

**STRENGTHENING RESEARCH CAPACITY AND
EVIDENCE-BASED POLICYMAKING IN
AFGHANISTAN AND CENTRAL ASIA**

**Research and Public Policy Initiative (RPPI)
Impact Evaluation Report**

**Report for:
The University of Central Asia**

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Research and Public Policy Initiative (RPPI) Impact Evaluation Report

Background

The impact evaluation of the Research and Public Policy Initiative (RPPI) was commissioned by the University of Central Asia (UCA) in order to assess the impact of the project “Strengthening Research Capacity and Evidence-Based Policymaking in Afghanistan and Central Asia: Research and Public Policy Initiative” and evaluate the effectiveness, relevance, and sustainability of its three components:

- Certificate Programme in Policy Analysis (CPPA);
- Central Asian and Afghanistan Research Fund (CAARF); and
- Local Economic Community Development (LECD) Certificate Programme.

The Aga Khan Foundation Canada (AKFC) and the International Development and Research Centre (IDRC) have jointly funded the C\$2.35 million project, the aims of which is to strengthen the research and policymaking practices of select government, civil society, and tertiary institutions and representatives in Afghanistan, Kyrgyzstan, and Tajikistan. The project is being implemented by UCA, namely by its Institute of Public Policy and Administration (IPPA), Mountain Societies Research Institute (MSRI), and School of Professional and Continuing Education (SPCE). The duration of the project is from March 1, 2013 to May 31, 2016.

The three specific objectives of this project are:

- Build capacity for evidence-based public policymaking and analysis;
- Enhance local capacity to conduct research on mountain economies and natural resource management; and
- Build sub-national government planning capacity.

The main rationale behind this project is that the countries of the Central Asian region, including Afghanistan, lack institutional capacity to practice evidence-based policymaking sourced from quality research and applied analysis. Evidence-based policymaking assumes the usage of high-quality research in decision-making at all stages of the policy process. Since such an approach applies systematic evidence to continually improve policy decisions, it is regarded as an important step to produce better outcomes and thus enhance the quality of life, reduce poverty, and stimulate economic growth in developing states.

Nonetheless, although evidence-based policymaking is well established in the developed world, developing states are yet to experience the benefits of informed decision-making. In this regard, the RPPI project in Afghanistan, Kyrgyzstan, and Tajikistan emerges as one of the pioneering initiatives that aim to replace opinion-based policymaking in Central Asia and Afghanistan by more rational evidence-based policymaking.

Aims

The impact evaluation assessed the progress made towards the immediate, intermediate, and ultimate outcomes of the project, including the following:

- % of project participants who use knowledge/skills gained from project activities to conduct research and inform policy;
- The extent to which participants use knowledge/skills gained to conduct research and inform policy demonstrated in three case studies (one case study on each project component);
- % of stakeholders' who perceive IPPA research activities as useful for adopting evidence-based approach to policy decision-making in the future;
- % of CPPA programme participants with analytical capacity and understanding of policy analysis processes;
- % of CAARF fellows with improved research skills; and
- % of local government representatives reporting improved professional capacities in local economic and community development.

Evaluation Approach

The methods employed to meet the aims of the evaluation were as follows:

- Document analysis
- Questionnaire survey
- Semi-structured interviewing

Certificate Programme in Policy Analysis (CPPA)

Certificate Programme in Policy Analysis (CPPA) is an executive programme offered by the Institute of Public Policy and Administration (IPPA), UCA, and developed in collaboration with Carleton University's School of Public Policy and Administration. CPPA is a rigorous, six-month intensive, 25 credit European Credit Transfer and Accumulation System (ECTS) programme designed for the representatives of policy community and not-for-profit sector. The programme aims to strengthen analytical and policymaking practices of governments and civil society actors across the Central Asian region by building capacity for evidence-based public policymaking in Afghanistan, Kyrgyzstan and Tajikistan. To date, CPPA has been successfully delivered to 67 participants from Afghanistan (26), Kyrgyzstan (21), and Tajikistan (20). The programme included four modules (*Policy Process in Government, Economics for Policy Analysis, Methods of Policy Analysis, Policy Monitoring and Evaluation*) and a colloquium, and credits earned in CPPA are to be accepted by UCA's Graduate School of Development towards its Master of Science in Economic Development programme.

In order to evaluate the progress made towards the outcomes of the RPPI project, a survey was conducted amongst all participants, out of which 47 (27M/20F) participants (70% of all participants) responded. 92% of respondents confirmed that CPPA met their expectations, whilst 98% of respondents underlined that CPPA gave them a body of knowledge and skills in policy analysis that they did not have before. In total, only 2% of respondents (1 person) stated that they will not recommend CPPA to their colleagues, whilst 96% of respondents confirmed their willingness to endorse the executive programme of IPPA. The programme was particularly well received by the Afghan participants. They stressed that the idea of conducting the training modules in Kyrgyzstan was excellent, because they received an opportunity to concentrate on their studies in an academic environment far from their home and work distractions. In addition, they enjoyed meeting new people and learning more about new cultures. Such a feedback is particularly promising, because most of the Afghan participants come from the key ministry of Afghanistan, the Ministry of Finance, which has signed a Memorandum of Understanding with UCA in order to professionalise its public service.

In general, 89% of project participants confirmed that they use knowledge and skills gained from project activities to conduct research and inform policy, and majority of respondents emphasised that they use this new set of skills in their professional activities. Those directly engaged in public policymaking found CPPA modules particularly useful. For instance, one of the respondents from Kyrgyzstan said that he used the findings of his policy paper to prepare an analytical report to the leadership of the State Asset Management

Fund, where he works as the Head of Department for the Realisation of International Projects. His work was supported by the Council of the State Asset Management Fund, and his recommendations were sent to the Government of Kyrgyzstan. In the meantime, after this presentation he was appointed to the Council responsible for the reform of the State Asset Management Fund. In a similar vein, a respondent from Afghanistan, the Technical Advisor to the Afghanistan National Development Strategy and Policy Analysis Directorates under the Office of the Deputy Minister for Policy, stressed that after undertaking CPPA he was assigned to develop a strategy for the Policy Analysis Department, where he applied knowledge learnt from the IPPA programme.

Although the programme was supported by the majority of respondents, there was a number of suggestions and recommendations how to improve CPPA. One of general recommendations was related to the selection of taught modules: participants suggested introducing new modules to enrich the programme. The spectrum of suggested modules varied significantly and included *Economics for Policy Analysis*, *Risk Mitigation*, *Processes of Public Policy Development*, *Investment Management*, *Comparative Public Policy*, *Economics for Non-Economists*, *Statistics*, *International Relations* and *English for Civil Servants*. Furthermore, a majority of Afghan participants strongly recommended expanding or restructuring CPPA to a Master's degree programme.

Some participants also advised that they would have benefitted significantly from hands-on experience in public policy, since 34% of respondents were not from the government and public service spheres. For instance, one participant suggested allocating time to resolve case studies that are relevant to specific state agencies in groups and with instructors and then hold interviews or consultations with respective stakeholders. Another respondent emphasised that it will be useful to arrange meetings with representatives of state agencies, ministries and business associations as part of the programme. A recommendation of having internships at one of UCA's institutes was also voiced.

On the other hand, some other participants underlined that it would have been more beneficial for participants if they all had a public policy background and represented state agencies, donor organisations, research institutes or expert community. For instance, a participant from Kyrgyzstan recommended UCA to sign a Memorandum of Understanding with the National Staff Services or with the Ministry of Economy in order to improve qualifications of civil servants to advance an evidence-based approach to policymaking. As a result, civil servants would be obliged to defend their research projects before their leadership, which in turn will improve the impact of CPPA.

Also, there was a valuable comment regarding the system of encouragement. One participant advised that to further motivate most diligent and able participants and ensure their continuous professional development UCA should send an official letter to participants' place of work notifying their management about participants' academic achievements. This practice may positively affect participants' career prospects, because employers will be informed that their employees are working on self-development in spare time.

Some other suggestions were related to the methods of module delivery. Respondents suggested extending the duration of courses, especially for the last two modules *Methods of Policy Analysis* and *Policy and Programme Monitoring and Evaluation*, because participants experienced difficulty absorbing new material. Several participants emphasised the importance of delivering lectures in an interactive and engaging way, mentioning that some instructors, despite having substantial experience in public policy, lost the attention of the audience at times. Few remarks were made to have a clear timetable with set dates for seminars, defence and award ceremony. One respondent also recommended gathering all participants together, so that they can share their country-specific experience.

In general, 87% of respondents agreed that CPPA contributes to the readiness of civil servants to advance an evidence-based approach to policymaking.¹ 90% of participants stressed that CPPA improved their ability to analyse, research and write analytical documents, and 94% of participants believed that CPPA curricula and training course packages were relevant to the context of their countries. 41% of respondents were satisfied with the overall quality of the programme, 53% of respondents were very satisfied with the overall quality of the programme, and 6% of respondents remained neutral. A detailed breakdown of CPPA's satisfaction rates and the current and future usage of the modules are enclosed in the appendix.

¹ IPPA research has been incorporated into CPPA modules. Accordingly, we may infer that the majority of stakeholders who has participated in the survey perceives IPPA research activities useful for adopting evidence-based approach to policy decision-making.

