village skills training and the establishment of a network of 10 Integrated Community Development Centers.

As of December 2009, the Progress Reports state that the project is on course to deliver all outputs towards the provision of non-formal education and village skills training, while 6 of the intend 10 for Community Information Centres had been identified. This should be further explained in the Final Project Report to be submitted to the UNTFHS.

Non-Formal Education Centres:

The national consultant conducted surveys with 14 beneficiaries of the NFE courses, 5 in Challi, Mongar District, and 4 each at Yebilaptsa and Langdurbi in Zhemgang District. Participating in the NFE courses has certainly responded to the literacy and numeracy needs of the beneficiaries, as all 14 beneficiaries who sited illiteracy as the main threat to their survival, livelihood and dignity prior to attending NFE classes are now able to read and write. One beneficiary sighted the ability to gain knowledge on health issues as a benefit, while another has been able to apply newly found literacy skills to improve her business.

Table 1. below demonstrate beneficiaries’ perception of their ability to earn money, feed themselves and/or their family and to protect themselves and/or their family from threats before completing NFE classes and the impact they believe the NFE classes have had on these three areas. It shows that, where changes have occurred in the beneficiaries’ ability to earn money and to feed themselves and/or their families, they have been relatively small. However, 13 of the 14 beneficiaries surveyed noticed some improvement in their ability to protect themselves and/or their families from threats, when 11 felt their ability to protect themselves/families was low before attending NFE classes. This may suggest that, although participating in the NFE classes has not yet have made a significant difference to the beneficiaries income or food security, their new found ability to read and write has contributed to their sense of empowerment, which was the main aim of the NFE centers. Moreover, insufficient time has passed to allow for beneficiaries to apply their new found literacy skills to improve their economic security.

Table 1 - Impact of the Non-Formal Education Centers on Selected Beneficiaries

| Before the project  |  | After the project  |
| --- | --- | --- |
|  | Low | Medium | High | Total  |  | Same | Some improvement  | Better | Total |
| Ability to earn money | 7 | 7 | 0 | 14 |  | 6 | 8 | 0 | 14 |
| Ability to feed self/family | 4 | 7 | 3 | 14 |  | 5 | 7 | 2 | 14 |
| Ability to protect self/family | 11 | 3 | 0 | 14 |  | 1 | 13 | 0 | 14 |

Community Information Centers:

Surveys of 10 beneficiaries of the CICs were conducted; 5 farmers each at Challi and Yadi, in Mongar District. Users of the CICs noted that the lack of Xerox and fax facilities and access to information locally was having an impact on their livelihoods as time and money was lost traveling one day to Mongar simply to copy and fax one-page documents, often important government forms. The CICs have certainly responded to this need, as all 10 beneficiaries welcomed the improved access with one respondent using the money and time saved frequently traveling to Mongar to invest in agricultural production.

Table 2 Impact of the Community Information Centers on Selected Beneficiaries

| Before the project  |  | After the project  |
| --- | --- | --- |
|  | Low | Medium | High | Total |  | Same | Some improvement  | Better | Total |
| Ability to earn money | 10 | 90 | 0 | 10 |  | 30 | 70 | 0 | 10 |
| Ability to feed self/family | 20 | 60 | 20 | 10 |  | 40 | 60 | 0 | 10 |
| Ability to protect self/family | 50 | 50 | 0 | 10 |  | 10 | 80 | 10 | 10 |

Table 2 above highlights the ability of CIC users to earn money, feed themselves and/or their family and protect themselves and/or their family from threats and any changes derived since the opening of the CICs. All but one respondent felt that they were now somewhat better able to protect themselves and/or their families with access to the CICs. This may be attributed to the money saved on travel time to Mongar. By bringing government closer to remote communities through the availability of important government information, communities feel a greater sense of participation and empowerment.

However, bearing in mind the small sample size, the CICs have had a lesser impact on their users’ ability to earn money or feed their family. The CICs are intended to improve economic security by bringing assess on products, markets, crops and agricultural practices to isolated farmers and entrepreneurs via the internet. However, although the 2009 Progress Report states 6 CIC managers and an average of 30 beneficiaries trained on the Dzongkha Linux operating system at each center, the evaluation found that intended beneficiaries are yet to access the internet at the CICs as the majority is not able to use computers. Furthermore, if beneficiaries were trained in computer skills, there are a limited number of web-sites in local languages. Therefore, it appears that the provision of computers with internet access for remote, illiterate rural farmers is rather a top-down initiative.

Village Skills Training:

With regards to skill training and entrepreneurship activities, save for one beneficiary group, the national consultant could not visit such entrepreneurs since it was not convenient to visit their establishments owing to limited time and scattered nature of the locations. A furniture unit was visited but it was found that they have not started operations although their machinery has arrived but they await better power supply from the on-going grid supply works.

Finally, Objective 3 has not been implemented using the human security approach as the interrelated threats to the survival, livelihood and dignity of the target beneficiaries are not addressed through an integrated response. Areas of insecurity are addressed separately; literacy and numeracy at the NFE centres and access to information and information technology training at the CICs.

* Objective 4: Micro finance services for the rural poor households, particularly women, improved reaching the unreached.

According to the the 2008 and 2009 Progress Reports implementation of the micro-credit and micro-saving services are in-line with the project document and on time for successful delivery. The national consultant was able to conduct surveys with 10 recipients of micro-finance loans in Mongar and Zhemgang districts. Micro-credit beneficiaries, mostly farmers appear to have capitalized well on the small credit availed. There is a good system of organizing them into small groups, training them and also monitoring their activities through monthly meetings by BDFCL staff that has led to initial success in this scheme. People have been enabled to invest in productive activities, earn profits, repay loans, save a little in their group account and meet some needs of their families.

This is confirmed by the survey data. Looking at Table 3 below, the majority of those who participated in the micro-finance scheme were facing some problems earning money, feeding themselves and their families and felt unable to protect themselves and their families from threats to their survival livelihood and dignity. The micro-finance scheme has had significant positive impact on beneficiaries’ lives with 8 of the 10 recipients noting improvements in their ability to protect themselves and/or their families, 7 experiencing improved food security, and 8 reporting improved economic security. All beneficiaries surveyed believed that the ability to access credit has made a considerable difference to their survival, livelihood and dignity, and as a lack of access to credit was an obstacle faced by all of the beneficiaries surveyed, before this project, Objective 4 has met the needs of those who participated in this evaluation. However, the national consultant’s observations coupled with the survey date, suggests that not all beneficiaries were the most in-need within their communities.

Table 3 Impact of the Micro-Finance on Selected Beneficiaries

| Before the project |  | After the project  |
| --- | --- | --- |
|  | Low | Medium | High | Total |  | Same | Some improvement  | Better | Total |
| Ability to earn money | 5 | 3 | 2 | 10 |  | 0 | 2 | 8 | 10 |
| Ability to feed self/family | 2 | 6 | 2 | 10 |  | 3 | 1 | 7 | 10 |
| Ability to protect self/family | 10 | 0 | 0 | 10 |  | 0 | 2 | 8 | 10 |

* Objective 5: Increased jobs, self-employment and small business to reduce unemployment, particularly among youth and women.

