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The Project “Social Innovation and Volunteerism in Uzbekistan”

Final Evaluation Report

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List of acronyms

“DYI”	“Do it yourself”
DGTTF	Democratic Governance Thematic Trust Fund
ELS	Enhancement of Living Standards
EU	Europe Union
FGD	Focus group discussion
GDP	Gross domestic product
GIZ	German Agency for International Technical Cooperation
JICA	Japan International Cooperation Agency
M&E	Monitoring and evaluation
MDG	Millennium development goals
MoPE	Ministry of public education
NGO	Non-government organizations
NIMFOGO	Independent Institute for Monitoring the Formation of Civil Society
NTRC	National Television and Radio company
RRF	Results and resource framework
SI	Social innovations
SIV	Social innovation and volunteerism
SWOT	Strength, Weak, Opportunities and Treats
ToR	Term of reference
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations
UNV	United Nations volunteers
USD	United State Dollar
USIAD	United States Agency for International Development

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1. Executive summary

The purpose of this evaluation was to provide a comprehensive overall assessment of the project and to provide recommendations for exit strategy and follow-up activities. The evaluation was conducted in Tashkent in November- December 2014 by Zulfiya Tairova. The evaluation findings will serve as a reference source and be used for program planning by UNDP in such fields as youth issues, volunteerism and social innovations.

The methodology included a mixture of qualitative and quantitative research techniques to collect information through interviews with key informants, interviews and focus group discussions with staff, beneficiaries and target population, as well as document reviews.

The evaluation identified the following strengths of the implementation approach of the project:

- Style of management (democratic, clear division of powers, ownership and individual responsibility), supportiveness and friendliness of the project staff, good team and atmosphere of the project, diversity of the project team (age, gender, expertise, nationality).
- Provision of opportunity for youth volunteers to implement/realize their own ideas and initiatives. Flexibility to support different innovative initiatives of youth who participated in the project.
- Establishment of good relations with the partners involved in the project activities. Several key partners of the project such as Parliament of the Republic of Uzbekistan and National Library have expressed their strong support for further cooperation with UNDP on this project.
- Effective public relations and visibility of the project.
- Recognized format and quality of the project products (guides, books, training packages).

This evaluation also revealed some weaknesses and structural factors that significantly influenced the success of the project:

- Limited channels for information sharing about the project implementation among rural population.
- The project workplan was too flexible resulting in delays in implementation of different activities, there also were too much unplanned and ad-hoc activities.
- Baseline capacity building needs assessment wasn't conducted.
- Very intensive schedule of educational events (trainings, seminars) limited the project team's ability for quality assurance. The selection of qualified trainers was also challenging issue in several instances.
- M&E system for education interventions especially tools for assuring quality and follow up assessment of education in cascade model of training implementation.
- There was lack of clear measures for evaluation of social value and effectiveness of several social innovations and the projects supported by mini-grants programme.
- Tenuous procurement (complicated procedures, lack of planning, delays in delivery) especially related to mini-grants programme.
- Limited focus of the project on rural areas.
- Social innovation is the new topic in general and it takes time to understand and requires additional expertise in different technical matters.
- Direct implementation modality (DIM) adopted by the SIV project has negative impact on sustainability of the supported activities and limits opportunities to activities, including various youth initiatives in educational sector (colleges, schools, lyceums).
- The youth topic is sensitive, political issue and any interventions among this target group are being controlled by law enforcement and internal security services. Work in this field requires agreement and endorsement on each activity.

The following recommendations have emerged from the evaluation findings and conclusions:

- Further interventions will require National Implementation Modality to assure sustainability and ownership of the Project outcomes as well as access to rural population. For this purpose a comprehensive analysis of partnership, policy and legislative base is necessary in order to successfully plan and implement the next phase based on the achievements in creating enabling environment of the current project. The trust, readiness, needs, expectations and capacity of national partners including Parliament and National library further cooperation on youth issues must be carefully considered.
- Capacity building needs assessment should be the base for design of further interventions. It will help to identify priorities, to mobilize adequate resources and will ensure effective planning.
- Further planning of interventions supporting introduction of social innovation need to be furnished with effective monitoring and evaluation system capable to measure the effectiveness interventions and document evidences of addressing social issues.
- To improve the format of the introduced open space lab on social innovation in the questions on provision of technical expertise, flexibility and value of supporting funds.
- To address sustainability of some project interventions:
 - At the National library it is necessary to properly document and regularly update materials that are available at the UN Resource Room. Focal point persons need to be appointed from the UN agencies who would then be responsible for regular updating this knowledge hub and developing joint actions aimed at ensuring regular basic information sharing about UN activities in the country and prospective programs targeting youth.
 - To study the capacity of the National Library for managing its pool of volunteers.
 - To ensure that all materials that are produced by the project are supplied to the National Library and available to the public.

2. Introduction

This document is the result of the Final Evaluation of the Project “**Social Innovation and Volunteerism in Uzbekistan**” [SIV]. This evaluation was initiated by the UNDP Uzbekistan and aims to assess the relevance, performance, management arrangements and success of the project and to provide recommendations for potential next phase of the Project. It was anticipated that the outcomes of the evaluation will be a clear source for future planning and prioritization of UNDP/UNV Uzbekistan activities in the field of social innovation and volunteerism.

Since project start, the SIV was the only meaningful intervention of international donor community in support to addressing youth issues, creating enabling environment and youth inclusion in development processes. The main goal of the SIV project is to establish an enabling environment for the empowerment of youth with particular focus on young women and promotion of community based volunteerism as the platform to support collaboration, spotting talents, introducing social innovation tools for youth engagement. In addition, special emphasis was made for providing evidence of value-added youth-led development and encouraging organizations to launch volunteer programmes for young people. The project is jointly funded by Democratic Governance Thematic Trust Fund, UN Volunteers and UN Development Programme

As a result of its implementation since 2012, the Project worked mainly in two directions: 1) Enabling environment and advocacy for enhanced youth participation through voluntary service and raising the youth profile in development fostered; 2) Piloting of youth-led development initiatives and capacity building on the ground for youth initiative groups, feeding to policy makers. The project mainstreamed the culture of volunteerism and dissemination of the best social innovation practices among youth in Uzbekistan.

Goal and objectives

The Goal for this evaluation is to provide a comprehensive overall assessment of the project and to provide recommendations for exit strategy and follow-up activities.

Objectives:

- To assess overall performance against the Project objective and targets as set out in Project Document.
- To assess the effectiveness and efficiency of the Project;
- To analyze critically the implementation and management arrangements of the Project;
- To assess the sustainability of the project’s interventions;
- To list and document lessons learned concerning Project design, implementation and management;
- To assess changes in the baseline situation and provide guidance for the future activities in the area of social innovation and volunteerism;
- To analyze if and how the project was able to sustain its innovative activities and whether or not further up-scaling/replication took place with government and/or donor funding.

3. Methodology and approach

The methodology and data collection tools for this evaluation (See Annex A) were developed in line with the evaluation policy of UNDP (<http://www.undp.org/eo/documents/Evaluation-Policy.pdf>) and the UNDP Handbook on Monitoring and Evaluating for Results (<http://www.undp.org/gef/05/monitoring/policies.html>).

The evaluation was based on participatory approach and involved all relevant stakeholders, including the project’s management and staff, national and other partners, beneficiaries, clients and representatives of the target population. Project performance was measured based on Project’s Results and Resources Framework. The evaluation conducted at the regional level, was carried through on-line and phone interviews of key informants in the regions outside of the capital city.

The analysis covered key outputs and related interventions/activities of the Project’s Results and Resources Framework. It covered the following aspects: relevance, efficiency, effectiveness, and sustainability, the lessons learnt and recommendations.

The evaluation consisted of the following main components:

- **Review of the Project concept and design.** The evaluation included review of the project strategy, logical framework, activities and inputs, implementation modality; management arrangements and cost-analysis.
- **Assessment of the Project implementation.** The implementation of the project assessed in terms of quality and timeliness of inputs; effectiveness of management including utilization of adaptive management framework (M&E, work planning, risk management, performance); changes in the project environment; partnership.
- **Assessment of the Project results (outputs and outcomes) and effectiveness.** This evaluation component was focused on assessment of effectiveness, sustainability and coherence of the project, changes in the youth related policies (the project’s mandate), access to the project services; achievements on individual, organizational and system levels of project implementation.

The evaluation utilized qualitative and quantitative research methodologies including:

- *desk review* - all relevant documents including programme reporting, other research reports, official overviews, mass media materials, etc.;
- *interviews with key stakeholders*-(governmental and non-governmental organizations, enterprises, international partners (See a full list of key respondents in Annex B)
- *interviews and focus group discussions (FGD) with staff* involved in project implementation (managers, coordinators, volunteers);
- *interviews and FGD with beneficiaries and target populations (youth).*

Description of the process of the evaluation

The whole process of the evaluation was divided into three following stages:

1. In *Preparation* stage detailed description of the methodology and tools was elaborated and agreed. The Protocol and schedule of the evaluation was agreed with project staff and management in UNDP.
2. In the *field* stage the following was carried:
 - *Work with project staff:* gathered materials for desk review; interviews with: Project manager, administrative and finance assistance, office volunteers (UNV national and international); exercises with staff on self-assessment and SWOT analysis of the project implementation, on-line and phone interviews of volunteers from regions.

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- FGD with the *project volunteers- community volunteers* (8 participants),
 - FGD with participants of the project *mini-grants* programme (11 participants)
 - FGD with target population (*youth*) – volunteers of National library (7 participants)
 - FGD with participants of *education programme in National library* (3)
 - Interviews with *partners* (6) - Oliy Majlis, National library, National center of education under Ministry of public education, “Ipak Suzana” enterprise, DIY lab project staff, British Council
 - Interview with *programme management* -UNDP and UNV
 - Compilation of the summary of preliminary findings after the field stage
3. Analysis and report writing. At this stage desk review and summary of all findings of the evaluation, generation of final conclusions and recommendations was conducted.

4. Overview of the environment for the SIV project

4.1. Country socio-demographic profile and Legal base

Uzbekistan with a population of over 30 million people is the most populous country in the Central Asian region. Country has a large proportion of young population, the average age is 28 years¹. The youth of Uzbekistan up to 30 years old accounts for 64 percent of the country's population, that is 17 million people, which makes the population of the country one of the youngest in the world.² Taking into account that more than 65% of Uzbekistan's population resides in rural areas and due to the high birth rate the proportion of youth among capable population is higher in rural areas as well, rural youth should become the major driving force for social, political and economic development of the country.

According to the World Bank classification Uzbekistan is a low-middle income country with 1,719 USD GDP per capita³ (2012). Human development index in 2012 – 0,654 (114 from 187) (UNDP). Youth development index in 2013 0,45 (128 from 170) (Commonwealth Youth programme). Country literacy rate -99,94% in 2011 (UNESCO). Youth (15-24 y.o.) unemployment rate is 21.1%⁴.

Although the National Strategy for Youth in the country does not exist, the priorities of youth policy are defined in the Law "On foundations of the state policy on youth", adopted on November 20, 1991. Care for young people, support for youth initiatives, protection of personal rights and freedoms, legal and social protection of young people, as well as direct participation of youth in shaping and implementing public policy were identified in the law as the priority areas of youth policy. Legislatively approved minimal level of social security of young people in Uzbekistan includes free education, free medical services, transportation benefits, access to sports facilities, and others⁵.

In addition to the law, the President of the Republic of Uzbekistan adopted a series of decrees and regulations related to young people, in particular, "On Measures of State Support of Talented Youth in the Republic of Uzbekistan" (1992), "On measures of stimulation of studying youth" (1993), "On the establishment of youth foundation "Iste'dod" (Talent) (1993), "On the presentation of state awards to young authors of Uzbekistan for the best writing and scientific work" (1993), "On "Kamolot" Youth Foundation of the Republic of Uzbekistan" (1996), "On the improvement of legal education, raising the level of legal culture, improving the system of jurisprudence training of personnel, improvement of work on studying public opinion" (1997) and many others. Of special note is the adoption of the Decree of the President of the Republic of Uzbekistan "On additional measures on financial and moral support for young families" (2007), which enabled young families to obtain soft loans for housing construction, purchase of building materials and development of the household⁶. For development of young generation the country has also enacted the Law “On Education”, the National Personnel Training Program, the State National School Education Development Program.