Sayed Akbar Fazli

Sayed Akbar Fazli is a Senior Departmental Human Resources (HR) Coordinator at the Reform Implementation Management Unit of the Ministry of Finance of Afghanistan. Sayed received his Bachelor of Arts degree in Economics, Political Science and Public Administration from Osmania University and his Post-Graduate Diploma in Business Management and Administration from the Central Institute of Management. Sayed began his professional career at the Civil Service Commission for Independent Administrative Reform prior to joining the Ministry of Finance of Afghanistan. Currently, Sayed is responsible for the provision of operational support to the HR management, including the development of HR policies, team-building programmes, personnel manuals, and management reports.

Sayed learned about CPPA from his place of work. On July 22, 2013, UCA signed a memorandum of Understanding with the Ministry of Finance of Afghanistan to deliver CPPA to the ministerial staff and civil servants from other selected government agencies. Sayed underlined that there was a positive feedback from the participants from the last years. So, he was also keen to undertake a CPPA programme and acquire new knowledge and skills necessary for his daily work of drafting HR-related policies. Accordingly, Sayed began his CPPA modules with high expectations due to the feedback of his colleagues and left impressed.

Sayed stressed that previously he relied on his own past experience and the established policymaking practices at the ministry. However, CPPA introduced him to the internationally accepted principles and norms of policy development. As Sayed emphasised, at the CPPA sessions in Bishkek, he learned that a fruitful policy should have positive and tangible changes after its implementation and that most policies fail due to poor evaluation and monitoring mechanisms. This was particularly important to Sayed, because he is part of a team of the Ministry of Finance, which is responsible for the development of HR policies. As Sayed admitted, he previously belittled or neglected monitoring and evaluation aspect of policy implementation. For this reason, Sayed found the courses *Methods of Policy Analysis* and *Policy and Programme Monitoring and Evaluation* particularly useful, as he plans to develop policies in the future in a more effective way. In the meantime, Sayed has already had an opportunity to apply new knowledge gained from the CPPA modules. For instance, whilst devising a new employees' safety policy, Sayed considered all policy cycles, went for the public hearing sessions and asked employees to share their thoughts on new policy prior to its final submission.

Sayed reported that the management of his directorate valued his participation in CPPA and is highly satisfied with the quality of his work. Today, Sayed is also a member of the reform team that is responsible

for the interpretation of the legal articles of the Civil Service Law, a reform initiative implemented by the Government of Afghanistan to standardise public service. Sayed underlined that CPPA helped him and many other participants from Afghanistan systematise their practical knowledge, since they formulated policy rather intuitively before CPPA. Accordingly, Sayed stressed that the management of his department is keen to send more of its employees to UCA if the programme is offered again.

In fact, Sayed underlined that Afghanistan needs highly qualified and educated people at mid- and senior-level management positions in order to overcome institutional weaknesses of the country, develop and implement evidence-based policies, fight corruption and bring positive changes to the people. Thus, not only the Ministry of Finance, but all government units should be interested in securing the services of qualified personnel, and CPPA can be instrumental in this endeavour. Sayed advised that employees of the Ministry of Economy, the Civil Service Commission, the Office of the President and the Statistics and Census Bureau and representatives of local government should also undertake the CPPA programme.

Sayed stressed that the value of CPPA is much more than just a certificate. IPPA is already improving professional capacities of the employees of the Ministry of Finance. Thus, Sayed advised that both the participants and the Ministry of Finance are enthusiastic that CPPA will evolve into a Master's degree programme at some point. Sayed even helped establish an IPPA/UCA Alumni Association in Afghanistan. He advised that they envisage this association to grow into a platform for alumni not only to network and share their knowledge and experience, but also to advise the government of Afghanistan on policy issues.

Central Asia and Afghanistan Research Fellowship (CAARF) is a fellowship offered by UCA through its Mountain Societies Research Institute (MSRI) to strengthen the capacity of researchers from Afghanistan, Tajikistan, and Kyrgyzstan to conduct original research on sustainable development in mountain areas. CAARF provides financial and technical support to selected scholars and helps its fellows advance their research careers through academic workshops and collaboration with peers and mentors. The fellows are eligible to apply for research grants in the amount of 5,000-20,000 USD.

Under the RPPI project, 20 scholars have been selected to become CAARF fellows. Research topics supported by CAARF are centred on mountain economies and natural resource management:

- Environmental change and natural resource governance associated with land degradation, climate change, biodiversity loss, and natural hazards
- On-farm livelihoods such as agro-pastoralism and all aspects of food security
- Off-farm livelihoods such as small and medium-sized enterprise development, mountain tourism, and labour migration
- Economic, social and environmental impacts of large-scale mountain development relevant to mountain societies (including hydroelectric development, mineral extraction, landscape-scale conservation, and other large development initiatives)

In order to assess the progress made towards the outcomes of the RPPI project, a survey was conducted amongst all fellows, out of which 16 (10M/6F) participants (80% of all participants) responded. Although 38% of respondents were enrolled in PhD programmes prior to CAARF and 50% of respondents were employed at universities and research institutes, a majority of them (88% of respondents in total) stated that CAARF did improve their research skills and understanding of underlying research concepts and methods. For instance, one participant emphasised that CAARF trainings taught him how to write a PhD proposal and clearly outline research objectives and methodology, whilst another respondent underlined that she learned how to write a policy brief at these trainings. In a similar vein, a fellow from Tajikistan stressed that CAARF has changed her thinking about research, and now she regularly uses new skills and knowledge in her work at the Pamir Biological Institute. A fellow from Kyrgyzstan also praised the programme, because she learned about new academic materials and was able to purchase scientific equipment for her research. These trainings were beneficial not only to participants from academia, but also to those from other sectors. A fellow from Afghanistan, who works as an Advisor to the Minister of Energy and Water, revealed that his daily routine involves developing water sector strategies, conducting literature reviews

and holding training workshops to ministerial staff. Accordingly, CAARF workshops not only helped him develop his scientific papers, but also equipped him with practical tools necessary for his current job.

In total, 81% of respondents confirmed that they regularly use knowledge and skills gained from CAARF to conduct research and write analytical papers with a policy orientation. 87% of respondents stated that CAARF trainings enhanced their knowledge and skills in writing and publishing in academic fields in international context, whilst 88% of respondents confirmed that curricula and course packages of the Research for Development (R4D) and Scientific Writing trainings were relevant to the context of their country. 75% of respondents stated that topics, which they were interested in, were covered at the trainings, whilst the remaining 25% of respondents preferred to neither agree nor disagree with this statement.

In sum, CAARF was well received by most participants, and a number of constructive suggestions were voiced to improve the programme. Some respondents advised that time for individual coaching at the trainings and for skype sessions should be extended. This may explain why 19% of respondents preferred to neither agree nor disagree that mentorship was useful for the development of their personal publication strategies. Some respondents underlined that they have enjoyed interdisciplinary interaction with other CAARF fellows and thus would have preferred to have trainers from both social science and natural science divisions. Some other fellows, on the contrary, emphasised that fellows should have been grouped according to their research interests and research methodologies. One respondent also advised that there should be an opportunity for the fellows to visit their mentors' institutes of affiliation to enhance their knowledge and promote further collaborations.

For many participants, however, CAARF at this stage was perceived more as the first step towards strengthening institutional capacity of Central Asian states to conduct quality research and applied analysis. Many fellows agreed that CAARF in its current outlook is an already successful and effective capacity building programme, which supports local researchers academically, technically and financially without requiring an in-country residence. Nonetheless, the programme can be evolved further. For instance, some participants emphasised that CAARF should be expanded by providing opportunities for both junior and senior scientists. One respondent advised that mountain communities suffer the most from natural and human induced calamities like avalanches, land sliding or habitat fragmentation. Thus, the involvement of both junior and senior researchers to study such thematic areas may not only enhance the quality of CAARF, but also open up more funding opportunities for the work of UCA and MSRI. Another respondent even suggested that UCA and MSRI should consider developing and implementing specific projects together with CAARF fellows such as seismic hazard assessment. In addition, some respondents advised that a

further partnership should be forged between CAARF fellows, perhaps in the form of a CAARF alumni network, since new fellows may benefit from the experience of more senior CAARF alumni.

In general, a majority of participants emphatically supported UCA's initiative to strengthen the potential of Central Asian scholars to conduct interdisciplinary research through academic workshops and collaboration with mentors and peers. They agreed that CAARF programme should be continued and further expanded. A detailed breakdown of CAARF's satisfaction rates and the current and future usage of the modules are enclosed in the appendix.

Kamalbek Karymshakov

Kamalbek Karymshakov is an Assistant Professor and a Deputy Head of the Department of Finance and Banking at the Kyrgyz Turkish Manas University. After receiving his PhD in Economics from the Yeditepe

University, Kamalbek returned to his alma mater to teach local students the foundations of economics and finance and continue his academic career in institutional and labour economics. Kamalbek learned about the Central Asia and Afghanistan Research Fellowship (CAARF) programme from the advertisements on the Internet, but he did not hold high expectations of the programme. His scepticisms were related to the fact that the programme was new and thus without any proven record of success. Prior to joining the CAARF programme, Kamalbek has had already four publications: journal articles in *The Empirical Economics Letters* and *Sosyoekonomi* and book chapters in *The Role of Perception of Turkey in Kyrgyzstan* and *Central Asian Economies in Transition*. Kamalbek also undertook a postdoctoral research fellowship at the Institute for Eastern European Studies of the Free University of Berlin. Nonetheless, Kamalbek still felt the need to improve his knowledge and skills in writing and publishing in academic fields, and thus he decided to apply for the fellowship programme administered by the University of Central Asia (UCA) through its Mountain Societies Research Institute (MSRI).