With over 3,200 new young people entering the labor market every year in Bhutan, Objective 5 aims to generate employment for youth through job matching and counseling services, an apprenticeship programme with small- and medium-scale local entrepreneurs and the implementation of an Income Generation Start-up Support Programme (IGSP). This objective is on course to be delivered by the end of 2010 and full list of activities implemented under this objective can be found in the 2008 and 2009 Progress Reports.

The evaluator met with 10 young people who had benefited from the IGSP, a small-business support package including technical training, equipment and raw materials and a start-up seed grant. The IGSP beneficiaries surveyed cited low or no income, unemployment, and lack of access to credit as threats to their survival livelihood and dignity before participating in the programme.

Most businesses have only been operating over the previous 6 months, and some are yet to yield substantial results, therefore it is too soon to draw definitive conclusions on whether the programme has met the needs of its intended beneficiaries. However, from this small survey, it can be seen that the IGSP has already gone some way towards responding to the needs of unemployed youth who lack the skills and financial backing to start their own businesses. This is apparent in Table 4 below. The table indicates that all surveyed beneficiaries had a limited ability to earn money and felt unable to protect themselves from threats before participating in the IGSP. A positive change has occurred among some beneficiaries as 8 of the 10 young people surveyed seeing some improvement, or better, in their ability to earn money and to protect themselves from threats. The IGSP has removed the young beneficiaries them from potential threats as unemployed youth in Thimphu, and enabled them to open up businesses in poor remote areas. Consequently, all beneficiaries surveyed now also felt considerably more empowered being self-employed, self-sufficient and independent.

However, although there have been many success stories, a few participants have already abandoned their businesses, suggesting that funds should be distributed as micro-loans rather than grants, to improve a sense of ownership and responsibility. Also, some businesses visited were struggling and considering relocation. A proper viability study of the businesses, the local market and the demand for the product offered could help ensure a better informed choice on the type of business to set up. Finally, although the youth in general have been identified as one of the most vulnerable populations, and youth unemployment has been identified as one of the most significant issues for country’s future development, it was observed that some of the young beneficiaries of the IGSP were certainly not the most vulnerable, at-risk youth within their communities.

Table 4 Impact of the IGSP on Beneficiaries.

| Before |  |  | After |  |
| --- | --- | --- | --- | --- |
|  | Low | Medium | High | Total |  | Same | Some improvement  | Better | Total |
| Ability to earn money | 7 | 3 | 0 | 10 |  | 2 | 5 | 3 | 10 |
| Ability to feed self/family | 6 | 1 | 3 | 10 |  | 4 | 5 | 1 | 10 |
| Ability to protect self/family | 10 | 0 | 0 | 10 |  | 2 | 5 | 3 | 10 |

Empowerment:

All 44 beneficiaries of the NFE, CIC, micro-finance and IGSP were also asked about the extent to which they felt empowered since receiving assistance from this project. Within the survey sample, there appears to be increased feeling of empowerment. For example, 36 of the 44 respondents (82%) aware that they have human rights, while 30 beneficiaries (68%) felt able and comfortable to demand that their human rights be respected if they were violated. Furthermore, 35 respondents (80%) felt that they have been involved in the selection of development projects within their communities, while 31 people (71%) believed that they were sufficiently empowered to make their own choices to pursue new lines of work and income generation. However, as there is no baseline data available on feelings of empowerment within communities before the project was implemented, it is difficult to determine whether this increased feeling of empowerment among the beneficiaries can be attributed to their involvement in the UNTFHS funded initiatives, although it is an encouraging sign.

* Objective 6: Capacity of civil society organizations enhanced in supporting vulnerable populations and promoting gender equality.

The project has engaged some of Bhutan’s most established and well-known civil society organizations, all of which have regularly participated in the project’s Steering Committee meetings. Their capacity has mainly been enhanced with technical assistance from UN agencies and through financial contributions. For example, with funds from the UNFTHS project, RENEW has been able to expand its work promoting gender equality, reproductive health and combating the spread of HIV/AIDS. Once a team of local experts and volunteers had been established, RENEW was able to conduct field visits of areas previously unreached to document the situation of rural women and raise awareness on gender-based violence and reproductive health. Through this process a documentary was produced of the voices of women in Bhutan as an educational and advocacy tool.

The Handicraft Association of Bhutan (HAB) has utilized funding received from the UNTFHS project to improve the quality of products produced by rural and urban weavers towards attaining the UNESCO Seal of Excellence and Quality and improve weavers’ and handicraft shop owners’ business and production management skills. However, with the UNTFHS funding coming to an end, the HAB is still facing capacity and resource mobilization issues.

Towards addressing socio-economic difficulties faced by Bhutan’s youth and out-of-school children, the Youth Development Fund (YDF) has also received a contribution from the UNTFHS. With the funds YDF has been able to build capacity and empower rural you through skill training courses offered at the NFE centers, leadership training to raise awareness of substance abuse among young people, and scholarships to enable students from poor households to continue in education. Finally, Tarayana was brought on board later in the project to address vocational skills training especially among rural women.

Section 2

 This section will look at the following areas of concern:

* Applying the human security concept in the implementation of the project
* Integrating the areas of specialization with other agencies for a multi-sectoral response at field level

To evaluate the extent to which the project has been executed using the human security concept, the national consultant conducted interviews with staff of UN agencies (UNFPA, UNDP, UNICEF and WFP), Royal Government of Bhutan Ministries (MOLHR, DoE and DIT), and civil society organizations (HAB, YDF, RENEW and Tarayana).

When asked about their understanding of the human security concept, UN agencies and implementing partners appear to have insufficient knowledge of the concept at their disposal to adequately apply it at field level. UN agencies are certainly knowledgeable of some of the basic tenets of the concept, but do not have an in depth understanding of human security and are not familiar with the distinction between human security and other concepts with which they work, notably the human development approach and the human rights based approach. This may be attributed to the fact that the majority of UN agency staff currently involved in the UNTFHS project were not those present during the project design stage, and there appears to be a lack of adequate knowledge transfer between departing and arriving staff. Consequently, knowledge and understanding of the human security concept has not been sufficiently communicated to implementing partners from the RGoB and civil society.

With regards to employing an integrated, multi-agency response, there is a good level of communication and coordination between all UN agencies and all implementing partners involved in this project. A steering committee was established comprising of project managers and focal points from UN agencies and implementing partners which met almost on bi-annual basis. Moreover, RGoB and civil society implementing partners submit quarterly reports to their counterpart UN agency and all reported good and regular communication via e-mail and telephone as an when issues arose. All involved agreed that the steering committee was extremely beneficial to enhance coordination among UN agencies and implementing partners, to share information and avoid duplication, and to help avoid multiple meetings and participation fatigue among beneficiaries.