In Uzbekistan it has been a kind tradition to devote every year to a certain course of a social policy. Last years were devoted exclusively to issues for ensuring interests of the growing generation. Thus, 2014 was declared as “Year of healthy child”. The main goal the government pursued in it was to give a powerful impulse, to open ample opportunities and conditions for formation of physically and morally healthy rising generation, to ensure protection of their rights and interests, to create all necessary in order for the youth entering into life to become the real decisive force in society renewal. President's Decree "On additional

¹ State Committee on Statistics, 2014 (www.stat.uz)

² Baseline situation analysis conducted with Kamolot in 2011.

³ World bank development indicator database (www.data.worldbank.org)

⁴ Youth unemployment refers to the share of the labor force ages 15-24 without work but available for and seeking employment.

⁵ Baseline situation analysis conducted with Kamolot in 2011.

⁶ Baseline situation analysis conducted with Kamolot in 2011.

measures on implementation of the state youth policy" was issued on February 6, 2014. This Decree approved the new state multisectoral social programme targeted at addressing youth policy issues.

4.2. Coordination and key stakeholders

The law on the state youth policy details that implementation of the youth policy is in the competence of the State Council on Youth Affairs and public executive bodies formed to support implementation of State programmes. State programmes on youth are elaborated by the Cabinet of Ministers and only Oliy Majlis (Parliament) of the Republic of Uzbekistan can approve such programmes⁷. However, there is no information about structure and competence of State Council on youth in the Uzbekistan government portal. There is also no separate Ministry or Department responsible for youth affairs in the country.

The list of key players in the implementation of youth policy and programs can be divided into the following sections.

Government organizations and agencies:

- Oliy majlis (Parliament of the Republic of Uzbekistan)
- Cabinet of Ministries (Juvenile committee)
- Ministry of Higher and Secondary Special Education
- Ministry of Public Education
- Ministry of Labor and Social Protection
- Ministry of Culture and Sports
- Ministry of Foreign Affairs
- National Security Service
- Regional and Tashkent city administrations (hokimiyats)
- Council of Ministers of the Republic of Karakalpakstan
- Republican Center of Education (under MoPE)
- Center of Secondary Specialized and Vocational Education (under MoPE)
- Republican propaganda center for spiritual, scientific and practical center of the national idea and ideology
- National Television and Radio company (NTRC)
- Press and Information agency of Uzbekistan

National Non-governmental and civil society organizations:

- “KAMOLOT” Youth Movement
- "Iste'dod" Youth foundation
- Independent Institute for Monitoring the Formation of Civil Society (NIMFOGO)
- Women’s Committee of Uzbekistan
- Fund “Soglom avlod uchun”
- “Mahalla” Charity Public Fund of Uzbekistan (all the mahallas)
- Youth NGOs: Uzbekistan Red Crescent Society, Istiqbolli avlod, Civic initiatives support fund

International organizations and agencies

- UNFPA
- UNESCO
- UNICEF
- International NGOs: “Save the children”, International Red Crescent Society, British Council...

⁷ Law of the Republic of Uzbekistan "On foundations of state youth policy", November 20, 1991

- Bilateral organizations like USAID, GIZ, JICA

Private sector and business associations:

- Chamber of commerce and industry of Uzbekistan
- «Khunarmand» Association

4.3. Status of volunteerism and social innovations in Uzbekistan

In Uzbekistan volunteerism has a strong tradition through the ‘mahalla’ (local community) system, community-based committees, which undertake initiatives at the local levels to improve the livelihood of citizens, are active in the mahallas. Indeed, since 1994, the mahalla have been given increasing responsibilities for channelling social assistance from the central government. Under Uzbek law, the Mahalla Fund is an officially registered non-government, non-commercial organization. This kind of self-organized mutual aid mostly takes the form of hashar.⁸

A joint EU and UNDP initiative in Uzbekistan is the Enhancement of Living Standards (ELS) Programme, which has been working in various regions of Uzbekistan since 2005. One of three key elements is “empowering local communities for improved social welfare by encouraging communities to implement self-help schemes and undertake rehabilitation of social services infrastructures.” The ELS team meets with the respected people of a local community: village elders, women activists, or representatives of the local authority, and helps them to select the most pressing issues of that particular area by using the MDGs as a starting point. Local residents decide for themselves what should be done to make their community life better. One of the unique concepts of the ELS project is that it engaged the time-honoured practice of hashar. Local people do not usually have money or resources to donate, but they can contribute their labour, equipment and skills. So, the ELS project reinforces people’s belief in their capacity to influence their own development.⁹

Volunteers in Uzbekistan play a vital role in helping to solve the critical problems addressed by the Millennium Development Goals. Since from 2004 many volunteers have worked with communities and directly in the field providing their support, experience and commitment to the cause of sustainable human development. Volunteers are an increasingly necessary resource for achieving the Millennium Development Goals, both in Uzbekistan and globally¹⁰.

“Volunteerism is an expression of people’s willingness and capacity to freely help others and improve their society”

‘UNV: Programming volunteerism for development: A guidance note.’ 2009

⁸ Coudouel, Marnie & Micklewright, 1998

⁹ Understanding of volunteerism for development in South-Eastern Europe and the CIS: Lessons for expansion. UNV and UNDP – Bratislava regional center, 2009

¹⁰ Understanding of volunteerism for development in South-Eastern Europe and the CIS: Lessons for expansion. UNV and UNDP – Bratislava regional center, 2009

Based on World Volunteers Web data¹¹ in Uzbekistan since 2005 several volunteer programmes were implemented by different international organizations (Peace Corps, UNFPA, UNICEF, UNDP, UNV) in development area (education, MDGs, health). Central Asian young people have high interest in participating in skills building activities organized by international organizations and the non-governmental sector, however, only a limited number of young people can be exposed to this influence, and these will generally be city dwellers¹². During focus group discussions youth mentioned several national volunteers networks like Kamolot, Red Crescent, Istiqbolli avlod and national branch of “Y-peer” (which is also already closed due to an end of UNFPA supported project).

The vital role volunteers play in empowered and resilient communities, as well as in working towards achieving the Millennium Development Goals, has been recognised by several UN resolutions and referred to personally by the UN Secretary General Ban Ki-moon. However, despite Uzbekistan's rich tradition of ‘Hashar’ (mutual-help community groups), the concepts of volunteerism and voluntary community service is not yet widely known practise in the country. As a result, youth in particular are missing out on the benefits of volunteering such as increased confidence, skills and employability, while communities in turn do not benefit from the valuable contribution volunteers can make to local development processes¹³.

The analysis of factors and conditions for innovative development conducted by Institute of economics of Uzbekistan¹⁴ shows that there is a certain innovative and technological potential in the country. But for further harnessing of this capacity there are needs in improvement of an innovative infrastructure, the skillful technological policy of the state, free market competition of innovations, and other considerable investments are necessary.

Concerning the youth bulge (around 60% of population are below 30), high rates of youth unemployment and lack of infrastructure and possibilities in rural areas with a high density of young people, UNDP considers the engagement in social innovation and entrepreneurship an excellent chance for empowering people to have a positive impact on their society.

However, as the field of social innovation and entrepreneurship is rather unknown and new, in 2012 in collaboration with Vienna University of Economics and Business, a student team coached by the Institute of Entrepreneurship and Innovation was assigned to research on the topic and provide UNDP with an understandable explanation as well as suggestions on how to implement concrete methodologies at place and start creating a sustainable social innovation environment in Uzbekistan. The outcome of the assignment was a coherent 3-stage model, which was introduced within the SIV project¹⁵.

“Social innovation is about new ideas that work to address pressing unmet needs. We simply describe it as innovations that are both social in their ends and in their means. Social innovations are new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new social relationships or collaborations.”

Open Book of Social Innovations, 2010

¹¹ <http://www.worldvolunteerweb.org/browse/countries/uzbekistan.html>

¹² SIV Project document (2012). Section I: Situation analysis.

¹³ Summary of the SIV project.

¹⁴ “Factors and conditions for innovative development in Uzbekistan”. Kamila Khodjaeva, Institute of Economics, Uzbekistan. 2012

¹⁵ Project report: Social Innovations in Uzbekistan. WU Vienna University of economics and business, January 2013

5. The SIV project Description

5.1. *Initiation of the project*

In November 2010, UNDP Uzbekistan elaborated the Initiation plan (IP) of the project “Increased participation of youth in social, political and economic development of Uzbekistan”. The purpose of this IP was to set the baselines for further interventions by UNDP to promote civic engagement of youth and elaborate comprehensive full scale project document aimed at increased participation of youth in social, political and economic development of Uzbekistan. Potential areas of interventions were defined as following: civic education, volunteerism, environmental education, youth employment. This was derived from UNDAF outcome “Awareness of women, youth and civil society on relevant development issues and availability of opportunities for their more active civic engagement increased”.

In close consultation with Kamolot and several UN agencies (UNICEF, UNV, UNFPA) a concept note for the new project was developed and submitted to DGTTF as an application (2012). The first draft of the project included activities to be implemented by UNDP, UNV and national partner (Kamolot).

In 2012, the project was approved for financing, and then submitted officially through the Ministry of Foreign Affairs for formal endorsement by the Government. The official answer was that Government was not interested to pursue this project with UNDP through Kamolot. However, due to allocation of funds from DGTTF and UNV and in consultation with them it was decided to re-design the project focusing on social innovation and volunteerism, and engaging a broader pool of organizations and National Library of Uzbekistan, Kelajak Ovozi through Memorandums of understanding (MoU). This is also the reason why Direct Implementation Modality (DIM) was approved for SIV project.

5.2. *The project results framework*

The main **goal** of the project is to establish an enabling environment for the empowerment of youth with particular focus on young women’s empowerment and promotion of community based volunteerism as the platform to forge collaboration, spotting talents, introducing social innovation tools for youth engagement. In addition, special emphasis will be made for providing evidence of value-added youth-led development and encouraging organizations to launch volunteer programmes for young people.

As the **results** of the project, urban and rural youth will be better equipped with necessary practical skills and knowledge for self-determination, and participate more actively in development processes of their communities and the country.

The intended **output** is: “Citizens, with particular focus on youth, are better informed about development challenges, volunteerism, policy making and empowered to better participate in decision making”.

The project consists of two key **indicative activities**:

1. The first Indicative activity result is: Enabling environment and advocacy for enhanced youth participation through voluntary services and raising the youth profile in development fostered. Concrete activities in this direction include: nationwide *trainings* for young people on project development and idea generation, leadership and civic education skills, *teleconferences* with youth organizations from developing countries and *discussion clubs*, as well as *enlarge network of volunteers* and introduce proper structures, advocate widely about benefits of volunteerism and community service, organize *social innovation camps*.
2. The second Indicative activity result is: Piloting of youth-led development initiatives and capacity building on the ground for youth initiative groups, feeding to policy makers. Concrete activities in this direction include: *trainings* for young people on *project management and sustainable local development, social entrepreneurship, 50 mini projects* aimed at local community improvement.

5.3. *Implementation strategy of the SIV project*

As was already mentioned the *DIM* was approved for implementation of the project.

The *partnership* strategy was aimed at establishing value-added relations with institutions and organizations whose mandates include young people, such as the Center for youth initiatives Kelajak ovozi, Kamolot, related UNDP CO projects, UNFPA, UNICEF and youth networks and organizations in the developing countries.

Country coverage: project document envisaged working nationwide through creating of 5 regional labs on the base of the centers for youth initiatives Kelajak ovozi. In the aftermath of closure of this organization the project was forced to find another opportunities to work in the regions. For this purpose, the capacity of UNV and other related UNDP projects around the country were used. Finally the project was represented by 5 UNVs in Nukus, Muynak (Karakalpakstan), Djizzakh and Namangan who were located in the offices of UN Joint Programme and Local Governance Support Project of UNDP.