To Kamalbek's surprise, CAARF turned out to be quite a useful capacity-building platform, well equipped to strengthen the potential of Central Asian scholars to conduct original and independent research through its academic workshops and collaboration with mentors. In particular, Kamalbek found exceptionally useful the second workshop on scientific writing and publishing held in Ashu, Kyrgyzstan. Although the first workshop on Research for Development helped Kamalbek generate a number of ideas on possible multidisciplinary research topics, it was the Ashu workshop that proved to be most valuable to Kamalbek in terms of advancing his personal publication strategy. He learned what the general publishing rules are, what the most prominent norm for the structure of a scientific journal article is, how to select potential journals for publication and how to identify his "bestselling points". Kamalbek underlined that other academic workshops that he has participated in have never focused on improving academic writing skills. For instance, at the CAARF workshop Kamalbek learned about IMRAD structuring of academic articles, which he is applying now to his current works in progress.

Kamalbek also benefitted significantly from mentorship. His mentor Dr Matthieu Clement of the University of Bordeaux was very responsive and helpful especially in explaining specific estimation techniques and giving advice on publication opportunities. In addition, Kamalbek used CAARF's financial support to purchase STATA software and materials necessary for his research. At the moment, Kamalbek is studying the impact of remittances on the patterns of household expenditures in Kyrgyzstan. He is applying econometric estimation technique to measure the differences between remittance receiving and non-receiving household expenditures. Kamalbek plans to publish this paper in an international peer-reviewed journal in the area of development economics, migration and Central Asian studies.

In the meantime, Kamalbek has already published two academic articles in local journals after joining the CAARF programme. One paper focused on the impact of remittances on left-behind youth labour supply in Kyrgyzstan, as Kamalbek argued that young people have higher probabilities to be the family contributing workers, which is unpaid job, in the remittance receiving households. The second article examined the impact of remittances on informal financial assistance behaviour of households by their remittances receiving status. Kamalbek found out that the impact of remittances depends on the location and migration intensity characteristics.

In general, Kamalbek emphatically supported UCA's endeavours to strengthen institutional capacity of Central Asian states to conduct quality research and analysis through such programmes as CAARF. As Kamalbek underlined, this programme not only gives an opportunity for aspiring researchers to study Central Asia and Afghanistan through academic lenses, but it also allows the scholars to do so without changing the place of residence. Accordingly, Kamalbek has already informed his colleagues about this programme and strongly urged them to apply, when UCA opens the new round of applications for the fellowship.

Local Economic and Community Development (LECD) Certificate Programme

Local Economic and Community Development (LECD) certificate programme is a programme offered by UCA through its School of Professional and Continuing Education (SPCE) to enable civil servants serve as key resources within their local governments and in their communities. LECD certificate programme was initiated in 2010 at the request of the Interim Government of the Kyrgyz Republic to train prospective civil servants at the village, rayon, town, and oblast levels. To date, UCA's SPCE has delivered LECD programme to 1,450 civil servants equipping them with skills in local administration and budget management. With the support from IDRC, SPCE expanded existing LECD programme in Kyrgyzstan and adapted the programme for delivery in Tajikistan and Afghanistan. As of today, within the framework of the RPPI project, SPCE completed training of 16 civil servants from Kyrgyzstan and 15 civil servants from Tajikistan and started training 15 civil servants from Afghanistan. The 16 civil servants trained in Kyrgyzstan will train 200 peers under the supervision of SPCE.

In order to assess the progress made towards the outcomes of the RPPI project, a survey was conducted amongst all participants, out of which 43 (35M/8F) participants (93% of all participants) responded. In general, the programme was well received by the respondents. All respondents (100%) confirmed that SPCE training programme met their expectations and that they use knowledge and skills gained from the programme in their professional activities. 40% of respondents agreed and 58% of respondents strongly agreed that LECD programme improved their professional capacities in local governance and community development, and only 1 person (2%) disagreed with this statement. 98% of respondents advised that they would recommend LECD programme to their colleagues, and one person preferred to abstain from the vote.

It is important to mention that LECD programme in Afghanistan differs from LECD programmes in Tajikistan and Kyrgyzstan. LECD programme in Afghanistan is being delivered through the Independent Directorate of Local Governance (IDLG) of Afghanistan, with which UCA signed a Memorandum of Understanding in 2014. IDLG was established in 2007 by the President of Afghanistan to manage, facilitate and lead the overall activities of local government structures in Afghanistan, including Provincial Governor Offices, District Governor Offices, Municipalities and Provincial Councils. IDLG identified 15 Afghan trainers to be equipped with necessary skills and knowledge to deliver LECD programme to Afghan district authorities at the level of deputy governors.

In this regard, it is particularly useful to evaluate the experience of the first cohort of Afghan participants in order to increase the effectiveness of LECD programme in Afghanistan. Most Afghan participants agreed

that SPCE training programme was well-designed, engaging and effectively delivered. 12 out of 13 Afghan respondents (92%) asserted that SPCE training programme contributes to the readiness of civil servants to provide effective, on-time and need-based services to the citizens, and the same number of respondents confirmed that SPCE curricula and training course packages are tailored to the context of Afghanistan. Some respondents mentioned that they have already started translating LECD presentations, handouts and reading materials into local languages for further delivery and distribution. 12 participants (92%) also confirmed that their participation in SPCE programme was valued by the leadership of their institutions.

Nonetheless, LECD programme in Afghanistan still needs further improvements. 3 respondents (23%) could not agree or disagree whether LECD programme responds to national needs, whilst 1 person (7.7%) opposed this statement. In addition, although 10 respondents (77%) expressed their satisfaction with the workload, some participants complained that the duration of modules was too short, and as a result they did not have enough time to absorb new material. Several participants also emphasised that they would have benefited more from the detailed analysis of each topics, longer discussions, and some practice. One person even suggested holding LECD trainings in Afghanistan to reduce the costs of trainings and to maximise time effectiveness for the Afghan participants. In general, nevertheless, 12 out of 13 Afghan respondents (92%) asserted that they would still recommend SPCE to their colleagues.

In Kyrgyzstan and Tajikistan, respondents in these countries were also very supportive of SPCE training programme. Many participants expressed their gratitude to UCA and SPCE for their efforts to strengthen the capacity of government representatives in economic and community development. All respondents (100%), both from Tajikistan and Kyrgyzstan, confirmed that SPCE training programme met their expectations and that they use knowledge and skills gained from the programme in their professional activities. 8 respondents (27%) agreed and 22 respondents (73%) strongly agreed that SPCE training programme improved their professional capacities and understanding of local governance and community development challenges. All respondents from Tajikistan and Kyrgyzstan unanimously affirmed that they would recommend LECD programme to their colleagues.

In addition, there were some positive outcomes of LECD programme for the employment status and income of respondents in Kyrgyzstan and Tajikistan. 7 out of total 30 respondents stated that they found a new job, whilst 8 respondents advised that they were promoted in their current job thanks to LECD programme. 8 respondents revealed that they received a better pay after SPCE training programme, and 4 respondents informed that they started a new business. Positive feedback from participants in Kyrgyzstan and Tajikistan may be related to the fact that SPCE has been delivering LECD programme in Kyrgyzstan from 2010 and

managed to establish collaborative relations with the State Agency for Local Self-Governance and Inter-Ethnic Relations of the Kyrgyz Republic, the Institute of Public Administration under the President of Tajikistan and the Department for Civil Service under the President of Tajikistan.

Many respondents advised that the programme has to be continued, and UCA and SPCE should consider expanding the list of modules offered to civil servants. For instance, respondents suggested introducing new modules on *Legal Literacy*, *Social Management*, *Information Technology*, and *Management Psychology*. Participants from Kyrgyzstan also expressed willingness to take courses promoting interethnic dialogue in the regions. A detailed breakdown of LECD's satisfaction rates and the current and future usage of the modules are enclosed in the appendix.

Munira Sattorova

Munira Sattorova has more than 15 years of experience in local government of the Sughd region of Tajikistan. She began her career at the Civilian Registry Department of the Goziyon jamoat (institution of local self-government) in 1999 and grew to the position of the Head of the Goziyon jamoat. Jamoats in Tajikistan were set up on a territorial basis and in principal took over the jurisdiction of the former village councils. A jamoat is defined as an institution of self-government in towns and villages responsible for organising public activities to address issues of local importance. Both the Constitution of Tajikistan and the Law on Local Self-Government in Towns and Villages provided jamoats with a large range of competencies and duties.

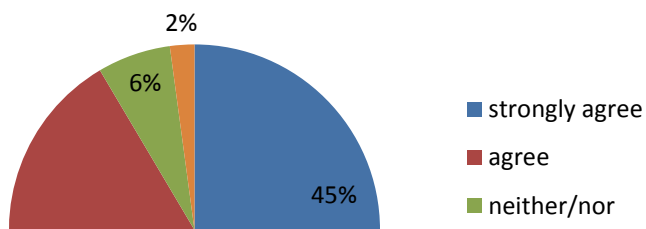
Munira advised that it is more difficult for women to work in local governments. Nonetheless, she still decided to pursue her career in public service, because she wanted to get involved directly in the development of her districts. Jamoats in Tajikistan face a number of obstacles, including resource deficits, ambiguous tasks of jamoats and problems of representation and participation. Accordingly, although she had a vast experience in local self-governance, Munira still wanted to undertake the LECD programme to improve her professional skills and understanding of local economic and community development challenges.

Munira learned about the LECD programme from the Office of the Head of her district, but she did not expect the programme to be that rigorous. She was pleasantly surprised by the intensity of the programme, the level and the quality of the taught material, and the organisation of the courses, and she found the modules *Local Economic Development*, *Land Management* and *Information Technology* particularly useful. As she advised, the LECD programme taught the participants how to address most urgent local issues using available resources and through the attraction of domestic and foreign investment, since most institutions of local self-government suffer from the lack of financial and material resources.