However, although the project certainly draws upon the comparative advantage of multiple UN agencies and their implementing partners, it has made limited advancement in adopting integrated approaches that address interconnected threats to human security, as per the UNTFHS Guidelines. Many agencies continue to work parallel to each other and there is limited geographical cohesion between initiatives although efforts were made among UN agencies initially to target mainly the three most needy districts. There were also other contributing factors restricting agencies’ ability to work in the same communities at the time of project design. That is, there was absence of poverty and human security related data and information beyond district level; and UN agencies are confined to work within the outcomes and outputs set under the UN Development Assistance Framework (UNDAF) and Common Country Programme Action Plan (cCPAP). Thus, the UNTFHS have been used to contribute to, or in many cases to fill funding gaps in UN agencies’ ongoing work. Therefore, acknowledging that the project has produced tangible improvements to the lives of its beneficiaries, in terms of addressing the broad range of interconnected threats to human security in any given community, while some collaborations were made possible among agencies working in the similar sector [e.g. Education support to infrastructure in schools (WFP and UNICEF) and training in NFE programme (UNICEF and UNFPA)], the majority of IPs operated in widely dispersed geographical areas in different sectors. However, it must be noted that the project has been implemented as described in the project proposal which was approved by the UNTFHS.

6. SUSTAINABILITY

 This section will look at the following area of concern:

 Addressing the challenges/hindrances to meeting the goal of sustainability

Through interviews with UN agencies and implementing partners, and visits to project sites, the evaluation has identified issues for future sustainability that should be addressed. As many of activities in this project are new, pilot initiatives, they are not expected to be self sustaining at this point, and the continuation of many activities are, therefore, still dependent of external funding sources. From the interviews with UN agencies and implementing partners it appears that they are well aware of any sustainability issues and are working towards addressing them.

The main sustainability issues identified are as follows:

Improvement to school infrastructure and sanitation: This is a costly operation and, if improvements are to be made at other schools, further external funding will be required as the RGoB cannot be expected to bare such costs at this stage. Questions remain to be addressed on how the improvements already constructed will the maintained and repaired over time as this will require further external funding.

School feeding programme: To ensure the future sustainability of the school feeding programmes, the RGoB should take ownership of this initiative. The process of transferring ownership of school feeding programmes from the WFP to the RGoB is already underway.

Non-Formal Education Centres: The NFE centres are solely dependent on external funding as any income generated from handicrafts produced at the centres is not sufficient to sustain the classes. There has been a gap in delivery at many centres with the expiration of UNTFHS fund; however, funding from CEF has been sourced to cover 90% or the NFE activities.

Community Information Centres: The current business model under which the CICs operate does not meet the sustainability objectives of the centres as the services provided generate insufficient income. Towards encouraging more users, greater awareness of the centres needs to be raised and the issues of connectivity to the internet need to be addressed to ensure the centres can provide a full range of services. The centers should think about incorporating additional uses for the space to generate further income.

Income Generation Support Programme: As a grant scheme, the IGSP will face sustainability issues into the future. To alleviate the financial burden of the grant scheme, the IGSP should be administered on a micro-credit basis to increase a sense of ownership among the recipients and contribute to the financial sustainability of the programme.

7. CONCLUSION

Although this evaluation was not able to collect sufficient data to validate the delivery of the objectives and outputs against the indicators outlined in the project document, the 2008 and 2009 Progress Reports suggest that the project is on course to deliver on the majority of the objectives and the national consultant was able to see some of this successful delivery. The data collected by the national consultant indicates that this intervention has contributed to the protection and empowerment of the target beneficiaries and activities implemented are generally in response to the needs of the targeted communities. At each project site visited, the majority of beneficiaries met believe that this project has responded to some of the threats to their survival, livelihood and dignity and had brought improvements to their health, economic security and food security.

However, despite successful delivery of the projects objectives and the reported benefits that these have brought to communities, it cannot be said that the project has been implemented using the human security approach. Although agencies have collaborated to implement this project, the project did not fulfill requirement to implement activities in an integrated way as portrayed in the UNTFHS Guidelines. Each agency has continued to implement its work as usual within the overall UNDAF framework and components of the project have been executed parallel to each other. To ensure a genuine human security approach, agencies need to work beyond collaboration towards integration. The example of the CFS and school infrastructure activities demonstrate what can be achieved when UN agencies and implementing partners work in an integrated manner to address the multiple and interrelated threats to human security. Such an approach should be replicated. Furthermore, it appears that not all beneficiaries of the project are indeed those most in-need, facing critical and pervasive threats to their survival, livelihood and dignity.

However, the project has been a good opportunity of UN agencies and implementing partners to pilot many new initiatives and to reach many un-reached rural communities with positive outputs. In this regard, there is scope to further develop all aspects of the project while taking into account lessons learned and recommendations to date.

8. RECOMMENDATIONS

 This section will look at the following area of concern:

 To examine gaps/weaknesses in the project design and identify areas of the project where improvements could be made to ensure that it alleviates the identified human insecurities towards identifying opportunities for and recommend possible future interventions, up-scaling and replications of activities, using the Joint Programme modality.

* Child Friendly Schools

By taking a comprehensive and multi-sector approach, the CFS initiative has been able to address the needs of rural school children. As a pilot initiative with limited coverage in a few schools, the concept has immense scope of adoption if rolled out throughout the country. In doing so, and to ensure the sustainability of the project, the RGoB should take over some aspects of the CFS. The training of teachers and principals on the CFS principles, and the training of school cooks to improve school feeding could be implemented by the RGoB in schools nationwide with minimal cost to the government but significant multiplier effects for the school system. This process is already underway with WFP gradually handing school feeding programmes to the RGoB. The improvements to school infrastructure and sanitation facilities that accompany the CFS initiative have been crucial in the holistic approach to improving rural schools. It is recommended that the UN in Bhutan continue to support the RGoB to improve infrastructure and sanitation in Bhutanese schools and that they are implemented hand-in-hand with the CFS initiative where possible.

However, to ensure that the benefits of this initiative are not lost, and children are not removed from school during periods of economic down-turn, CFSs should be accompanied by programmes that address the economic, food and health security needs of the wider community. For example the micro-credit or NFE programmes should also be implemented in communities where CFSs are being developed.

* Community Information Centers

The CICs provide a much needed service to remote rural communities. However, as the RGoB intends to construct a CIC in every Gewog by the end of 2013, issues with the provision of computers and internet access should be addressed. Very few visitors, if any, access the internet at the CICs as: i) they are unable to use computers, ii) internet connectivity is extremely unreliable, iii) there are not enough web-sites in Dzongkha language or other local languages, and iv) many of the rural farmers who could otherwise benefit from use the of CICs are illiterate. Although many of these are long-term issues that will take some years to alleviate, they must be addressed before proceeding to install computers in every Gewog. In the meantime, it is recommended that the number of computers provided at each CIC be reduced to 1 or 2 and that computer skills training be one of the main services offered at the CICs.