The project *Staff structure*: in Tashkent the project office is represented by 7 specialist: Project manager, administrative and finance assistant, Training and PR specialist, 3 national UNVs and 1 International UNV; in the regions the project was represented by 5 national UNVs in 4 cities (Nukus and Muynak in Karakalpakstan, Djizzakh and Namangan).

Timeframe: Starting date: 1 July 2012, End date: 31 December 2014.

Approved *budget at the beginning of project implementation*: 550,000 USD

Budget with additional funds raised during project implementation: 640,923.58

Gender and inclusiveness: the strategy is to promote women’s leadership among project beneficiaries and greater involvement of young women in all project activities and special trainings for women. The project will also address the issues of inclusiveness and equal representation. The project aim that 3% of beneficiaries will be represented by young persons with disabilities.

Programmatic structure of the project includes following key directions:

- *Civic education*, which covers such activities as: Debates, Trainings, Developing of the educational materials (Books, guides), Discussion clubs, activities in National library, supporting of national contest on parliamentarism.
- *Social innovation*, which includes: Café scientific, Eco-bags, DIY, Open space lab, Regional tourism promotion, mini-grants programme.
- *Volunteerism* is integrated in each of the programme component by improving the perception and understanding of volunteerism and embracing the youth-led development. The project supports the development of opportunities to engage in meaningful volunteer activities in communities across the country. This direction includes elaboration and introduction of Volunteers management guide, Volunteer Code of conduct, web site: (www.iact.uz), the volunteers’ anthem (MDG song) and other activities.

6. **Effectiveness (outcome and impact) of implemented project**

As was mentioned in methodology section of this report the participatory approach was utilized for this evaluation. Based on this during focus group discussion with project staff it was decided to carry evaluation of the project based on key directions and on usage of the scale system, where 5= Excellent; 4= Good, but there are minor gaps; 3= Partly/Satisfactory, there are issues to discuss; 2= Unsatisfactory, urgent intervention is required; 1= Does not comply, is almost absent. The same scale system was used in

interviews of key respondents and beneficiaries. The criteria for the assessment on key evaluation aspects of the project components were also developed and agreed during focus group with staff.

The *effectiveness of the project in general* was assessed based on approved results framework and the criteria was “Evidence of established enabling environment for the empowerment of youth (with particular focus on young women’s empowerment) and promotion of community based volunteerism as the platform to forge collaboration, spotting talents, introducing social innovation tools for youth engagement”. The average grade on this is “good”, different structural factors and operational issues (described in the next sections) limited better performance. Description of the implemented interventions and their outputs, success stories of youth involved shows the evidence of changes in environment for empowerment of youth in the country.

The project has actively promoted the concept of volunteerism which helped the term to become familiar and understandable for a greater number of young people. The project has created a good practical platform for introduction of volunteerism and social innovation. One of the key distinctions of the SIV from other programmes with similar focus (based on FGD with the project beneficiaries) was its programmatic flexibility, youth had opportunity to learn about social issues and development agenda and then generate and introduce own innovative ideas. It made the project more attractive to the young people and provided them skills for self-determination and self-expression.

For assessment of *civic education’s effectiveness* the following criterion was generated: “Youth (equally male and female, urban and rural, people with disabilities) increased their awareness, knowledge and skills on following key topics: volunteerism, professional and human development, social innovation, social entrepreneurship, legal literacy; social activity and healthy life style”. In this direction the average grade is “Excellent”, the project staff graded it as “Good”. The explanation is that the project had limited access to rural population due to limitations of the implementation modality. The project worked on this component in several directions and created enabling environment for the further interventions. The reputation of the project among involved national partners is “this project provides innovation and quality”; selected national partners have highlighted capacity, readiness and needs in extension of executed activities.

For assessment of *social innovation component’s effectiveness* the following criterion was utilized: “Evidence of innovative solutions for social issues”. Based on this criterion the average grades provided by different evaluation participants is “Excellent”, the project staff graded it as “good”. The explanation was that not all interventions were successful because there are so many external factors influencing the project’s implementation that could not be controlled by the SIV Project team. The second issue was that the main part of implemented interventions might be considered as innovations only for Uzbekistan.

Evidence that the project built capacity to address challenges faced by young people (in civic education, different local social issues) was used as the assessment criterion of *volunteerism component’s effectiveness*. Based on this criterion the average grade provided by different evaluation participants is “Excellent”, the project staff graded it as “good”. The project team has reasoned such judgment by the fact that access to rural population was low, the system for tracking of the results weren’t introduced fully. The approach of involving community volunteers’ programme was useful especially for introduction of social innovation, but sustainability of these interventions remains an issue. Based on FGD with the project’s volunteers they fear that the project is ending and without motivation, mentoring and clear strategy for further activities they don’t see that this movement will continue going for long.

7. The SIV project achievements (outputs and coverage)

This section provides description of the project achievements and outputs by key project direction/component.

7.1. *The project achievements on civic education component*

The implementation strategy on this project component was to create effective partnerships with national stakeholders in civic education including based on requests for provision of support in solving different issues.

Partnership with the Oliy Majlis (Parliament) provided opportunity to improve quality of national contest on knowledge of parliamentarism in the country, the elaborated Book on parliamentarism for children became very popular and now the work is continuing on production of an animated cartoon (organized by Oliy Majlis) based on this book. The handbook for political debates is also mentioned as a success and it became more useful for parliamentarian elections campaign that was ongoing at the time of the evaluation.

During interview of key respondents at the Parliament of Uzbekistan it was mentioned that this national partner is interested in continuation of such collaboration, particularly in capacity building of parliamentarians in effective communications and presentation skills, introduction of relevant trainings or elaboration of guiding materials.

Elaboration of two school books on Foundation of State and Law and Foundations of Constitution for (for 8th and 9th grades) and Methodological Guide for teachers is the result of partnership with Republican Center of Education under Ministry of Public Education. The books helped to strengthen capacities of the school teachers in civic education by introduction of new interactive approaches on this matter (the first practical exercises on law were included into a class-book for this topic, the organigrams of legislative and executive powers).

These class books were translated into 7 languages used for school education within the country and printed for all school students of 8 and 9 courses, therefore the coverage of this interventions is impressive. Approximate number of students using the books is around 500,000 throughout the country. The Republican Center of Education has also declared its readiness for further cooperation. There are some ideas for elaboration and updating some educational materials on this topic () but also the organization expressed needs in capacity building. According to a key respondent from RCE’ experience and expertise (especially on new interactive approaches and methods of education) of its specialists who are engaged in developing class-books for schools is rather limited.

Debates and discussions clubs were also among the key interventions of the project. The key partner on this activity was Center for youth initiatives Kelajak ovozi. The result of this partnership has created capacity of several initiative groups of youth on participating and organizing such activities around the country. The key issues after closing of the Center for youth initiatives Kelajak ovozi was to assure management and quality control of this activity. This evaluation shows that debates and discussion clubs are very popular among the youth and this doesn’t require a lot of resources, but for ensuring right focus on thematic direction and quality of the results there is a need in building capacities of any national organization who will manage this kind of interventions around the country.



Picture 1. Author of the school civic education books. Mr. Kostetskiy with the project team.

The other tangible output of the project is the implemented activities in cooperation with the National Library of Uzbekistan named after Alisher Navoi. Within this partnership a training course for staff of the National library on sign language was conducted, the UN Resource Room at the Library organized (a depository of UN educational materials), first meetings of Café scientific held.



Picture 1. One of the project volunteers at the UN Resource Room at the National Library of Uzbekistan.

The activities with this national partner (based on the signed MoU) have three major directions: 1) capacity building of the National Library on creating assessable environment for people with disabilities; 2) organization of the UN Room; and 3) different events targeted to promote recourses of the National library. In the first direction, the achieved results are significant but some activities which were started, need additional support and might be addressed in further project interventions. For example, library has equipment and special premises for

producing audio books but there is lack of resources to hire professional narrators who can read the text, or there is a set of equipment to translate books into Braille but there is a strong need in technical assistance to effectively utilize it to the benefit of visitors with visual disabilities of the Library. The UN Room that was organized at the Library is a very innovative and interesting activity but it obvious is being underutilized due to a number of factors including the fact that the room itself and all materials are included into the library's general register of the books and materials, thus excluding them from potential search results. In addition, it will be useful to introduce tradition of organizing on regular basis promo events where each of the UN agencies represented in Uzbekistan can inform the public on their programmes and interventions in the country. It should also be mentioned that the National library has a pool of volunteers (about 200 activists) which are currently engaged in activities of the foreign languages debate club. The management of the library declares needs in capacity building of the staff in effective management of volunteers' activities.

The coverage data on civic education includes the following:

- The *trainings and seminars* on different civic education topics were conducted in 5 cities (Tashkent, Namangan, Andijan, Fergana, Nukus) of the country with a total coverage of 266 people (men-27%, women-73%). The list of topics included humanitarian activities and disaster preparedness (Red Crescent society in Namangan, Andijan, Fergana, Samarkand and Tashkent); Sing language course (National library Tashkent); MDGs (technical college in Nukus); remunerated donation (schools in Namangan).
- *Discussion clubs* supported in 4 cities of the country (Tashkent, Samarkand, Gulistan and Nukus) with total of 661 participants (male-63%, female-37%; rural- 18%).
- *Debate clubs* supported in 5 cities of the country (Tashkent, Samarkand, Gulistan, Djizzak and Nukus) with total of 1063¹⁶ participants (male-59%, female-41%).
- *In the contest “Parliamentarism Connoseur” about 3000 people in 2013 and 7000 youth in 2014 around the country were involved.*

The list of published materials on this project component include the following:

1. Trainings packages (available on web: <http://iact.uz/ru/resources/list>):
 - Promoting Culture of Working with People with Disabilities (Rus, Uzb)
 - Basics of Sustainable Development (Rus, Uzb)

¹⁶ The target was 1000 people in national debate network (Indicator # 2.3. from RRF)

2. Political debates handbook (Uzb, Rus, Eng) (available on web: <http://iact.uz/ru/resources/list>);
3. Book (including media version) on parliamentarism for children in a cartoon (comics) format;
4. Two class books on law for two school courses (8 and 9) which were translated into 7 languages and distributed in all schools around the country, as well as Methodological Guide for teachers on the same theme;
5. Guide for discussion clubs on MDGs (Uzb, Rus) (available on web: <http://iact.uz/ru/resources/list>),
6. Questionnaires for contest on parliamentarism.
7. Analytical review of youth policy based on experience of 5 countries (Rus).

7.2. *The project achievements on social innovation component*

As was already mentioned above the social innovation is quite new term in the local context, therefore the project hired internationally recognized experts in this field. Vienna University on Economics and business were contracted for elaboration of introduction of the concept of social innovative lab for the project¹⁷. After complex desk analysis and consultations three stage introduction plan was developed, which consists of the following stages: knowledge creation, building awareness and networking, social innovation hub. This plan was implemented by the project. First, trainings for volunteers and project staff on social innovation concept were conducted, where different approach and tools for introduction of such intervention were presented. After this the idea and key messages on promotion of social innovation were integrated into all PR and educational materials and events of the project, this assured the awareness of the people involved and environment of the project. The third and most difficult task was creating “hub” of social innovation by youth. From one hand it was interesting to organize some physical space – lab where innovative ideas will be generated and then tested and introduced, but on another hand it required serious resources not only financial, but technical expertise and scientific network for supporting the process., The mobilization of this is impossible in the limited timeframe and budget. The other question was sustainability of that kind of organization, DIM was restraining the possibilities here. All of this became the reason why social innovation lab was organized as the virtual space for generating ideas and then piloting introduction of few of the selected by technical panel. The mini-grant component of the project was the ideal supporting platform for this.