In general, Munira underlined that UCA through its LECD programme strengthens the capacity of government representatives in economic and community development. For instance, in her district, the most difficult problems are related to the issues of waste processing, whilst her particular jamoat struggles with clean water. Accordingly, Munira hopes that knowledge acquired from the LECD programme will help her address these issues, as she plans to engage international donors to build drinking water points. In the meantime, Munira confirmed that she has already improved her communication and computer application skills thanks to the SPCE trainings. In addition, Munira learned how to write a business plan and start and expand her own business, which may emerge as an important skill to have in resource-poor localities.

Annex 1. Certificate Programme in Policy Analysis (CPPA)

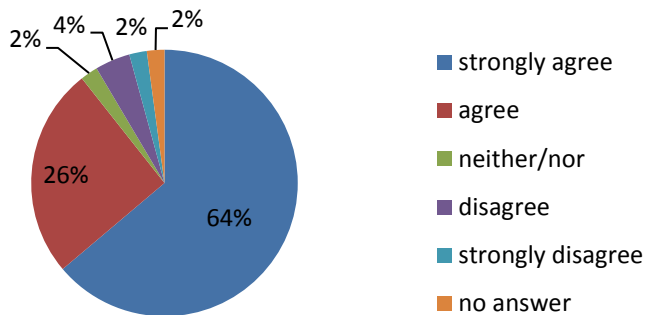
CPPA met my expectations



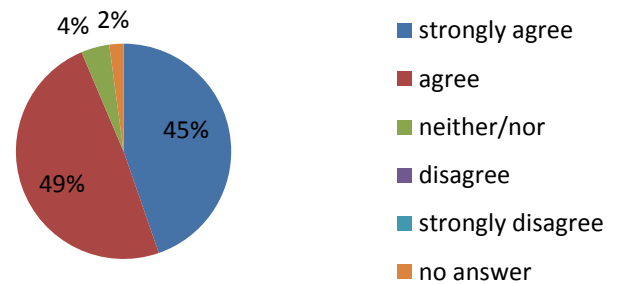
CPPA gave me a body of knowledge and skills in policy analysis that I did not have before



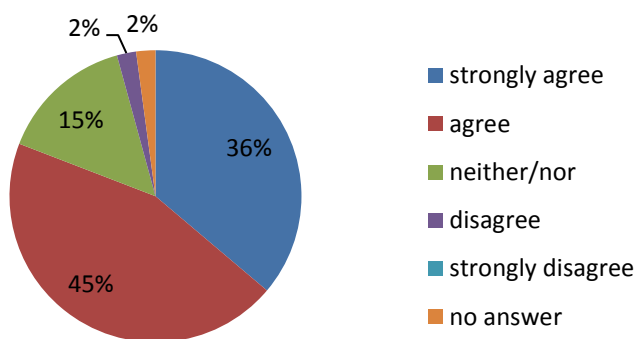
CPPA improved my ability to analyse, research and write analytical documents



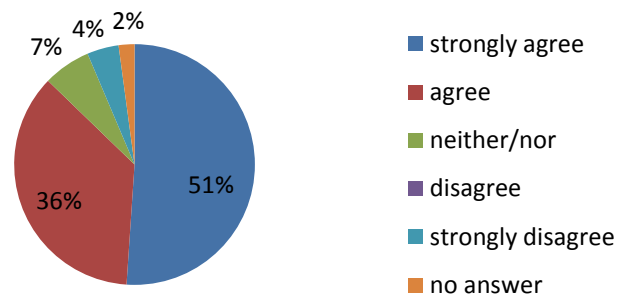
CPPA curricula and training course packages were relevant to the context of my country



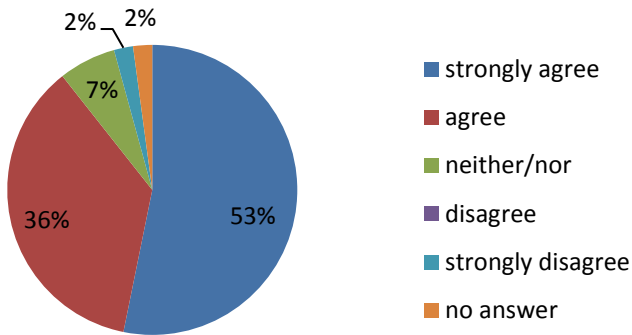
Topics, which I was interested in, were covered in the course



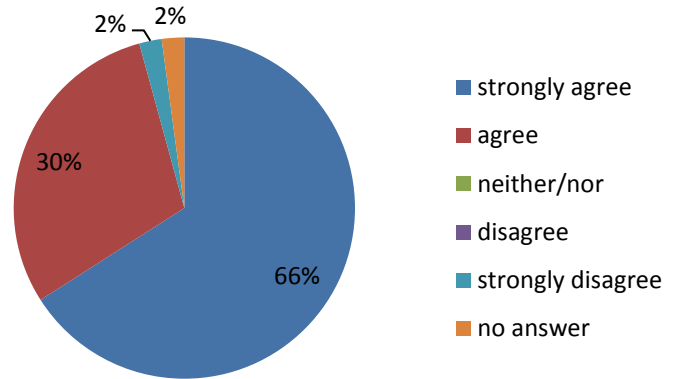
CPPA contributes to the readiness of civil servants to advance an evidence-based approach to policymaking



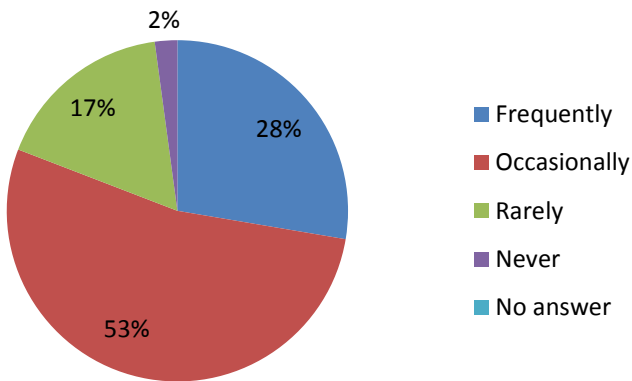
I use (or will use) knowledge and skills gained from CPPA in my place of work



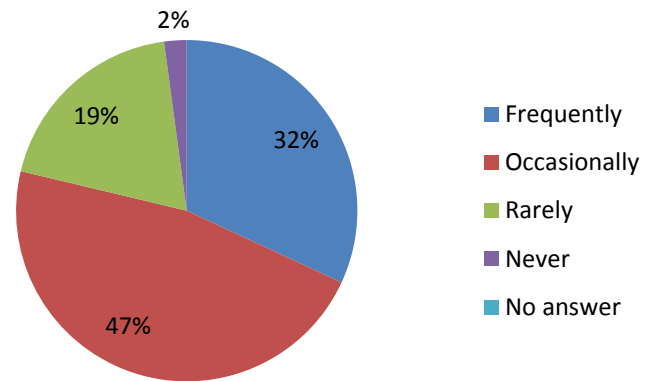
I would recommend CPPA to my colleagues



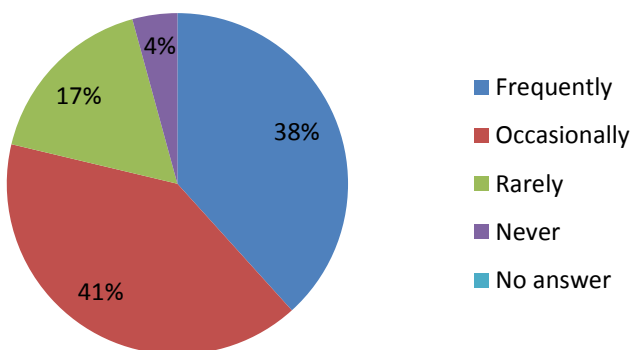
Module 1. Policy Process (current use)



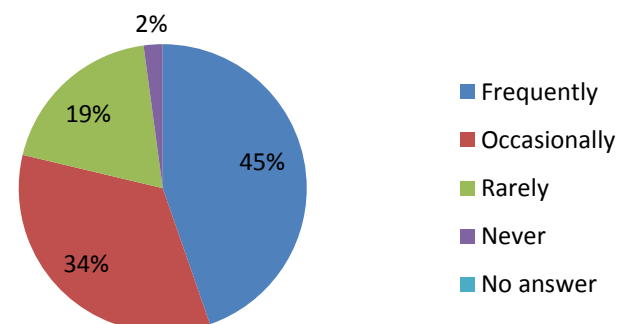
Module 2. Economics for Policy Analysis



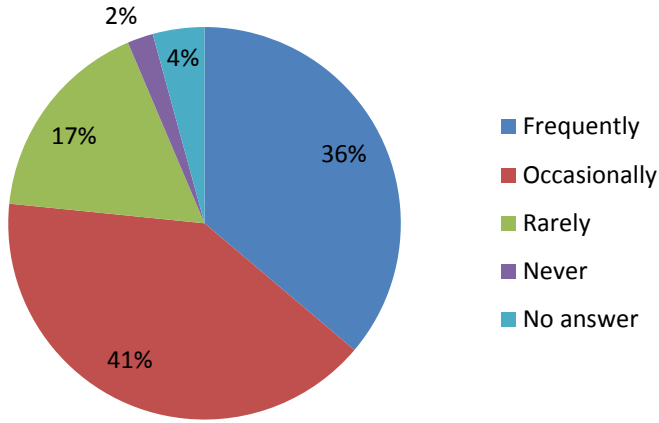
Module 3. Methods of Policy Analysis



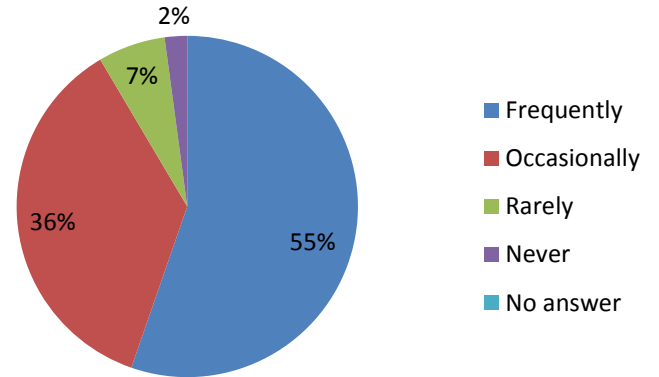
Module 4. Policy and Program Monitoring and Evaluation