* Income Generation Support Programme

To mitigate the possibility of further start-up businesses from failing, a more detailed market survey should be conducted to assist beneficiaries in establishing their business and more stringent selection criteria of participants should be utilized. However, given the success achieved by many of the programme’s participants, the IGSP should be expanded, maybe working closely with high schools to capture school leavers who are facing unemployment. Furthermore, the business skills training could be taught at school for students in Class 10 and above. Also, the IGSP funds should be administered as micro-finance loans to ensure ownership of the funds and contribute to the sustainability of the programme.

* Micro-Finance

The micro-finance component of the project appears to have been successful and should be expanded to other communities. To strengthen the human security impact of the micro-finance programme, loans should be given in communities where other initiatives are also underway. For example, as mentioned above, access to micro-finance could make a considerable difference to the economic and food security of the parents whose children have benefited from the school improvements. The same can be said for users of the CICs and participants of the NFE classes.

* Selection of beneficiaries

Projects funded under the UNTFHS are expected to address critical and pervasive threats to individual’s and communities’ survival, livelihood and dignity. The selection of beneficiaries for this project was based on the 2007 Poverty Analysis Report and the Vulnerability Analysis and Mapping (VAM) exercise jointly conducted by WFP and RGoB. As a result, the project has focused on 4 of the poorest districts in Bhutan and the majority of beneficiaries were indeed facing critical and pervasive threats to their survival livelihood and dignity. However, the evaluation has found that some of the beneficiaries of this project are not the most vulnerable or the most needy within these 4 districts.

To ensure that future interventions target those most in-need, more detailed data is needed at Gewog-level and even village-level. Although such detailed information that was not available for the formulation of this project, Gewog-level poverty data recently released through the National Statistics Bureau and the ‘Village Based Development Plan’ from Rural Economy Advancement Programme (REAP) may be utilized and expanded to ensure future projects meet the needs of the most vulnerable individuals and communities rather than broadly targeting the 4 poorest districts.

In addition, the selection of beneficiaries was done by implementing partners at the local level who were not aware that they were participating in a human security project and were, therefore, not selecting beneficiaries based on the UNTFHS criteria. For future interventions, human security or otherwise, implementing partners at all levels and all Un agencies need to be fully informed of the over-all goal and objective of the county office and receive training on any conceptual and operational approaches where appropriate.

* An integrated human security approach

If projects are to advance integrated approaches to address the broad range of interconnected issues affecting individuals and communities in remote, rural areas of Bhutan, then the geographic dispersion of project sites must be addressed. In this regard, it is recommended that a network of ‘One-Stop-Shops’ be created to address the multiple needs of remote rural communities. The ‘One-Stop-Shops’ would include the provision of NFE classes, all services offered by the CICs, could provide the business training required by the IGSP, and act as the focal point for micro-credit savings clubs and ‘one-village-one-product’ initiatives. Not only will this be a more cost effective way to reach remote populations and help ensure sustainability, it will also ensure that the needs of rural communities are being addressed in a more holistic manner.

If projects are to be implemented using the human security concept in future, all UN agencies and implementing partners need to be fully aware of the concept. In this regard, it is recommended that UN agencies provide human security training to their staff and implementing partners if they wish to continue implementing projects using the human security concept. Also, a focal point on human security within the UN Country Team should be created to help maintain knowledge on the human security concept as staff come and go. Furthermore, to increase buy-in on the human security concept and to make it more relevant to the national context, similarities between human security and GNH should be emphasized as human security can be a way to achieve GNH.

ANNEX 1: Tools for Data Collection

Interviews with Implementing Partners: UN Agencies, Government Ministries and NGOs.

Note to Evaluator: Each agency/ministry/NGO to be interviewed separately. However, the interview can involve as many people as possible to obtain a wider view of opinions.

Area of Concern: Responding to communities’ needs for sustainable benefits

Objective: To review the external environment and the changing nature of risks during the implementation period, and how they have affected the project outputs. To determine whether the project is driven by community needs for sustainable benefits. To identify whether the project achieves the goal of increasing a individual/community’s sense of empowerment. To identify whether the project achieves the goal of increasing a individual/community’s sense of protection. To examine gaps/weaknesses in the project design and identify areas of the project where improvements could be made to ensure that it alleviates the identified human insecurities towards identifying opportunities for and recommend possible future interventions, up-scaling and replications of activities, using the Joint Programme modality.

Indicator: The level to which the project can be considered community needs driven: Low, Medium or High.

1. What human insecurities do the communities face in the project areas in which you work?
2. How has this project addressed the identified needs?
3. Did the project focus on those areas in the country where communities are facing the most critical and pervasive threats?
4. Did the project provide concrete benefits to people and communities threatened in their survival, livelihood & dignity?
5. Did the project adopt a people-centered approach to address to identified threats and insecurities?
6. Did the project advance integrated approaches and address the broad range of interconnected issues that take into account the multi-sectoral demands of human security?
7. Did the project concentrate on those areas that are currently neglected and avoid duplication with existing programmes and activities?
8. How does your organization ensure that it is continuing to do what the community wants and needs?
9. Did the project implement top-down protection and bottom-up empowerment measures? If so, please complete the table below indicating the extent to which the project contribute to the protection and empowerment of the targeted beneficiaries during the project activities and as an outcome of the project.

Protection and Empowerment Framework

|  | Protection During the Process | Protection Through the Output (at the end of project intervention) | Empowerment During the Process | Empowerment Through the Output (at the end of project intervention) |
| --- | --- | --- | --- | --- |
| Rural Women (adult) |  |  |  |  |
| Rural Men (adult) |  |  |  |  |
| Youth/Children (girls) |  |  |  |  |
| Youth/Children (boys) |  |  |  |  |
| Remote Communities |  |  |  |  |
| Early school leavers  |  |  |  |  |
| Disabled |  |  |  |  |
| Drug Addicts |  |  |  |  |
| Others |  |  |  |  |

Externalities Framework:

Note to Evaluator: Please look at the negative and positive externalities for each objective that an agency/ministry is working on an

10) What are the positive externalities of this project? Please also think of any positive externalities that you were not expecting at project development.

|  | Positive Externalities on Beneficiaries’ Security | Positive Externalities on Beneficiaries’ Livelihoods | Positive Externalities on Beneficiaries’ Dignity |
| --- | --- | --- | --- |
| Women (adult) |  |  |  |
| Men (adult) |  |  |  |
| Youth/Children (girls) |  |  |  |
| Remote Communities |  |  |  |
| Disabled |  |  |  |
| Early school leavers |  |  |  |
| Drug addicts |  |  |  |
| Others |  |  |  |

1. What have been the negative externalities of implementing this project?

|  | Negative Externalities on Beneficiaries’ Security | Negative Externalities on Beneficiaries’ Livelihoods | Negative Externalities on Beneficiaries’ Dignity |
| --- | --- | --- | --- |
| Women (adults) |  |  |  |
| Men (adults) |  |  |  |
| Youth/Children (girls) |  |  |  |
| Youth/Children (boys) |  |  |  |
| Remote Communities |  |  |  |
| Disabled |  |  |  |
| Early school leavers |  |  |  |
| Drug addicts  |  |  |  |
| Others |  |  |  |

Area of Concern: Applying the human security concept in the implementation of UNTFHS project?