¹⁷ Project report: social innovations in Uzbekistan. WU Vienna University of economics and business, January 2013

Total number of ideas developed in the project’s “Social Innovation Lab” counts to around 22 (not including mini-grant projects, that were also developed in the environment and format of social innovation labs), 5 of them were implemented.



This report provides only several examples of social innovational interventions introduced within the project.

In partnership with a chain of supermarkets Korzinka.uz **ECO BAGS** promotion campaign in Uzbekistan was launched. This initiative aims at raising people’s awareness of plastic bags’ harm to the environment, appealing to consumers to use eco bags instead of using plastic ones. The idea of this eco bags campaign was generated at the workshops of social enterprises to promote employment of vulnerable groups. Therefore, buying eco bags customers contribute not to only saving environment, but to supporting women from vulnerable groups of the population who work at the social enterprises in rural areas. In order to stimulate people’s interest towards consuming eco bags, Korzinka.uz has prepared an excellent mechanism of encouragement: people who buy eco-bags receive the Loyalty Cards (given they also purchase products for the cost of 200,000 UZS, however for a customer not buying an eco-bag

loyalty card would be given with receipt of goods for the amount of 300,00 UZS). On World Environment Day, 5th of June promo event was organized with participation of UNDP and Korzinka.uz management.

This intervention has excellent impact and influences social issue of unemployment of vulnerable women. One social enterprise “Ipak suzana” got several social offers from trading networks (firstly from Korzinka.uz, then NEXT and Macro). In total around 16000 bags were sold. It created opportunity to increase working capacity of the organization and to employ twice more vulnerable (additional 10 new) women in rural locations (Kashkadarya region). It is a good precedent which might be used as best practice and example of effective social entrepreneurship.

Another successful intervention was a contest **“Promote your region, city or town through social media”** launched in 2012. The participants were asked to send their proposed plans and visions for stimulating tourism to non-traditional locations (such as the ones not yet in the UNESCO World Heritage List, but boasting to be even more interesting) using social media and out-of-the-box approaches. The idea was to encourage young people to discover their communities and neighborhoods they reside in and present their findings through the world’s favorite social networks and websites to attract national and international tourists to visit and experience these unique features. All participants - winners and runner-ups were invited to Tashkent for a workshop. This event gathered local experts in tourism, business, photography, branding and social advertising. All of them spent three days with the winners of the contest in training and mentoring, sharing experiences and providing feedback to the young tourism innovators. Total number of applications in the contest were 70 (30 women and 40 men), 49 individuals and 21 group work, 32 winners (21 males and 11 females). The winning teams and participants got one laptop, a photo camera and Internet connection for six months. As was mentioned by two dedicated mentors of the programme, it was a good investment and they made sure that the enthusiasm of participants will not be lost over time. The provided success stories confirm this fact.

Success stories on “Promote your region, city or town through social media”

Bobur Mirzo:

The most exciting achievement of the @TriptoKhorezm project was TripAdvisor’s award of a “Certificate of Excellence 2014” to “Itchan qala” attraction. TripAdvisor’s management informed us that they will send

the authentic certificate by mail. Indeed Itchan Qala deserved this recognition long before. After receiving this news from TripAdvisor I felt full of enthusiasm to volunteer and promote my region further. In addition my “Welcome to Khiva” movie won the 3rd place in “Yangi nigoh” competition.

Jaloliddin :

In September 2014 a major conference devoted to museums in Central Asian countries was held in Almaty. In the framework of this event Central Asian regional festival named “Open Asia – Open Museums” was held. It was attended by museum specialists from Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Armenia, Azerbaijan, Ukraine and Russia.

“Open Asia – Open Museums” festival gave an opportunity to Jamoliddin Mirzaev, doctor of historical sciences, senior researcher of the Termez Archeological Museum to present the motherland’s history and culture as well to talk about activities of the museum.

He provided an overview about historical monuments of Surkhandarya as well as peculiarities of their reservation and maintenance. A jury that consisted of the CIS’ leading museum experts declared Jamoliddin Mirzaev’s presentation as the winner of the festival.

Dildora:

Hi! Our project on promotion of the region helped to attract attention to underutilized touristic potential of the Tashkent region that has resulted in notable increase of the internal tourism within the region. Photo and video materials prepared and collected in the course of realization of the project have been used in several websites of governmental structures (Regional khokimiyat, Regional State Committee on nature; Uzbektourism) as well as for expositions during fairs in Tashkent in 2013 and 2014.

The administration of the Ugam-Chatkal national park started to pay greater attention to development of touristic infrastructure on the territory of the park.

My personal advantages include improvement of my English and German language skills, an opportunity to make some cash during summer as a touristic guide, and improvement of my communication skills. In addition, I attended at a seminar in Kibray devoted to development of local tourism. This seminar demonstrated me the need to pay greater attention to education of the local population on issues related to running touristic business because despite a huge touristic potential there are problems with tourist services.

Start-up and organization of **Café Scientifique** is another initiative of the project. It was started in close cooperation with the National Library of Uzbekistan, then due to several reasons (complicated security requirements and absence of the parking around the building) the permanent place was changed for private café “Book café”. The project intends to conduct monthly Café Scientifique (science café), inviting specialists and experts in various fields, as well as prominent public figures. Thus, one of the first guest of Café Scientifique was Director of the Institute of Astronomy and Chief Editor of ‘Science and Life’ magazine Mr. Egamberdiev Shukhrat Abdumannapovich.

Historically, the idea of organizing and conducting the first Café Scientifique belongs to a group of enthusiasts from the city of Leeds (UK). This event took place in 1998, and now all over the world over forty Café Scientifiques have emerged. Now, Tashkent is also officially displayed on a world map of Café Scientifique as a city where regular meetings of scientists and curious members of the public happen. «Café Scientifique» is a great opportunity to talk about scientific topics in a relaxed atmosphere in the accessible and understandable way. The main principle of Café Scientifique - the scientific knowledge for the price of a cup of coffee! The purpose of this initiative is to raise public interest in science and increase its role and reputation, its accessibility to the public, by organizing informal meetings of scientists with inquisitive participants and discussions. In total during the project implementation about 30 meetings were organized with average of 35 participants in each. The discussed topics covered extensive range of scientific and

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popular youth matters, but also development issues like gender, environment, HIV/AIDS, people with disabilities. The table below provides detailed data on coverage of Café Scientifiques’ topics.

Table 1. The list of topics and coverage of Café Scientifique

#	Topic of the meeting	# of participants
1.	AIDS: What would you like to know?	30
2.	Threat of Asteroids: myth or reality?	60
3.	Social Responsibility in Global Biothech Revolution	36
4.	Commercializing Science	40
5.	Examples of particularly serious crimes	32
6.	Diesel-2020	28
7.	Who is a person with disabilities?	29
8.	Getting to know an embryo: my path in womb	31
9.	Gardner's Day: Fun Maths	35
10.	Gender for Dummies	39
11.	Global Culture: For and Against	36
12.	Interesting Social Initiatives in Almaty	34
13.	Modern Path of Development	30
14.	Sufism and Music in Central Asia	31
15.	Negotiations Science	45
16.	Radioactivity and Life	26
17.	Political therapy Session of Dr. Tolipov	32
18.	Flight to orbit	34
19.	All about stem cells	52
20.	Thin Ice: Untold story about climate	32
21.	Collapse of the USSR	33
22.	Informal Story of the Uzbekistan History	41
23.	Super cavitation Vessels	37
24.	Psychology and I	41
25.	Dermatitis and I	17
26.	Achameneids' History Uncovered	22
27.	Art as Life	12
28.	Int'l Science Day with UNESCO	45

The next intervention is the result of generating innovation ideas after event conducted in Tashkent named “Garbage lab” at Gulshan Recreational Park. On this event city residents including people living with disabilities and social innovation volunteers presented household items they made over a three day period. They included a modernistic living room set worthy of IKEA, comfortable chairs and a day-bed, a coffee-table, lamps, carpets, pot-plant holders, several works of art, a functioning shower system with hot and cold water, a water rocket and a sun parasol. What was impressive about these items was not just that their creators made them in such a short period of time, but also that they were made out of ‘garbage’ – things you or I might throw away after using just once or twice.

Co-hosting the event was the ‘Umidvorlik’ NGO, which works with the families of people living with disabilities within Tashkent City. This event has played a role in encouraging social inclusion and tolerance. This laboratory helped participants to gain useful knowledge and skills on how to make useful things creatively from improvised, broken or unused materials, which may pack the closets of a house or are thrown away as useless. Through the guidance of laboratory organizers, the event’s organizers had plan to have an influence on people’s decision to throw away things which could otherwise be recycled and remain useful for the society.

One of the principal goals of the event was to demonstrate opportunities of applying a similar method in solving social problems. This consists mainly of developing innovative solutions through establishing partnership between organizations, communities and society, and achieving synergy in activities directed towards solving social problems. The event was small-scale but influential, it helped to generate new ideas and it became a conception for the new sub-component of the project. This concept became one of the three winner projects

(together with Armenia and Macedonia) in CIS and Eastern Europe. As the result additional 30,000 USD were mobilized for “Do it yourself” (“DIY”) to promote culture of “hand made” which is also based on principle of sustainable development and recycle.

“The ‘Garbage Lab’ is a chance for people to be active, learn new things and work together towards a single goal. The event is an important step towards true integration. There was nobody who asked not to take part in creating the products – everyone made something and found something new”

Marina Teperina

Director of NGO “Umidvorlik”

This new additional sub-project DIY expanded the coverage of Garbage lab and conducted the similar events in Samarkand, Bukhara, Fergana, Nukus and Tashkent. In total more than 267 (males - 127, females – 140). The second activity of DIY was contest on hand made products around the country where 20 applications over two weeks were received. On December 13, closing ceremony was held where applicants had a chance to share the skills and experience, the winners received the prizes - the kits of the tools which provide opportunity to organize DIY labs anywhere. The third activity of DIY project is working with business on promotion of this culture¹⁸.

¹⁸ For details of this activity please see the blog at: <http://iact.uz/ru/blog/leveraging-diy-potential>

The products of this sub-project (during two months of implementation) include: 13 initiative groups of volunteers in 5 cities (Samarkand - 2, Bukhara - 3, Ferghana - 1, Nukus - 2, Tashkent - 5) who will promote “hand made” culture, 2 renewed child playgrounds in Tashkent, one DIY lab organized on the base of business structure, the catalog and guide on DIY articles/items, one video clip.

Mini-grants programme

For assessment of mini-grants programme’s effectiveness the following criteria was utilized: “Evidence that the implementation of mini-grants’ programme provides innovative solutions of social issues”. Based on these criteria the average of scales provided by different evaluation participants is “good”. The explanation is that not all of the projects were successful, but in the context of social innovations, any results even negative and unplanned can be considered as a success, because a particular idea was tested and lessons learned.

The UNV model for mini-grants programme was utilized in this project. The process consists from the following stages: announcement of the grants among target population; analysis of submitted applications and selection of the candidates by appraisal committee; conducting 5 day’ trainings on project design; elaboration of action plans and implementation strategy, procurement and supply of necessary goods and supplies, implementation of the activities, mentoring and monitoring, finalization and reporting.

Based on the project results and resource framework it was planned to launch 50 mini-grants (by 25 in each of two years – Indicator #2.1. from RRF). The statistics on mini-grant programme is following: 172 applications received (60 in 2013 and 112 in 2014), 33 projects (18 in 2013 and 15 in 2014) approved for implementation, 29 projects were implemented and finished, included 11 projects implemented by young women¹⁹, 5 projects were closed due to bad performance or inability to implement.

The projects supported by mini-grants include wide range of topics: needs of people with disabilities, health, art, informational technologies, sport, tourism, education (the list of implemented mini-grants projects is in Annex C) each of them addressed some social issue in the different localities of the country. This report provides description only three projects supported by mini-grants.

“Social Entrepreneurship for Rural Youth”

Uzbekistan has been one of the former Soviet Republics taking a cautious approach towards economic liberalization. There has been only a limited influx of international companies and associated business practices, and there remain challenges in establishing a business environment conducive to a culture of start-up enterprises. Though the country’s youth is full of creative ideas, this has not yet translated into a growing number of entrepreneurial activities, much less of a social nature.