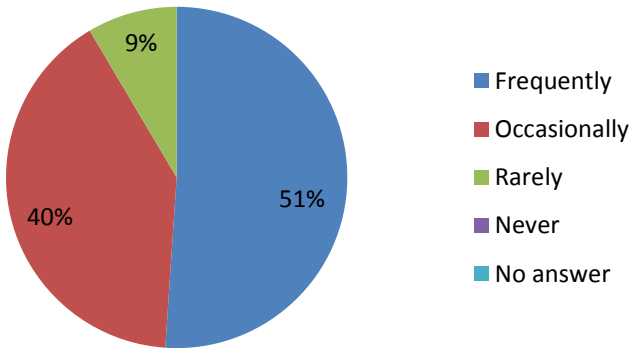
Policy Paper and Colloquium



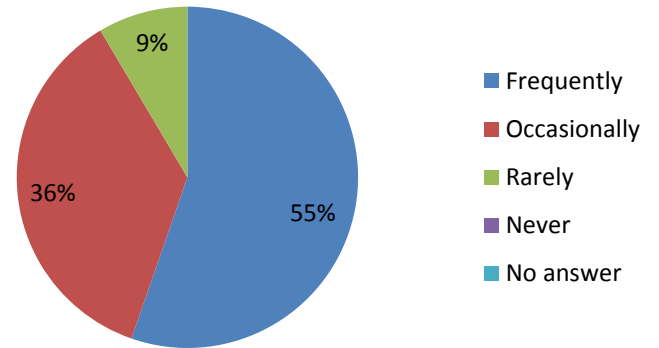
Module 1. Policy Process (future use)



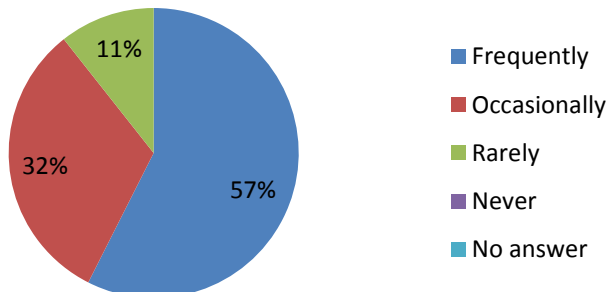
Module 2. Economics for Policy Analysis



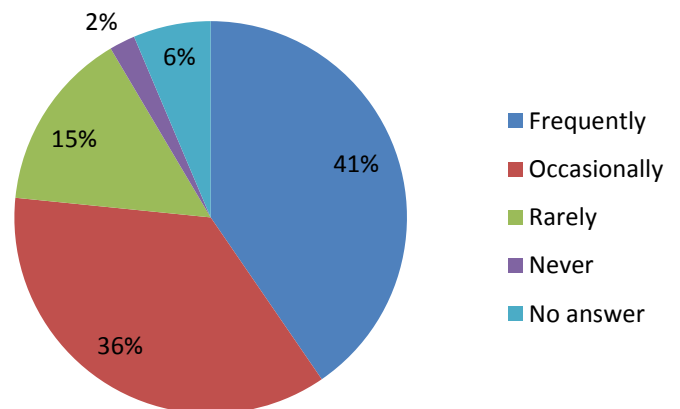
Module 3. Methods of Policy Analysis



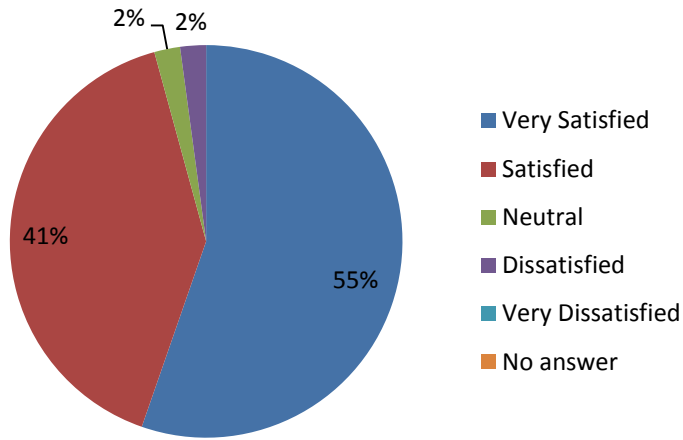
Module 4. Policy and Program Monitoring and Evaluation