Objective: To assess how integrated partner agencies working on the same project are in providing a multi-sectoral response; what facilitating or challenging factors are faced by agencies in providing a multi-sectoral response.

Indicators: Percentage of staff engaged in the implementation of the project who can understand the concept of human security. Percentage of staff who are able to apply the concept into the project activities.

1. What do you think is a best description of the concept of human security?
2. What are the main elements of the human security concept?
3. How does the human security concept differ from other concepts that you use in your work? (e.g. Human Development and Human Rights Approach)
4. In which ways did you apply the concept of human security to your project? Please explain in detail for any that are selected. (Think about working with individuals to develop skills for their survival, livelihood and dignity, holding meetings with communities and individuals in a forum that allows them to participate in discussions, working with communities to develop preventative measures and contingency plans that can help the community against recurrence of conflicts, sudden economic downturns or environmental disasters)
5. How does your organization interconnect issues that require a multi-sectoral response? (Think about approaches to developing long-term strategies, approaches to project development, regularity of meetings with other agencies, nature of participation during these meetings, division of funding, project management and reporting functions etc.).
6. How did this project or using HS approach complement or support progress towards achieving MDGs or national development goals?

Area of concern: Integrating the areas of specialization with other agencies for a multi-sectoral response at the field level.

Objective: To assess how integrated partner agencies working on the same project are in providing a multi-sectoral response; what facilitating or challenging factors are faced by agencies in providing a multi-sectoral response.

Indicators: The frequency (high, medium or low) of meetings and other forms of communications between agencies working on the project. The number of beneficial outcomes produced by multi-sectoral responses.

1. How is your agency working together with your partner agency(ies) for this project?( Joint teams, meetings, project managers communicate etc.)
2. How often is your organization’s form of communicating with partner agencies taking place?
3. In general, who participates at these meetings? (Project managers, partner NGOs, beneficiaries, implementers etc)
4. When your organization with its partner agencies submitted a proposal it stated that the agencies would work toward a common goal, can you name what those goals are and how they have changed as a result of working together on this project?
5. Can you name particular event(s) or product(s) that your organization produced through the cooperation with another partner agency working on the same project?
6. What were the obstacles or facilitating factors that have affected the ability of your organization to work in close cooperation with a partner organization?
7. How has the experience of doing a multi-sectoral response project affected your organization’s perception of doing future multi-sectoral projects? What is the extent of the impact? Lessons learned benefits?

Area of Concern: Addressing the challenges/hindrances to meeting the goal of sustainability.

Objective: To assess the challenges/hindrances that agencies face in making the project sustainable beyond the UNTFHS funding period, establishing links to the national development and poverty reduction strategy wherever possible.

Indicators: The percentage of staff aware of the challenges to sustainability. The amount of time devoted to activities to work on project sustainability versus overall number of weeks for the total project activities.

1. What do you see are the current challenges to making this project sustainable beyond the time that it is being funded by the UNTFHS?
2. What steps are the agencies taking to address the challenges identified in Question 1, above?
3. Which activities have been initiated to address the issue of making the project sustainable?(Think about skills training, transfer of knowledge to local communities/farmers, participation of local communities in the decision making of the future of the project. integration of local government and community members in the implementation of the project, fund raising awareness for the local community leaders to ensure the continuation of the funds to carry out the project, are local beneficiaries and workers aware that they need to prepare to take over the project once the UNTFHS funding is stopped?)
4. When did your organization start carrying out these activities?
5. What is the duration of the activity(ies) for sustainability?
6. What would you say is the ratio of time that your organization spends on sustainability activities relative to your organization’s overall implementation of the project?
7. Would you say that your answer to Question 6 is the best ratio?

Interviews with Beneficiaries

Area of Concern: Developing a sense of empowerment in beneficiaries at the end of the project. Fostering a sense of protection in beneficiaries at the end of the project.

Objective: To review the external environment and the changing nature of risks during the implementation period, and how they have affected the project outputs. To determine whether the project is driven by community needs for sustainable benefits. To identify whether the project achieves the goal of increasing a individual/community’s sense of empowerment. To identify whether the project achieves the goal of increasing a individual/community’s sense of protection.

Indicator: Percentage of sampled beneficiaries who report a substantial increase in their sense of protection in their survival, livelihood, and dignity. Percentage of beneficiaries from total sampled who reported that they have an increased sense of empowerment as a result of the project. Percentage of women from sample who reported that they have an increased sense of empowerment as a result of the project.

Note for Evaluator: These questions serve as a guideline and for purposes of comparison. Once these questions have been asked please raise any additional issues that come up during the interview process.

Child Friendly Schools (Objective 1)

Interview with school principals at schools participating in the Child Friendly Schools initiative – Should reach 2 school principals.

1. What improvements have been made to your school under this project?
2. Think back 3 years ago, before the Child Friendly Schools project began what were the main threats to children’s security, survival and dignity?
3. In what way does the Child Friendly Schools initiative address these identified threats to the children’s security, survival and dignity?
4. What were the biggest obstacles for children enrolling in school and/or completing school prior to this project?
5. How has this project addressed those issues?
6. Have you noticed an improvement in the children’s education/grades since the project began? If so, please provide details.
7. Has the drop-out rate in the school reduced since 2006? What is the current drop-out rate in the school?
8. Has there been an increase in the primary net enrolment rate in the school since 2006?
9. Has there been an increase in the number of girls enrolling in the school?
10. Since the school has participated in the Child Friendly School programme, have you notices a decrease in sickness in the pupils? If so do you have figures, such as number of days missed due to ill health, or visits to the nurse, to demonstrate this?

Small focus groups with children at the schools participating in the Child Friendly Schools Initiatives

2 groups of boys and 2 groups of girls in each school. 10 pupils per group x 2 schools = 80 pupils. Ideally older pupils to be interviewed.

* + 1. What are your parent’s occupations?
1. Farmer
2. Small business owner
3. Government employee
4. Do not work
5. Other, please specify
	* 1. How many siblings do you each have?
	1. None
	2. 1-2
	3. 3-5
	4. More than 5
		1. How many of your siblings go to school
6. None
7. Some
8. All
	* 1. How far do you live from the school?
	1. Less than 1 hour walk
	2. 1 – 5 hours walk
	3. 1 days walk
	4. 2 days walk
	5. More than 2 days walk
		1. How many in the group were attending school 3 years ago?
		2. If you were not in school 3 years ago, do you know the reasons for this?

a) The walk to school was too dangerous and there were no boarding facilities provided

b) The walk to school was too long and there were no boarding facilities provided

c) There were boarding facilities provided but they were not of high quality

d) There was no school feeding provided

e) The sanitation and drinking water facilities were made the school unpleasant/unsafe

f) The school environment was not suitable for girls

e) Other, please specify

* + 1. For those that were in school 3 years ago, what where the problems with the school?
1. Poor quality of hostels
2. Lack of female matrons
3. Poor sanitation facilities
4. Poor quality of school feeding
5. Other, please specify
	* 1. How many think they will stay in school through Class 10?
		2. If you do not think you will stay through Class 10, why not?
		3. Do you feel safe in school?
		4. If not, what are the reasons that make you feel unsafe?
		5. What do you want to do when you finish school?