Against all these hurdles, a group of young volunteers from the Fergana valley, supported by minigrants scheme decided to organize courses on the topic of social entrepreneurship. The aim was to expose youth, particularly from outside of the capital city Tashkent, to new and inspiring knowledge on how set up social enterprises. The group of volunteers hoped that this would allow local youth to set up social enterprises, securing a stable income for themselves while contributing beneficially to their own communities in the process.

During the project, volunteers, together with a qualified trainer, designed a module to teach rural youth the skills of social entrepreneurship, and organized 8 three-day trainings in four areas of Fergana region (Sufon, Kalacha, Isfayram Soy, Arsif).

Thanks to the minigrants project, more than 150 young people from rural areas have received basic knowledge on social entrepreneurship since November 2013. In February 2014, an advisory and youth services center coordinated by volunteers will start functioning at the NGO "Mehrjon". Here, young people

¹⁹ Based on quality criteria of Activity result 2 from Quality management framework the target was 10

can get information as well as legal assistance related to obtaining bank loans and start their own small businesses.

"Fantasy" Club of Initiatives

Those born with disabilities have a hard lot in Uzbekistan, particularly when it comes to girls. Though they are assured basic care by their families and/or national institutions, they are in a particularly bad position to find gainful employment or establish a family of their own. As a result, they face a lifetime of dependency and social marginality.

Lola Yuldasheva's project Club of Initiatives "Fantasy" in Fergana, helps girls with disabilities by teaching them handicraft skills. The aim is for the girls to be able to make a living either by producing handicraft items of their own, or by gaining better prospects to find employment once they have mastered these skills.

"Fantasy" teaches not only knitting skills, but encourages participants to become trainers themselves. In addition to core courses, Lola has also conducted training for girls to develop self-confidence, leadership, and other life skills. As such, they are gaining experiences and acquire confidence beyond the handicraft work itself, and have a chance of finding appreciation in the role of trainers which they were less likely to find otherwise.

Among other products, the girls also created interesting variations of promotional bracelets and other products. These bracelets can be used by large organizations and private firms as souvenirs. This is a niche which remains largely unexploited so far, and Lola hopes that the girls will soon be able to produce handmade promotional material.

With large companies in Uzbekistan often having a dedicated fund for charitable activities and corporate social responsibility slowly taking a foothold in the country, the girls are in a good position to market themselves as the producers of unique promotional material with a social purpose, thereby securing a living for themselves. As such, the girls, led by Lola Yuldasheva have big plans: having mastered leadership skills they are going to learn the basics of social entrepreneurship, as well as prepare to start their own social enterprises.

"Constructor" Project

The task which the group of volunteers took upon themselves was an unusual one: to increase young people's interest in science and engineering by awakening their curiosity for how 'stuff' is designed and constructed. The desired outcome of the project is that young people, especially those who might not have considered a career in engineering, may become inspired to become the innovators of tomorrow. The project was conducted by a team of volunteers, with the support of the Fergana Polytechnic Institute. During the course of the project 17 workshops were organized in which a group of young innovators had the opportunity to make excursions to a nearby waste paper processing plant, to create their own technical models, learn about how alternative energy sources operate, learn about the basics of aerodynamics, and create their own model parachutes.

Trainings were held so that the "constructors" working on their projects would not encounter technical problems, develop new knowledge and be aware of current issues in the technical world. Training basically consisted of practical classes and lectures, as well as extracurricular experiments and excursions. Excursions to industrial enterprises were especially highly valued by project participants.

Already after a few sessions, the "constructors" found areas in which they became interested. One of them for example wanted to find out more about waste processing, another became interested in alternative materials, and yet another passionate about learning the basics of industrial design. Upon completion of the classes and workshops, participants were able to develop their own projects for the production of soap or

artificial marble, a device for lifting marinades as an innovation in the food industry, safe sprinklers for irrigating land which operates with a hydraulic system without the use of electricity, and heating pipes of made of glass and plastic.

Using the knowledge and experience of teachers and professors, and the creativity of the project participants, the team was able to prove that the ability to innovate can easily be acquired and do not always need expensive technical equipment; the main thing is to show perseverance and be creativity following ones' ideas. In total, the project has trained 20 young innovators, all current or prospective students. Next year, these "constructors" will share their experience widely with more youth, so as to inspire and support more projects under the umbrella of the Social Innovation and Volunteerism project in Uzbekistan.

In general, the mini grants became very good tool to address different social issues by young people themselves and to test and introduce their own ideas on solving it. Each of the projects tried to create a platform for further improvement and development changes in own city/town.

The aim of any mini-grant programme is to provide easy access to supporting resources or flexible funding. In the existing conditions (Uzbekistan bank system and agreed UNDP country office procedures) this task became very complex especially in the cases when the mini grants support innovative activities. Regarding design of the project mini grants should be flexible and operating instrument for introduction of social innovation ideas generated by youth and project volunteers' movement. In practice it was a complicated issue, based on staff interview and FGD with mini-grants' recipients all projects had problems due to delays with a supply of different products, some of the needed goods (especially technical items) were not procured at all. Among other issues mentioned by grant-recipients was inability of the project to ensure professional mentors on several directions like art or technologies.

7.3. The project achievements on volunteerism

The list of key interventions in this project direction includes: creation of web resource, promotion of volunteering culture among youth, developing Code of conduct and Guide for volunteers' management, capacity building of active volunteers, creating opportunities for volunteers' activities.

The promotion campaign of volunteerism implemented within the project was interesting, diversified and fruitful. It included production and distribution through different channels the social call of volunteerism delivered through a message with popular people (Iker Casillas - Real Madrid goalkeeper); Celebration of International Volunteers' day; promotion in social networks; organization of different promo events; assuring active and interesting visibility of the project activities through regular publications and blogs, developing and introduction of web resource: www.iact.uz. In totally the following advocacy/PR materials²⁰ were prepared and published: Volunteer video-clips - 6 (the best ones produced by volunteers), Iact.uz video-clip - 1, Infographics on "Who is a volunteer?" - 1000, 4 kinds of Iact postcards - 1000, "I love volunteering" and "Innovating for development" mugs - 200, Infographics on Social Innovations - 500, Iact pins - 1000, Ilker Casillas posters on volunteerism promotion among uzbek youth - 500, volunteer promotion pages on social networks - 5. Other kinds of promo-materials produced and disseminated: one-pagers, t-shirts, silicon bracelets, stickers, pens, bookmarks, notepads, memory flash sticks, 30 blogs of volunteers as part of the "Volunteer of the Year" media campaign. All of those promoted volunteerism and role of youth in community development.

This web resource became a good platform for sharing the results and products of the project, to gather data on volunteers and at the same time data about possible opportunities for volunteers' activities. The last statistics (December 2014) of the web includes following: overall 481 users (60% male; 40% female; 25% from rural population), 22 organizations registered in the system.

Success story on volunteerism

²⁰ Based on quality criteria of Activity result 1 from Quality management framework the target was 25

Let me give my example of how I have benefited from the SIV project. Even though I have always wanted to do something else for my society, but, because of my anxiety, shyness and inexperience, I couldn't attempt to it. Moreover, I have been employed and busy at the enterprise which is far from social orientation. However, once by chance I have been informed about SIV program and tried to apply for their contests and workshop-trainings. Fortunately, my participation in three back-to-back meetings has been considered. This was the beginning pathway to the social innovation and business. Thanks to the workshop called “**Promote your hometown, district and region through social networks**”, I have learned some practical knowledge of using social networks to promote the places or things I want to and also “**The Social innovation workshop**” was a great leap on acquisition the knowledge of social business. During the workshop, Austrian specialists have really inspired to do social business and taught us from developing the idea to launching it. And we have learned how small and simple things can also make big changes and bring benefits to the society where we live in. Being one of the winners of **the Small Grants Programme 2013**, I have had a chance to make a small experiment with those I have learned in the trainings. After successfully finishing my mini project, I have assured once that I could do more. Furthermore, during this program I have made a lot of lifelong friends with whom I always exchange knowledge and share interests.

Thus, by being inspired of those done, I have decided to be an entrepreneur to make my dream come true. Now, I'm doing well with my new start-up thanks to the skills and experiences acquired from the SIV. In addition to this, I will continue with enthusiasm to search solutions to address the problems we have and to contribute to the thriving of live in our society.

Last but not least, I can say with confidence that the program of SIV by increasing my horizons has helped me discover my hidden passion and make me **FROM** being **SHY TO SHINE!**

Akmal, community volunteer from Navoi

Capacity building activities for volunteers were the main part of the project and in total include:

- 16 trainings²¹ in 4 cities (17 in Tashkent, 1 in Andijan, 1 in Fergana and 2 in Namangan) with 430 participants (54% male, 46% female). The list of topics includes: Project Management, Time Management, Promoting Social Entrepreneurship, Effective Training Skills, Effective Presentation Skills, Sustainable development, Culture of Working with People with Disabilities, requalification of first aid trainers, Public Speaking Skills, ToT for volunteers;
- 4 seminars in Nukus on promotion of the project activities with 224 participants (55% female; 45% male);
- Social innovation Lab workshop for volunteers on environment topics in Djizzak with 16 participants (50% female; 50% male)
- 2 Social innovation Lab workshop for volunteers in Tashkent with 77 participants (47% female, 53 male)
- Opening of two schools of volunteerism in Tashkent in Westminster University and in Namangan in the Red crescent society.
- Interventions targeted at bridging the gap between urban and rural youth through participation in joint initiatives and networking across the regions at the horizontal level include DIY Lab project, SI Lab trainings by Vienna specialists, "Iterate" trainings by the USA specialists, Mini-grant program on

²¹ The trainings and events conducted on civic education and mentioned in the correspondent section of this report are excluded from this list

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social innovation projects, IVD celebration 2013, IVD celebration 2014, www.iact.uz web-platform to unite and support volunteers from all around Uzbekistan, "Volunteer of the Year" media campaign.

The project gathered data base of 250 (133 Males, 72 Females, 45 From rural areas) active volunteers around the country, all of them participated in 70 opportunities created by the project based on applications submitted by different organizations through iact.uz platform. Of 460 volunteers on iact.uz (185 are females, 275 are males). Tasks implemented by volunteers include such activities as: designing and implementing a project on Eco-bags, participating in the "Imagine" campaign of UNICEF, translation services for NGOs, helping with events at orphanages and oncology clinics, designer support for the UNDP projects, taking part in the video clip of the Youth Song by the SIV Project, running free courses on Russian and English for kids from poor families, assisting the E-government Center in raising awareness of the population about the online portal and its relevant resources, taking part in the photo-hunt with the eco-volunteers, etc.

The table below provides some summary data about the coverage of youth by different events organized and conducted by community volunteers. Overall coverage - about 5890 people (56% female, 46% male), interventions conducted in 9 localities (including 3 towns).

Table 2. Different educational activities conducted by community volunteers within the country.

Description or title of the event	Region	Total # of participants	Male	Female
Presentation of Small Grants Programme	Gulistan	20	6	14
Presentation of the Project "Social innovations and Volunteerism in Uzbekistan"	Zafarabad	26	3	23
Promotion seminar to attract active young people (students) to become volunteers	Namangan	86	33	53
Small branches in local community committees to spread knowledge of humanitarian activities and healthy life style	Namangan Andijan Fergana	1700	600	1100
Volunteers promotion Round Table with participation of local authorities of Namangan region, NGOs, entrepreneurs	Namangan	50	35	15
Info-session on volunteerism at the college	Kegeyli District	24	10	14
Meetings with the population of border areas in order to spread knowledge of IHL, HLS, PP, humanitarian activity	Andijan	160	65	95
Presentation on Volunteerism at World TB Day event	Nukus	200	95	105
Round table on Youth Council	Muynak	34	16	8
Launching discussions on organizing Youth council in Muynak	Muynak	40	20	20
Trainings for national team members how to behave during disasters and how to reunite family bonds from among Red Crescent volunteers of Uzbekistan during emergency situations	Fergana	51	43	8
Closing workshop on the Project “Mohir Hunarmand”	Tashkent	25	0	25
meeting with volunteers of SGP	Nukus	15	10	5

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KVN ("Club of the smart and the merry") among military personnel and volunteers	Fergana	360	180	180
Trainings session on preparation for emergency situations (local authorities, Red Crescent Society, educational institutions, population)	Namangan Andijan Fergana	3000	1400	1600
Round table on Effective methods for Volunteer Management	Tashkent	20	11	9
Garbage LAB	Tashkent	73	31	42
TOTAL		5884	2558	3316

It should be mentioned that the project did not introduce the system of tracking volunteers' performance and individual growth or changes like the system used in UNV programme. Some of the elements existed in the follow up form of the trainings. Some of the elements were integrated into motivation strategy, for example nomination of “Volunteer of the year” provides opportunity to see changes and development on individual level of participants of this contest.