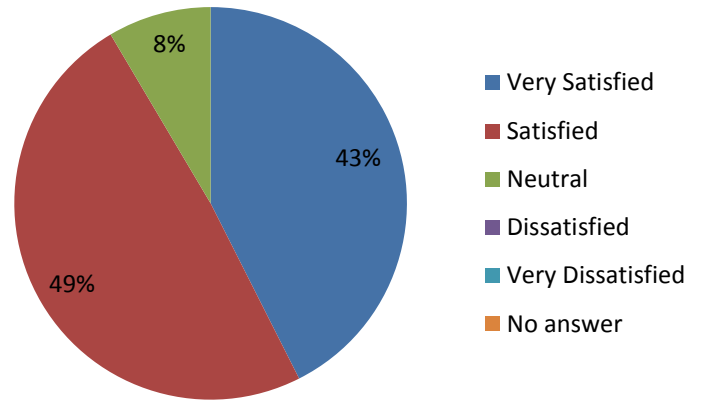
Policy Paper and Colloquium



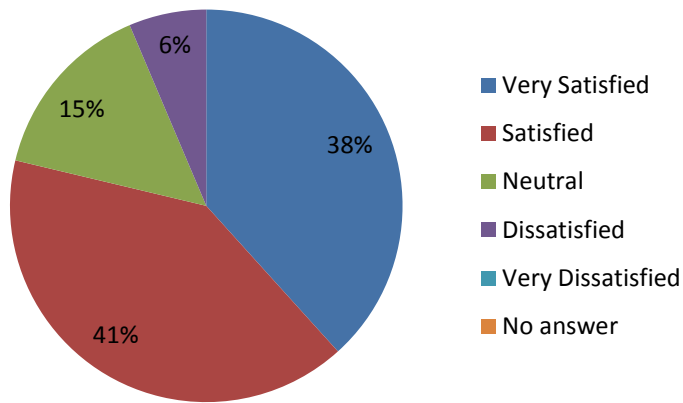
Instructors



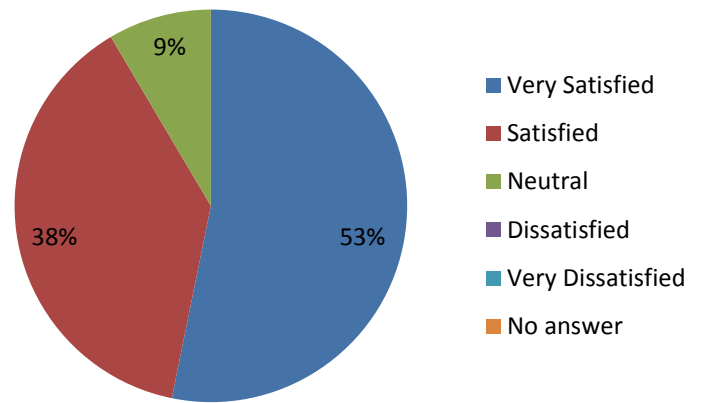
Teaching methods



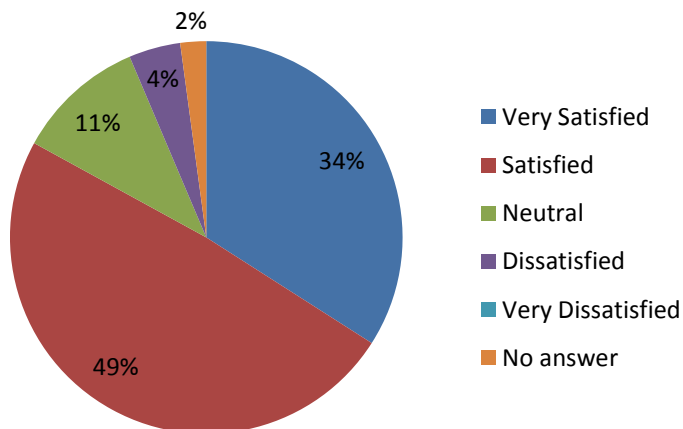
Curriculum



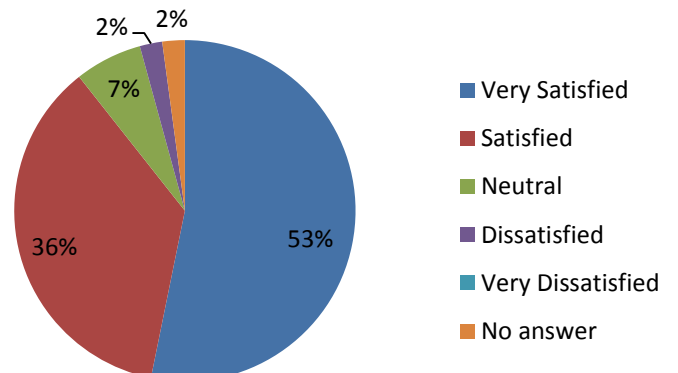
Reading material



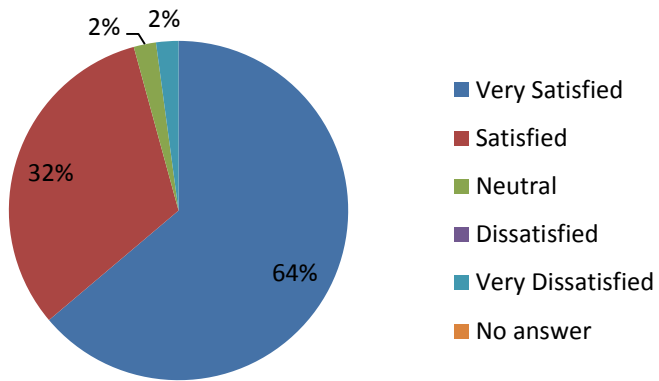
Workload



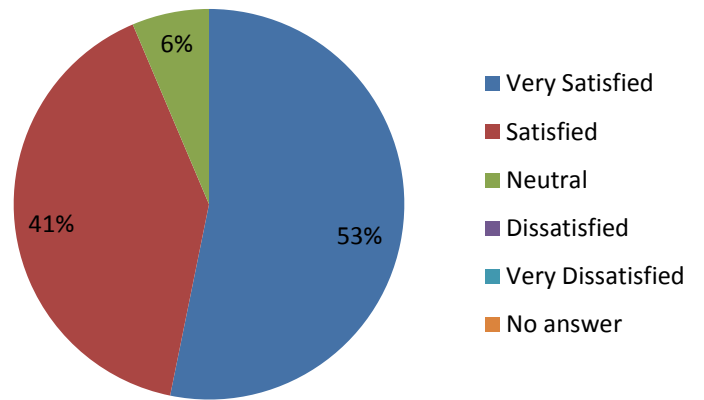
Facilities, where course was delivered



Administration of programme by UCA

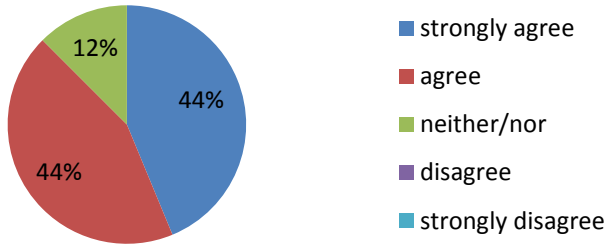


Overall quality of programme

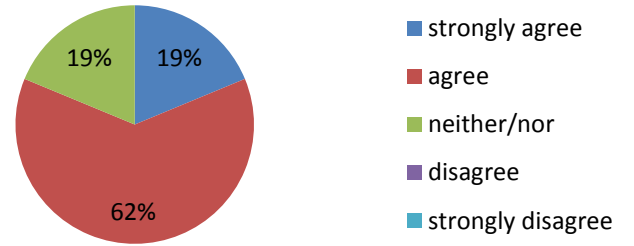


Annex 2. Central Asia and Afghanistan Research Fellowship (CAARF)

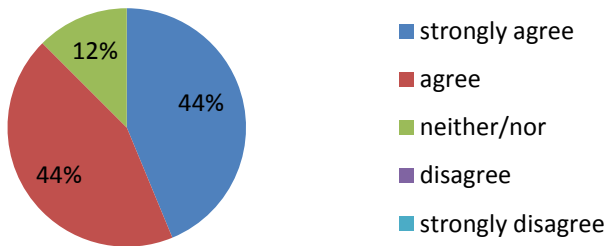
CAARF improved my research skills and my understanding of underlying research concepts and methods



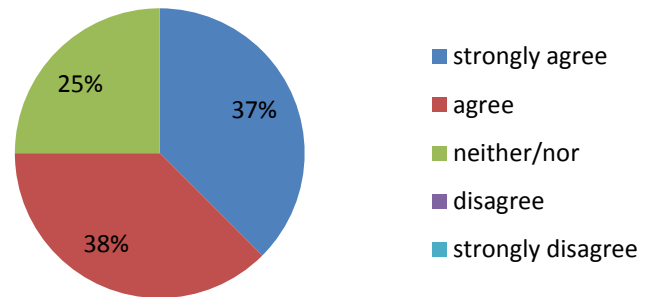
I regularly use knowledge and skills gained from CAARF to conduct research and write analytical papers with a...



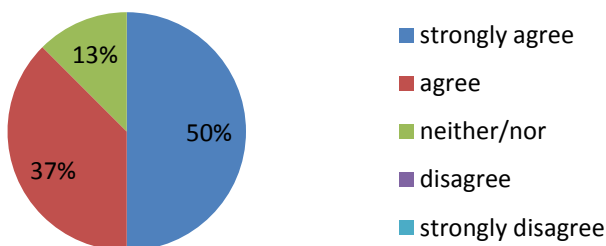
Curricula and course packages of the Research for Development (R4D) and Scientific Writing trainings...



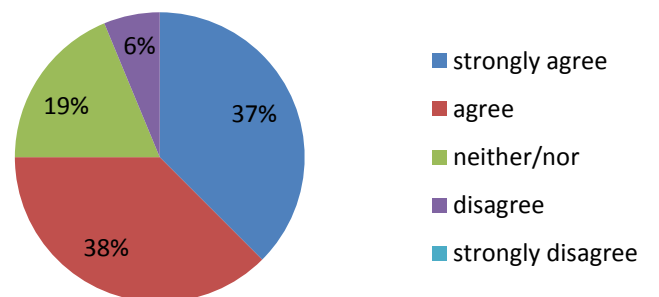
Topics, which I was interested in, were covered at the trainings



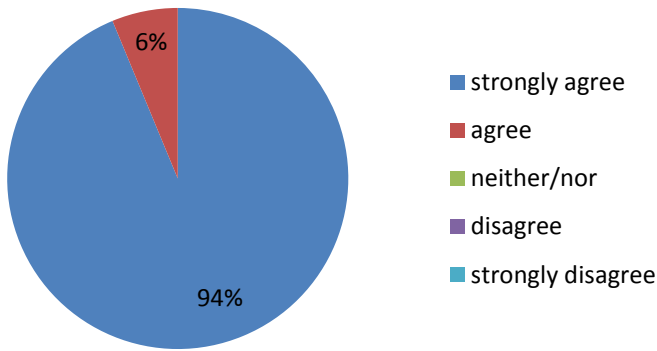
CAARF trainings enhanced my knowledge and skills in writing and publishing in academic fields in...



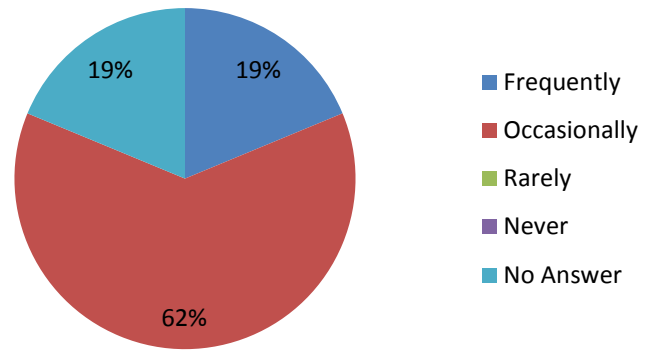
Mentorship was useful for the development of my personal publication strategy



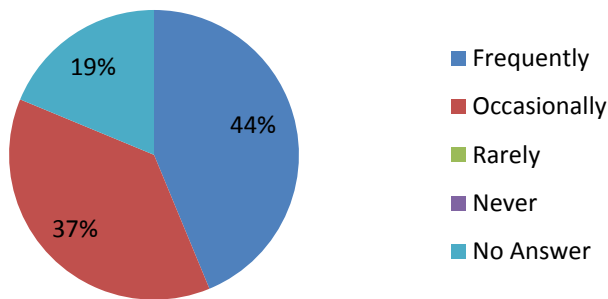
I would recommend CAARF to my colleagues



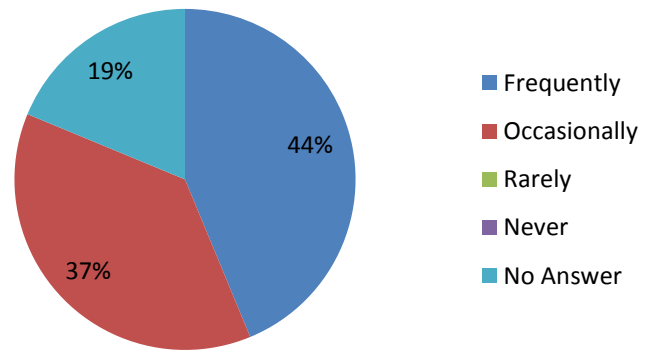
R4D Workshop (Current Use)