 Primary schools with improved school environment (Objective 2)

Interview with school principals at primary schools - Should reach 3 school principals.

* + - 1. What improvements have been made to your school under this project?
			2. What were the main threats to children’s security, survival and dignity?
			3. In what way have the improvements made under this project addressed these identified threats to the children’s security, survival and dignity?
			4. What were the biggest obstacles for children enrolling in school and/or completing school prior to this project?
			5. How has this project addressed those issues?
			6. Have you noticed an improvement in the children’s education/grades since the project began? If so, please provide details.
			7. Has the drop-out rate in the school reduced since 2006? What is the current drop-out rate in the school?
			8. Has there been an increase in the primary net enrolment rate in the school since 2006?
			9. Has there been an increase in the number of girls enrolling in the school?
			10. Since the school has participated in the Child Friendly School programme, have you notices a decrease in sickness in the pupils? If so do you have figures, such as number of days missed due to ill health, or visits to the nurse, to demonstrate this?

Small focus groups with parents whose children attend primary schools supported by this project.

5 parents (mix of mothers and fathers if possible) per group, 2 groups per school, 3 schools = 30 parents.

1. What are the main threats to your survival, livelihoods and dignity in your community?
2. What do you do for a living?
3. How many children do you have, and how many attend school?
4. How many sent your children who were of school age to school before the improvements were made to the school’s environment?
5. What are the main obstacles to sending your children to school?
6. What changes have you seen at the school in the past few years?
7. How have these changes you have identified made a difference to the obstacles mentioned above?
8. To what extent has the improved environment in the community school had an impact on the wider community?
9. Have you or a group that you have worked with been able to make choices on development projects for your community?
10. How would you rate your community’s ability to protect itself from threats identified in question 1?

Questions for individual interviews with beneficiaries of:

The Non-Formal Education Centers

The Micro Credit Scheme

The Apprentice Project

The IGSP

Note for evaluator: Please note the sex of each respondent.

General Information

1. How old are you?
2. Are you the head of a household?
3. How many people are in your household?
4. How many years did you spend in school?
5. Do you or someone in your family own land?
6. Do you own your house?
7. What is the main source of income for you and your family?

Empowerment

1. Are you aware that people have human rights?
2. If you know that yours or someone else’s rights have been violated would you feel comfortable enough to publicly demand respect for your rights or other people’s rights?
3. Have you been able to make decisions to create new work opportunities for yourself?
4. Have you or a group that you have worked with been able to make choices on development projects for your community?
5. In your community are you or your group able to address many problems locally?

Protection

Evaluator - Please make sure that the respondent understands that we are talking about the period just before the UNTFHS funded project was started

1. Before the project were the main threats to your survival, livelihood and dignity?
2. Before the project, how would you have rated your ability to earn money?

|  |
| --- |
| Low |
| Medium – some ability but not a lot |
| Good – skilled |

1. Before the project, how would you have rated your ability to feed yourself/your family?

|  |
| --- |
| Low |
| Medium – some ability but not a lot |
| Good  |

1. Before the project, how would you have rated your ability to protect yourself from the threats identified in question 1?

|  |
| --- |
| Low |
| Medium – some ability but not a lot |
| Good  |

1. Have the conditions that you identified in question 1 changed now? (If the response is no, ask why then stop the survey)
2. How have the conditions changed?
3. How do you rate your ability to earn money compared to before the project was initiated?

|  |
| --- |
| same |
| some improvement but not a lot |
| Better than before |

1. How would you rate your ability or your family’s ability to feed itself now compared to before the project was initiated?

|  |
| --- |
| same |
| some improvement but not a lot |
| Better than before |

1. How would you rate your ability to protect yourself from the threats you identifies in question 1.

|  |
| --- |
| same |
| some improvement but not a lot |
| Better than before |

1. What has changed in your life that has improved your ability to protect yourself?
2. Do you think you will ever go back to facing the same problems you had two years ago? Please state why.

ANNEX 2: Data collection schedule

**HUMAN SECURITY FUND – PROJECT EVALUATION**

**EXECUTED FIELD VISIT PROGRAMME OF THE NATIONAL CONSULTANT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Activity** | **Dates** | **Remarks** | **Tasks** |
| **From** | **To** |
| 1 | Travel Bumthang  | Mon 29/11 | 29/11 | Travel | Travel |
| 2 | Travel Mongar  |  Tue 30/11 | 29/11  | Travel | Travel. En route fixed Programme with Principal, Limithang CPS |
| 3 | Visit Limethang CPS |  Thur 01/12 | 1/12 | Watsan & CFS  | * Interview Principal for CFS and Watsan
* 2 Interviews with students – 1 group of 10 boys and 1 group of 10 girls for CFS
* 1 FGD with 8 parents (mix of male and female) for Watsan)
 |
| 4 | Visit – Challi/Mongar | Fri 2/12 | 2/12 | NFE, CIC  | Interviews with 5 persons each benefiting from NFE, CIC Meeting with Regional Manager, RTIO, MoEA, |
| 5 | Visit Mongar – Yadi, Ngatsang |  Sat 3/12 | 3/12 | CIC, Watsan | Interviews with 5 persons each benefiting from CIC (Yadi), and Watsan (Ngatsang CPS) and met BDFC Manager |
| 6 | Visit – Mongar, Tongshing |  Sun 4/12 | 4/12 | micro-credit & IGSP | Interviews with 5 persons each benefiting from micro-credit and IGSP  |
| 7 | Travel Bumthang |  Mon 5/12 | 5/12 | Travel | Travel |
| 8 | Travel Zhemgang | Tue 6/12 | 6/12 | Travel | Travel – en route visited Drakten Furniture Unit (RED) |
| 9 | Travel Yebilaptsa and back to Zhemgang  |  Wed 7/12 | 7/12 | NFE & IGSP  | Interviews with 5 persons each benefiting from IGSP (Zhemgang) and NFE (Yebilaptsa) |
| 10 | Zhemgang to Langdurbi CPS | Wed 8/12 | 8/12 | Travel | Travel |
| 11 | Langdurbi | Thur 9/12  | 9/12 | NFE, WFP Hostels | * Interviewed Principal for Hostel, Watsan & CFS
* 2 Interviews conducted with students – 1 group of boys and 1 group of girls for CFS
 |
| 12 | Langdurbi | Fri 10/12 | 10/12 | Parents & to Digala | 1 FGD with parents (mix of male and female) for Watsan and hostels) |
| 13 | Digala to Zhemgang | Sat 11/12 | 11/12 | Travel | Travel  |
| 14 | Travel Thimphu | Sun 12/12 | 12/12 | Travel | Travel |