One intervention, which was designed in the project document but was not introduced is creation of Internships Agency to address existing obstacles faced by graduate students in their initial recruitment stage due to an absence of work experience. The main aim of this initiative was to establish a closer relationship between students and employers and make them better prepared for the market thus increasing their future employment opportunities²².

The list of products on this project component include the following:

1. Training packages on following themes (available on web: <http://iact.uz/ru/resources/list>):
 - Project Management (Rus, Uzb)
 - Time Management (Rus, Uzb)
 - Promoting Social Entrepreneurship (Rus, Uzb)
 - Effective Training Skills (Rus, Uzb)
 - Effective Presentation Skills (Rus, Uzb)
2. Web recourse: www.iact.uz
3. Public service announcements on volunteerism (video clips the website starts with video)
4. The volunteers' anthem (MDG song)
5. Volunteers' Code of conduct (available on web: <http://iact.uz/ru/resources/list>)
6. Guide for volunteers management in the organization (http://www.iact.uz/sites/default/files/volunteer_management_toolkit.pdf).

8. Utilization of Gender and human rights based approach

The project implementation strategy was based on UN principles on gender equality, human rights and inclusiveness.

In general, the project assured gender equality for beneficiaries. In additional one educational event with International expert on gender was organized within the project. There was no specific intervention

²² Based on quality criteria of Activity result 1 from Quality management framework the target was at least 25 (internships)

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regarding studying the limitations which young women meet in access to project services. Some of the implemented activities (participation of “Ipak suzana” Ltd in eco-bag campaign, mini-grant “Fantazy”) addressed particularly women’s social vulnerability.

Inclusiveness and addressing issues of people with disabilities was also one of the project focuses. The educational interventions of the project included this mainstreaming element , people with disabilities were integrated into the implementation of the project: Number of young people with disabilities who benefited from the Mini-grant projects is 94. Number of young people who won mini-grants and lead their projects is 2.

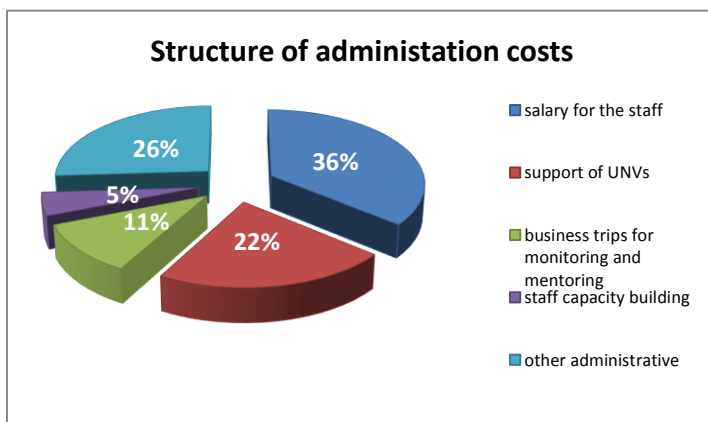
The modality of the project implementation is the key reason why the access to rural population was limited.

9. Cost analysis

The total budget of the project approved in 2012 was 550,000 USD, but during implementation after several budget revisions and mobilization of additional funds this figure increased to 690,923 USD²³. The additional funds came from: British Embassy, UNDP Istanbul Regional Hub.

The structure of the project costs are following:

- In the total project's 55% was **administrative costs**. The structure of this category provided in the following graph. Supporting staff (3 positions) including volunteers (7 national and 1 International)

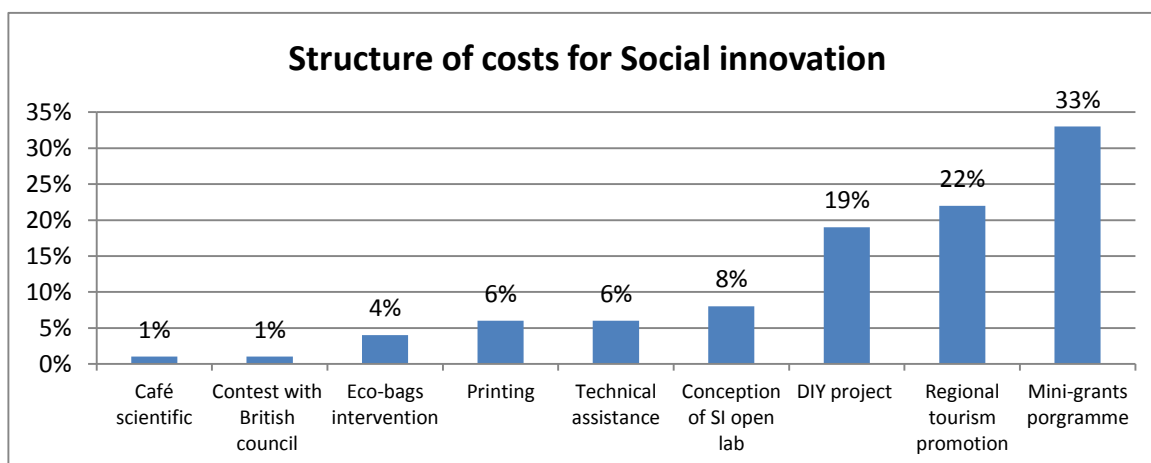


and their capacity building in sum consisted 63% of administrative costs, M&E costs (only business trips to the 4 regions) was 11% from administrative costs and only about 5% of the total budget, which is very low to assure effective system in place.

- Costs for **civic education** represent about 17% of the whole budget with 38% in 2012, 20% in 2013 and 6% in 2014. 34% of that amount was spent to capacity building on Organization of Debates (firstly Kelajak ovozi (75% of all these costs) and then

trainings and trial). Local and international consulting and trainings in total consumed about 43% (27% and 16% accordingly). Support to contest on parliamentarism and printing of the project products on civic education costs - 8% of the budget for this category. Taking into account the coverage of contest on parliamentary debates and the value of distribution of printed materials the value for money of this intervention is very high. The least expensive activity here was capacity building for the National library with a 6% share of the budget for civic education and less than 1% of the total budget.

- Costs for **social innovation** consist of 26% from the whole budget, 36% in 2012, 13% in 2013 and 32% in 2014. The structure of this category provided in the following graph.



The largest portion of the funds (74%) (which is 19% of the total budget) were spent to three key interventions Mini-grants, regional tourism and DIY lab. There are no elaborated and introduced

²³ Annual Work Plans from 2013-2014.

measures for assessment of value and effect of each of these interventions. It is therefore quite difficult to analyze the cost benefits. Subjective assessments of these criteria during FGD and interviews resulted in a high grade - “Excellent” for DIY, and “good” for regional tourism promotion intervention and mini-grants programme.

- Costs for *volunteerism* consist about 3% of the whole budget, 5% in 2012, 1% in 2013 and 3% in 2014. The largest part of these costs 77% were spent on elaboration of the web resource and printing of different informational materials, the remaining 23% of the total costs were spent on introduction of International Volunteers’ day. It should be mentioned that costs for trainings were described in civic education component, but they were also benefit for the volunteerism. In total, 3% of the budget were spent on trainings on capacity building of volunteers.

10. Sustainability

In general, the sustainability dimension of the project was graded as “good”. Examples of the most sustainable components of the project include educational products (guides, handbooks, class books). Sustainability of some other interventions depends on external factors, including the products of social innovation lab. Volunteerism also depends on organizational capacity of the partner institutions to manage such programme and promote this culture.

The evaluation found that the sustainability strategy was limited and did not take into account the all factors related to cooperation with NGOs and sensitivity of interventions among youth in the country. The project description documentation contains a notion that the created and increased capacity of national partners will provide guarantee of further expansion of project interventions., The second aspect was that increased awareness and attractiveness of target population will also assure multiply effect. Both of these mechanisms did not work because the key national partner (Kelajak Ovozi) was closed and volunteers of the project became too dependent on the project activities like a member of “big and loving family” (based on FGD with volunteers). Some of the volunteers mentioned that the project increased their capacity and they became more socially active, they were equipped by necessary knowledge and skills to continue work in this field with the support which was assured by the project.

11. Lessons learned

- The first description of the project concept that was submitted as a proposal was mainly oriented for donor requirements and did not take into account the specifics of covered issues (youth policy, democracy models, corruption rates, freedom of speech²⁴). The project’s initial plan also included a very vague rationale and description of basic situation (without any reference for official national or international reviews and reports in this area) and the relevance of the proposed interventions²⁵. This might have eventually served as reasons to the fact that the project’s key partner “Kamolot” has declined to implement its component of this project.
- Direct implementation modality (DIM) was a strength on the side of piloting social innovation interventions and provided more flexibility in implementation approach but provided fewer opportunities for sustainability of several outputs especially related to volunteerism.
- In the conditions of low awareness of target population about volunteerism and social innovations the capacity building interventions should be designed based on a thorough needs assessment otherwise it is quite difficult to do any planning in this field.

²⁴ Expression of interest to the project proposal 2012 ([Eol_Youth Project_V4 \(1\).docx](#))

²⁵ The project Initiation plan 2010 ([ProDoc_IP on Youthv2.doc](#))

- The best mechanism to ensure access of rural population to information are formal channels through national partners (like Makhalla foundation or Women’s committee) and network of educational organizations (schools, lyceums, colleges, universities).
- The format of mini-grants programme, which was aimed to support innovative initiatives of youth, has created several limitations for their successful implementation. The project staff and participants of the grant programme have noted three key issues: budget limitation for each grant (each innovative initiative has own budget requirements); procurements issues (complicated procurement cycle; timeframe for purchase of needed items or services); lack of expertise in the project and partners network to support/supervise implementation of specific technical proposals.
- Availability of the effective network of partners (especial national) creates an enabling environment for the project and ensures sustainability of the interventions. The partnership with such national partners as Oliy Majlis, National educational center (under MoPE), National library was successful and has very high potential for further expansion.

12. Conclusions

Most of the outputs on the project (civic education interventions) are sustainable and will further be continued with minimal or no support from external sources. Some of the interventions (social innovation) have come across various challenges which might be addressed on operational level, some of interventions have not been implemented (internship) because of structural limitations.

The evaluation (based on interviews with key respondents, the project staff and beneficiaries) identified the following strengths of the implementation approach of the project:

- Style of management (democratic, clear division of powers, ownership and individual responsibility), supportiveness and friendliness of the project staff, good team and atmosphere of the project, diversity of the project team (age, gender, expertise, nationality).
- Provision of opportunity for young volunteers to implement/realize their own ideas and initiatives. Flexibility to support different innovative initiatives of youth who participated in the project.
- Establishment of good relations with the partners involved in the project activities. Several key partners of the project such as Parliament of the Republic of Uzbekistan and National Library have expressed their strong support for further cooperation with UNDP on this project.
- Effective public relations and visibility of the project.
- Recognized format and quality of the project products (guides, books, trainings packages).