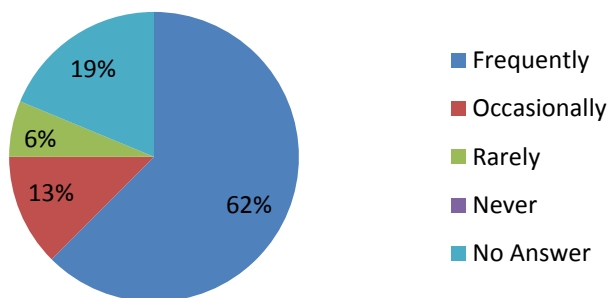
Scientific Writing and Publishing Workshop (Current Use)



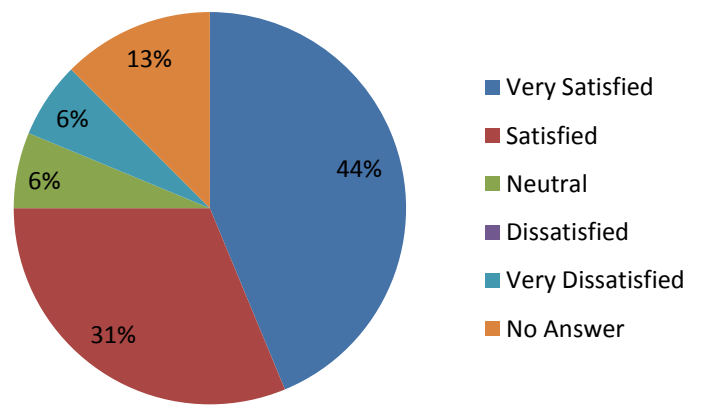
R4D Workshop (Future Use)



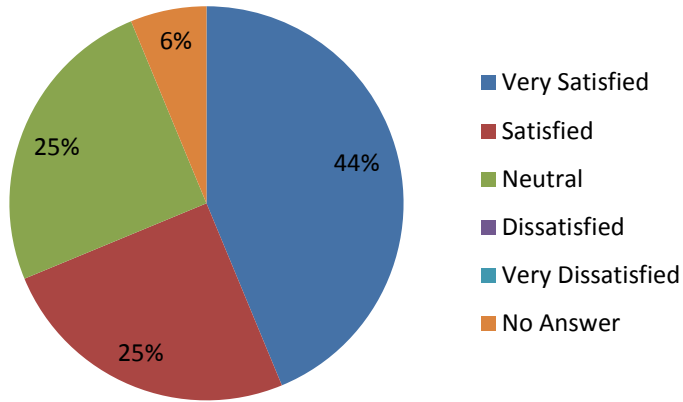
Scientific Writing and Publishing Workshop (Future Use)



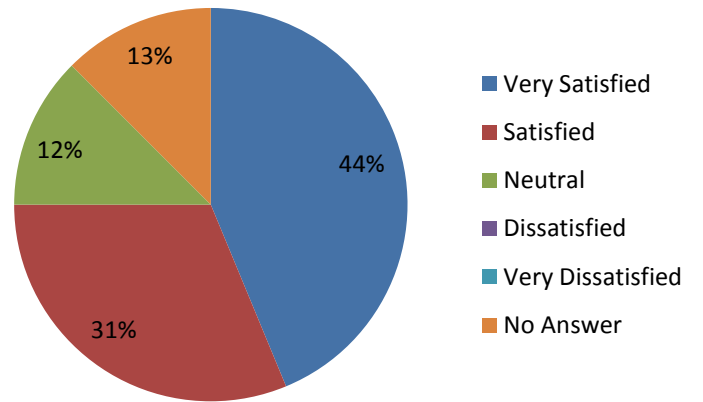
Instructors



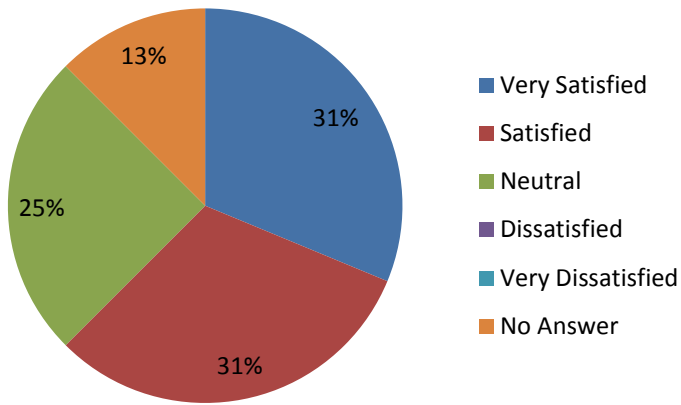
Mentors



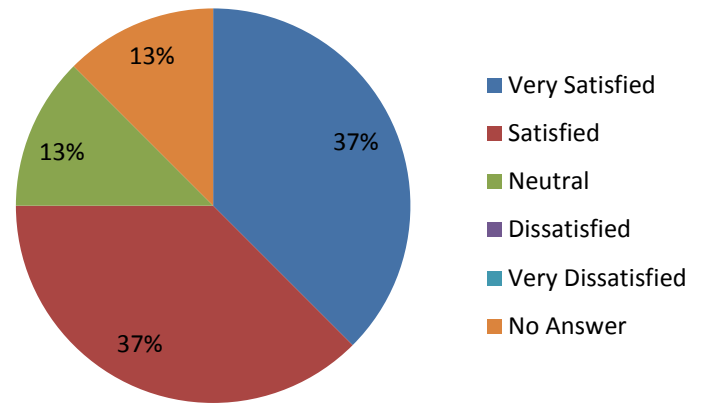
Teaching methods



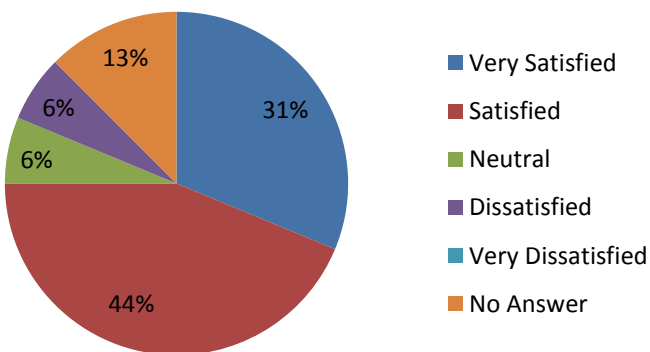
Workload



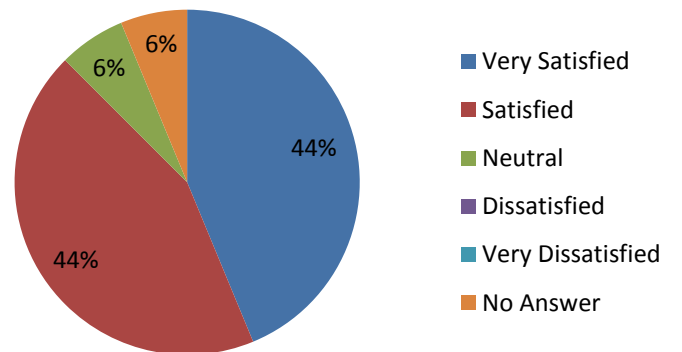
Academic Material



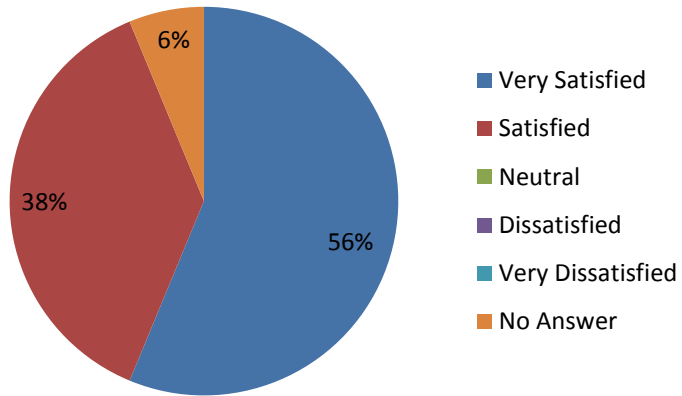
Facilities, where course was delivered



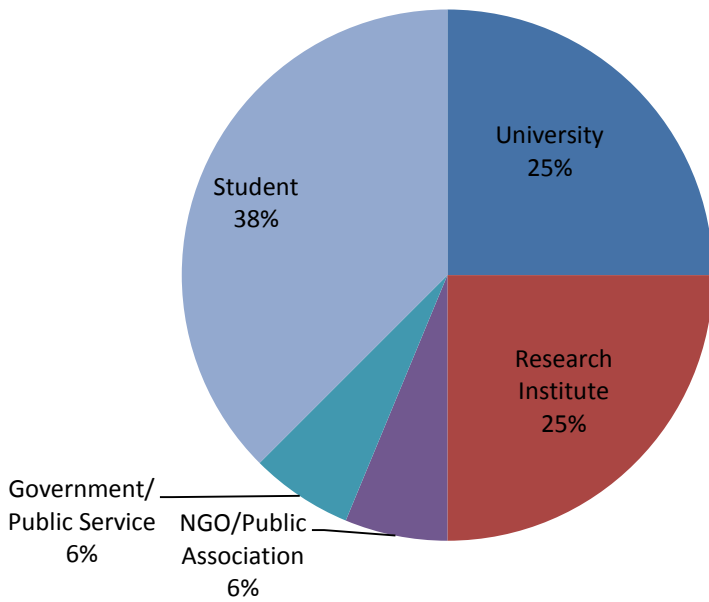
Administration of programme by UCA



Overall quality of programme



Employment



Annex 3. Local Economic and Community Development (LECD) Certificate Programme

KYRGYZSTAN

Table 1. Feedback.