ANNEX 3: List of Beneficiaries Surveyed

|  |  |
| --- | --- |
| Beneficiary | Designation |
| MongarPrincipal, Limethang CPS, MongarPrincipal , Ngatsang CPSRegional Trade & Industry Officer, MongarManager, BDFC, MongarCredit Manager, MongarManager, CIC – Challi, MongarManager, CIC – Yadi, Mongar5 farmers (micro-credit, Tongshing village)5 farmers (CIC, Challi)5 farmers (CIC, Yadi)4 farmers (NFE, Challi)26 students (Limethang CPS)16 students (Ngatsang CPS)8 Parents (Limethang CPS)8 Parents ( Ngatsang CPS)5 Entrepreneurs (Mongar)ZhemgangADEO, ZhemgangPrincipal , Yebilaptsa MSSPrincipal , Langdurbi CPSManager, BDFC, Zhemgang5 farmers (micro-credit, Dangkhar village)5 farmers (NFE, Zurphey village)12 students, Langdurbi CPS4 Parents (Langdurbi CPS)5 NFE Learners (Langdurbi)5 Entrepreneurs | Beneficiaries (Micro-credit)Beneficiaries (CIC)Beneficiaries (CIC)Beneficiaries (NFE)Beneficiaries (CFS, watsan)Beneficiaries (CFS, watsan)Beneficiaries (CFS, watsan)Beneficiaries (CFS, watsan)Beneficiaries (IGSP)Beneficiaries (Micro-credit)Beneficiaries (NFE)Beneficiaries (Hostels, kitchen & store)Beneficiaries (Hostels, kitchen & store)Beneficiaries (NFE)Beneficiaries (IGSP) |

ANNEX 4: Delivery of results extracted from the 2008 and 2009 Progress Reports.

2008 Project Report:

Objective I

* Hostels and matron quarters construction initiated in 3 schools to encourage higher school enrolment, particularly of girls.
* Training of district education officers and relevant teachers of remote and rural district schools to improve the quality of school feeding programmes.
* Child Friendly Schools (CFS) training of trainers completed for 22 school principals in eastern districts including Mongar and Zhemgang.

Objective II

* Fuel efficient stoves distributed to 14 schools, leading to improvement ofschool kitchen hygiene and reduction of firewood consumption. Kitchens and stores constructed in 6 schools Training of 62 cooks and store keepers to improve hygiene and quality of school feeding programmes completed. Pour flush latrines for 4 schools constructed
* Safe drinking water supply schemes in 10 schools, 4 in Dagana and 6 in Zhemgang Districts supported.
* 48 school health coordinators from the central region including Zhemgang and Sarpang districts trained to intensify school health programmes.

Objective III

* All NFE learners have been trained on life and livelihood skills, good parenting skills, sanitation and hygiene
* 485 NFE instructors, including those in Dagana, Mongar, Samtse and Zhemgang Districts, trained on life skills based education and appropriate teaching approaches for adult learners.
* A needs assessment exercise completed to identify appropriate villages, artisans, necessary tools & equipment and village skill instructors as local resource persons. Following the study, participants lists have been finalized, master craftsmen identified to be recruited as village skilled instructors and 180 sets of toolkits procured. Three training sessions will be conducted in January/ February in 2009.
* The sites for 6 Community Information centers were identified based on criteria such as availability of electricity, telephone connectivity and road access. To facilitate management of the CICs in a PPP approach, appropriate entrepreneurs to operate the centers have been identified. The UNV ICT specialist, is presently preparing necessary management manuals of CICs. Equipment for the 6 centres has been procured and distributed.

Objective IV

* The participatory assessment to identify needs and utility of micro finance services among rural poor households, particularly women has been completed. Based on the report, client oriented and easily accessible micro finance products and services have been identified and training manuals on credit management for staff have been developed.

Objective V

* An international consultant was recruited to conduct an in-depth analysis of existing job counseling and job search programmes. The UNV recruited to develop and strengthen job- matching and counseling services also helped the exercise. The resulting study report, “Strengthening Careers and Employment Counseling” was presented to the stakeholders including Ministry of Education, Ministry of Labour and Human Resources, National Commission for Women and Children, and the Parliamentary Committee on Labour and Employment and the recommendations endorsed for further implementation.
* The on-line job portal was also revamped and made user-friendly. The system now incorporates additional features enhancing the services provided at the One Stop Service Center, such as Job Search Tips for Job Seekers, Know Your Rights and FAQ. A Forum on Occupational Health and Safety Standards targeting supervisors/managers and
* Occupational Health and Safety representatives from private and corporate companies was organized in Phuentsholing in December 2008.

Objective VI

Activities undertaken by the Textile Museum/Handicraft Association:

* Support was provided to the Textile Museum to organize the Crafts Festival 2008 to enhance linkages between rural producers and urban marketing centers. As part of the festival, three training programmes on quality improvements of handicrafts were conducted for rural artisans.

Activities undertaken by YDF:

* A curriculum for vocational training for the Draktsho Vocational Training Institute for the Disabled was developed The Special Needs Education curriculum for the NFE reviewed Six students were provided with scholarships to pursue basic education;
* Four recovering addicts are currently undergoing training at the “drop in center” established by the YDF in Thimphu, Thirteen girls have completed training from the YDF managed Souvenir Production Centre in Punakha
* NFE instructors were trained in the identification of people with disabilities (PWD). Training on “Youth and Social Work in Our Communities” was organized in 5 districts. Twenty two youth from across the country competed for the National Golden Youth Award in 2008.

Activities undertaken by RENEW:

* Conducted awareness raising activities for rural women on gender, reproductive health and HIV/AIDs Conducted awareness raising campaign on Gender based violence, social, economical, and emotional challenges of the effects of HIV/AIDS
* A walk on preventing HIV/AIDs was organised generating high level of awareness on the issues An educational and advocacy material documentary on “Voices of women in Bhutan” is complete Advocated the status of women in Bhutan through launch and dissemination of the voices of Bhutanese women
* Established a women support network including rural areas through NFE teachers and community support groups The publication of the book titled “Reflections” was launched in October 2008 with participation from 60 women who came from very remote villages. For some, the visit made to the capital city was for the first time in their lives.

2009 Progress Report:

Objective I

* To assist with the increase in school enrolment, particularly that of girls, WFP has selected 3 schools for infrastructure improvement in constructing hostels and matron quarters. The construction of two hostels was completed, and one is ongoing. Training of the district education officers along with the teachers of remote and rural district schools followed by regular monitoring was conducted in order to improve the quality of the school feeding programme.
* CFS Training of Trainers for 22 principals, DEOs and ADEOs from all the districts in East Bhutan was conducted. These master trainers then trained 19 school principals from 7 districts and another 30 principals and teachers from 3 more districts. Monitoring and participatory assessment for continuous quality enhancement was carried out.