This evaluation also revealed some weaknesses and structural factors that significantly influenced the success of the project:

- Limited channels for information sharing about the project implementation among rural population.
- The project workplan was too flexible resulting in delays in implementation of different activities, there also were too much unplanned and ad-hoc activities.
- Baseline capacity building needs assessment wasn’t conducted.
- Very intensive schedule of educational events (trainings, seminars) limited the project team’s ability for quality assurance. The selection of qualified trainers was also challenging issue in several instances.
- M&E system for education interventions especially tools for assuring quality and follow up assessment of education in cascade model of training implementation.

- There was lack of clear measures for evaluation of social value and effectiveness of several social innovations and the projects supported by mini-grants programme.
- Tenuous procurement (complicated procedures, lack of planning, delays in delivery) especially related to mini-grants programme.
- Limited focus of the project on rural areas.
- Social innovation is the new topic in general and it takes time to understand and requires additional expertise in different technical matters.
- Direct implementation modality (DIM) adopted by the SIV project has negative impact on sustainability of the supported activities and limits opportunities to activities, including various youth initiatives in educational sector (colleges, schools, lyceums).

13. Recommendations

- Further interventions will require National implementation modality to assure sustainability and ownership of the Project outcomes as well as access to rural population. For this purpose, a comprehensive analysis of partnership, policy and legislative base is necessary in order to successfully plan and implement the next phase based on the achievements in creating enabling environment of the current project. The trust, readiness, needs, expectations and capacity of national partners including Parliament and National library further cooperation on youth issues must be carefully considered.
- Capacity building needs assessment should be the base for design of further interventions. It will help to identify priorities, to mobilize adequate resources and will ensure effective planning.
- Further planning of interventions supporting introduction of social innovation need to be furnished with effective monitoring and evaluation system capable to measure the effectiveness interventions and document evidences of addressing social issues.
- To improve the format of the introduced open space lab on social innovation and mini-grants provision of technical expertise, flexibility and value of funds provided.
- To address sustainability of some project interventions:
 - At the National library, it is necessary to properly document and regularly update materials that are available at the UN Resource Room. Focal point persons need to be appointed from the UN agencies who would then be responsible for regular updating this knowledge hub and developing joint actions aimed at ensuring regular basic information sharing about UN activities in the country and prospective programs targeting youth.
 - To study the capacity of the National Library for managing its pool of volunteers
 - To ensure that all materials that are produced by the project are supplied to the National Library and available to the public.

Annex A: Description of Methodology and tools

Design of the evaluation

Overall approach

In general the evaluation will be based on participatory approach and will involve all relevant sides and partners, including project management and staff, national and other partners, beneficiaries and clients. Project performance will be measured based on Project’s Results and Resources Framework. The evaluation will be conducted on national level (based on sampling for each evaluation technics which will be agreed with project management).

The analysis will be conducted within the key outputs and related interventions/activities of the Project’s Results and Resources Framework. It will cover the following aspects: relevance, efficiency, effectiveness, and sustainability, the lessons learnt and recommendations will be also generated.

The evaluation will be consisted from following main components:

Review of Project concept and design. The evaluation will include review of the project strategy, logical framework, viz. activities and inputs, implementation modality; management arrangements and cost-analysis.

Assessment of project implementation. The implementation of the project will be assessed in terms of quality and timeliness of inputs; effectiveness of management including utilization of adaptive management framework (M&E, work planning, risk management, performance); changes in environment; partnership.

Assessment of project results (outputs and outcomes) and effectiveness. This evaluation component will be focused on assessment of effectiveness, sustainability and coherence of the project. The changes in environment of youth policies (related to the project mandate), access to the project services; achievement on individual, organizational and system level of project implementation.

Methodology and data collecting tools

The evaluation will utilize qualitative and quantitative research methodologies including:

- *desk review* (all relevant documents including programme reporting, other research reports, official overviews, mass media materials, etc.);
- *interviews with key stakeholders* (government and nongovernment organizations, international partners and agencies who is supporting such interventions, other relevant)
- *interviews and FGD with staff* involved in project implementation (managers, coordinators, volunteers);
- *interview and/or FGD with beneficiaries and target populations (youth).*

Desk review.

The desk review will provide a general understanding of the project and its implementation. The document review will help to obtain information on:

- Project design and conception
- The implementation strategy of the project (list of interventions, activities, planned outputs, management arrangements, etc.);
- Project performance;
- Project environment;

- Stakeholders’ profile;
- Cost analysis;
- Quantitative achievements;
- Sustainability strategy.

Interviews with key stakeholders.

Semi -structured interviews (checklist is in the Annex 1) with key stakeholders representing a wide range of positions and responsibilities within the project to gather qualitative information about the results and effectiveness of project implementation. Stakeholders to be interviewed will include staff members from the National Library of Uzbekistan, Republican Education Center under the Ministry of Public Education, Center for secondary specialized and vocational education under Ministry of Higher and Secondary Specialized Education, Academy of Public Administration under the President of Uzbekistan; Westminster University in Tashkent; Independent Institute for Monitoring of formation of civil society, Legislative Chamber of Oliy Majlis (Parliament) of Uzbekistan, NGOs, Korzinka.uz, British Council in Uzbekistan and others. The list of key stakeholders and checklist will be elaborated and agreed with the project team (UNDP) prior to start of data gathering.

These interviews will be cover following aspects: description of partnership and project environment; existing capacity building and quality improvement needs and gaps; assessment of efficiency, quality, cost-benefit and sustainability potential of implemented interventions.

Interview and FGD with the staff involved in the project implementation.

The evaluator will conduct semi -structured interviews or/and FGD (guide is in Annex 2) with staff involved in the implementation of different interventions of the project including managers, coordinators, consultants and volunteers. These interviews will be used to collect more detailed information on project implementation and describe existed challenges. Participatory approach and self-assessment technics will be utilized for this purpose.

Interview tools will capture information on SWOT analysis of the project implementation; work experience and practices; decision-making processes; management related issues; challenges in work; utilized implementation strategy.

Interviews and FGD with project beneficiaries and target population

Through FGD and interview of clients of the project and youth (target population) data related project attractiveness; overall satisfaction with the services they receive, access to project services, unmet needs and barriers to access, as well as some other environment factors affecting project implementation and effectiveness will be collected.

Data management

Document review. Information will be entered into the document review tool and summarized in the narrative report.

Interviews with key stakeholders. Participants' information (name and affiliation) will be recorded and will appear in the list of interviewees annexed to the final evaluation report. Results of the interviews with key stakeholders will be analyzed and reported in a summarized form without references to any particular interviewee.

Interview with staff involved in project implementation. Participants' information (name and affiliation) will be recorded and will appear in the list of interviewees annexed to the final evaluation report. Results of the interviews with staff will be analyzed and reported in a summarized form without references to any particular interviewee.

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FGD and interviews with beneficiaries and target population. No personal information about interviewee will be reported on evaluation report. Results of FGD with target population will be presented in a summarized form.

Results from the document review, stakeholder and staff interviews will be used to describe the project implementation and assess their performance. Qualitative data gathered from various sources will be triangulated and used for description of the extent to which the project corresponds with the evaluation criteria. The results will be summarized in a written report.

Workplan and schedule

Whole process of the research might be divided for following key stages:

On *Preparation* stage will be elaborated and agreed detailed protocol with all tools; printing and distribution of needed tools among implementers, agreement of research schedule with project staff and partners.

Field stage will consist from 1) working meeting with project management, 2) interviews of key stakeholders; FGD and interviews with 3) staff and 4) project beneficiaries; and 5) debrief (working meeting with project team and key partners) on the first findings from the field stage.

Analysis and report writing. Analytical report will aggregate all findings of the evaluation it also will include description of approach, methodology, tools and practical recommendations. The preliminary content of this report will include the following sections:

1. Executive summary
2. Introduction
3. Description of the project and interventions
4. Evaluation: scope and objectives
5. Methodology
6. Findings:
 - Project design
 - Implementation
 - Achievements: outputs and outcomes
 - Results and effectiveness
 - Sustainability
 - Lessons learned
7. Recommendations for the next stage of project
8. Annexes

The schedule of the evaluation

Evaluation stage	Tasks	References for materials	Deliverable/Output	Deadline
Preparation stage	Preliminary desk review of project documentation Developing of the evaluation Protocol and tools	ProDoc Project reporting	The evaluation protocol (description of the methodology, tools and work schedule)	November 24, 2014

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	Elaboration and agreement of field schedule			
Field stage	Interview of key respondents FGD with the project staff FGD and interviews with project beneficiaries The debrief presentation of preliminary findings	Evaluation tools: 1. Checklist for interview of key respondents 2. FGD guide for staff 3. FGD guide for project clients Summary of preliminary findings	Presentation of preliminary findings on workshop with partners	November 28, 2014
Data analysis and report writing	Desk analysis Summarizing of field data Preparation of the draft version of the report Preparation of the final version of the report after comments	Field data (checklists, FGD minutes, other notes) Comments on the first draft	The evaluation analytical report	December 10, 2014

Key respondents’ interview

General description

Evaluation consultant will conduct Semi-structured interviews with key stakeholders of the project. These interviews will cover different aspects of project implementation and will provide a general understanding of the components of the project, the entities involved and existing challenges and opportunities.

These interviews will be cover following aspects:

- *Environmental factors* impacting for operations and effectiveness of the project
- Description of *partnership* under the project;
- *Assessment* of efficiency, quality, cost-benefit and sustainability potential of implemented interventions
- Existing *capacity building and quality improvement resources, needs and gaps*.

The checklists for these interviews are attached and cover all mentioned aspects.

Primary stakeholders will be consulted for their input into the evaluation by sharing this checklist prior to interview.

Expected outputs

Gathering of all mentioned data through interview of corresponding specialists will allow to conducting analysis which will cover following:

- Description of the partnership under the project;
- Description of environmental factors impacting for operations and effectiveness of the project;
- Key stakeholders’ assessment of quality and sufficiency of the implemented project.

The findings of these interviews with concrete recommendations will be integrated into general analytical report on the evaluation.

Checklist for Interviews with key stakeholders

Name of stakeholder (organization)

Name and position of people representing this organization for interview

Date:

1. Role of this organization in the project implementation
2. Description of the partnership within the project (key stakeholders, relations, information exchange methods, joint planning, resource mobilization)
3. Environmental factors impacting for operations and effectiveness of the project
4. Success of the project implementations
5. What was less successful in the project and why?
6. Key points of existing organizational plans related to project interventions
7. Existing capacity building and quality improvement:
 - resources
 - needs
 - gaps
8. Recommendations

Guide for FGD with the project staff

Опрос персонала проекта

В рамках оценки будет проведена рабочая встреча по самооценке проекта с персоналом проекта. Элементы оценки качества и техника управления качеством, а также техника SWOT анализа будут использованы для сбора детальной информации о реализации проекта, описания возникавших и имеющихся сложностей и возможностей для продолжения.

В процесс будут вовлечены руководители, координаторы, полевые сотрудники, консультанты и волонтеры.

Данный раздел исследования покрывает следующие аспекты:

1. самооценка ключевых компонентов программы по ключевым аспектам (эффективность, качество, экономическая выгода и устойчивость проекта);
2. общие вопросы управления (менеджмент);
3. управление человеческими ресурсами;
4. планирование, мониторинг и отчетность;
5. опыт работы, практика и потребности в наращивании потенциала;
6. управление рисками;
7. сложности в работе
8. достижения
9. факторы, влияющие на успешность деятельности;
10. стратегия для продолжения.

Ожидаемые результаты

Сбор всех данных обозначенных выше позволит сделать анализ следующего:

- самооценка реализации проекта по ключевым аспектам;
- описание внешних факторов влияющих на реализацию и успешность реализованной в рамках проекта деятельности;
- стратегия устойчивости и потребности в наращивании потенциала.

Находки данного анализа с практическими рекомендациями будут включены в итоговый аналитический отчет по исследованию. Вопросник для самооценки будет обновлен после первой уточняющей встречи и беседы с руководством проекта.