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
SPCE training programme met my expectations	8	50.0% ²	8	50.0%						
I use (or will use) knowledge and skills gained from SPCE training programme	8	50.0%	8	50.0%						
SPCE training programme improved my professional capacities and understanding of local governance and community development challenges	12	75.0%	4	25.0%						
SPCE curricula and training course packages were relevant to the context of my country	9	56.3%	7	43.8%						
Topics, which I was interested in, were covered in the course	10	62.5%	6	37.5%						
I found a new job due to SPCE	4	25.0%	1	6.3%	1	6.3%	8	50.0%	2	12.5%
I was promoted in my current job due to SPCE.	3	18.8%	2	12.5%	1	6.3%	9	56.3%	1	6.3%
I received better pay in my current job due to SPCE.	3	18.8%	3	18.8%	1	6.3%	8	50.0%	1	6.3%
I started a new business due to SPCE.	1	6.3%	1	6.3%	4	25.0%	8	50.0%	2	12.5%
I would recommend SPCE to my colleagues	13	81.3%	3	18.8%						

Table 2. Current use of knowledge and skills from particular courses.

	Frequently		Occasionally		Rarely		Never	
Local Economic Development	9	56.3%	7	43.8%				
State Regulation of Market Economy	2	12.5%	13	81.3%	1	6.3%		
Management of Municipal Property	6	37.5%	7	43.8%	3	18.8%		
Mobilising Community	2	12.5%	11	68.8%	2	12.5%	1	6.3%

² Decimal place: 1.

Resources for Development								
State and Municipal Services	9	56.3%	6	37.5%	1	6.3%		
Legal Issues of Land Management	8	50%	5	31.3%	3	18.8%		
Strategic Planning in Local Self Governance	7	43.8%	5	31.3%	3	18.8%	1	6.3%
Agro-Management			4	25%	10	62.5%	2	12.5%
Delegation of State Powers	7	43.8%	8	50%	1	6.3%		
Management of Water Supply and Sanitation	2	12.5%	10	62.5%	2	12.5%	2	12.5%
Kyrgyz for Civil Servants	14	87.5%	2	12.5%				
Fundamentals of Municipal Administration	12	75%	3	18.8%	1	6.3%		
IT for Civil Servants	14	87.5%	2	12.5%				

Table 3. Future use of knowledge and skills from particular courses.

	Frequently		Occasionally		Rarely		Never	
Local Economic Development	13	81.3%	2	12.5%	1	6.3%		
State Regulation of Market Economy	2	12.5%	11	68.8%	3	18.8%		
Management of Municipal Property	12	75%	2	12.5%	2	12.5%		

Mobilising Community Resources for Development	7	43.8%	6	37.5%	3	18.8%		
State and Municipal Services	11	68.8%	5	31.3%				
Legal Issues of Land Management	11	68.8%	4	25%	1	6.3%		
Strategic Planning in Local Self Governance	12	75%	4	25%				
Agro-management	6	37.5%	4	25%	4	25%	2	12.5%
Delegation of State Powers	12	75%	4	25%				
Management of Water Supply and Sanitation	4	25%	2	12.5%	7	43.8%	3	18.8%
Kyrgyz for Civil Servants	15	93.8%	1	6.3%				
Fundamentals of Municipal Administration	10	62.5%	5	31.3%	1	6.3%		
IT for Civil Servants	14	87.5%	1	6.3%	1	6.3%		

Table 4. Satisfaction rates.

	Instructors		Teaching methods		Curriculum		Workload		Reading material		Facilities, where courses were delivered		Administration of programme by UCA		Overall quality of programme	
Very Satisfied	8	50%	8	50.0%	8	50.0%	7	43.8%	9	56.3%	9	56.3%	9	56.3%	9	56.3%
Satisfied	8	50%	8	50.0%	8	50.0%	5	31.3%	6	37.5%	6	37.5%	7	43.8%	7	43.8%
Neutral							4	25.0%	1	6.3%	1	6.3%				
Dissatisfied																
Very Dissatisfied																

TAJKISTAN

Table 1. Feedback.

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree	
SPCE training programme met my expectations	11	78.6%	3	21.4%						
I use (or will use) knowledge and skills gained from SPCE training programme	11	78.6%	3	21.4%						
SPCE training programme improved my professional capacities and understanding of local governance and community development challenges	10	71.4%	4	28.6%						
SPCE curricula and training course packages were relevant to the context of my country	11	78.6%	3	21.4%						
Topics, which I was interested in, were covered in the course	9	64.3%	5	35.7%						
I found a new job due to SPCE			2	14.3%	4	28.6 %	7	50.0 %	1	7.1%
I was promoted in my current job due to SPCE.	1	7.1%	2	14.3%	6	42.9 %	5	35.7 %		
I received better pay in my current job due to SPCE.	1	7.1%	1	7.1%	2	14.3 %	10	71.4 %		
I started a new business due to SPCE.			2	14.3%	4	28.6 %	8	57.1 %		
I would recommend SPCE to my colleagues	13	92.9%	1	7.1%						

Table 2. Current use of knowledge and skills from particular courses.

	Frequently		Occasionally		Rarely		Never	
Local Economic Development	12	85.5%	2	14.3%				
Entrepreneurship and Private Sector Finance	3	21.4%	8	57.1%	3	21.4%		
Infrastructure Development	13	92.9%	1	7.1%				

IT for Civil Servants	12	85.7%	2	14.3%				
Business Communication	14	100%						
Public Management	14	100%						
Community Resource Mobilization	12	85.7%	1	7.1%	1	7.1%		
Energy Efficiency	7	50%	5	35.5%	2	14.3%		
Land Management	14	100%						
Social Issues and Government Response	12	85.7%	2	14.3%				

Table 3. Future use of knowledge and skills from particular courses.

	Frequently		Occasionally		Rarely		Never	
Local Economic Development	14	100%						
Entrepreneurship and Private Sector Finance	10	71.4%	4	28.6%				
Infrastructure Development	14	100%						
IT for Civil Servants	12	85.7%	2	14.3%				
Business Communication	14	100%						
Public Management	14	100%						
Community Resource Mobilization	10	71.4%	1	7.1%	3	21.4%		
Energy Efficiency	8	57.1%	4	28.6%	2	14.3%		

Land Management	14	100%							
Social Issues and Government Response	14	100%							

Table 4. Satisfaction rates.

	Instructors		Teaching methods		Curriculum		Workload		Reading material		Facilities, where courses were delivered		Administration of programme by UCA		Overall quality of programme	
Very Satisfied	11	79%	7	50.0%	9	64.3%	5	35.7%	10	71.4%	10	71.4%	11	78.6%	9	64.3%
Satisfied	3	21.4%	7	50.0%	5	35.7%	8	57.1%	4	28.6%	4	28.6%	3	21.4%	5	35.7%
Neutral							1	7%								
Dissatisfied																
Very Dissatisfied																

AFGHANISTAN

Table 1. Feedback.

	Strongly Agree		Agree		Neither Agree Nor Disagree		Disagree		Strongly Disagree		No Answer	
SPCE training programme met my expectations	4	30.8%	9	69.2%								
I use (or will use) knowledge and skills gained from SPCE training programme	7	53.8%	6	46.2%								
SPCE training programme improved my professional capacities and understanding of local governance and community development challenges	3	23.1%	9	69.2%			1	7.7%				
SPCE curricula and training course packages were relevant to the context of my country			12	92.3%	1	7.7%						
Topics, which I was interested in, were covered in the course	6	46.2%	5	38.5%	1	7.7%					1	7.7%
SPCE training programme contributes to the readiness of civil servants to provide effective, on-time and need-based services to the citizens	2	15.4%	10	76.9%	1	7.7%						
SPCE training programme responds to national needs	5	38.5%	4	30.8%	3	23.1%	1	7.7%				

My participation in the SPCE programme was valued by the leadership of my institution	6	46.2%	6	46.2%			1	7.7%				
I would recommend SPCE to my colleagues	4	30.8%	8	61.5%	1	7.7%						

Table 2. Current use of knowledge and skills from particular courses.

	Leadership		Conflict Management		Public Management		Public Engagement		Governance		Environment Protection and Disaster Management		Local Economic and Private Sector Development	
Frequently	1	100.0%	1	100.0%	3	75.0%	3	75.0%	4	100%	1	25%	4	80.0%
Occasionally					1	25.0%	1	25.0%			2	50%	1	20.0%
Rarely														
Never											1	25%		

Table 3. Future use of knowledge and skills from particular courses.

	Leadership		Conflict Management		Public Management		Public Engagement		Governance		Environment Protection and Disaster Management		Local Economic and Private Sector Development	
Frequently	1	100.0%	1	100.0%	2	50.0%	3	75.0%	4	100%	2	50%	4	80.0%
Occasionally					2	50.0%	1	25.0%			1	25%	1	20.0%
Rarely														
Never											1	25%		

Table 4. Satisfaction rates.

	Instructors		Teaching methods		Curriculum		Workload		Reading material		Facilities, where courses were delivered		Administration of programme by UCA		Overall quality of programme	
Very Satisfied	5	38%	4	30.8%	4	30.8%	3	23.1%	3	23.1%	7	53.8%	4	30.8%	3	23.1%
Satisfied	7	54%	7	53.8%	8	61.5%	7	53.8%	7	53.8%	4	30.8%	7	53.8%	10	76.9%
Neutral	1	8%	2	15.4%	1	7.7%	3	23.1%	2	15.4%	1	7.7%	2	15.4%		
Dissatisfied									1	7.7%	1	7.7%				
Very Dissatisfied																