Objective II

* Fuel efficient stoves were provided to 14 schools. Moreover, construction of kitchen and stores in 6 schools and the training of 62 cooks and store keepers were undertaken to improve the hygiene and quality of school feeding. 9 DEOs, 2 ADEOs and 28 principals from various schools were trained as part of capacity building assistance to Ministry of Education.
* Construction materials for pour flush latrines were provided to 40 schools in 15 districts. Support was given to schools in all 20 districts to observe the 2009 World Water Day. In addition, World Toilet Day was observed for the first time in Bhutan with pilot demonstration of Ecological Sanitation toilets in Paro.
* 30 schools were provided with water supply construction materials, and rainwater harvesting materials were procured for 4 schools to improve access to alternative water sources. Posters on hand washing and disease transmission cycle were distributed to all schools, health centers and public institutions across Bhutan. Animation videos on sanitation and hand washing documentary were broadcast on national TV. 20 youth were trained to form school sanitation clubs to promote improved sanitation and hygiene practices among remote communities.

Objective III

* CFS training of trainers was conducted for 22 school principals in Eastern Bhutan. 485 NFE instructors were trained on life skills based education and teaching approaches for adult learners. 48 school health coordinators from the central region including Zhemgang and Sarpang districts were trained to intensify school health programmes. Social mobilization and advocacy campaign is underway to encourage 15 – 24 year old out-of-school youths to enroll in the NFE programme.
* 6 CIC operators have been trained in the following areas:
	+ 1. Management training at the Institute of Management Studies Technical training at Keunphen Technologies Basic and Advanced Dzongkhag Linux1 training at the Dzongkha Language Institute.
		2. 1 Linux is a free and open source software for the computer operating systems.
		3. 10 |Information was disseminated on existence and the advantages of the CICs and on the future plans of the government regarding the CICs. On an average, 30 people participated in the Dzongka Linux trainings in each of the centers. Based on the needs assessment conducted on cane and bamboo products, 3 trainers from India and 4 local artisans conducted training to 178 participants. Tool kits were also provided to trainees.
		4. Guidance was provided to the producers of handicrafts on the formation of marketing groups/associations through one channel in order to set the quality benchmark and uniform price to the products. The UNV System Specialist was instrumental in drafting the by-laws for the groups.
		5. Community income generating activities were supported in Samtse by providing improved tools and equipment to ensure quality product development. A power tiller was brought to the communities to facilitate the transportation of the oranges and agricultural activities; and 120 households were given pruning scissors and other tools to maintain their orange orchard. In addition, a rice mill was bought to the same communities to shorten their travel time in reaching a place where another rice mill was located earlier, and an oil expeller was provided to save some cost in buying oil for their own consumption. Moreover, a paper factory was established, creating employment for 15 girls and 10 boys.

Objective IV:

* Based on the participatory assessment conducted on the needs and utility of micro finance services among rural poor households, particularly those of women in 2008, the following activities were completed in 2009.
* Development of training modules; Training of trainers of 5 female and 28 male BDFCL staff at Bumthang; Training of trainers of 9 female and 27 male BDFCL staff at Paro; Training of 27 female and 3 male beneficiaries ( farmers ) at Mongar; Training of 10 female and 28 male beneficiaries ( farmers) at Zhemgang; Training of 12 female and 22 male beneficiaries (farmers) at Samtse; Nu. 728,267 pilot micro finance loans to 11 female and 3 male in Mongar; Nu. 728,267 pilot micro finance loans to 1 female and 13 male in Zhemgang; and Nu. 728,267 pilot micro finance loans to 11 female and 8 male in Samtse.
* Objective V:
* A National Job Fair in Thimphu and one Regional Job Fair each in Mongar and Phuntsholing was conducted. The Job Fairs were intended to bridge the gap between employers and job seekers to provide an avenue for immediate employment or assimilating career prospects. A Basic Entrepreneurship Course for 38 prospective entrepreneurs was provided. The training covered the fundamentals of small business management, and in particular, business planning.
* A Project Support Officer was recruited to assist in the implementation of the IGSP. A local consultant was hired to develop an IGSP Operational Guideline and entrepreneurship Promotion Strategy. An IGSP Operational Guideline and an entrepreneurship Promotion Strategy were developed for implementing the Income Generation Support Programme. An Entrepreneurial Skills Development Training for the first batch was completed. TOT on tailoring course at Chumey VTI was conducted. Tailoring equipment for Chumey VTI was purchased and a classroom was renovated.

Objective VI:

* Activities undertaken by YDF Computers and cameras for media were procured and two training programmes were conducted for 30 youths in basic film making and photography at Nazhoen Pelri centre. The participants were selected among the school drop-outs and recovering drug addicts who are among the most vulnerable segments of the youth population. An establishment of a community Tailoring unit with a small souvenir outlet was initiated in Bumthang with 26 NFE learners and 10 out of school girls. 8 NFE instructors (two each from selected Districts) were trained in Special Needs Education from Trashigang, Paro, Chukha, and Samtse. 10 youths from rural communities underwent leadership training and organized advocacy and awareness campaigns to address the importance of volunteerism and issues related to substance abuse. 6 students from poor households have been selected and given a scholarship to enable them study in schools.
* Activities undertaken for support to Cultural Industry by HAB and Department of Trade, MoEA Support was given in promoting culture-based creative industry for poverty reduction through a number of programmes and initiatives, targeting rural craft producers, artisans and dealers, to improve the product quality and knowledge on international markets, which would contribute to building the product competitiveness through enhancement in the export capacity.
* Bhutan Seal of Excellence and Quality was established to set a quality benchmark for Bhutanese handicraft products and to encourage producers to improve their quality and diversify product range. 1 product was awarded Bhutan SEAL of Excellence in 2009. Rural and urban weavers were trained by a weaving expert from Lao, using Lao looms and weaving techniques, as well as yarn dying with natural dyes. In addition, selected tailors were trained on surface decoration in embroidery with technical assistance from an Indian expert. As a result of these efforts, a range of hand woven textile and products was diversified, and productivity increased.
* 45 rural and urban weavers, including 20 handicrafts shop owners were trained in production system management and costing, which enhanced their business skills and knowledge. Furthermore, 12 weavers were trained in Singapore on retail management, production tracking and business management to facilitate SME development.
1. The methodology used in this evaluation has been developed from the United Nations Evaluation Group (UNEG) ‘Standards for Evaluation in the UN System’ and the Human Security Unit-OCHA ‘Monitoring and Evaluation Framework’. The Protection and Empowerment Framework and Externalities Framework can be found in ‘Human Security in Theory and Practice’ from the Human Security Unit-OCHA. [↑](#footnote-ref-1)