FGD checklist

Дата: _____

Отметьте возраст, пол и как долго они в проекте:

1. Каковы причины вашего участия в данном проекте (*доступ к различным услугам, общение, другое*)?
2. Что вам нравится больше всего в проекте
3. Что вам меньше всего нравится
4. Проект является полностью доступен для людей, подобных вам? Каковы барьеры?
5. Какова репутация данного проекта в обществе
6. Есть ли другие? Популярны ли они?
7. Опишите отношение и качество работы персонала (*например: дружелюбность, приемлемость, ответы на телефоны, поддерживающие, полезны*)
8. Какие услуги вы получаете? Какие еще услуги было бы хорошо включить?
9. Вы имеете возможность обсуждать или получать консультации по интересующим вас вопросам относительно реализации проекта
10. Сотрудники проекта принимают предложения по улучшению работы? Предложение интегрируются в работу?
11. Проводилась ли оценка вашей работы, есть ли необходимость в этом?
12. Как проект может стать лучше?
13. Что влияет на успех и неудачи проекта?

Оценка компонентов проекта по критериям

Annex B: The list of key respondents

Organization	Person(s) to meet
UNDP CO	Aziza Umarova, head of GGU
	Emiliya Asadova, programme associate
UNV	Vojtech Hledic, UNV Country coordinator
Legislative Chamber	Hojiakbar Tulaganov, Head of Communications Unit of Oliy Majlis
National Library of Uzbekistan	Veronika Polyakova, methodologist of National Library; Elena Muratova, employee in International Department of National Library; staff of National Library
British Councils	Shukhrat Amanov, Project Manager
Republican Center of Education	Vasiliy Kostetskiy klassbook developer
“Scale-up” (DIY lab) Project	Saida Mustafaeva, Project Coordinator

Annex C: The list of mini-grants projects

№	Author	Project name	Region	Short description
1	Sherzod Islamov	«Mohir Hunarmand»	Tashkent	The project was aimed to develop set of handy craft and presentation skills among adolescents with disabilities. During the project 19 adolescents, 5 teachers and 10 volunteers were engaged into project. As a result young people learnt knitting, beading, pumpkin carving. All products were represented by participants of the project during two exhibitions, most of them sold and sent to different countries such as Israel, Sri Lanka, South Korea to children with disabilities. a new workshop room was found with a help of Chamber of Commerce. The room is opened for young people with disabilities willing to develop their craft skills.
2	Murod Ashurov	«IT masters»	Samarkand	Project is focused on children in orphanages, willing to develop their computer skills and the basics of coding. The volunteers of the project are IT students passed the special training on trainer skills and during two months provided IT courses for teachers and alumniees of orphanages and after this course alumniees as trainers conducted IT trainings for children.

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3	КудратХоджиев	«Rickshawtours»	Бухара	The essence of the project is to create velariksh as an additional service for tourists. The project moved to the spring of 2015, for technical reasons (Purchased bikes do not meet the desired specifications, currently provides technical calculations and exchange for other suitable bikes)
4	Biybaim Baynazarova	«The week of football»	Nukus	The aim of the project is to develop the physical data and the integration of young people with disabilities through playing football and preparing for the tournament. Within six months, a team of volunteers in the face of the women's national football Nukus trained 50 children with disabilities, working with them 3 times per week. In December, the main event was held to mark the Day of People with Disabilities. Another innovation in the project was the creation by volunteers gates for mini-soccer from plastic pipes, which can be used during football trainings, transferring them easily from place to place. Such gates are easy to use and safe for children.
6	Denis Sagidov	“Mobile electrostation”	Tashkent	The aim of the project was to conduct the experiment. Providing electricity energy in inaccessible, rural areas, geological, climatic and other laboratories away from settlements, reducing the cost of wind energy, ensuring autonomy in interruptions in the supply of energy from alternative sources. The construction of this wind farm will reduce material consumption, improve the stability of power generation to reduce its cost. The plant will have a small mass

				and a folding design for easy transportation. Interesting design of the power station will fit into the landscape of the city / village. The first prototype created by the project has been successfully tested, but to build the present model needs supplying too much details bought from abroad, and impossible for UNDP procedures
7	Umid Gafurov	infobox – city in your pocket!	Bukhara	<p>Creation of information resource in Bukhara "Electronic Guide and Reference," which would be useful to all segments of the population with the ability to post reviews, comments, etc., the use of QR coding. Project Features: Innovation: application of modern Internet technologies in everyday life. Sustainability: implementation of one of the stages of the project will help in the future to be financially independent and to cover their costs. Objectives: - Facilitating orientation in the city for residents and tourists - Improving the infrastructure of the city through the introduction of information innovation; - Attracting volunteers to actively participate in the development of the city; - Use the time in social networks more efficiently and for the benefit of society; The project was launched and is constantly updated.</p>
8	Shavkat Yuldashev	'Afishka' Festival of auteur theory and social films	Tashkent	<p>Conducting an international festival of art short film "Afishka" aimed on involving young people in the development of auteur theory and social short films. During the Festival there were represented</p>

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				more than 50 movies of young authors, and competition on the best social video. The project was successfully carried out in September 2014.
9	Parahat Mamutov	Film on TB prevention	Shumanay	The film successfully removed with the help of students, teachers, well-known actors of the Art Institute of Karakalpakstan and became the first professional job of mini-grantee as well as for Institute. At the moment there is dubbing the Uzbek language. Karakalpakstan option presented in three schools, and after approval of Ministry of Health will be available as an additional training material for volunteers, conducting training on the prevention of tuberculosis.
10	Ikram Zarlikov and Svetlana Kamalova	Summer Camp and DIY Labs in Muynak	Muynak, Nukus	The aim of the project is to conduct games, lessons and workshops for creative thinking, "Do It Yourself", with elements of English and Russian languages, to enable the development of not only creative but also language skills through interactive methods. With the help of volunteers and children in the camp was planned to elevate the city different and innovative ways to build playgrounds.
12	Nelly Shirova and Malika Niyazmatova	"Web Archive for the orphanage" (project reoriented to promote e-government services with the help of volunteers)	Tashkent	Objective: To create a web platform with profiles of orphans, with which the parents will have the opportunity to review and pre-select a child remotely. Later, make a choice, they will be able to meet with the child and the employee boarding outside the orphanage. Project after passing several instances was rejected from the Ministry of Justice, and

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				was reoriented to promote e-government services by volunteers. Volunteers were first instructed how to use the web site, and then in rural areas with the help of mahalla committees made presentations of e-government platform, and helped people to fill out application forms. There were involved 5 regions of Uzbekistan.
13	Marat Toksanbayev	Web site of Muynak	Muynak	Creating a website to showcase attractions and life achievements, the structure of the city, their inhabitants, and the people who came to be known not only in the area and far beyond Muynak via the Internet. The site is in progress.
14	Shavkat Anvarov	Debates Tournament in Andijan	Andijan	The project is focused on teaching public speaking skills of students from the Andijan region and conducting debate tournament
15	Rajabbek Teshaev	Voice of Volunteerism	Tashkent	The purpose of the project in the creation of small radio programs in English, using success stories of volunteers promote volunteerism among students through the student radio.
16	Ixtiyor Kamalov and Sitara Vakhidova	Training on reproductive health among Roma population	Bukhara	The aim of the project is to conduct training on family planning and reproductive health for women of the Roma population. In total 5 of five-day training sessions conducted and about 50 people trained. After the training, participants also expressed a desire to learn the skills of sanitation and hygiene (for children), as well as on the results, 3 children were given to regular schools for training.
17	Andrey Kovalenko	Translations of audio and video for the Deaf and Hard of Hearing	Tashkent	The aim is to organize media lab in the Library named after Alisher Navoi, to

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				those willing to teach how to make translations of films on sign language, create a Web resource for downloading of movies)
18	Doston Abdurahmanov and Sardor Gaziev	Theatre by children	Tashkent	Together with the children's home and schools were created three productions based on scenarios drawn up by volunteers and children, and are confined to certain holidays. One of the important moments was the integration of children from orphanages and using theater revealing their internal conflicts and attempt to resolve them. Scenarios with detailed instructions included in the collection, released at the end of the project
19	Jamshid Khakimov	Development of the module "All the money under control" for immigrants SOS Children's Villages for the efficient management and distribution of cash benefits "	Tashkent	The series of trainings on budget managements were carried for children in SOS children villages.
20	Iroda Azizova	Raising awareness campaigns on Breast Cancer prevention among women in Jizzakh.	Jizzakh	The project was carried out media campaign to disseminate knowledge and prevention of breast cancer, an infographic released, calendar describing how to perform self-examination, and other important information. In addition, the page opened in social networks, and 10 training courses conducted for nurses and residents of Mahalla
21	Khusan Umarov	“Enjoying old age”	Tashkent - Akhangaran	Establishment of a resource center for home boarding the elderly and disabled "Sahovat" and attract volunteers to work with the elderly on ICT skills, updating

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				library of Akhangaran) Center successfully created
22	Lola Yuldasheva	“Fantasy” Club of initiatives	Fergana	Courses on beading and jewelry for girls with disabilities (Creating not only jewelry, but also promotional materials of beads for large companies)
23	Bunyod Igamberdiev	Constructor	Fergana	Increasing interest of students in the exact sciences through a number of measures aimed at creating and developing the skills of design and construction. A series of lectures and practical exercises, visits to waste treatment and other fabrics, established examples of innovation for rural industry, in the field of irrigation, and others.
24	Doston Kholosboev	«Peers club»	Gulistan	The purpose of the project in the organization of the club on the basis of "Kamolot," where volunteers can share experiences, and to train their coaching abilities and potential with new teaching methods and organize discussion clubs, meetings, trainings, presentations
25	Akmal Bakhronov	«Inspired Teachers»	Navoi	The project is aimed to train students - future teachers on how to work with children who are unable to attend classes, as well as interactive methods of education. The project trained 40 students
26	Makhfuza Khidirova	«English guides»	Termez-Denau	The project was carried out in Termez, and three districts outside of Denau in the framework of practical training of students of the Faculty of English philology. The students set out to educate students in rural areas of English language skills so that they can organize small tours of hidden historical sites to attract tourists.

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27	Mels Shaykeev	Video project about people living with HIV	Tashkent	A movie "Live with HIV", based on real-life stories of people living with HIV was created in the framework of Project. The film was presented during the festival of auteur cinema "Afishka -2014", as well as a part of World AIDS Day Campaign in the 'Ilkhom' theater together with an exhibition "We love. We breathe. We live". During the Campaign there was also held a 'live library', where invited people living with HIV told their stories and answered on the questions to the 'readers'."
28	Hayothon Oripova	'Social Entrepreneurship skills'	Fergana	Conduct trainings on entrepreneurship and assist young people at the opening of the private businesses, through consultation and information services. In total 5 training sessions in five remote areas of the Fergana region were conducted.
29	Ulughbek Musabekov	"E- diary"	Tashkent	The project was carried out on the basis of three secondary schools, where for six months research was conducted and with the help of volunteers was established electronic diary, which helps to monitor evaluation and attendance of students, and once a week the data were sent to parents by e-mail. Electronic diary was useful not only parents, but also teachers.
30	Ismigul Sayfullaeva	Creating a mobile application for deaf people	Tashkent	Assistance (relief) for people with hearing impairment in establishing contact with the public in vital situations (ambulance, fire, and other emergency cases) mobile app will serve as an assistant (help) connection. With the help of TATU students to create a mobile application. In practice will be implemented by means of

				the cellular companies as Ucell and Beeline. It is cheap and economical.
31	Ahrorbek Turgunov	Young developers	Andijan	Teaching students the development of websites, in order to prepare future professionals + creating web-based platform for volunteer platforms (for example, www.dosomething.org).
32	Oleg Chaplgin	Creating of short spots on ecological issues	Tashkent	Creating animations on ecology involving children, and on the basis of their ideas
33	Sherzod Islamov	“Friendly world”	Tashkent	The aim of the project to establish mechanisms for the development of social tourism, + establishment of friendly contacts between young people with disabilities from Uzbekistan and other countries, the promotion of handicrafts masters of Uzbekistan, and exchange, with the help of tourists.